

CONFERENCE PROGRAM

15TH INTERNATIONAL CONFERENCE ON EDUCATIONAL AND INFORMATION TECHNOLOGY

ICEIT 2026

March 27-29, 2026 | Xi'an, China

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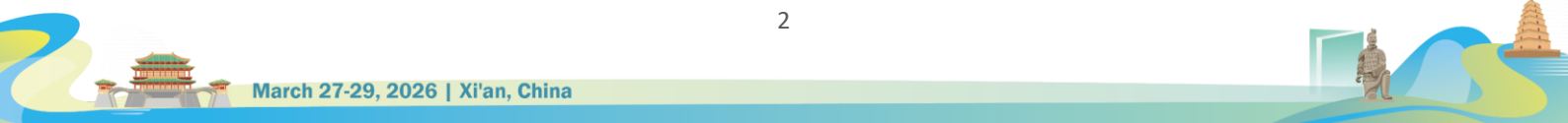


Patrons



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WELCOME MESSAGE

We are pleased to announce that the 15th International Conference on Educational and Information Technology (ICEIT 2026) will take place from March 27-29, 2026, in Xi'an, China.

Building on the successes of previous ICEIT conferences held in Toronto, Canada; Florence, Italy; Paris, France; the University of Cambridge; and the University of Oxford, UK; we cordially invite authors to submit original research papers and work-in-progress reports in the field of educational and information technology.

ICEIT 2026 will place a special focus on educational and information technology to address multidisciplinary challenges. The event will feature oral presentations, poster presentations, workshops, keynote speeches by experts on state-of-the-art topics, and invited speeches. Our aim is to enrich the regular program with emerging topics of particular interest in the field of educational and information technology. We encourage authors to expand upon their research and share their knowledge to contribute to the collective effort to enhance educational and information technology.

On behalf of the conference committee, we sincerely thank all authors, reviewers, and attendees for your valuable contributions, hard work, and active participation in ICEIT 2026. Your dedication, professional expertise, and insightful exchanges have laid a solid foundation for our high-quality academic program and made this conference a remarkable success. We greatly appreciate your continuous support and trust in ICEIT. Finally, we wish all delegates a fruitful, inspiring, and pleasant conference experience!

- General Conference Chairs

Hongliang Ma, Shaanxi Normal University, China

Michele Della Ventura, Music Academy 'Studio Musica', Italy

David Anderson, The University of British Columbia, Canada

15th International Conference on Educational and Information Technology (ICEIT 2026)

March, 2026

CONFERENCE VENUE



悦豪酒店

YOHOL HOTEL 悦豪酒店

地址:西安市二环南路西段 180 号

Add: No. 180, South 2nd Ring Road West Section, Yanta District, Xi'an, Shaanxi, 710075, China

预订方式 Reservation:

380 CNY / including breakfast for two; King rooms & Standard rooms are priced the same

380 元含双早/大床房和标间同价

Please contact 闫经理 +86-18292861176

(预定的时候请告知“参加 ICEIT 会议”

Please mark "ICEIT 2026")

交通指引 (Transport Instruction)

• 西安咸阳国际机场-Xi'an Xianyang International Airport

打车, 约 34.5km, 40-50 分钟, 费用 80-100 元; 乘机场大巴西高新线至高新路站, 换乘打车 / 公交, 全程约 1 小时 20 分钟, 大巴票价 25 元

Taxi: Approx.34.5km, 40-50 mins, CNY 80-100; Airport Shuttle: Take the West Hi-Tech Zone Line to Gaoxin Road Station, transfer to a taxi/bus, total 1h20mins, shuttle fare CNY 25

• 西安北站 (高铁 / 动车) - XI'AN BEIZHAN Station

地铁, 乘 2 号线 (韦曲南方向) 至南稍门站换乘 5 号线, 丰庆公园站 C 口出步行 600 米, 全程约 40 分钟, 票价 4 元; 打车, 约 18km, 30-40 分钟, 费用 40-50 元

Metro: Take Line 2 (Weiquan direction) to Nanshaomen Station, transfer to Line 5 to Fengqing Park Station (Exit C), walk 600m, total 40mins, fare CNY 4; Taxi: Approx.18km, 30-40 mins, CNY 40-50

• 西安站 (火车站) - Xi'an Railway Station

公交, 乘 40 路至南二环桃园路口站下车, 步行 300 米, 全程约 40 分钟, 票价 2 元; 打车, 约 9.9km, 20-30 分钟, 费用 25-30 元

Bus: Take Bus 40 to South 2nd Ring Road Taoyuan Road Intersection Station, walk 300m, total 40mins, fare CNY 2; Taxi: Approx.9.9km, 20-30 mins, CNY 25-30

• 西安西站- Xi'anxi Railway Station

公交, 乘二环 1 号线环线至西大新区站下车, 步行 500 米, 全程约 50 分钟, 票价 2 元; 打车, 约 16.3km, 30 分钟, 费用 35-45 元

Bus: Take the 2nd Ring Road Line 1 to Xida New District Station, walk 500m, total 50mins, fare CNY 2; Taxi: Approx.16.3km, 30 mins, CNY 35-45

备注: 以上信息仅供参考, 具体行程及费用请以实际情况为准。

Note: The above information is for reference only, and the actual itinerary and costs are subject to on-site conditions.

PRESENTATION GUIDELINES

ORAL PRESENTATION

1. The duration of an oral presentation slot is 15 minutes. Please target your lecture for a duration of about 10 minutes for the presentation plus about 5 minutes for questions from the audience.
2. Your punctual arrival and active involvement in each session will be highly appreciated.
 - Get your presentation PPT or PDF files prepared and backed up.
3. Laptops, projector & screen, laser sticks will be provided by the conference organizer.
4. Join the meeting room at least 15 minutes before the session begins.

POSTER PRESENTATION

The size of poster is A1 (1189 mm x 841 mm), Posters must be in portrait format(height>width). This cannot be modified.

It's expected that at least one author stands by the poster for (most of the time of) the duration of the poster session. This is essential both to present your work to anyone interest in it and to make sure that your presence is verified by committee.



ONLINE PRESENTATION | Password: ICEIT

Name	Link	Date	Sessions
ROOM A	https://us02web.zoom.us/j/86423503317	March 27,28,29	Online Session 1,4,7,10,13
ROOM B	https://us02web.zoom.us/j/88200798095	March 27,28,29	Online Session 2,5,8,11,14
ROOM C	https://us02web.zoom.us/j/85386871898	March 28	Online Session 3,6
ROOM D	https://us02web.zoom.us/j/89732240311	March 29	Online Session 9,12,15

Time Zone: **China Standard Time (CST), UTC/GMT+8**

Please make sure that both the clock and the time zone on your computer are set to the correct China standard time.

Online Presentations' Abstract: <https://www.iceit.org/ICEIT26-OnlineSessions.htm>



SECURITY

- Please take care of your belongings in public area. For your personal and property safety, delegates are suggested to wear representative card during conference and not to lend it to those unconcerned to enter event rooms. Conference does not assume any responsibility for loss of personal belongings of participants.
- Don't stay too late in the city, don't be alone in the remote area. Be aware of the strangers who offer you service, signature of charity, etc., at scenic spots. You can search more Tourist Information and Security tips online.
- Emergency Call; Ambulance: 120 Police: 110

Assistant Wechat QR code



Live Photo Streaming QR Code



DAILY SCHEDULE

Day 1, March 27, 2026		
10:00-16:30	Onsite Sign in and Collect Conference Materials 悦豪酒店 大堂 Lobby of YOHOL HOTEL	
18:00-20:00	晚餐: 云顶餐厅 (29楼) Dinner: Yunding Restaurant, 29th Floor	
Online Pre-test Timetable and online sign		
Password: ICEIT		
10:00-12:00	Online Invited Speakers & Session Chairs & Committees ROOM A: https://us02web.zoom.us/j/86423503317	
	ROOM A: https://us02web.zoom.us/j/86423503317	ROOM B: https://us02web.zoom.us/j/88200798095
14:00-15:00	Online Session 1 Online Session 2 Online Session 3 Online Session 4	Online Session 5 Online Session 6 Online Session 7 Online Session 8
15:30-16:30	Online Session 9 Online Session 10 Online Session 11 Online Session 12	Online Session 13 Online Session 14 Online Session 15

Day 2, March 28, 2026

福祿厅 3楼 | FuLu Hall 3rd Floor

Host: Qin Wang, Shaanxi Normal University, China

OPENING CEREMONY

09:00-09:05	<p>Opening Remarks Hongliang Ma, Shaanxi Normal University, China</p>
09:05-09:10	<p>Conference Chairs' Address Michele Della Ventura, Music Academy 'Studio Musica', Italy David Anderson, The University of British Columbia, Canada</p>
09:10-09:15	<p>Invited Guests' Remarks Noor Maizura Mohamad Noor, Universiti Malaysia Terengganu, Malaysia Ying Tang, Southwest University, China</p>
09:15-09:20	<i>Group Photo</i>
KEYNOTE SPEECHES	
09:20-10:10	<p>Keynote Speaker I Jiyou Jia, Peking University, China Speech Title: The Application of an AI System CSIEC in the Instruction of English as a Foreign Language: the Past, Present and Future</p>
10:10-10:30	<i>Coffee Break</i>
10:30-11:20	<p>Keynote Speaker II KWOK Lam For, PhD, CEng, FBCS, FHKIE Speech Title: Emerging Technologies and Applied Talent Education - Challenges and Framework</p>
11:20-12:10	<p>Keynote Speaker III Yun Zhou, Shaanxi Normal University, China Speech Title: Generated Instructional Videos and the Design of Video-Based Pedagogical Agents</p>
12:10-13:30	午餐: 云顶餐厅 (29楼) Lunch: Yunding Restaurant, 29th Floor

AFTERNOON ONSITE SESSIONS		
13:30-15:45	Onsite Session 1 (Special Session 4) Topic: Digital Intelligence-Enabled Interdisciplinary Learning Chair: Assoc. Prof. Chunyan Feng, South China Normal University, China IT3264, IT3306, IT3319, IT3325, IT3328, IT3368, IT3403, IT3404, IT4442-A	福禄厅 3楼 FuLu Hall 3 rd Floor
13:30-15:30	Onsite Session 2 Topic: Generative AI and the Evolving Roles of Educators Chair: Prof. Noor Maizura Mohamad Noor, Universiti Malaysia Terengganu, Malaysia Invited Speech-Prof. Noor Maizura Mohamad Noor IT4414, IT3262, IT3284, IT3313, IT3370, IT3208	东岳厅 5楼 DongYue Hall 5 th Floor
13:30-15:30	Onsite Session 3 Topic: Design, Assessment, and Adoption of Intelligent Educational Systems Chair: Assoc. Prof. Weirong Li, Guangzhou Civil Aviation College, China Invited Speech-Prof. Arbin Janu Setyowati IT1089, IT2113, IT2188, IT3244, IT3253, IT3390	西岳厅 5楼 XiYue Hall 5 th Floor
13:30-15:30	Onsite Session 4 Topic: Learning Analytics and Data-Driven Educational Assessment Chair: Dr. Qin Wang, Shaanxi Normal University, China Invited Speech-Prof. Ramlee Mustapha IT1042, IT2156, IT2161, IT3304, IT3389, IT3330	南岳厅 5楼 NanYue Hall 5 th Floor
13:30-15:30	Onsite Session 5 Topic: Data-Driven Blended Learning: Knowledge Graphs, Analytics, and Design Chair: Assoc. Prof. Xiangwen Li, Shaanxi University of Chinese Medicine, China Invited Speech-Prof. Agostinho Dos Santos Goncalves IT1013, IT1077, IT2129, IT2137-A, IT3348, IT4428	北岳厅 5楼 BeiYue Hall 5 th Floor
13:30-15:00	Onsite Session 6 Topic: Technology-Driven Innovations in STEM and Computer Science Education Chair: Dr. Chunxiao Yin, Southwest University, China IT2152, IT2169, IT2177, IT3241, IT3373, IT3393	商务中心 5楼 Business Center 5 th Floor
13:30-15:00	Poster Session 1 Topic: AI-Empowered Education: Generative Models, Intelligent Analytics, and Teacher Development Chair: Assoc. Prof. Jinshuai Qu, Yunnan Minzu University, China IT1022, IT1024, IT1053, IT1066, IT2120, IT2153, IT2162, IT3305, IT3353, IT4426	廊道 5楼 5 th Floor Hallway

15:30-16:00	Coffee Break	
16:00-17:45	Onsite Session 7 Topic: Ethical Frameworks for Educational Data Governance and Learning Analytics Chair: Assoc. Prof. Saida Ulfa, State University of Malang, Indonesia IT1026, IT1078, IT2108, IT3290, IT3300-A, IT4466, IT6006	福祿厅 3楼 FuLu Hall 3 rd Floor
16:00-17:45	Onsite Session 8 Topic: Immersive Technologies and Embodied Interaction in Education Chair: Dr. Fuwei Yang, Southwest University, China IT1034-A, IT2141, IT3207, IT3352, IT3363, IT4444, IT4451	东岳厅 5楼 DongYue Hall 5 th Floor
16:00-17:30	Onsite Session 9 Topic: Generative AI in Education: Attitudes, System Design, and Pedagogical Practices Chair: Dr. Nicia Guillén-Yparrea, Tecnologico de Monterrey, Mexico IT2123, IT2183, IT3258, IT3292, IT3351, IT6005	西岳厅 5楼 XiYue Hall 5 th Floor
16:00-17:45	Onsite Session 10 Topic: Multi-Agent Systems and Intelligent Assistants in Education Chair: Dr. Huan Yan, Northwestern Polytechnical University, China IT2158, IT2175, IT2179, IT3333, IT3334, IT4431, IT4457	南岳厅 5楼 NanYue Hall 5 th Floor
16:00-17:45	Onsite Session 11 Topic: Affective Intelligence and Inclusive Learning for Diverse Learners Chair: Prof. Arbin Janu Setyowati, State University of Malang, Indonesia IT1006, IT1048, IT1054, IT2107, IT3205, IT3223, IT3265-A	北岳厅 5楼 BeiYue Hall 5 th Floor
16:00-17:45	Onsite Session 12 Topic: Innovative Pedagogical Strategies and Interdisciplinary Learning Chair: Dr. Wenjie Li, Guangzhou Xinhua University, China IT1007, IT1081, IT2104, IT2121, IT3204, IT3221, IT1025	商务中心 5楼 Business Center 5 th Floor
16:00-17:30	Poster Session 2 Topic: Emerging Technologies and Educational Ecosystems: Immersive Environments and Pedagogical Innovations Chair: Dr. Lihao Wang, Northwestern Polytechnical University, China IT1058, IT1065, IT2111, IT2116, IT2185, IT3242, IT3243, IT3302, IT3372, IT2117	廊道 5楼 5 th Floor Hallway
Dinner From 18:30	湘江厅 3楼 XiangJiang Hall, 3rd Floor	

AFTERNOON ONLINE SESSIONS

	ROOM A : https://us02web.zoom.us/j/86423503317 ROOM B : https://us02web.zoom.us/j/88200798095 ROOM C : https://us02web.zoom.us/j/85386871898	Password: ICEIT
	Online Presentation Abstract: https://www.iceit.org/ICEIT26-OnlineSessions.htm Note: Scan the code to get the online presentation's information	
13:00-15:15	Online Session 1 Topic: Intelligent Educational Assessment and Learning Analytics Chair: Assoc. Prof. Alpha Man Ho Ling, The Education University of Hong Kong, China IT1033, IT1038, IT4450, IT1061, IT2135, IT2168, IT4432, IT4447, IT1049	ROOM A 86423503317
13:00-15:15	Online Session 2 Topic: Ethical Frameworks for Educational Data Governance and Learning Analytics Chair: Dr. Huijun Ma, Khon Kaen University, Thailand IT2114, IT2131, IT2176, IT3226, IT3278, IT3320, IT3339, IT3386, IT4465	ROOM B 88200798095
13:00-15:15	Online Session 3 Topic: Digital Intelligence-Enabled Interdisciplinary Learning Chair: Dr. Shufeng Shan, Guangdong university of petrochemical technology, China, China IT1069, IT2126, IT2154, IT3209, IT3277, IT3314, IT3327, IT4446, IT4449	ROOM C 85386871898
15:15-15:45	Break Time	
15:45-18:30	Online Session 4 Topic: Human-Centered AI and the Personalization of Learning Experience Design Chair: Prof. Kelum Gamage, University of Glasgow, UK Invited Speech-Prof. Kelum Gamage IT1062, IT1063, IT2172, IT3240, IT3295, IT3399, IT3401, IT4421, IT4474	ROOM A 86423503317
15:45-18:15	Online Session 5 Topic: Game-Based Learning and Virtual Reality in Education Chair: Dr. Hui He, Jiangnan University, China IT4459, IT1070, IT1090, IT2115, IT2180, IT3191, IT3382, IT3384, IT4443, IT1028	ROOM B 88200798095

15:45-18:15	<p>Online Session 6</p> <p>Topic: Large LLM-Driven Pedagogical Innovation and Intelligent Agents</p> <p>Chair: Dr. Dongpo Guo, Jiangnan University, China</p> <p>IT1043, IT1046, IT2149, IT2171, IT3267, IT3315, IT3383, IT4424, IT6004, IT3350</p>	<p>ROOM C</p> <p>85386871898</p>
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Day 3, March 29, 2026

ONLINE SESSIONS



Online Presentation Abstract: <https://www.iceit.org/ICEIT26-OnlineSessions.htm>

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	ROOM A https://us02web.zoom.us/j/86423503317 ROOM B https://us02web.zoom.us/j/88200798095 ROOM D https://us02web.zoom.us/j/89732240311	Password: ICEIT
09:30-12:15	Online Session 7 Topic: Teacher Readiness and Professional Development for AI in Education Chair: Dr. Yun Li, Sichuan University, China Invited Speech- Jining Han IT1087, IT2106, IT2182, IT3194, IT3212, IT3273, IT3219, IT4445, IT4475	ROOM A 86423503317
09:30-12:00	Online Session 8 Topic: AI AIGC-Driven Pedagogical Transformation and Workflow Reconstruction Chair: Dr. Liqiao Nong, Guangxi Polytechnic of Construction, China Invited Speech-Prof. Zhongling Pi IT1074, IT2105, IT2124, IT2143, IT2147, IT3220, IT3322, IT3337	ROOM B 88200798095
09:30-12:00	Online Session 9 Topic: Technology-Supported Special Education and Inclusive Learning Chair: Assoc. Prof. Ben Oliver Tutor, NU Philippines, Philippines Invited Speech- Prof. Yuqin Yang IT1014, IT1056, IT1088, IT1091, IT2130, IT2136, IT3255, IT4464	ROOM D 89732240311
12:15-13:00	Break Time	
13:00-15:00	Online Session 10 (Special Session 1) Topic: Generative AI and the Evolving Roles of Educators Chair: Dr. Fangfang Zhu, Jiangnan University, China IT3318, IT3235, IT3247, IT3365, IT3294, IT3296, IT3346, IT3252	ROOM A 86423503317
13:00-15:15	Online Session 11 Topic: Intelligent Educational Platforms and Personalized Learning Chair: Dr. Xing Liu-Schuppener, Leibniz University Hannover, Germany IT1052, IT1079, IT2159, IT3198, IT3283, IT3341, IT3367, IT3400, IT4468	ROOM B 88200798095

13:00-15:15	Online Session 12 Topic: AI Reshaping Higher Education: Human-AI Collaboration and Future Directions Chair: Dr. Haiping Wei, Southwest Minzu University, China IT2101, IT2133, IT3197, IT3234, IT3249, IT3261, IT3321, IT3326, IT4472	ROOM D 89732240311
15:15-15:30	<i>Break Time</i>	
15:30-18:00	Online Session 13 Topic: Blended Learning and MOOCs Chair: Dr. Yi Zhang, Beijing Normal University, China IT1027, IT2112, IT2139, IT2144, IT2151, IT2163, IT3203, IT3257, IT3381, IT1010	ROOM A 86423503317
15:30-17:45	Online Session 14 Topic: K-Subject Teaching and Digital Learning Strategies for K-12 Education Chair: Dr. Deka Dyah Utami, State University of Malang, Indonesia IT3213, IT3193, IT3196, IT1040, IT3218, IT4460, IT3335, IT3385, IT3245	ROOM B 88200798095
15:30-17:45	Online Session 15 Topic: Technology-Enabled Innovations in Higher Education and Industry-Education Integration Chair: Dr. Goh Wei Wei, Taylor's University, Malaysia IT1008, IT1084, IT3323, IT2150, IT2166, IT3303, IT2138, IT3380, IT4458	ROOM D 89732240311



KEYNOTE SPEAKER



Prof. Jiyou Jia
Peking University, China

09:20-10:10, March 28, 2026 | FuLu Hall 3rd Floor | 福祿厅 3 楼

Boi: Dr. Jiyou Jia is a full professor and the Head of the Department of Educational Technology, Graduate School of Education, Peking University, China and is also the founding director of International Research Center for Education and Information at Peking University. He serves concurrently as the Vice Principal of Science at Xinxin School affiliated to Peking University High School. He is the responsible professor for the national-level online and offline blended first-class undergraduate course "Education and Artificial Intelligence". He was invited to work as a guest professor by School of Education, Technical University of Munich, Germany, a Distinguished Professor at Institute for Research in Open and Innovative Education, the Open University of Hong Kong China, and a visiting professor by the Education University of Hong Kong China. His research interests include educational technology and artificial intelligence in education, especially in TELL (Technology Enhanced Language Learning), math education with ICT, and decision making support system. He has been responsible for a dozen of national projects and international cooperation projects. His has won a number of national and international prizes, and published more than 150 articles in internationally or nationally peer-reviewed journals and conferences.

Title: The Application of an AI System CSIEC in the Instruction of English as a Foreign Language: the Past, Present and Future

Abstract: The English chatbot CSIEC (Computer Simulation in Educational Communication) for the instruction of English as a foreign language has been developed by the speaker and put on free usage in the Internet since 2003. It has been further extended to an intelligent tutoring system by the speaker's team and applied in English instruction both in middle schools and in higher education since 2006. The multiple and long-term quasi-experiments demonstrated its effect on students' learning performance and motivation. It is recognized as an early college-level framework and adaptive learning system for English language learners (Sabatini, Graesser, Hollander and O'Reilly, 2023). This speech will summarize the past experience of this AI system, introduce the lasted development enhanced by large language models, and envisage its future.

KEYNOTE SPEAKER



KWOK Lam For
PhD, CEng, FBCS, FHKIE

10:30-11:20, March 28, 2026 | FuLu Hall 3rd Floor | 福祿厅 3 楼

Boi: Dr Kwok is an information technology (IT) professional by training in the UK and Australia and has devoted his whole career in education and in nurturing young IT professionals. After serving the City University of Hong Kong for 35 years, he retired in 2021. His main interests include cybersecurity and cybersecurity education, AI in education, learning analytics and smart learning environment. Dr Kwok actively serves the academic and professional communities in various capacities. He was the Conference Chair of International Conference of Blended Learning (2016 – 2021) and the International Symposium of Educational Technology (2016 – 2021); and is the Conference Chair of International Conference of Technology in Education 2025. He is currently a member of the Management Board for Hong Kong College of Technology (HKCT); a member of Board of Governors for Hong Kong College of Technology Institute of Higher Education (CTIHE).

Title: Emerging Technologies and Applied Talent Education - Challenges and Framework

Abstract: Emerging technologies—AIoT and edge intelligence, urban digital twins, trusted security models, and advanced connectivity—are transforming city operations, but they also raise complex interdisciplinary and ethical requirements. Global shortages in cybersecurity and AI roles, compounded by public-sector brain drain, expose gaps between fast-moving industry needs and slow curriculum cycles. Education faces four core challenges: long development lead times, fragmented faculty backgrounds, overly theoretical training, and the difficulty of building realistic experimental environments. To close these gaps, the VPET approach emphasizes role-based skills, practical certification pathways, and the integration of knowledge, skills, and tasks. CTIHE responds with a vertical, security-first curriculum from Higher Diploma to Master's levels across cybersecurity, AI, and IoT, supported by cyber ranges, IoT and AI laboratories, competitions, and micro-credentials. The pathway clarifies progression from frontline competence to system design and strategic leadership, while aligning modular curricula with industry co-construction and authentic assessment.

KEYNOTE SPEAKER



Yun Zhou

Shaanxi Normal University, China

11:20-12:10, March 28, 2026 | FuLu Hall 3rd Floor | 福祿厅 3 楼

Boi: Dr. Zhou Yun is a Professor and Ph.D. supervisor in the Faculty of Education at Shaanxi Normal University, specializing in Educational Technology. She earned her Ph.D. in Computer Science from Ecole Centrale de Lyon and is currently focused on research in intelligent interaction and virtual reality applications in education, and educational brain-computer interfaces. Dr. Zhou has authored one book and published over 50 papers in international conferences and SCI/SSCI journals (e.g., CHI, IEEE VR, British Journal of Educational Technology, Journal of Computer Assisted Learning, Journal of Neural Engineering). She serves as a reviewer and guest editor for journals in educational technology and human-computer interaction and is a committee member of the Intelligent Interaction Committee of the Chinese Association for Artificial Intelligence (CAAI). Dr. Zhou has led two projects funded by the National Natural Science Foundation of China, contributed to a key research project under the Ministry of Science and Technology, and been supported by the Shaanxi Higher Education Institutions Outstanding Young Talent Support Program.

Title: Generated Instructional Videos and the Design of Video-Based Pedagogical Agents

Abstract: AI-generated instructional resources and content are opening up new possibilities for learning support and instructional innovation. However, robust empirical evidence is still limited regarding their effects on learning performance, trust, cognitive load, and overall learning experience, and the mechanisms underlying these effects remain insufficiently understood. In this keynote, a series of empirical studies that examine AI-generated content and instructional resources across multiple educational levels, including early childhood education, K-12, and higher education, will be shared. These studies span diverse design dimensions, such as human likeness and visual cues, and cover a range of subject areas, including language arts, STEM, and English. They also provide evidence from underrepresented educational contexts, particularly rural schools and universities in western China. Based on these findings, the key design principles and application scenarios for human-like generated content will be discussed, with a conclusion of a future agenda for research and practice in AI-generated instructional resources.

INVITED SPEAKER

March 28, 2026 | 13:30-14:00 | 东岳厅 5楼 DongYue Hall 5th Floor



Prof. Noor Maizura Mohamad Noor **Universiti Malaysia Terengganu, Malaysia**

Bio: Noor Maizura Mohamad Noor obtained her Diploma and Bachelor of Computer Science from Universiti Pertanian Malaysia, Serdang Selangor in 1991 and 1994 respectively. She earned her Master of Science (Computer Science) from Universiti Putra Malaysia in 1997. Later in 2005, she acquired her doctoral degree in Computer Science from the University of Manchester, the United Kingdom. Her outstanding accomplishments led to her appointment as a professor in 2017. Her recent research work focuses on improving organizational decision-making

practices using technologies. This includes research interests in the design, development, and evaluation of decision support systems for analyzing and improving decision processes. Her research interests also focus on the areas of computer science, intelligent decision support systems, clinical decision support systems, and information systems. She has presented and published over two hundred of papers on the decision support system at various international and local refereed journals, conferences, seminars, and symposiums.

Title: A Risk-based Decision Support System (R+DSS) Framework for Enhancing Riskassessment in Teaching and Learning Environments

Abstract: Higher education institutions (HEIs) face diverse risks in teaching and learning, including system failures, cybersecurity threats, assessment issues, and policy violations. However, risk management practices in HEIs remain largely reactive and rely on simplistic decision-making tools that inadequately address uncertainty and complexity. This study proposes a structured Risk-Based Decision Support System (R+DSS) framework to enhance risk assessment and decision-making in HEIs. The research objectives were to develop an R+DSS framework, design a fuzzy Multi-Criteria Decision-Making (MCDM) model using the Fuzzy TOPSIS method, and implement and evaluate a web-based system to support practical decision-making. The study was conducted in three phases: framework development, fuzzy MCDM model construction, and system implementation using PHP and MySQL. The system enables data input, fuzzy computation, and risk ranking. Usability was evaluated using the USE questionnaire administered to 30 academic and administrative staff. Results indicate that the framework is suitable for HEI contexts, the fuzzy MCDM model effectively ranks risk alternatives under uncertainty, and the system is perceived as useful, easy to use, and beneficial for decision-making. The study concludes that a structured, expert-based R+DSS can significantly support HEIs in managing teaching and learning risks and recommends its adoption to improve strategic academic risk management.

March 28, 2026 | 13:30-14:00 | 西岳厅 5楼 XiYue Hall 5th Floor



Prof. Arbin Janu Setyowati **Vice Dean, Faculty of Education, State University of Malang, Indonesia**

Bio: Prof. Arbin J. Setyowati is a Professor in the Department of Guidance and Counseling, Faculty of Education, Universitas Negeri Malang (UM), where she currently serves as Vice Dean for Research and Partnership. She earned her Ph.D. in Guidance and Counseling from UM. Her research focuses on counseling competence, peer counseling models integrating local wisdom, differentiated learning strategies, and socio-emotional learning. Prof. Setyowati also serves on the

editorial board of the Indonesian Journal *Kajian Bimbingan dan Konseling*.

Title: Bridging the Archipelago: Digital Equity and Mental Health Accessibility in Indonesian Education

Abstract: Indonesia is currently battling a quiet crisis in student mental health. This issue is intensified by the country's unique geography and a severe lack of guidance counselors, where the ratio often hits 1:3,000. This presentation argues for the democratization of mental health support through digital equity. We examine the "digital divide" as a two-sided problem: urban students are suffering from screen fatigue and privacy worries, while those in rural areas struggle with basic connectivity and a lack of devices. To fix this imbalance, we introduce a Hybrid Counseling Model. In this approach, technology supports counselors rather than replacing them. By using AI to handle administrative duties and initial screenings, we can prevent counselor burnout and quickly identify low-risk cases. This frees up human professionals to focus on what they do best: handling high-risk situations and providing the deep empathy that software cannot mimic. We will show how combining scalable tech with human connection can bridge the gap across the archipelago. Our aim is to ensure equitable access to psychological well-being for every Indonesian student, without sacrificing the mental health of the professionals on the front lines. **Keywords:** Digital equity, student well-being, hybrid counseling, AI-Assisted education, Indonesia, counselor burnout.

March 28, 2026 | 13:30-14:00 | 南岳厅 5楼 NanYue Hall 5th Floor



Prof. Ramlee Mustapha
Sultan Idris Education University, Malaysia

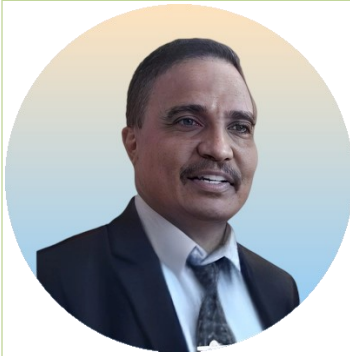
Bio: Dr. Ramlee Mustapha is a Professor of Technical and Vocational Education at the Faculty of Technical and Vocational Education, Universiti Pendidikan Sultan Idris (UPSI) [the Sultan Idris Education University]. In 2010, he was appointed as the Dean for Post-Graduate Studies at UPSI. A year later, he is appointed as the Dean of the Faculty of Technical and Vocational Education at UPSI. In 2017, he was appointed as the 5th President of the Asian Academic Society for Vocational Education and Training (AASVET). Dr. Ramlee Mustapha holds a Bachelor degree in

Chemical Engineering (BSChE) from University of Alabama, USA. His first Masters degree in Educational Administration (M.Ed) from Eastern New Mexico University, USA and his second Masters degree in Industrial Technology (M.Sc) from Purdue University, USA. He earned a doctoral degree in Technical and Vocational Education (Ph.D) also from Purdue University, USA.

Title: Bridging TVET and Artificial Intelligence: Developing Competent Vocational Educators for Industry 4.0

Abstract: The rapid advancement of Artificial Intelligence (AI) is transforming industries and redefining the skills required in the modern workforce. As Technical and Vocational Education and Training (TVET) plays a critical role in preparing industry-ready graduates, vocational educators must develop competencies that enable them to integrate AI technologies into teaching and learning practices. This presentation discusses the importance of bridging TVET and AI by strengthening the competencies of vocational educators to meet the demands of Industry 4.0. The study examines key AI-related competencies required among vocational educators, including digital literacy, understanding of AI fundamentals, data awareness, ethical use of AI, and the ability to apply AI tools in instructional design, teaching, and assessment. Through an extensive literature review, the presentation analyses current trends in AI integration within education and highlights the emerging expectations placed on TVET educators to support technology-driven learning environments. The review also identifies gaps in existing competency frameworks related to AI adoption in vocational education. By synthesizing findings from previous studies, the paper emphasizes the need for structured professional development and institutional support to equip educators with relevant AI capabilities. Ultimately, the study contributes to the growing discourse on AI in TVET and highlights the importance of educator readiness in preparing students for future workplaces. Finally, based on the extensive literature review, a conceptual TVET-AI competency model for vocational educators will be presented.

March 28, 2026 | 13:30-14:00 | 北岳厅 5楼 BeiYue Hall 5th Floor



Prof. Agostinho Dos Santos Goncalves
President Executive, Instituto Superior Cristal, Timor Leste

Bio: Dr. Agostinho dos Santos Gonçalves is the President Executive of Instituto Superior Cristal (ISC) and Cristal Foundation in Timor-Leste, specializing in Educational Technology. He has authored and co-authored several academic works. As the principal contact for ISC Journal, he actively fosters research dissemination and academic collaboration. Dr. Gonçalves frequently engages in academic and cultural exchanges, including delivering keynote lectures to strengthen inter-institutional cooperation in Timor-Leste.

Title: From Policy to Practice: Transforming Learning with ICT in Timor-Leste

Abstract: The integration of Information and Communication Technology (ICT) into Timor-Leste's education system demonstrates a gradual shift from policy formulation to implementation at the school level. The National Education Strategic Plan 2011–2030 and the Strategic Development Plan 2011–2030 positioned education modernization and human resource development as key pillars of national transformation, with ICT as a strategic instrument for improving quality, equitable access, as well as 21st-century skills. When the COVID-19 pandemic, Eskola Ba Uma initiative which combines television, radio, printed materials, and digital platforms ensure the continuity of learning. This experience shows that in order to ensure the successful of ICT integration into teaching and learning, it should depend on systemic alignment between infrastructure, curriculum, governance, and teacher professional development. In 2023, World bank released a data that show 34% of people in Timor-Leste utilized the internet. It means many individuals were using digital technology on that time, but it's still not as many as it is in many other countries in the South East Asia area. In order to transform the policy into practice, the Timorese people should work together, for example by building infrastructure, providing local material in Tetum and Portuguese, improving instructors' abilities which in line with the global ICT competency framework, and setting up data-driven evaluation mechanisms. Integrating ICT into Timor-Leste could lead to improve the quality of learning.

March 28, 2026 | 15:45-16:15 | ROOM A: <https://us02web.zoom.us/j/86423503317>



Prof. Kelum Gamage
University of Glasgow, UK

Bio: Prof. Kelum Gamage is a Full Professor in the James Watt School of Engineering at the University of Glasgow and a winner of the University of Glasgow Teaching Excellence Individual Award. He is the Learning & Teaching Enhancement lead of the College of Science and Engineering and the Co-Director of the Centre for Educational Development and Innovation. Prof. Gamage is the lead editor of "The Wiley Handbook of Sustainability in Higher Education Learning and Teaching" (ISBN: 978-1-119-85283-4) and also the Editor-in-Chief for the STEM Education Section of the Education Sciences Journal (Publisher: MDPI, Switzerland, ISSN 2227-7102). He is a Principal Fellow of the Higher Education Academy (PFHEA), a Chartered Engineer (CEng) of the Engineering Council (UK), a Fellow of the Institution of Engineering and Technology (FIET), a Fellow of the Royal Society of Arts (FRSA) and a Senior Member of the Institute of Electrical and Electronics Engineers (SMIEEE).

Title: Reimagining International Education: Trends and Opportunities in Transnational Education

Abstract: Transnational education (TNE) has demonstrated sustained resilience and strategic importance within international higher education. While the COVID-19 pandemic acted as a major catalyst for change, its effects are now embedded in enduring shifts in student demand, delivery models, and institutional partnerships. This paper reimagines transnational education by examining its historical evolution, current configurations, and future trajectories in a post-pandemic and geopolitically complex environment. It analyses how altered patterns of international mobility have accelerated innovation in transnational provision and expanded access to international

degrees. The study identifies emerging trends, opportunities, and structural challenges shaping TNE, highlighting its value for students, partner institutions, and UK universities. It positions transnational education as a sustainable, adaptable, and inclusive model for international engagement, capable of supporting long-term value creation amid ongoing global uncertainty.

March 29, 2026 | 09:30-10:00 | ROOM A: <https://us02web.zoom.us/j/86423503317>



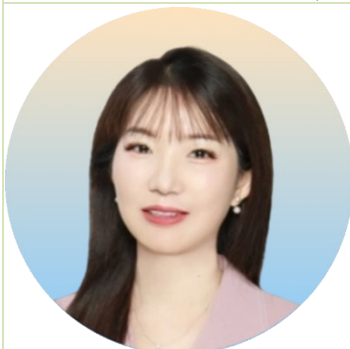
Assoc. Prof. Jining Han
Southwest University, China

Bio: Dr. Jining Han is an associate professor in the Faculty of Education at Southwest University. He earned his Ph.D. in Second Language Acquisition and Educational Technology from the University of South Florida and holds a Master's degree in Pedagogy from Arizona State University. He also received a postdoctoral fellowship position at the Georgia Institute of Technology. He conducts research in applying AI-supported learning, virtual reality in education, and smart learning environment.

Title: GenAI-Supported Teacher Feedback on Students' Writing: Teachers' Perspectives

Abstract: This study explored an innovative approach to providing written feedback, namely, ChatGPT-supported teacher feedback, in the Chinese tertiary EFL context. Two research questions guided this study: (1) What are EFL instructors' perceptions of ChatGPT-supported teacher feedback? (2) How do EFL instructors revise ChatGPT output while providing ChatGPT-supported teacher feedback? Specific training was conducted with four course instructors and two classes of students, and the instructors provided ChatGPT-supported teacher feedback on two writing tasks across seven weeks. Perception data were collected from four instructors via individual semi-structured interviews, supplemented with records of ChatGPT feedback, teachers' responses to ChatGPT output, and students' uptake of ChatGPT-supported teacher feedback. Qualitative content analysis was conducted, and the constant comparative method was utilized. The findings revealed the instructors' perceived benefits of ChatGPT-supported teacher feedback and the perceived constraints of ChatGPT output. In implementing ChatGPT-supported teacher feedback, the instructors added new comments, extended the feedback, modified inappropriate suggestions, condensed repetitive comments, and deleted excessive praise. This study provides novel pedagogical insights into the integration of ChatGPT's capabilities with teachers' agency when providing written feedback.

March 29, 2026 | 09:30-10:00 | ROOM B: <https://us02web.zoom.us/j/88200798095>



Prof. Zhongling Pi
Shaanxi Normal University, China

Bio: Zhongling Pi is a Professor and Doctoral Supervisor at the Key Laboratory of Modern Teaching Technology, Ministry of Education, Shaanxi Normal University. She holds a Ph.D. in Psychology from Central China Normal University and completed postdoctoral research at Nanyang Technological University, Singapore. Her interdisciplinary research focuses on instructional video design and learning strategies, integrating education, psychology, technology, and cognitive neuroscience. She has published over 80 papers as first/corresponding author,

authored three monographs, and led multiple national and provincial projects.

She has received awards including the First Prize of Shaanxi Provincial Outstanding Achievement in Philosophy and Social Sciences (2023). She serves as editorial board member for Educational Technology & Society, guest editor for Frontiers in Psychology, and holds several academic and professional committee roles in China

Title: Rethinking Learning in the Age of AI: From Video-based STEM Learning to Collaborative Creative Problem Solving

Abstract: Artificial intelligence (AI) is rapidly transforming digital learning environments, offering new opportunities to support learners' cognitive and creative processes. AI-powered tools are increasingly embedded in educational platforms to assist activities such as note-taking, knowledge construction, and problem solving. However, an important question remains: how can AI effectively support generative learning rather than promote passive dependence? This talk rethinks video-based learning in the age of AI by examining how AI-powered tools influence learners' engagement and creativity. Drawing on evidence from two empirical studies, the presentation explores how learners interact with AI and how these interactions shape cognitive engagement, learning behaviors, and outcomes. The first study investigates AI-powered notetaking in video-based STEM learning by comparing learner-AI notetaking, learner-only notetaking, and AI-only notetaking. Results show that learner-AI collaboration improves knowledge acquisition, creativity, note quality, and attentional engagement, suggesting that interacting with AI during notetaking can support the organization and integration of information. The second study examines primary school students' collaborative creative problem solving with a conversational generative AI chatbot. Analyses reveal that high-performing learners engage more frequently in iterative solution editing and elaborative-metacognitive processes, which are associated with higher creativity. Together, these findings highlight the importance of designing AI-supported learning environments that promote active human-AI collaboration. The talk concludes by discussing implications for developing AI-enhanced learning environments that foster generative learning, cognitive engagement, and creativity in STEM education.

March 29, 2026 | 09:30-10:00 | ROOM D: <https://us02web.zoom.us/j/89732240311>



Prof. Yuqin Yang
Central China Normal University, China

Bio: Professor Yang Yuqin, listed among the 2025 Global Top 2% Scientists, holds a Ph.D. from the University of Hong Kong and is a Professor in the Faculty of Artificial Intelligence in Education at Central China Normal University, where she also serves as a Ph.D. supervisor. She is concurrently a Ph.D. supervisor at The Education University of Hong Kong and a member of the third National "Huang Danian-style" Teaching Team. She has received the 9th Hubei Provincial Teaching Achievement Award and is recognized as a Chutian Scholar of Hubei Province and Guizi Young

Scholar of Central China Normal University. Her research centers on AI and learning analytics, learning sciences, higher-order thinking, and data-driven learning assessment. She has led multiple national and provincial projects and serves as Associate Editor for the International Journal of Computer-Supported Collaborative Learning (SSCI Q1) and Learning: Research and Practice (ESCI Q1), as well as guest editor and editorial board member for top SSCI journals including Learning and Instruction and British Journal of Educational Technology. She has chaired international conferences such as ICCE and GCCCE and published over 160 papers, including more than 100 SSCI/CSSCI papers in leading journals. She has received multiple Best Paper Awards from AERA, AECT, GCCCE, and other conferences.

Title: Analytics-enhanced Reflective Assessment for Undergraduates' Knowledge Building Competencies

Abstract: Knowledge building (KB) competencies are essential for undergraduates to engage in creative knowledge work and achieve academic success. Despite their importance, there has been limited research on how to effectively scaffold these competencies in undergraduate education. This talk will present findings from a series of empirical studies that investigate the role of reflective assessment, enhanced by advanced analytics tools, in fostering KB competencies. The studies explore not only whether these analytics-enriched.

Reflective assessments can support students' KB development but also examine the specific mechanisms by which these tools facilitate deeper reflection, collaboration, and knowledge improvement. By leveraging data-driven insights, these assessments aim to promote a more dynamic and participatory learning process, ultimately empowering students to take greater ownership of their learning journey.

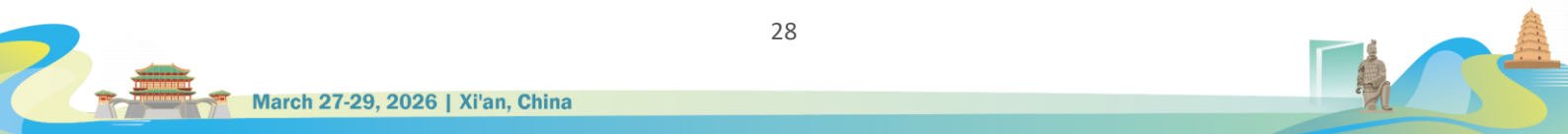
ONSITE SESSION 1 (Special Session 4)

- ✚ **Topic: Digital Intelligence-Enabled Interdisciplinary Learning**
- ✚ **Chair: Assoc. Prof. Chunyan Feng, South China Normal University, China**
- ✚ **Papers: IT3264, IT3306, IT3319, IT3325, IT3328, IT3368, IT3403, IT3404, IT4442-A**
- ✚ **Location: 福祿厅 3 楼 FuLu Hall 3rd Floor**
- ✚ **Time: March 28, 2026 | 13:30-15:45**

IT3264 13:30-13:45	<p>An Empirical Study on Cultivating Systems Thinking in High School Ecology Learning through Intelligent Modeling Author(s): Junhong Chang Presenter: Chang Junhong, Minxian No.1 Middle School of Gansu Province, China</p> <p>Abstract: Systems thinking is a higher-order cognitive ability essential for analyzing ecosystem structures and understanding organism–environment interactions. Traditional biology instruction often limits students’ perception of dynamic ecosystem processes and provides insufficient support for developing systems thinking. To address these challenges, this study constructed an interdisciplinary instructional model integrating AI-supported modeling and simulation with biological knowledge, data science, and computational thinking. A quasi-experimental design was implemented with 168 Grade 11 students from four parallel classes in two public senior high schools, with an experimental group receiving AI-based modeling and simulation instruction and a control group receiving traditional lecture-based teaching supplemented by basic simulation software. Data were collected through a self-developed systems thinking scale, an ecosystem concept test, student artifacts, and semi-structured interviews. Results indicated that students in the experimental group significantly outperformed those in the control group in overall systems thinking and across four dimensions—element identification, structural analysis, dynamic prediction, and feedback regulation. Moreover, the experimental group demonstrated deeper conceptual understanding, stronger interdisciplinary learning interest, and improved problem-solving abilities. These findings suggest that AI-supported modeling and simulation provides an effective approach for cultivating systems thinking in high school biology education and offers empirical evidence supporting the integration of intelligent technologies into science teaching.</p>
IT3306 13:45-14:00	<p>The Application of Artificial Intelligence in the Interdisciplinary Practical Activity “Micro-Hearing on the Feasibility of Promoting Bio-ethanol Fuel” Author(s): Hui Yuan, Chunjiao Wang Presenter: Hui Yuan, Changchun Normal University, China</p> <p>Abstract: This design constructs a novel framework that integrates artificial intelligence with interdisciplinary practical activities. Centered around the core activity of a “Micro-Hearing on the Promotion of Bio-ethanol Fuel”, it guides students in systematic critical thinking. Through AI-driven formative assessment, information retrieval, virtual image generation, and dynamic cognitive evaluation, the activity transcends traditional disciplinary barriers and the one-way transmission of technical knowledge. This framework aims to cultivate essential competencies for the information age—including critical thinking, evidence integration, and responsible decision-making. It offers a transferable innovative model for exploring interdisciplinary pathways empowered by technology.</p>
IT3319 14:00-14:15	<p>Construction and Practical Effectiveness of Interdisciplinary PBL Scaffolds in Primary Schools Empowered by Digital Intelligence Technology: An Empirical Study Based on the Theme of Water Conservation Author(s): Yuandong Sun, Jin Chen, Beiyi Shi Presenter: Jin Chen, Xiangtan Heping Primary School, China</p> <p>Abstract: To address the problem of superficial technology application of technology in education and to develop interdisciplinary problem-solving skills in primary school students, this study developed and implemented a four-week interdisciplinary project-based learning program titled “Smart Water Guardians” based on the design research method. The study aimed to explore how to design systematic smart scaffolds to support the complete inquiry cycle. The</p>

	<p>project built a three-layer smart scaffold system for 28 sixth graders, which included a hardware-aware layer (Arduino UNO and sensors), an analytical modeling layer (Arduino IDE programming), and a collaborative argumentation layer (Tencent Meeting, Tencent Docs). By analyzing learning artifacts, observations, questionnaires and interview data using a hybrid approach, the study found that: (1) the scaffold effectively decomposes the cognitive load of complex tasks, allowing students to focus on scientific argumentation and innovative design; (2) Students' data literacy and computational thinking were significantly enhanced in the collection, analysis and visualization based on real data such as shower greywater recycling, toilet flushing and water dispenser waste. (3) Technology-mediated "virtual-real integrated design hearings" significantly promoted students' scientific communication and critical thinking. This study provides a transferable design framework and practice path that follows the cognitive logic of perception, modeling, and argumentation for the deep integration of digital intelligence technology and interdisciplinary PBL at the primary school stage.</p>
<p>IT3325 14:15-14:30</p>	<p>From Awareness to Dissemination: Innovative Pathways and Practices for Empowering Primary School Intangible Cultural Heritage Education through Generative AI Author(s): Liping Hou, Liangliang Yi Presenter: Liping Hou, Ludong University, China</p> <p>Abstract: This study addresses the gap between generative AI (AIGC) potential and its systematic application in primary Intangible Cultural Heritage (ICH) education. We propose and validate the "Human-AI Co-creation with Emotional Immersion" framework, which adapts Repko's interdisciplinary process into a four-stage learning cycle for young learners. Supported by a structured toolkit, the framework fosters "human-AI critical collaboration," where students act as cultural decision-makers, critically evaluating and refining AI outputs. Findings show this approach effectively shifts student-AI interaction from instrumental use to partnership, deepens cultural understanding through scaffolded inquiry, and channels emotional engagement into a sense of cultural responsibility and sharing willingness. The study offers a replicable model for integrating AIGC into cultural education while mitigating risks of passive consumption.</p>
<p>IT3328 14:30-14:45</p>	<p>Action Research on Interdisciplinary Teaching of High School Biology Based on Digital literacy of teachers Author(s): Yuanyan Cao, Yuandong Sun, Fang Liu, Cai He Presenter: Cai He, Xiangji Middle School, China</p> <p>Abstract: This study investigates the critical role of teachers' digital literacy in implementing interdisciplinary pedagogy in high school biology. Using a mixed-methods approach including surveys, interviews, lesson analysis, and action research, we constructed an interdisciplinary instructional framework. This framework is structured around a five-step cycle: identifying core content, formulating learning objectives, designing learning activities, assessing outcomes, and engaging in structured reflection. To validate the framework, teaching practices of four instructors with varying digital proficiency levels were examined. Findings reveal that teachers with advanced digital literacy are more adept at leveraging digital tools to create authentic problem-solving scenarios, foster meaningful subject integration, and scaffold student inquiry, which consequently leads to markedly improved interdisciplinary teaching efficacy. This research offers both theoretical insights and practical pathways for advancing high school biology curriculum reform and supporting teacher professional development.</p>
<p>IT3368 14:45-15:00</p>	<p>Review of Interdisciplinary Competence Author(s): Yiyang Huang, Jiakuan Hu, Chunyan Feng*, Zhe Zhou, Xiang Li Presenter: Yiyang Huang, South China Normal University, China</p> <p>Abstract: Students' interdisciplinary competence is particularly crucial for addressing global challenges nowadays. This study employs a systematic literature review to examine research from 2021 to 2025 on the conceptualization, core dimensions and assessments of interdisciplinary competence in education. Interdisciplinary competence requires students to integrate knowledge, thinking and practices from multiple disciplines, gradually developing the ability to solve complex real-world problems through interdisciplinary practice. The contribution of this paper lies in clarifying the definition and core dimensions of interdisciplinary competence, as well as identifying corresponding assessment tools, while summarizing the current prevalence of mixed-methods approaches in assessment. The</p>

	<p>literature review reveals that although interdisciplinary competence assessment has evolved to combine quantitative and qualitative methods, it still faces challenges such as insufficient disciplinary contextualization in assessment frameworks and a lack of articulation between educational stages, making it difficult to achieve large-scale, refined assessment of integrative thinking. Based on these findings, this paper proposes future research directions: (1) develop assessment tools grounded in disciplinary practices to enhance contextual adaptability; (2) establish a progressive assessment model spanning primary to university education to strengthen longitudinal articulation; (3) explore the application of generative artificial intelligence in process-oriented assessment, thereby facilitating the effective translation of interdisciplinary competence from theoretical research to practical implementation.</p>
<p>IT3403 15:00-15:15</p>	<p>Research on an AI-Empowered Interdisciplinary Practical Curriculum Model for Developing Engineering Thinking in Junior High School Students Author(s): Yunyun Liao, Liping Jiang, Genwei Yi, Juan Li Presenter: Yunyun Liao, Central China Normal University, China</p> <p>Abstract: Engineering thinking, as a key competency for solving complex real-world problems, is a vital dimension in cultivating innovative talent. However, current interdisciplinary engineering practice courses often remain trapped in a “science-centric” mindset, hindering the systematic development of students' interdisciplinary literacy and engineering thinking. To address this, this study employs action research methodology. Through three progressively deepening rounds of classroom practice, it completes two full course iterations. The introduction of AI agents enables continuous diagnosis of student engineering performance and provides strategic support. Findings indicate that constructing scenarios around real-world problem-solving, implementing activities through structured design scaffolding, and leveraging AI for data-driven evaluation and feedback loops significantly advance students' engineering thinking—shifting from knowledge application toward systems design, trade-off decision-making, and continuous optimization. Building upon this, the study establishes a trinity-based course implementation model integrating “scenario-scaffolding-evaluation,” providing an actionable framework and empirical reference for K-12 institutions to deliver interdisciplinary practices focused on engineering thinking.</p>
<p>IT3404 15:15-15:30</p>	<p>Generative AI in STEAM Education: Applications and Development Prospects for Promoting Artistic Creativity Author(s): Qiufen Li, Guohao Huang, Chunyan Feng, Wenhui Zhao, Yunzhu Wang Presenter: Qiufen Li, South China Normal University, China</p> <p>Abstract: The application of Generative Artificial Intelligence (GenAI) in education is becoming increasingly widespread. However, there remains a lack of systematic exploration into the mechanisms by which GenAI facilitates the deep integration of science/technology and art within STEAM education. This paper employs a Systematic Literature Review methodology to identify four key dimensions of GenAI's application: enhancing accessibility, strengthening integrativity, deepening cultural relevance, and promoting reflectivity. Addressing the current gap in systematic instructional frameworks, this study proposes the GCD Cycle Framework, comprising three iterative stages: “Guiding” (through prompting), “Co-creating,” and “Deepening” (through reflection). This framework elucidates the logical pathway through which prompt engineering drives the transformation of interdisciplinary knowledge into creative expression. Our findings reveal that GenAI not only lowers the barrier to artistic creation but also reconstructs students' cognitive structures through human-AI co-evolution. Finally, the paper addresses ethical challenges such as AI dependency and algorithmic bias, offering strategies to inform future practices of GenAI-empowered interdisciplinary aesthetic education.</p>
<p>IT4442-A 15:30-15:45</p>	<p>Technology Integration and Educational Empowerment in University General Music Education: Algorithmic and AI-Enabled Project-Based Learning for STEM Students Author(s): Noah Bo Fang, Jingyao Zhao, Meichen Shen Presenter: Bo Fang, The Hong Kong University of Science and Technology (Guangzhou), China</p> <p>Abstract: Technology Integration and Educational Empowerment in University General Music Education: Algorithmic and AI-Enabled Project-Based Learning for STEM Students Abstract: Digital intelligence technologies are reshaping how general education crosses disciplinary boundaries. The rush to integrate technology into higher education has produced a peculiar</p>



blind spot. We have endless studies on personalized learning systems, automated essay grading, and AI-assisted research workflows—most treating technology as a delivery mechanism for pre-defined content. What remains underexplored is how students already steeped in technical ways of thinking might use computational tools to genuinely encounter disciplines that operate on entirely different epistemic grounds. Music is one such territory: it resists reduction to data structures yet rewards pattern-seeking minds. This paper tracks how algorithmic tools—and carefully bounded AI use—actually help STEM students build epistemic agency through project-based music learning. We worked with two student projects from an introductory Western classical music course at a technology-intensive university. Our data came from project documentation, reflective journals, and interviews. In Case One, a computer science student built a timbre optimization algorithm from scratch, using AI only to surface relevant papers while developing spectral analysis tools himself. Case Two follows a data science student writing a critical analysis of a piano recital; she let generative AI handle early drafting, but developed the stylistic analysis and core argument alone. Comparing these trajectories, we spotted three patterns. Algorithmic tools acted as cognitive scaffolding: they turned fuzzy musical concepts into problems a computer could handle. Students also showed epistemic reconfiguration—they learned to pressure-test AI outputs against their own aesthetic intuitions. Finally, we saw autonomy amplification: students charted their own learning paths, drawing on computational skills they already had. We are offering a pedagogical model for general music education. It treats human-AI collaboration as a scaffold—not a stand-in—for disciplinary thinking. When curriculum designers intentionally weave algorithmic and AI tools into project-based courses, more students can access serious musical engagement. They also build metacognitive habits that transfer to technology-heavy professional settings. Keywords: digital intelligence, interdisciplinary learning, project-based learning, algorithmic music analysis, human-AI collaboration

ONSITE SESSION 2

- Topic: Generative AI and the Evolving Roles of Educators**
- Chair: Prof. Noor Maizura Mohamad Noor, Universiti Malaysia Terengganu, Malaysia**
- Papers: IT4414, IT3262, IT3284, IT3313, IT3370, IT3208**
- Location: 东岳厅 5楼 DongYue Hall 5th Floor**
- Time: March 28, 2026 | 13:30-15:30**






Invited Speech 13:30-14:00	Prof. Noor Maizura Mohamad Noor, Universiti Malaysia Terengganu, Malaysia Title: A Risk-based Decision Support System (R+DSS) Framework for Enhancing Riskassessment in Teaching and Learning Environments
IT4414 14:00-14:15	Mapping the Knowledge Structure and Research Frontiers of Pedagogical Agents in Education Using CiteSpace Analysis Author(s): Sichen Jiang, Heng Luo Presenter: Sichen Jiang, Central China Normal University, China Abstract: Pedagogical agents, including animated, embodied, and teachable agents, have been widely integrated into digital learning environments and continue to draw increasing scholarly attention. Given the rapid expansion of this literature across learning sciences, educational technology, and human-computer interaction, a systematic mapping of its knowledge structure and emerging directions is needed. Using CiteSpace, this study conducts a visual bibliometric analysis of 6,766 Web of Science Core Collection publications on pedagogical agents in educational contexts, retrieved from 2016 to 2025. The analysis examines annual publication trends, collaboration patterns across countries/regions and institutions, the intellectual base revealed by reference co-citation networks, major thematic clusters, and research hotspots and frontiers identified through keyword co-occurrence and burst detection. The results provide an integrated knowledge map of pedagogical agent research and inform future theory development, design optimization, and empirical inquiry in educational applications.
IT3262 14:15-14:30	How do Students Collaborate with GAI during Task Completion? An Exploratory Study Author(s): Yuanji Wu, Jun Liu, Hongxia Li Presenter: Yuanji Wu, Sichuan Normal University, China Abstract: The application of Generative Artificial Intelligence (GAI) in education has spurred the innovation of human-AI collaborative learning models. This study aims to explore how students collaborate with GAI during task completion. Through analyzing dialogue texts, works, and questionnaires of 160 university students nteracting with GAI, the research investigates learners' interaction patterns, application effectiveness, and potential challenges. Findings reveal that students flexibly adjust interaction modes with GAI based on task characteristics and personal competencies, transitioning from basic mechanical question-answer exchanges to strategic in-depth collaboration. GAI significantly enhances learning efficiency in simple tasks, yet no significant correlation is observed between question frequency and learning outcomes in complex tasks. Additionally, GAI demonstrates notable limitations in addressing complex problems, particularly creative tasks. The results provide empirical support for optimizing human-AI collaborative strategies and fostering the development of higher-order thinking skills. Finally, this study suggests that educational practitioners should focus on cultivating learners' metacognitive abilities in human-AI collaboration, so as to promote students' deep learning and the development of higher-order thinking skills in human-AI collaboration.
IT3284 14:30-14:45	The Relationship Between EFL Undergraduates' ChatGPT Usage and Their Perceived Ethics and Higher-Order Thinking Skills Author(s): Pham Minh Ngoc An Presenter: An Ngoc Minh Pham, FPT university Can Tho Campus, Vietnam Abstract: The current study investigated the relationship between ChatGPT usage and students' perceived ethics and higher-order thinking skills in Vietnam. The quantitative research approach was applied, with the participation of 146 EFL students from a private university in

	<p>Can Tho, Vietnam, who had used ChatGPT in their English courses for at least one month. Data were collected through a 14-item questionnaire adapted from previous studies. Findings showed that using ChatGPT significantly correlated with students' higher-order thinking skills and their perceived ethics. These findings suggest that while students recognize potential ethical concerns and cognitive risks, they also perceive ChatGPT as a supportive tool when used critically. The study highlights that an awareness of the effects of ChatGPT can help students take advantage of its strengths to utilize it more critically. Educators can also optimize the tool's benefits while minimizing its ethical concerns among students when leveraging AI-based tools in school settings. The limitations of the study and recommendations for further research are also discussed.</p>
<p>IT3313 14:45-15:00</p>	<p>Generative Artificial Intelligence in Private Higher Education: An Empirical Study of Student Usage and Learning Behaviors Author(s): Wenjie Li, Linze Li, Xuan Tan Presenter: Wenjie Li, Guangzhou Xinhua University, China</p> <p>Abstract: TThe rapid integration of generative artificial intelligence (AI) has reshaped learning practices in higher education, yet empirical evidence from private higher education institutions remains limited. This study presents a questionnaire-based quantitative investigation of generative AI usage and perceived learning behavior changes among undergraduate students at a private university in China. Data were collected from 378 valid respondents at Guangzhou Xinhua University. The results indicate near-universal adoption of generative AI tools, with frequent use embedded in routine learning activities. Students primarily used AI for information searching, question answering, writing support, and assignment-related tasks. Most respondents perceived positive effects on learning efficiency and learning support. At the same time, concerns were identified regarding the reliability of AI-generated content, students' ability to evaluate its accuracy, and the potential risk of overreliance. This study provides empirical evidence on generative AI use in private higher education and highlights the need for balanced strategies that emphasize AI literacy education, critical evaluation skills, and pedagogically guided integration of AI into teaching and learning.</p>
<p>IT3370 15:00-15:15</p>	<p>From "tool dependence" to "cognitive substitution": Ethical Review and Reflection on Empowering Undergraduate Humanities Course Assignments with Generative AI Author(s): Ranran Li, Mingxuan Jiang, Yingzhe Li Presenter: Mingxuan Jiang South China Normal University China</p> <p>Abstract: This study examined 127 final papers from undergraduate humanities electives using dual detection tools on the CNKI platform. It compared traditional textual similarity metrics with AI-generated content detection to identify usage patterns of generative AI in humanities coursework. Traditional plagiarism checks target overlaps with existing literature, whereas AI-generated content detection distinguishes human from machine text based on linguistic predictability. Results showed a median textual similarity rate of 13.0%, but a much higher median AI-generated content detection rate of 76.5%. Papers with AI detection rates above 90.0% displayed highly uniform argumentative structures, with an average cosine similarity of 0.86, indicating heavy reliance on templated AI outputs. These patterns suggest a shift from conventional plagiarism to dependence on generative AI, with some students outsourcing core cognitive tasks such as problem framing and knowledge synthesis. This trend challenges existing mechanisms for evaluating originality and maintaining academic integrity. Higher education institutions must therefore re-examine curricular design and articulate clear, pedagogically informed guidelines for AI use to ensure that AI serves as a tool for responsible learning rather than a substitute for higher-order thinking.</p>
<p>IT3208 15:15-15:30</p>	<p>Research on the Impact of Artificial Intelligence on Teachers' Educational Values Author(s): Yaling Wu, Fuxing Zheng Presenter: Yaling Wu, Sichuan Normal University, China</p> <p>Abstract: As artificial intelligence becomes increasingly embedded in educational practice, teachers are required to reconsider their educational values alongside the adoption of new technologies. This qualitative study examines how teachers interpret and negotiate their educational values in response to artificial intelligence integration across different school contexts. Semi-structured interviews were conducted with teachers from well-resourced, ordinary public, and under-resourced or remote area schools. Guided by sociocultural theory,</p>



the data were thematically analyzed to understand artificial intelligence as a mediating tool in teachers' professional thinking. The findings reveal three interconnected shifts in teachers' educational values. Teachers increasingly prioritize guiding students to evaluate and apply information rather than focusing on knowledge transmission. They also emphasize fostering students' moral judgment in response to challenges such as algorithmic bias and misinformation, and promote autonomous learning and higher order thinking over procedural skill acquisition. Overall, artificial intelligence contributes to a gradual transformation of teachers' educational values toward students' holistic development.

ONSITE SESSION 3

-  **Topic: Design, Assessment, and Adoption of Intelligent Educational Systems**
-  **Chair: Assoc. Prof. Weirong Li, Guangzhou Civil Aviation College, China**
-  **Papers: IT1089, IT2113, IT2188, IT3244, IT3253, IT3390**
-  **Location: 西岳厅 5楼 XiYue Hall 5th Floor**
-  **Time: March 28, 2026 | 13:30-15:30**

Invited Speech	Prof. Arbin Janu Setyowati, Vice Dean, Faculty of Education, State University of Malang, Indonesia
13:30-14:00	Title: Bridging the Archipelago: Digital Equity and Mental Health Accessibility in Indonesian Education
IT1089 14:00-14:15	<p>AI-Enhanced OER Observatory: A Framework for Personalized Inclusive Learning Author(s): Nicia Guillén Yparrea, Iván Miguel García-López Presenter: Nicia Guillén-Yparrea, Tecnologico de Monterrey, Mexico</p> <p>Abstract: This research presents a comprehensive framework for AI-Enhanced Open Educational Resources (OER) Observatory that transforms static repositories into dynamic, personalized learning ecosystems. The Observatory integrates three core components: AI-driven recommendation algorithms for adaptive learning pathways, real-time learning analytics for continuous assessment, and Universal Design for Learning (UDL) principles to ensure accessibility across diverse learner populations. The research employs a mixed-methods approach combining theoretical framework development with simulation-based validation using synthetic educational data. Three implementation scenarios (Conservative, Intermediate, and Advanced) were systematically evaluated across utility, fairness, privacy, and governance dimensions using established datasets (OULAD, EdNet) as reference models. Each scenario underwent 100 bootstrap simulation replicates to assess performance characteristics and institutional viability. Results demonstrate that the Intermediate scenario optimally balances educational effectiveness with institutional feasibility, achieving significant improvements in predictive accuracy while maintaining manageable governance overhead and high institutional acceptability. The framework addresses critical gaps in current AI-Enhanced educational systems by preserving open, collaborative OER principles while leveraging AI capabilities for personalization and analytics.</p>
IT2113 14:15-14:30	<p>Training about Knowledge-Based Medical Decision Making through Decision Trees Author(s): Alessio Bottrighi, Federica Grosso, Luca Piovesan, Erica Raina, Annalisa Roveta, Paolo Terenziani Presenter: Paolo Terenziani, DISIT, Univ. of Eastern Piedmont, Italy</p> <p>Abstract: Artificial Intelligence methodologies are gaining a major role in medical applications, including medical education. In medical education, a core challenge is to train learners about how to manage patients following the “best” clinical practices, such as the ones encoded into evidence-based clinical guidelines. GLARE-Edu has been designed by a multi-disciplinary team, involving AI experts and physicians, exploiting whenever possible the 25-year experience of (part of) the team concerning the development of Computer-Interpretable Clinical Guideline (CIG) systems for clinical decision support. In this paper, we discuss the extensions we propose to move from decision support to education, considering the core problem of training about how to take clinical decisions. In particular, we introduced two formalism to represent decision criteria as decision trees (instead of Boolean formulae), and proposed a preliminary test considering the melanoma CIG.</p>
IT2188 14:30-14:45	<p>Web Application Security in the New Digital Era – Increasing Awareness and Training Author(s): Nadezhda Angelova, Zlatin Zlatinov, Daniela Orozova Presenter: Nadezhda Angelova, Trakia University, Bulgaria</p> <p>Abstract: Abstract. In today's digital society, driven by Artificial Intelligence (AI), Industry 4.0, and the Internet of Things, increasing internet connectivity makes web applications and data more vulnerable. Security breaches at large companies, affecting millions of users, are</p>

	<p>becoming more common. The rise of AI and growing curiosity about its use are causing users to become more careless, which opens the door to hacker attacks. The human factor is a primary cause of vulnerabilities and security breaches, so ongoing and timely training is crucial for prevention. The article highlights the main cyber threats and vulnerabilities, as well as current testing and prevention tools, emphasizing the importance of cybersecurity training for students not only in IT majors but also from other fields. These skills are essential for their future success in the AI era. To highlight the significance of this issue, a simulated attack is performed on a test web application, and its potential impact is examined. For demonstration, tools like BurpSuite and SQLMap are used, with the actual testing target being the OWASP Mutillidae II web application. A survey exploring habits and attitudes toward security when using web applications was also conducted. The main survey results indicate that most respondents are unfamiliar with common types of threats and cyberattacks and wish to learn more about them. Many of them reuse the same passwords and fail to verify if a site is secure, which indicates poor cyber hygiene and awareness. Finally, the future of web application security and the role of artificial intelligence (AI) in it are discussed.</p>
<p>IT3244 14:45-15:00</p>	<p>Research on the Investigation and Improvement Path of College English Teachers' Digital Intelligence Literacy based on the Use of Digital Intelligence Platform Author(s): Weirong Li Presenter: Weirong Li, Guangzhou Civil Aviation College, China</p> <p>Abstract: In the context of the in-depth promotion of educational digital intelligence transformation, digital intelligence platform has become the core carrier driving the transformation of college English teaching paradigm, and the improvement of teachers' digital intelligence literacy is the key premise to release the teaching efficiency of the platform. Taking 32 college English teachers as the research object, this paper uses the questionnaire survey method to explore the use characteristics of teachers' digital intelligence platform, the status of digital intelligence literacy and the promotion dilemma, constructs a four-dimensional digital intelligence literacy evaluation model of "technology application, teaching integration, data governance, and safety ethics", and puts forward targeted improvement paths. The study finds that teachers' utilization rate of basic digital intelligence platform is high (such as Chaoxing Xuexitong 90.63%), but the application of high-order functions was insufficient; digital intelligence literacy is characterized by an imbalance of "up to standard basic ability and weak high-level ability", and data governance ability (3.59 points) is the core weakness; the main constraints are the imperfect training system, insufficient platform adaptability and imperfect guarantee mechanism. Through empirical data support and path optimization, this study provides theoretical reference and practical paradigm for promoting the transformation of digital intelligence in college English teaching and improving the quality of teachers' professional development, and enriches the empirical results of teachers' digital intelligence literacy research in the disciplinary context.</p>
<p>IT3253 15:00-15:15</p>	<p>EFL Learners' Acceptance of a Game-Based Digital Platform for Grammar Learning: A Technology Acceptance Study Author(s): Nuong Huynh To Presenter: Nuong Huynh To, FPT University - Can Tho Campus, Vietnam</p> <p>Abstract: The aim of the study was to investigate EFL (English as a Foreign Language) students' acceptance of using Wordwall platform in learning Grammar at a private university in The Mekong Delta of Vietnam. This study examines students' acceptance in terms of perceived ease of use, perceived usefulness, and behavioral intention to use. The mixed-method design was used in this study. The participants of the study were 103 EFL students attending in English preparation courses which were compulsory in their university curriculum. The SPSS 25 program was used to analyze the data. The study employed a five-point Likert scale questionnaire and a semi-structured interview for data collection. The findings showed that students' perceptions on the use of Wordwall platform in their grammar classes were positive. This study also explores what motivates student's acceptance of using this platform to learn grammar. Implications for practical platforms of Wordwall were addressed in this study to enhance EFL students' grammatical knowledge.</p>
<p>IT3390 15:15-15:30</p>	<p>Preliminary Study on Designing Learning Management System for Enhancing Technology Acceptance in Physics Learning among Secondary Students Author(s): Konkanokphorn Chaipech, Phattaraporn Pondee, Issara Kanjug,</p>

Presenter: Konkanokphorn Chaipech, Khon Khen University, Thailand

Abstract: Physics learning in secondary schools is often constrained by conventional teaching methods and the use of static, non-interactive media, which can result in low student engagement and limited conceptual understanding, particularly in topics related to dynamic electricity. To address this issue, this study developed a learning management system (LMS) designed to visualize abstract concepts such as electric current, voltage, resistance, and Ohm's law. The participants were 32 eleventh-grade students from a secondary school in northeastern Thailand. The LMS was developed based on constructivist learning theory and consisted of six components: problem situation, learning resources, science laboratory, collaborative learning center, scaffolding, and coaching. A pre-experimental one-group posttest-only design was employed. Students' technology acceptance was measured using a questionnaire based on four constructs of the Technology Acceptance Model: perceived usefulness (PU), perceived ease of use (PEU), attitude toward use (ATT), and behavioral intention (BI), rated on a five-point Likert scale. The results indicate a high level of acceptance across all constructs and provide preliminary evidence supporting the feasibility of implementing a Canva-based LMS in secondary physics classrooms.

ONSITE SESSION 4

- Topic: Learning Analytics and Data-Driven Educational Assessment**
- Chair: Dr. Qin Wang, Shaanxi Normal University, China**
- Papers: IT1042, IT2156, IT2161, IT3304, IT3389, IT3330**
- Location: 南岳厅 5楼 NanYue Hall 5th Floor**
- Time: March 28, 2026 | 13:30-15:30**

Invited Speech 13:30-14:00	Prof. Ramlee Mustapha, Sultan Idris Education University, Malaysia Title: Bridging TVET and Artificial Intelligence: Developing Competent Vocational Educators for Industry 4.0
IT1042 14:00-14:15	Usability of Integrated Scoring System for COmpetitions with Rubric and Evaluation (I-SSCORE) Author(s): Leonard L. Alejandro Presenter: Leonard L. Alejandro, Adamson University Abstract: This research presents the development and evaluation of an Integrated Scoring System for COmpetitions with Rubric and Evaluation (I-SSCORE), a web-based platform designed to streamline the judging process for academic and non-academic competitions. I-SSCORE incorporates key features such as user role management, category management, and integrated rubrics to enhance efficiency, fairness, and transparency in conducting competitions. The system, built using the Blazor framework on the .NET Core platform, was developed using Agile Methodology that prioritized user feedback throughout the design and development process. Three main user levels were identified: the Admin, the Organizer and the Judges. The Admin account will have full control over the system, including user management, competition creation, category management, and overall maintenance. Organizers will have the ability to create categories, manage entries, and oversee the judging process. Judges will have access to real-time judging results, scoreboards, and participation data. Additionally, a live scores page can be viewable once shared by the organizer. Initial testing was done by Quality Assurance Specialists before it was tested to three school based academic and non-academic competitions. Usability testing, conducted using the System Usability Scale (SUS), demonstrated high user satisfaction and ease of use. Specifically, the judges' access features, category management functionality, and the integration of rubrics and criteria all received high usability scores. I-SSCORE offers a valuable tool for competition organizers, judges, and participants, promoting a more efficient and equitable evaluation process.
IT2156 14:15-14:30	Student Classroom Behavior Detection Based on YOLOv8 Author(s): Yanjing Li, Jing Zhu, Qiang Fu Presenter: Yanjing Li, Guangxi Normal University, China Abstract: The development of intelligent education has rendered traditional classroom behavior analysis methods inadequate to meet the demands for precise and data-driven teaching evaluation. To achieve automatic recognition of student classroom status, this paper proposes a student classroom behavior detection model based on YOLOv8. Leveraging the anchor-free design of YOLOv8, the model effectively addresses challenges such as dense occlusions and non-standard postures in classroom scenarios. Additionally, its C2f module and dynamic label assignment strategy enhance feature extraction and training efficiency. Experiments conducted on a dataset containing seven typical classroom behaviors demonstrate that the proposed model achieves a 95% mAP50 accuracy, striking an optimal balance between precision and speed. This provides a reliable technical solution for building intelligent classroom analysis systems and optimizing teaching strategies.
IT2161 14:30-14:45	Personalized Learning Path Recommendation Based on Underachiever Profiles Author(s): Zhiwei Qi, Hongyan Li, Yuqing Liu Presenter: Hongyan Li, Yunnan University, China Abstract: Traditional instruction often struggles to provide personalized support for underachievers. These students possess adequate cognitive ability but fail to reach expected performance levels. We propose a personalized learning path recommendation method that

	<p>integrates learner profiles, knowledge graphs, and reinforcement learning. Our proposed method consists of three components. First, we construct a learner profile with 15 dimensions across five categories: cognition, behavior, motivation-emotion, metacognition, and demographics. Based on this profile, underachievers are identified using the ability-achievement discrepancy method. Second, a curriculum knowledge graph containing 26 knowledge points and 50 prerequisite relationships is built to constrain the learning path. Third, deep knowledge tracing is employed for knowledge state prediction, and proximal policy optimization is used for path generation. As a key component of proximal policy optimization, the reward function incorporates underachiever-specific features such as anxiety and learning strategy scores to penalize cognitive overload. Experiments on 300 middle school students show that our proposed method achieves an 85.5% success rate, outperforming all baseline methods. Ablation studies confirm the effectiveness of knowledge graph constraints and underachiever profile features.</p>
<p>IT3304 14:45-15:00</p>	<p>Recommendation System Framework with Integration of Learning Analytics Author(s): Iva Orozova, Asya Stoyanova Presenter: Iva Orozova, University of Plovdiv Paisii Hilendarski, Bulgaria</p> <p>Abstract: The report proposes a conceptual model for integrating AI and Learning Analytics (LA) tools into a recommendation system. Based on accumulated data from the system's work with different users, applying tools from the field of Data science, user profiles are identified. Thus, the system generates recommendations, appropriate materials and services tailored to the needs and interests of the user. A specific application is presented to support the work of medical personnel. The proposed model is the result of summaries of the processes of observation and analysis of activities in a work environment related to Learning Analytics, Data Mining, web metrics, machine learning.</p>
<p>IT3389 15:00-15:15</p>	<p>AI Agent based Cognitive Diagnosis for Mathematical Personalized Teaching Author(s): Zhiwei Qi, Xing Li, Wenlin Liu Presenter: Xing Li, Yunnan University, China</p> <p>Abstract: Accurate cognitive diagnosis is a prerequisite for personalized teaching. The academic community has developed various data-driven cognitive diagnosis methods (e.g., cluster analysis, machine learning). While some can link specific knowledge points and support teaching interventions, most only reflect overall cognitive levels, lack diagnostic accuracy for specific knowledge points, and fail to meet the demands of precise personalized teaching interventions. The Q-matrix's core value lies in accurately connecting test items with cognitive skills, yet traditional expert-independent construction of the Q-matrix leads to subjective bias and insufficient accuracy. Thus, we propose a Q-matrix construction method based on multi-agent and expert collaboration and integrate cognitive diagnosis into personalized teaching practice. Experimental results show the collaboratively constructed Q-matrix outperforms the expert-only one in accuracy and efficiency; personalized teaching based on this Q-matrix can effectively identify students' weak knowledge points and help them master them, providing a practical and efficient solution for the application of cognitive diagnosis in personalized teaching practice.</p>
<p>IT3330 15:15-15:30</p>	<p>Designing Uncertainty Statements for Responsible Use of GenAI in Lesson Planning: Evidence from Pre-service Teachers Author(s): Yujiang Jiang, Zhengxu Wang, Yuxin Wang, Yajie Zhang, Yuebing Xu and Changcheng Wu Presenter: Yujiang Jiang, Sichuan Normal University, China</p> <p>Abstract: Generative AI (GenAI) is increasingly used to support lesson planning, yet its fluent suggestions may encourage miscalibrated reliance. This study examined whether the format of uncertainty statements embedded in GenAI outputs—semantic or numerical—shaped preservice teachers' interpretation and use of AI support during lesson planning. In a between-subjects experiment, 216 Chinese preservice teachers completed the same lesson-planning and revision task on the same GenAI-supported platform; the only difference was the format of the uncertainty statement. The study measured comprehensibility, perceived trustworthiness, self-reported reliance tendency, and lesson-plan quality. Compared with numerical statements, semantic uncertainty statements led to higher scores on all four outcomes. Path analysis further showed that uncertainty format significantly predicted comprehensibility and perceived</p>

trustworthiness, and that perceived trustworthiness, in turn, predicted lesson-plan quality. Comprehensibility contributed indirectly through perceived trustworthiness, whereas self-reported reliance tendency was not directly associated with lesson-plan quality. These findings suggest that in teacher-facing GenAI systems, uncertainty cues are more effective when they are pedagogically interpretable, helping users evaluate AI-generated suggestions more informatively.

ONSITE SESSION 5

- ✚ **Topic: Data-Driven Blended Learning: Knowledge Graphs, Analytics, and Design**
- ✚ **Chair: Assoc. Prof. Xiangwen Li, Shaanxi University of Chinese Medicine, China**
- ✚ **Papers: IT1013, IT1077, IT2129, IT2137-A, IT3348, IT4428**
- ✚ **Location: 北岳厅 5楼 BeiYue Hall 5th Floor**
- ✚ **Time: March 28, 2026 | 13:30-15:30**

Invited Speech 13:30-14:00	<p>Prof. Agostinho Dos Santos Goncalves, President Executive, Instituto Superior Cristal, Timor Leste</p> <p>Title: From Policy to Practice: Transforming Learning with ICT in Timor-Leste</p>
IT1013 14:00-14:15	<p>Investigating the Use of Articulate 360 and H5P in a Blended Learning Environment Author(s): Qiudi Chen, Samiullah Paracha Presenter: Qiudi.Chen, Xi'an Jiaotong-Liverpool University, China</p> <p>Abstract: This study examines the perceptions and skill development of Digital Education students utilizing Articulate 360 and H5P within a blended learning environment. Through semi-structured interviews, findings revealed a pattern of initial resistance giving way to eventual adoption, as early usability challenges were overcome through peer support and self-guided exploration. The tools were subsequently valued for their interactive capabilities and alignment with the curriculum. Participants demonstrated marked progression across three skill domains: modular content design, interactive pedagogy, and technical operation. Central to this development was a functional mechanism that combined instant feedback, progress tracking, and gamified rewards, providing consistent micro-validation and enhancing self-efficacy. Practical recommendations include providing contextual template guidance, integrating collaborative features, and incorporating student creations into verifiable e-portfolios for professional advancement. Keywords: Usability Perception, Skill Development, Blended Learning, Digital Education.</p>
IT1077 14:15-14:30	<p>Blended Teaching Practice of General Courses Based on PST Theory: a case of Modern Educational Technology Course Author(s): Yixuan Yang, Yuting Zhang, Ning Ma, Jingjing Zhang Presenter: Yixuanyang, Beijing Normal University, China</p> <p>Abstract: As a key component of higher education, general education continues to face challenges such as low student engagement and limited teacher-student interaction. Guided by PST theory, this study integrates scientific teaching methods, pedagogically aligned technologies, and innovative interactive learning spaces to construct a blended teaching model for general education courses. Using the course Modern Educational Technology as a case, we examined the model's effectiveness. Data were collected through a student satisfaction survey (N = 100) and content analysis of 1,975 online discussion posts. The findings indicate high levels of learner motivation, strong discussion quality, and outstanding academic performance, with most students reporting high satisfaction with the course. This study offers a feasible and impactful approach to blended instruction in general education, contributing both theoretical and practical implications for teaching reform in higher education.</p>
IT2129 14:30-14:45	<p>Blended Learning of EFL in a Military Academy: Problems and Proposals Author(s): Jun Ge, Zihan Wang Presenter: Zihan Wang, National University of Defense Technology, China</p> <p>Abstract: Blended learning has become a common instructional model for teaching of English as a Foreign Language (EFL) in Chinese universities. Due to differences in university contexts, there are variations in implementation, especially in military academies where teaching organization and management differ significantly from civilian universities. This study took a military academy as an example, conducting questionnaire surveys upon teachers and students to analyze the current status and problems of EFL blended learning. Moreover, this paper offers some suggestions on teaching design, resource construction, collaboration between teaching and management, teacher training, and generative artificial intelligence application, aiming to</p>

	<p>provide a reference for military academies to carry out EFL blended learning under new technological conditions.</p>
<p>IT2137-A 14:45-15:00</p>	<p>Learning Analytics Dashboard Empowers Personalized Active Learning: An Empirical Study in a Blended University Course Author(s): Presenter: Han Zhang, Chongqing Normal University, China</p> <p>Abstract: Implementing active learning effectively remains challenging due to difficulties in tracking individual student engagement and providing timely feedback. This study investigated whether a Learning Analytics Dashboard (LAD), designed based on self-regulated learning theory, could enhance personalized active learning in a blended course. The dashboard visualized real-time student data on resource engagement, assessment performance, and forum interactions. A quasi-experimental study was conducted with undergraduate students divided into two groups: one used the LAD to set goals, monitor progress, and inform peer discussions; the other completed identical activities without the dashboard. Data from system logs, metacognitive awareness surveys, focus group interviews, and final grades were integrated for analysis. Results demonstrated that students using the LAD reported significantly greater use of metacognitive strategies and exhibited more consistent online engagement patterns. Qualitative findings revealed that the tool promoted deeper self-reflection and more focused peer discussions. This study provides evidence that analytics-driven visual feedback can serve as a crucial technological scaffold, transforming active learning from a generalized instructional strategy into a more personalized and self-regulated learning process.</p>
<p>IT3348 15:00-15:15</p>	<p>Knowledge Graph-Enabled Blended Smart Teaching: Reform and Implementation in an Artificial Intelligence Course Author(s): Zhichang Qin Presenter: Zhichang Qin, Tianjin University of Technology, China</p> <p>Abstract: This paper proposes a knowledge graph-based intelligent teaching model to address key challenges in the blended instruction of the Artificial Intelligence: Principles and Applications course, including fragmented knowledge acquisition, difficulty in monitoring self-directed learning quality, and insufficient personalized guidance. By constructing a hierarchical "point-line-network" knowledge structure, we achieve systematic integration and intelligent association of multidimensional teaching resources. Coupled with a dual-track collaborative strategy that seamlessly integrates online and offline instruction and incorporates the 5E instructional model, the proposed approach delivers traceable, adaptive learning pathways and personalized resource recommendations. It enhances the precision of teacher-student interaction, enables multidimensional and data-driven assessment, and fosters digital literacy for both instructors and learners. Furthermore, it establishes a closed-loop mechanism for continuous teaching quality improvement, offering a practical pathway toward the digital transformation and high-quality development of artificial intelligence education.</p>
<p>IT4428 15:15-15:30</p>	<p>Practical Study on Integrating Knowledge Graph with BOPPPS in Health Statistics Teaching Author(s): Dandan Zhang, Xiangwen Li, Di Wu, Li Song, Na Sun, Qiling Liu, Rongqiang Zhang, Ying Wang Presenter: Xiangwen Li, Shaanxi University of Chinese Medicine, China</p> <p>Abstract: To implement the educational reform requirement of integrating large-scale education with personalized cultivation through digital empowerment, and to address the teaching dilemma that Health Statistics is characterized by abstract content and that traditional teaching models fail to cater to students' personalized learning needs, this study constructed a Knowledge Graph for the Health Statistics course and deeply integrated it into all modules of the BOPPPS model. Targeted empowerment was provided in each teaching module to enhance learning flexibility and students' learning initiative, thus realizing the integrated synergy of the two approaches. Taking undergraduate students majoring in Preventive Medicine at Shaanxi University of Chinese Medicine as the research subjects, this study conducted a controlled teaching practice comparing the integrated Knowledge Graph-BOPPPS model with the traditional BOPPPS model. The results demonstrate that the integrated model achieves significantly superior teaching effects and leads to higher student satisfaction in terms of</p>



improving students' learning initiative, stimulating their learning interest, and enhancing autonomous learning ability, while showing no notable advantages in fostering teamwork ability and broadening students' thinking horizons. The research findings provide a clear direction for the construction of Knowledge Graphs and the exploration of AI-assisted teaching in Health Statistics and related courses.

ONSITE SESSION 6

- ✦ Topic: Technology-Driven Innovations in STEM and Computer Science Education**
- ✦ Chair: Dr. Chunxiao Yin, Southwest University, China**
- ✦ Papers: IT2152, IT2169, IT2177, IT3241, IT3373, IT3393**
- ✦ Location: 商务中心 5楼 Business Center 5th Floor**
- ✦ Time: March 28, 2026 | 13:30-15:00**

IT2152 13:30-13:45	<p>Multidisciplinary approach in training through automated laboratory systems Author(s): Zlatin Zlatev, Daniela Orozova, Nadezhda Angelova Presenter: Daniela Orozova, Trakia University, Bulgaria</p> <p>Abstract: This paper presents an automated laboratory system based on a modified automatic bread machine, designed for multidisciplinary engineering training. By implementing a PID controller and a single-board computer, the system achieves more precise control (e.g., reduced temperature fluctuations) and improved stability of the technological process (e.g., smoother motor operation) compared to traditional relay control, which leads to a higher quality of the final product. The system serves as an effective platform for learning by doing, integrating knowledge and skills in areas such as production automation, programming and food technology. The pedagogical and didactic approach is based on principles such as activity and multidisciplinary, and the assessment is two-stage, including testing of technical skills, analysis of management, and sensory evaluation of the final product. It increases learners' engagement and demonstrates how a real technological object can be used for complex engineering training.</p>
IT2169 13:45-14:00	<p>Impacts of GenAI Technostress on University Students' Learning Performance: The Mediating Role of Self-Efficacy Author(s): Fuwei Yang, Ying Tang Presenter: Fuwei Yang, Southwest University, China</p> <p>Abstract: Generative artificial intelligence (GenAI) is rapidly entering higher education and reshaping how students complete learning tasks. However, little is known about how GenAI-related technostress affects students' learning performance. Drawing on the technostressor framework and social cognitive theory, this study examines the relationships between five GenAI technostressors (overload, complexity, insecurity, uncertainty, and privacy invasion), GenAI self-efficacy, and learning performance. Survey data were collected from university students in mainland China (N = 649) and analyzed using PLS-SEM, including tests of specific indirect effects. Results show that GenAI technostressors exhibit differentiated effects: complexity and insecurity are associated with lower learning performance, whereas overload and uncertainty show significant effects in the opposite direction of classic technostress predictions; privacy invasion is not significant. GenAI self-efficacy positively predicts learning performance and mediates the effects of complexity, insecurity, and uncertainty (with evidence of both complementary and competitive mediation), but not overload or privacy invasion. The study extends technostress research to GenAI-enabled learning and highlights self-efficacy as a key lever for educational interventions and GenAI tool design.</p>
IT2177 14:00-14:15	<p>An Offline Raspberry Pi-Based Python Learning Environment with Local Generative AI Support for Rural Senior High Schools in Ghana Author(s): Issahaku Mariam, Yi Sun Presenter: Issahaku Mariam, Kobe Institute of Computing, Japan</p> <p>Abstract: Programming education in developing countries is often constrained by unequal access to computing resources, unstable electricity supply, and limited Internet connectivity, particularly in rural regions. In Ghana, although national curricula and textbooks are standardized, substantial disparities persist between urban and rural schools in terms of infrastructure, device availability, and instructional support. This paper presents a low-cost, offline Python learning environment based on Raspberry Pi microcomputers and web technologies. The proposed system enables students to write, execute, and visualize Python programs using low-end Android smartphones with standard HTML5-capable browsers,</p>

	<p>eliminating the need for personal computers or continuous Internet access. The learning environment is implemented as a browser-based web application powered by Pyodide and can be installed as a Progressive Web App (PWA) to support continued practice beyond school hours. Furthermore, the system integrates a locally deployed generative AI module running on a Raspberry Pi~5 to assist teachers in interpreting Python error messages and providing debugging guidance under conditions of unstable power supply and unreliable connectivity. The feasibility of the proposed approach is examined via expert interviews and scenario-based deployment analysis in rural Ghanaian senior high school contexts. The results indicate that combining offline computing, mobile access, and local generative AI provides a practical and scalable pathway for narrowing the digital divide in hands-on programming education.</p>
<p>IT3241 14:15-14:30</p>	<p>SPRING: A Teaching Model for Fostering Engineering Thinking in Computer System Courses Author(s): Huihui Sun, Fudong Liu, Yifan Hou, Peng Xu, Wei Wang Presenter: Huihui Sun, Information Engineering University, China</p> <p>Abstract: Facing the core demand for engineering thinking cultivation under the background of emerging engineering education, and aiming at the prominent problems existing in the current teaching of computer system courses, such as insufficient motivation for inquiry, difficulties in knowledge transfer and weak engineering thinking, this paper proposes and constructs the SPRING six-step teaching model. With the progressive teaching links of Situation creation, Problem focusing, Recipe formulation of preliminary solutions, Iterative optimization, Normalization, and Gauge evaluation, this model systematically integrates engineering thinking throughout the whole teaching process. Taking the teaching content of Cache in the course of Computer Organization and Architecture as an example, this paper further illustrates how the model guides students to complete the deep learning process from knowledge construction to thinking internalization through real-scenario, problem-chain, scheme iteration, and paradigm refinement.</p>
<p>IT3373 14:30-14:45</p>	<p>Bridging the Academia-Industry Gap: A Competency-Based Pedagogical Framework for Computer Science Talent Cultivation Author(s): Rui Zhou, Tianyi Wang, Jiayi Nie, Zhiye Wang, Hao Yan, Anping He, Wenbo Chen, Qingguo Zhou Presenter: Rui Zhou, Lanzhou University, China</p> <p>Abstract: A significant competency gap persists between traditional computer science education and the rapidly evolving demands of the tech industry. This paper introduces a competency-based pedagogical framework, grounded in the CC2020 competency model, designed to bridge this gap. Our approach began with a diagnostic survey that confirmed computer science student deficiencies across the core competencies of Knowledge, Skills, and Dispositions. In response, we implemented an integrated, project/problem-based curriculum featuring three targeted interventions: a restructured teaching plan, embedded academia/industry-oriented open-source projects, and student-led collaborative sessions. The framework's efficacy is supported by a powerful dual validation. Internally, end-of-course evaluations revealed high student satisfaction and self-reported competency growth. Externally, students achieved tangible successes, including winning prestigious industry competitions. This study provides robust evidence for our approach, offering a replicable model for academic institutions to cultivate computer science talents. By systematically embedding competencies into the learning experience, this framework equips students with the robust capabilities needed to excel in complex, real-world challenges.</p>
<p>IT3393 14:45-15:00</p>	<p>Design of an Intelligent Cookware for STEAM Education in a Cooking-Based Context Author(s): Zhao-Yang Xin, Zi-Jun Jiang, Qin-Wen Hua, Ming-Hong Wang, Jui-Feng Chang Presenter: Zhao-Yang Xin, Guangdong-Taiwan College of Industrial Science & Technology, Dongguan University of Technology, China</p> <p>Abstract: With the rise of global competency-based education, children's quality education is receiving more attention. However, it often focuses on theory over practice and lacks diverse approaches to developing comprehensive skills. Cooking, blending daily practice and labor education, offers a practical solution. Guided by STEAM and Outcome-Based Education (OBE), this study designs an intelligent cooking tool for children's culinary learning (not for actual cooking), featuring a virtual interactive interface on the handle. The goal is to enhance children's overall competencies through cooking. Quality Function Deployment (QFD) is used</p>

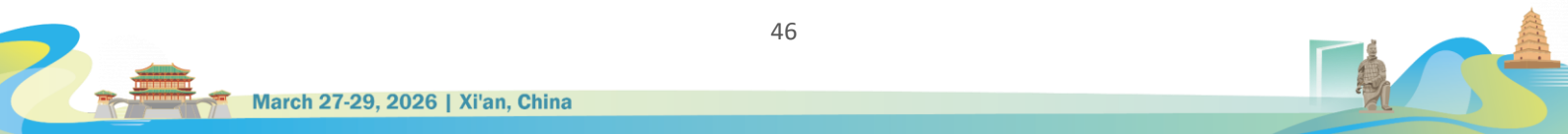
to identify design requirements, construct a demand matrix, and derive strategies aligned with OBE and STEAM principles. The product is evaluated using fuzzy comprehensive evaluation. Results show the design effectively supports children's cooking education, improves their skills, and contributes to STEAM education.

ONSITE SESSION 7

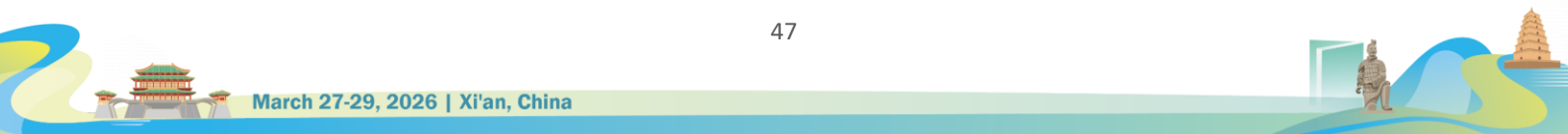
- ✚ **Topic: Ethical Frameworks for Educational Data Governance and Learning Analytics**
- ✚ **Chair: Assoc. Prof. Saida Ulfa, State University of Malang, Indonesia**
- ✚ **Papers: IT1026, IT1078, IT2108, IT3290, IT3300-A, IT4466, IT6006**
- ✚ **Location: 福祿厅 3 楼 FuLu Hall 3rd Floor**
- ✚ **Time: March 28, 2026 | 16:00-17:45**

IT1026 16:00-16:15	<p>Integrating AI Practices in Higher Education: Perspectives from the Islamic University of Technology, Gazipur Bangladesh Author(s): Abdullahi Binta Suleiman Presenter: Binta Abdullah Suleiman, IUT Bangladesh</p> <p>Abstract: The study examined the integration of IUT Bangladesh AI (Artificial Intelligence). AI technology has been in persistent use over recent years. The survey used a triangulation method, involving 200 IUT students, 60 faculty members, and 10 semi-structured interviews with administrators, curriculum designers, and staff. A review of published documents, ranging from journal articles, archives from the Ministry of Education, and other guidelines from the institutions also carried out. Assessment of AI literacy, Technology use attitude, perceived risks, benefits, and self-reported usage were conducted quantitatively. In the meantime, thematic analysis explored institutional readiness, practice considerations, and barriers to the implementation of AI technology. The results determined the potential for integrating AI into curricula, institutional policies, and capacity-building initiatives tailored to IUT and similar Bangladeshi universities. The findings contributed to the open literature through observed data from a South Asian higher education context, addressing a significant geographic and cultural gap in AI integration implementation in education. Limitations involved sampling from a single institution and the fast-changing landscape of AI technology, which limited generalization and timeliness. Recommendations highlighted institution-led strategies, faculty growth, and a nationwide synchronization approach for AI in higher education [1] This research focused on educators, policymakers, and researchers on liable AI incorporation practices for universities in Bangladesh and similar scenarios. Keywords: AI practices, integration & Acceptance, IUT Gazipur, Bangladesh.</p>
IT1078 16:15-16:30	<p>From Digital Governance to Creative Lifelong Learning: A Comparative Study of China and Germany in Higher Continuing Education Author(s): Xing Liu-Schuppener Presenter: Xing Liu-Schuppener, Leibniz University Hannover, Germany</p> <p>Abstract: Digital transformation is reshaping lifelong learning, demanding new approaches to fostering innovation. This study comparatively analyzes how China and Germany - representing centralized and decentralized governance models, respectively - leverage digitalization in higher continuing education to cultivate innovative talent. Integrating ecological and multi-level frameworks, the research employs a qualitative case-study design, examining the Open University of China (OUC), Germany's FernUniversität in Hagen, and the Volkshochschulen (VHS) network through policy documents and interviews. Findings show two distinct innovation pathways: China's state-led approach achieves systemic coherence and scalability through top-down technological integration, while Germany's federal model fosters pedagogical autonomy and participatory creativity through bottom-up, context-responsive initiatives. The study concludes that sustainable innovation requires balancing the strengths of both: combining systemic digital integration with human-centered pedagogical flexibility. These insights offer a roadmap for policymakers aiming to advance the UN Education 2030 Agenda by creating adaptive and creative lifelong learning ecosystems.</p>
IT2108 16:30-16:45	<p>Personalized Learning Pathways for Students with Special Needs Using Adaptive Learning Analytics Author(s): Wai Yie Leong Presenter: Wai Yie Leong, INTI International University, Malaysia</p> <p>Abstract: Students with special educational needs (SEN) require individualized in-structional</p>

	<p>approaches due to diverse cognitive, behavioural, and sensory profiles. Conventional digital learning systems often lack the responsiveness needed to adapt content, pacing, and scaffolding to each learner’s unique needs. This study introduces an adaptive learning analytics framework de-signed to generate personalized learning pathways for SEN learners, includ-ing those with autism spectrum disorder, ADHD, dyslexia, and mixed learn-ing disabilities. The framework integrates multimodal data sources—interaction logs, eye-movement patterns, speech and affect indicators, and task-performance metrics—to construct dynamic learner profiles that evolve in real time. Using knowledge-tracing algorithms and reinforcement-learning models, the system tailors instructional sequences to optimize cognitive load, engagement, and skill mastery. An evaluation with 326 SEN students across inclusive and special-education environments demonstrates signifi-cant gains in learning efficiency, task completion, and sustained attention when compared with traditional learning platforms. Qualitative insights fur-ther reveal improved motivation, reduced anxiety triggers, and stronger learner autonomy. The proposed framework advances personalized education by combining explainable AI, universal design for learning principles, and ethical data-governance practices. Findings highlight the potential of adap-tive learning analytics to deliver more equitable, responsive, and effective learning pathways for students with special needs, and outline directions for future large-scale deployment.</p>
<p>IT3290 16:45-17:00</p>	<p>How Data Micro-Programs Influence Pre-service Teachers’ Data Literacy: The Mediating Role of Learning Climate Author(s): Li Zhang Presenter: Li Zhang, Shanghai Normal University Tianhua College, China</p> <p>Abstract: This study, guided by Cultural-Historical Activity Theory, investigates the impact of university data education on pre-service teachers’ data literacy and the mediating role of data learning climate. Participants were 206 pre-service teachers from a university in Shanghai, whose teacher training program offers both a regular data curriculum and an optional data micro-program. Data collected from these two groups were analyzed using regression and mediation analyses. Results confirm that structured data courses significantly predict literacy in awareness, processing, and ethics. Crucially, the data learning climate significantly mediates the effect on awareness and processing, but not on ethics. Findings highlight the necessity of integrating curricular development with the intentional design of supportive learning communities to effectively cultivate data literacy.</p>
<p>IT3300-A 17:00-17:15</p>	<p>Identification and Prediction of Foreign Language Learning Burnout-Engagement-Academic Achievement Profiles Using Latent Profile Analysis and Explainable Machine Learning Author(s): Nuoyi She, Yanru Li, Jiongming Liu Presenter: Nuoyi She, Xi’an International Studies University, China</p> <p>Abstract: Background In authentic foreign language instructional contexts, academic burnout and engagement often co-occur in diverse configurational patterns and are closely associated with academic achievement. This study integrates latent profile analysis and explainable machine learning to identify latent profiles of “academic burnout-engagement-academic achievement” and to develop a model for predicting profile membership, thereby supporting the identification of students’ learning status and risk screening in educational settings. Methods Using convenience sampling, this study recruited 612 Chinese junior middle school students and collected self-reported data on engagement, foreign language learning burnout, academic stress, teacher affective support, foreign language enjoyment, academic achievement, and demographic characteristics. Latent profile analysis was conducted in Mplus 8.3 to identify latent profiles of “academic burnout-engagement-academic achievement”. The Boruta algorithm was used for feature selection. Subsequently, using Python 3.11.4, this study built a multiclass predictive model with the XGBoost algorithm and applied SHAP to interpret the relative contributions of key predictors. Results Latent profile analysis indicated that the four-profile solution provided the best fit, yielding normative learners, composed learners, disengaged lower-performing learners, and thriving learners. Boruta algorithm retained five key variables: foreign language enjoyment, teacher affective support, academic stress, father’s occupation, and father’s educational level. The XGBoost model achieved a classification accuracy of 0.859 on the test set. SHAP analysis showed that foreign language enjoyment contributed the most, followed by teacher affective support, academic stress, father’s educational level, and father’s occupation. Conclusions By integrating latent profile analysis</p>



	<p>with explainable machine learning, this study identified four “academic burnout-engagement-academic achievement” profiles and developed a multiclass model for predicting individual profile membership. SHAP results further highlighted key predictors, including foreign language enjoyment, teacher affective support, and academic stress, providing a reference for identifying students’ learning status and developing differentiated support strategies in educational settings.</p>
<p>IT4466 17:15-17:30</p>	<p>Counterfactual Grade Prediction: Disentangling Peer Effects and Environmental Bias via Causal Graph Attention Networks Author(s): Linsha Yang, Deshou Chen, Jiannan Xiao Presenter: Linsha Yang, Beijing Institute of Technology Experimental School, China</p> <p>Abstract: Precision prediction of academic performance is increasingly used in precision intervention in the high school period, especially in the environment of resource misallocation led by the pressure of the college entrance examination. However, in realistic small-cohort settings (e.g., $N \approx 100$), conventional regression and sequential models can be unstable, overlook peer effects driven by social homophily, and inadvertently amplify environmental bias by over-weighting socioeconomic proxies such as residential address. These shortages directly threaten the educational fairness that students could be marked as “at-risk” by environmental effects, rather than non-learnable and non-intervenable factors. We introduce the Causal-GAT applied in counterfactual grade prediction. This method can divide the peer effects from the complex environmental effects. Causal-GAT constructs a heterogeneous student graph, establishing individual associations by residential proximity, co-enrollment in elective courses, and behavioral similarity signals. To avoid false relevance, we employ a causal structure learning mechanism that sends the message only in situations where there may be a causal relationship, by pruning noisy edges. In addition to the predictive function, based on the learned causal relationship, we make causal relationships and answer “hypothetical” questions. For instance, will the risk of student failure change when peer support improves? This framework enhances robustness in small-data scenarios, applies explainable artificial intelligence (XAI) based on the causal paths, and provides actionable and equity-aware insights for school decision-making.</p>
<p>IT6006 17:30-17:45</p>	<p>Data Literacy and Digital Culture as Determinants of Behavioral Intention to Adopt Data-Driven Decision Making: Evidence from A Private University in Timor Leste Author(s): Sebastio Pereira, Agostinho Dos Santos Goncalves, Augusto Da Costa, Saida Ulfa Presenter: Sebastio Pereira, Instituto Superior Cristal Timor Leste</p> <p>Abstract: Digital transformation has increasingly prompted organizations to embrace Data-Driven Decision Making (DDDM) as a central approach to organizational decision processes. Nevertheless, the adoption of DDDM is shaped not only by the availability of technological systems but also by human and cultural dimensions, most notably data literacy and digital culture. Accordingly, this study investigates the effects of data literacy and digital culture on behavioral intention to adopt DDDM in Timor-Leste. A quantitative explanatory research design was employed. Data were collected via questionnaires employing a five-point Likert scale and analysed using Partial Least Squares–Structural Equation Modeling (PLS-SEM) with SmartPLS software. The analytical procedure involved assessment of both the measurement and structural models, as well as the examination of direct and indirect relationships through bootstrapping techniques. The results indicate that data literacy exerts a positive and statistically significant influence on digital culture ($\beta = 0.568$; $p < 0.001$). In addition, data literacy was found to have a significant positive effect on behavioral intention to adopt DDDM ($\beta = 0.278$; $p < 0.05$). The primary findings of this study indicates that digital culture significantly influences the behavioural intention to adopt DDDM ($\beta = 0.533$; $p < 0.001$) and serves as a partial mediator in the relationship between data literacy and behavioral intention. The study’s findings underscore the imperative of improving data literacy and strengthening digital culture as strategic priority to facilitate DDDM adoption, especially in developing-country environments like Timor-Leste</p>

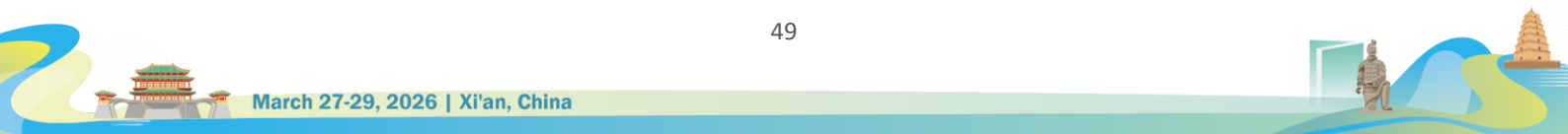


ONSITE SESSION 8

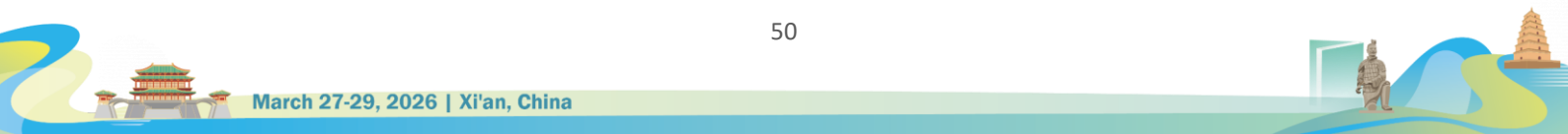
- ✦ Topic: Immersive Technologies and Embodied Interaction in Education**
- ✦ Chair: Chair: Dr. Fuwei Yang, Southwest University, China**
- ✦ Papers: IT1034-A, IT2141, IT3207, IT3352, IT3363, IT4444, IT4451**
- ✦ Location: 东岳厅 5楼 DongYue Hall 5th Floor**
- ✦ Time: March 28, 2026 | 16:00-17:45**

IT1034-A 16:00-16:15	<p>The 3D-Enabled Classroom: A Pedagogy for Immersive and Deconstructed Historical Learning Author(s): Lu Wang Presenter: Lu Wang, Northwest A&F University, China</p> <p>Abstract: Future-oriented education demands breaking down disciplinary barriers and creating immersive learning experiences. This paper constructs and evaluates a 3D technology-based pedagogical model for history education. Centering digital artifacts within the learning process, the model requires students to act as historical detectives. Through analyzing high-resolution 3D models of Shang and Zhou dynasty bronze vessels, students integrate evidence from inscriptions, vessel form, decorative patterns, and function to construct comprehensive historical arguments. This deconstructive and experiential approach demonstrates enhanced understanding of specific historical content, such as ancient Chinese ritual systems, while cultivating future-oriented skills: transmedia literacy, spatial reasoning, and the ability to establish connections within complex information systems. The model provides a replicable blueprint for effectively integrating emerging technologies within humanities education.</p>
IT2141 16:15-16:30	<p>Is digital human ready for teaching? Exploring the impacts of instructor type on learning in instructional videos Author(s): Chunxiao Yin, Yihan Li, Wenfang Li, Kewen Xu Presenter: Chunxiao Yin, Southwest University, China</p> <p>Abstract: The rapid development of AI technologies has made the virtual characters more realistic, which calls for the possible implication of the digital human as pedagogical agents in instructional videos. This study aims at exploring whether digital human is ready for teaching compared to real human and virtual human. A total of 57 university students were recruited and were randomly assigned to three groups to view instructional videos with a real human instructor and his two counterparts - a digital human instructor and a virtual human instructor produced with his face. The experiment revealed that learners viewing both digital human and virtual human instructor videos performed the same as those viewing real human instructor video. However, virtual human instructor can enhance learning performance and reduce cognitive load compared to digital human instructor. This suggests that virtual human is a better substitution as on-screen instructor for real human compared to digital human when producing instructional videos.</p>
IT3207 16:30-16:45	<p>Application of Embodied Intelligence in Lingnan Classical Dance Education and Inheritance Author(s): Shiqi Feng Presenter: Shiqi Feng, The Education University of Hong Kong</p> <p>Abstract: Lingnan classical dance art is a concrete expression of the intangible cultural heritage of the Lingnan region, possessing rich cultural connotations and distinctive regional characteristics. In the context of the new era, the education and inheritance of Lingnan classical dance face significant challenges, including a pronounced talent gap, a lack of cultural context, and limited dissemination channels. The characteristics of Lingnan classical dance, such as its multicultural integration, body-centricity, and spatiotemporal interaction align closely with the features of embodied intelligence, including multimodal integration, bodily dependency, and environmental interaction. Therefore, in the new era, embodied intelligence technology can be leveraged to facilitate the education, inheritance and innovation of Lingnan classical dance. This can be achieved by addressing multiple audience levels (e.g., intangible cultural heritage inheritors, dance practitioners, and the general public), covering various stages (e.g., artistic creation, teaching, dissemination, and preservation), and integrating both theoretical and</p>

	<p>practical tools. Such an approach can promote the transmission and revitalization of Lingnan classical dance art within the contemporary cultural landscape.</p>
<p>IT3352 16:45-17:00</p>	<p>From Contact to Embodiment—A VR-AI Autism Simulation Intervention Framework for Inclusive Education Teacher Training Author(s): Tiantong Ji, Weiwei Goh, Mohamad Hariri Abdullah, Peipei Chong Presenter: Tiantong Ji, Taylor's University, Malaysia</p> <p>Abstract: Despite decades of policy commitment to inclusive education, negative teacher attitudes toward autism remain a persistent barrier to classroom implementation. This paper proposes a VR-AI intervention framework for inclusive education teacher training that integrates VR-based embodied empathy with AI-enabled intergroup contact. Grounded in a technology-mediated synthesis of the Empathy-Attitude Model and Intergroup Contact Theory, the framework uses VR-based embodiment to support empathic perspective-taking and AI-mediated interaction to provide optimal conditions for intergroup contact. By translating this framework into the Inside Spectrum system and pairing its implementation with a triangulated assessment strategy, this paper articulates an operational “theory-design-assessment” pathway for developing and evaluating interventions aimed at fostering inclusive literacy among teachers.</p>
<p>IT3363 17:00-17:15</p>	<p>The Development of Board Games with a Virtual Reality Technology Integration of an Artificial Intelligence to Develop Analytical Thinking Skills on Hydrocarbon Compounds for Grade 12 Students. Author(s): Chutika Srisawat, Issara Kanjug Presenter: Chutika Srisawat, Khon Kaen University, Thailand</p> <p>Abstract: In the context of rapid economic, social, and technological change, science education in Thailand must increasingly emphasize the development of essential 21-century skills, especially analytical thinking. However, learning outcomes in science education of senior high school student continue to reveal limitations in students’ conceptual understanding and their ability to apply knowledge meaningfully. These challenges are partly associated with instructional practices that prioritize passive knowledge transmission and rote memorization rather than learning experiences that engage students in experiential activities, analysis, and reasoned decision-making. This study aimed to developing a board game integrated with augmented reality (AR) and artificial intelligence (AI), grounded in constructivist learning principles, to enhance analytical thinking skills in learning hydrocarbons in chemistry subject for Grade 12 students. The participants were 35 students from schools in the northeastern region of Thailand. A one-group pretest-posttest experimental design was applied. Data were collected using an analytical thinking skills test including three components: classification, identification of relationships, and categorization. The results indicated that the developed board game consisted of nine key components: (1) game board, (2) character cards, (3) voting cards, (4) hydrocarbon cards integrated with AR, (5) situation cards, (6) information cards integrated with AI, (7) mission cards, (8) game guide card, and (9) scoring tokens. This study highlights the effectiveness of the potential of board games integrated with AR and AI enhancing students’ analytical thinking and facilitating meaningful learning.</p>
<p>IT4444 17:15-17:30</p>	<p>Virtual Avatar Gaze and Face Pressure in L2 Listening: A Sociopragmatic Perspective on Metaverse Learning Environments Author(s): Haokun Liu, Yating Zhang, Shenglan Chu Presenter: Haokun Liu, Shaanxi Normal University, China</p> <p>Abstract: Virtual avatars now commonly appear as instructors in metaverse-based educational videos. Most existing studies, drawing on theories of attention guidance, cognitive load, and social presence, treat avatar gaze as a helpful cue that directs learners' attention during L2 tasks [1, 2]. Drawing on Goffman's face-work theory [3], Brown and Levinson's politeness framework [4], and observations from metaverse learning materials, this paper offers a different view. We argue that when avatars maintain sustained gaze during demanding L2 listening activities, they can unintentionally create face threats. These threats, filtered through learners' subjective interpretations and cultural backgrounds, generate what we call "face pressure." From a sociopragmatic standpoint, this pressure shows up in three ways: what looks like attentional avoidance actually functions as a negative face strategy, and what appears as difficulties with speech segmentation reflects a need for face-relief. We position "interactional dignity" as a key</p>



	consideration for inclusive design. Bringing together theoretical foresight and design ethics, this paper responds to ongoing conversations about accessibility in metaverse learning spaces [5, 6]. In doing so, it opens new ground for dialogue between sociopragmatics and educational technology while offering fresh angles for understanding L2 listening in immersive settings.
IT4451 17:30-17:45	<p>Classroom misbehaviour Management competency enhancement for preservice teachers using an IVR training system</p> <p>Author(s): Wang Cuiru, Hu Yongbin, Li Wenhao Presenter: Wang Cuiru, Fuyang Normal University, China</p> <p>Abstract: Classroom misbehavior management is a critical competency for teachers, directly impacting instructional order, student mental health, and learning outcomes. However, pre-service teachers often struggle to develop this skill through traditional training methods, such as video analysis and micro-teaching, due to challenges including insufficient training space, low ecological validity, and a lack of safe, controllable environments. These limitations hinder the effective integration of theory and practice. Immersive Virtual Reality (IVR) technology offers a low-risk, “trial-and-error” space, allowing pre-service teachers to practice managing diverse student misbehaviors. Nevertheless, empirical evidence regarding the effectiveness of IVR for such training remains scarce and inconsistent. To address this gap, this study proposes ClassTrain framework based on the Meaningful Immersive Learning Virtual Reality (M-IVR-L) framework and the Experiential Gaming Model. Classtrain is an IVR classroom misbehavior management training system for pre-sevice teachers. Furthermore, an experimental approach was employed to investigate the effectiveness of ClassTrain in developing pre-service teachers' competencies in managing classroom misbehavior. An experimental study was conducted with 60 pre-service teachers randomly assigned to either the experimental group (ClassTrain, n=30) or the control group (an existing IVR training system, n=30). Evaluation metrics included misbehavior detection rates, response times, management strategy scores, and eye-tracking data (average fixation duration and fixation time percentage) to assess participants' management competence, attention allocation, and cognitive processes. The results indicated that the experimental group achieved significantly higher detection rates and management strategy scores, along with shorter response times compared to the control group. Furthermore, participants in the experimental group reported lower cognitive load during training. Qualitative analysis of participant feedback revealed a high willingness to adopt ClassTrain, with participants perceiving it as an effective tool for enhancing their classroom management skills. These findings provide empirical support for the design and implementation of IVR-based teacher training systems.</p>



ONSITE SESSION 9

- ✦ Topic: Generative AI in Education: Attitudes, System Design, and Pedagogical Practices**
- ✦ Chair: Dr. Nicia Guillén-Yparrea, Tecnológico de Monterrey, Mexico**
- ✦ Papers: IT2123, IT2183, IT3258, IT3292, IT3351, IT6005**
- ✦ Location: 西岳厅 5楼 XiYue Hall 5th Floor**
- ✦ Time: March 28, 2026 | 16:00-17:30**

IT2123 16:00-16:15	<p>Is ChatGPT a useful learning support tool?: Perceptions among Filipino tertiary students Author(s): Gladys Bustos, Ma. Elena Lacsa, Jendrix Artoza, Molina Rizo, Jevic Reyes, Ben Oliver Tutor, Moresa Joy V. Gregana-Alcaraz Presenter: Ma. Elena B. Lacsa, National University, Philippines</p> <p>Abstract: Abstract— This study investigates students’ perceptions of ChatGPT as a learning support tool, focusing on two key constructs of the Technology Acceptance Model (TAM): perceived usefulness and perceived ease of use. A total of 979 college students from various disciplines at National University in the Philippines participated in the study. Quantitative data were collected through a structured survey and analyzed using descriptive statistics, Kruskal–Wallis tests, and Spearman’s rank correlation. Results show that students generally perceive ChatGPT as both useful (M = 3.82, SD = 0.66) and easy to use (M = 3.81, SD = 0.67). Significant differences in perceptions were found across academic disciplines, but not across year levels or income groups, suggesting that the field of study has a greater influence on user experience than demographic background. A strong positive correlation ($r_s = 0.669, p < 0.001$) was observed between perceived ease of use and perceived usefulness, supporting the central premise of TAM. The findings highlight ChatGPT’s role in enhancing information access, flexibility, and learning engagement in higher education. The study emphasizes the importance of utilizing AI tools ethically and thoughtfully to support meaningful and responsible learning practices. Keywords— ChatGPT, perceived usefulness, perceived ease of use, generative AI, learning support</p>
IT2183 16:15-16:30	<p>Design and Implementation of a Structured Collaborative Learning System for Introductory Programming Education in the Era of Generative AI Author(s): Yi Sun, Jiangyi Wang, Yancong Su, Chaoqun Hong Presenter: Yi Sun, Kobe Institute of Computing, Japan</p> <p>Abstract: Generative artificial intelligence (AI) has rapidly changed how novices learn programming and how instructors assess learning. As AI tools can generate syntactically correct and plausible code with minimal effort, code artifacts alone are becoming a weak signal of students’ conceptual understanding. This paper reframes structured collaborative discussion as a primary mechanism for both learning and diagnosis in introductory programming courses in the AI era. We present the design and implementation of a web-based discussion system that operationalizes structured collaborative learning in live classes. The system enforces guaranteed individual participation through mandatory rounds, supports psychological safety through student anonymity, and enables instructor-controllable timing for classroom feasibility. To make students’ reasoning observable, the workflow separates individual explanation and elaboration from a final group-level multiple-choice decision, while preserving fine-grained discussion logs for instructor review. The paper details the pedagogical rationale, interaction design, system architecture (React/Next.js + Supabase), and key implementation strategies for real-time orchestration, access control, and classroom reliability. A pilot deployment with a small number of students in a laboratory setting produced highly positive qualitative feedback on engagement and perceived learning value. Large-scale classroom studies and learning-analytics extensions are planned as future work.</p>
IT3258 16:30-16:45	<p>The Design of a GAI-supported Research Topic Selection System for Novice Researchers: From the SECI Perspective Author(s): Hanyu Zhang, Yifan Wang, Chunxiaoyin Presenter: Hanyu Zhang, Southwest University, China</p>

	<p>Abstract: Research topic selection is a complex process for novice researchers, often characterized by directional ambiguity and structural fragmentation. While Generative AI (GAI) offers potential support, general-purpose tools frequently fail to align students' tacit intuitions with academic requirements, tending to yield generic feedback. To address this gap, we conducted semi-structured interviews with 33 novice researchers, deriving five distinct user expectations for GAI-assisted guidance. Responding to these expectations, we propose a GAI-supported Topic Selection system grounded in Nonaka's SECI (Socialization-Externalization-Combination-Internalization) knowledge creation model. The system operationalizes the concept of "Ba" within an interactive digital space, orchestrating four modules—Originating, Dialoguing, Systematizing, and Exercising—to facilitate knowledge conversion. Rather than providing direct answers, the mediating agent offers adaptive cognitive scaffolding. This work suggests the value of transitioning AI-supported education from content generation to process guidance, fostering independent research reasoning.</p>
<p>IT3292 16:45-17:00</p>	<p>Application and Research of Artificial Intelligence- Generated Content in Routing and Switching Author(s): Jun Tao, Yuting Lin, Lei Yue, Hao Xu Presenter: Jun Tao, Anhui Institute of Information Engineering, China</p> <p>Abstract: The integration of Artificial Intelligence-Generated Content (AIGC) into technical education represents a transformative approach to addressing persistent challenges in networking instruction. This comprehensive study investigates the implementation of AIGC technologies in undergraduate Routing and Switching courses, examining their impact on learning outcomes, instructional efficiency, and student engagement. Through a mixed-methods research design involving 127 computer engineering students over two academic semesters, we demonstrate significant improvements in conceptual understanding, practical configuration skills, and problem-solving abilities. The research framework incorporates AIGC across five pedagogical dimensions: personalized learning paths, dynamic lab generation, intelligent assessment, conversational tutoring, and curriculum adaptation. Quantitative analysis reveals a 31.2% enhancement in practical examination scores, a 44% reduction in configuration errors, and a 2.3-fold increase in out-of-class engagement among intervention group participants. Qualitative data from instructor interviews and student feedback further substantiate the value of AIGC in creating adaptive, scalable learning environments. This paper contributes to the growing literature on AI-enhanced technical education by providing empirical evidence, implementation frameworks, and ethical considerations for effectively leveraging generative AI in networking instruction.</p>
<p>IT3351 17:00-17:15</p>	<p>AI-generated drawing facilitates children's poem learning Author(s): Siying Lu, Wenqing Pan, Heping Xie Presenter: Siying Lu, South China Normal University, China</p> <p>Abstract: In recent years, AI image generation tools have been widely applied across various fields, offering new possibilities for rapid and high-quality image creation in educational contexts. Whether AI-generated drawing can serve as a potential learning strategy remains an open question. This study compared the effects of AI-generated drawing, student-generated drawing, and writing on children's poem learning. A total of 130 fifth-grade students were recruited and assigned to three strategies: repeatedly copying the poem (writing), creating a drawing depicting the poem's meaning (student-generated drawing), or using AI to generate such a drawing (AI-generated drawing). Results showed that, compared to writing, AI-generated drawing significantly improved children's immediate and delayed retention accuracy, transfer performance, motivation, and metacognition. Furthermore, AI-generated drawing outperformed student-generated drawing in immediate and delayed retention accuracy and metacognition. This study demonstrates the potential application value of AI-generated drawing in children's poetry instruction.</p>
<p>IT6005 17:15-17:30</p>	<p>The Role of AI Trust and Demography in Shaping Behavior Intentions for Generative AI Usage in Higher Education in Timor Leste Author(s): Agostinho Dos Santos Goncalves, Sebastiao Pereira, Jacinto De Olivera Junior, Saida Ulfa Presenter: Saida Ulfa, State University of Malang, Indonesia</p> <p>Abstract: This study examines the determinants of behavioral intention (BI) to use Generative</p>



Artificial Intelligence among university academic staff in Timor-Leste, with particular emphasis on AI Acceptance Trust (AIT), Behavioral Intention (BI), and selected demographic variables, namely gender and tenure. Grounded in the Technology Acceptance Model (TAM). A quantitative methodology, employing survey data analyzed through Partial Least Squares-Structural Equation Modeling (PLS-SEM) was used in this study. The results show that AIT has a strong and statistically significant positive influence on BI, making it the main factor driving the adoption of Generative AI technologies. However, gender and tenure demonstrated no significant effect to either AIT or BI.

ONSITE SESSION 10

- Topic: Multi-Agent Systems and Intelligent Assistants in Education**
- Chair: Dr. Huan Yan, Northwestern Polytechnical University, China**
- Papers: IT2158, IT2175, IT2179, IT3333, IT3334, IT4431, IT4457**
- Location: 南岳厅 5楼 NanYue Hall 5th Floor**
- Time: March 28, 2026 | 16:00-17:45**

IT2158 16:00-16:15	<p>Research on the Interdisciplinary Knowledge Integration Model Based on Multi-Agent System Author(s): Zhiwei Qi, Yanbo Chang, Wei Xu Presenter: Yanbo Chang, Yunnan University, China</p> <p>Abstract: Interdisciplinary knowledge integration research has become essential for knowledge innovation, yet existing models for knowledge integration remain superficial and inefficient. To address this issue, we propose a novel integration model based on a multi-agent system. The model establishes a dynamic collaborative space consisting of four core components: disciplinary knowledge base group, multi-agent collaborative engine, integrated knowledge base, and human-machine interaction interface. Through role-based specialization and an evaluation-optimization framework among agents, it enables systematic and in-depth integration of interdisciplinary knowledge. An experiment is conducted with 120 undergraduates from a university in western China, comparing the multi-agent-based model against existing integration models. Results demonstrate that the interdisciplinary knowledge integration model based on multi-agent significantly outperforms the existing models in both depth and breadth of knowledge integration and enhance students' learning outcomes. This research provides theoretical and technical pathways for advancing interdisciplinary teaching and can be extended to diverse interdisciplinary domains.</p>
IT2175 16:15-16:30	<p>A Study on the Consistency of Grading Between Human Teachers and Generative AI: An Example of Open-Ended Instructional Design Assignments Author(s): Xiaotong Xiang, Jiao Tang, Simin Dong, Zhimiao Luo, Chao Qin Presenter: Xiaotong Xiang, Yunnan Minzu University, China</p> <p>Abstract: Abstract—With the rapid advancement of generative artificial intelligence (GAI) in education, its potential applications in teaching assessment and assignment evaluation have garnered increasing attention. This study aims to evaluate the consistency between human teachers and GAI models in grading open-ended instructional design assignments. It also analyzes delayed re-evaluations by GAI models to assess their temporal stability in grading. Assignments were evaluated using standardized grading criteria, with weighted Cohen's Kappa coefficients quantifying inter-rater consistency. Scatter plots were employed to visualize grading distribution trends. Results indicate moderate to high consistency among human graders (Kappa values 0.614–0.686), low consistency among different GAI models (Kappa values 0.041–0.269), and low to moderate consistency between human mean scores and GAI models (Kappa values 0.098–0.151). The delayed re-evaluation of GAI revealed similarly low consistency in scoring by the same GAI model after an interval of approximately 10 months (Kappa values 0.057–0.078), indicating temporal instability in its scoring outcomes. The study indicates that GAI still exhibits interpretive biases when handling open-ended, creative instructional design tasks. While its scoring cannot fully replace human teacher judgment, it can serve as an auxiliary tool for preliminary assessment or feedback reference. Concurrently, the use of GAI scoring must fully consider the temporal stability of GAI models. This research provides empirical evidence for GAI applications in complex educational assessment tasks and offers reference for future design and practice of GAI-assisted teaching evaluation.</p>
IT2179 16:30-16:45	<p>Cultivation of Junior School Students' Interdisciplinary Competence Based on Smart Learning Companion Author(s): Zhiwei Qi, Wei Xu, Yanbo Chang Presenter: Wei Xu, Yunnan University, China</p> <p>Abstract: Interdisciplinary competence has become the core driving force behind technological development and talent cultivation. Most existing training methods for interdisciplinary</p>

	<p>competence neglect the induction of flow state, resulting in hindered development of this competence. However, the real-time performance and interactivity inherent in AI agent can effectively address this issue. This study designs a smart learning companion (SLC) that integrates emotional resonance and cognitive adaptation based on flow theory. The SLC provides cognitive scaffolding in real time through integrating the gradient boosting decision tree algorithm model; the SLC's efficacy was validated through a quasi-experimental study. Results show that the SLC significantly enhances the challenge-skill matching, concentration and immersion, and enjoyment and intrinsic motivation dimensions of flow state, as well as the system analysis, interdisciplinary investigation, and knowledge integration dimensions of interdisciplinary competence. This study further confirms the mechanism by which the SLC enhances students' interdisciplinary competence by inducing their flow state. We provide a reference for the design of intelligent support instruments and teaching practices in interdisciplinary learning.</p>
<p>IT3333 16:45-17:00</p>	<p>The Effects of Emotional Pedagogical Agents on University Students' Academic Procrastination Author(s): Qiaohong Yao, Yue Zhao Presenter: Yue Zhao, Liaoning Normal University, China</p> <p>Abstract: In the context of the digital transformation of higher education, emotional pedagogical agents, as virtual tools integrating emotional theories and multimodal technologies, offer new approaches for intervening in academic procrastination. This study investigates the mechanism through which emotional pedagogical agents influence procrastination behavior among university students. Using a sample of 189 undergraduate and graduate students, data were analyzed using SPSS 27.0. The results indicate that: (1) Negative learning emotions are significantly positively correlated with procrastination ($r=0.537$, $p<0.001$); (2) Emotional support from pedagogical agents significantly and positively predicts positive learning emotions; (3) Positive learning emotions play a fully mediating role between agent usage duration and procrastination. The findings reveal that emotional pedagogical agents indirectly alleviate procrastination by enhancing positive emotions, providing empirical evidence for the optimization of intelligent educational products.</p>
<p>IT3334 17:00-17:15</p>	<p>Research on Development of Specialized Literary Criticism Agents and Effectiveness in Education Author(s): Tingrui You, Jiayang Wu, Shurou Xiao Presenter: Tingrui You, Beijing Language and Culture University, China</p> <p>Abstract: Based on the Wenxin agent platform, this paper uses knowledge base citation and prompt engineering and other technologies to design an agent for literary criticism education. The agent adopts a three-level module architecture, with system parameters fixed after testing, which can stably analyze texts and produce literary criticism, providing a new way of thinking for the feasibility of literary education large models based on the Wenxin agent platform, and providing an alternative framework for intelligent tools in literary education. The authors collected 50 articles from novice writers on the Chinese Young Writers Network, including 30 essays and 20 novels, and analyzed the core literary techniques and genres of these 50 articles with DeepSeek R1, Kimi K2.5 Thinking, and our literary criticism agent developed based on the Wenxin Agent platform, respectively, and manually collected the dataset. Due to the scarcity and opacity of external review data, this study has cited the core concepts of "Consensus", finally prove that the specialized agent based on prompt engineering and large knowledge base filling has excellent performance in literary criticism ability</p>
<p>IT4431 17:15-17:30</p>	<p>Transforming Agricultural Knowledge Dissemination: A SMART Platform Powered by Agentic AI for New Farmers Author(s): Riming Liu, Ratanachote Thienmongkol, Natirath Weeranakin Presenter: Riming Liu, Mahasarakham University, Thailand</p> <p>Abstract: The urgent issue of proliferation and fragmentation regarding the agricultural knowledge among new farmers in China was tackled in this study, which established a context-aware SMART platform driven by Agentic Artificial Intelligence (AI). It is inspired by continued rural digital divide, where the existing mode of traditional knowledge diffusion cannot deliver timely, accurate and context-aware information. We take a mixed-method approach where we incorporating qualitative insights from experts and domain specialists with quantitative data</p>

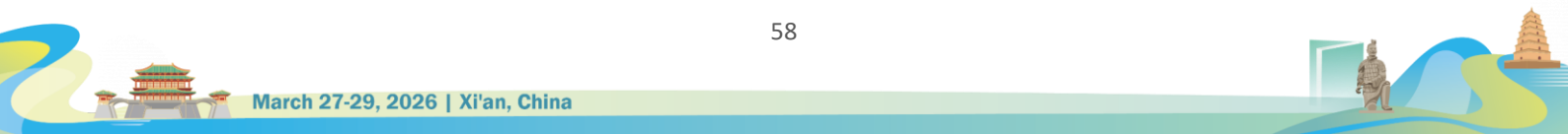
	<p>from 30 new farmers in Nanning City, Guangxi Province to develop and evaluate the platform. The introduced system combines IoT, big data and AI in order to provide full-chain agricultural services from production to sales with an ultra-simple interface presented by dialectic visual content. The results show that 70% farmers are suffering from fragmented knowledge and 80% have focus on real-time data monitoring and intelligent decision support. Subsequent evaluations show high user acceptance with 63.33% of participants trusting the AI-based service, while 33.33%, though not averse to using our system, are neutral towards it – establishing credibility is required. The modular design of the platform effectively brings multi-source data together and can deliver dynamic knowledge by means of autonomous AI agents. This study brings about a collaborative knowledge ecosystem that empowers farmers out of assemblage and makes them no longer the recipient only, which is in line with China's National Smart Agriculture Action Plan. The results demonstrate the potential of agentic AI to act as a bridge between smart technology and everyday agricultural use, while underscoring trust and localization as key determinants of lasting uptake.</p>
<p>IT4457 17:30-17:45</p>	<p>Administrative AI Chatbot Embedded in a Learning System Author(s): Gabriela Kiryakova Presenter: Gabriela Kiryakova, Trakia University, Bulgaria</p> <p>Abstract: The digitalization of processes within educational institutions is a priority for university management. Learning and teaching are supported by platforms that offer flexible access to educational resources and activities for both students and instructors. Working in a feature-rich environment can be difficult and confusing, making routine tasks challenging to execute. Administrative processes at a university, even when largely digitalized, are often unfamiliar and difficult for students to follow. Modern AI-based technologies are well-suited to addressing such issues. They enable rapid, flexible creation of Chatbot assistants that provide timely, accurate guidance for both academic and administrative tasks. The aim of this paper is to propose a model for developing an administrative AI Chabot that can be integrated into Moodle.</p>

ONSITE SESSION 11

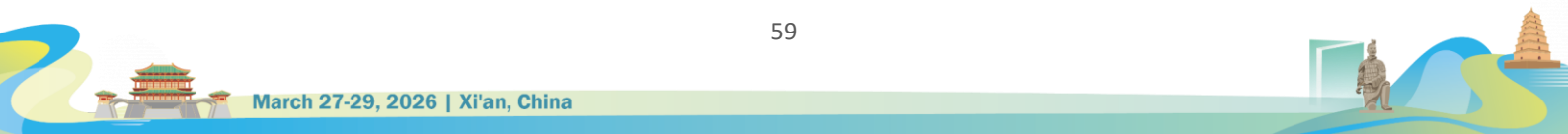
- ✚ **Topic: Affective Intelligence and Inclusive Learning for Diverse Learners**
- ✚ **Chair: Prof. Arbin Janu Setyowati, State University of Malang, Indonesia**
- ✚ **Papers: IT1006, IT1048, IT1054, IT2107, IT3205, IT3223, IT3265-A**
- ✚ **Location: 北岳厅 5楼 BeiYue Hall 5th Floor**
- ✚ **Time: March 28, 2026 | 16:00-17:45**

IT1006 16:00-16:15	<p>Emotion-Aware Academic Assistance through a Modular Training-Free Architecture for Graduate Supervision</p> <p>Author(s): Wajid Hassan Moosa, Huanjie Tao Presenter: Wajid Hassan Moosa, Northwestern Polytechnical University, China</p> <p>Abstract: Graduate students often face stress and anxiety arising from research demands, thesis work, and poor task management, challenges that are further amplified by delayed or limited supervisory feedback. Intelligent systems have begun to use multimodal signals such as text, speech, and facial expressions to detect emotional states and assist learning. However, existing approaches rarely integrate these capabilities with reasoning-based feedback generation or task planning in a way that is modular, interpretable, and training free. Here we present 3 framework where each component in frameworks operates independently yet contributes to holistic support: (i) an LLM-driven multimodal fusion module that reasons over emotion cues to provide clear classifications and rationales; (ii) a feedback generation flow that combines vision–language analyses with supervisor personas to create timely, context-aware comments; and (iii) a task scheduler in which LLMs prioritize user-defined tasks by deadline and then decompose them into actionable subtasks. Because the framework requires no retraining, models can be easily switched or upgraded. In evaluation, the system produced transparent emotional decisions, supervisor aligned feedback, and structured study plans that improved students’ clarity and confidence. This work demonstrates how modular, reasoning-centered LLM frameworks can reduce stressors in graduate study by enhancing emotional support, feedback, and time management. We will provide code upon publication.</p>
IT1048 16:15-16:30	<p>Barriers to the Effective Implementation of Inclusive Education Strategies for Students with Disabilities in Jordan</p> <p>Author(s): Samer Ayasrah, Anas Hanandeh Presenter: Samer M. Ayasrah, Amman Arab University, Jordan</p> <p>Abstract: The main problem of this study is the persistence of a clear gap between the declared national policies related to inclusive education and their actual implementation within schools in Jordan. This study aims to analyze the barriers to the effective implementation of inclusive education strategies for students with disabilities in Jordan, by surveying the perceptions of administrators and teachers, and revealing differences according to some demographic variables. The study adopted a descriptive-analytical approach, and data are collected using a questionnaire specially prepared for this purpose. The questionnaire included three axes: demographic data, obstacles that limit the effective implementation of inclusive education, and two open-ended questions about obstacles and proposed solutions. The sample included (319) administrators and teachers who are purposefully selected from inclusive schools affiliated with the Jordanian Ministry of Education during the 2024/2025 academic year. The findings reveal that teachers and administrators in Jordanian inclusive schools are aware of the barriers that hinder inclusive education environment such as infrastructure and accessibility, vocational training, management, school environment, planning and family partnerships. The findings indicate that gender and academic qualifications found to be not crucial in the perception of the barriers while length of teaching experience and practical experience with students found to be crucial. Barriers affect the achievement of equity and quality. The most impact factors found to be management and training, and infrastructure. Adopting an integrated approach is recommended to enhance practical training courses to ensure equitable learning for students. The qualitative data reveal teachers, experts and training courses are crucial in enhancing inclusive education environment while infrastructures and financial support are less effective than the professional human capital.</p>

<p>IT1054 16:30-16:45</p>	<p>Affective Computing in Education: A Bibliometric and Visualisation Analysis Author(s): Wen Zhu, Xuanyu Liu Presenter: Xuanyu Liu, Zhejiang University, China</p> <p>Abstract: The application of affective computing in education is gaining prominence as a key factor in enhancing learning outcomes. This study employs bibliometric analysis using CiteSpace to map 1,720 publications from the Web of Science Core Collection (2010–2024). The results reveal a three-stage evolution: theoretical foundation (2010–2015), technology deepening (2016–2019), and application explosion (2020–2024). While the field has transitioned from "emotion recognition" to "predictive intervention," a critical analysis through six educational lenses (including Vygotsky, Pekrun, and Noddings) exposes a persistent gap between technical capabilities and pedagogical needs. We argue that current systems prioritize algorithmic monitoring over genuine care, often neglecting student autonomy and social-emotional scaffolding. The study advocates shifting the research paradigm from "what technology can do" to "what education needs," providing guidance for responsible, learning-centered innovation.</p>
<p>IT2107 16:45-17:00</p>	<p>Extended Reality (XR) for Social Skills Development in Learners with Autism Spectrum Disorders Author(s): Wai Yie Leong Presenter: Wai Yie Leong, INTI International University, Malaysia</p> <p>Abstract: Extended Reality (XR)—encompassing virtual, augmented, and mixed reality—offers a powerful new medium for delivering social skills interventions to learners with Autism Spectrum Disorders (ASD). Autistic children and young adults often experience challenges in eye contact, emotion recognition, conversational reciprocity, and navigating complex social rules, which can limit participation in school, community, and employment contexts. Traditional social skills training, though valuable, is frequently constrained by low ecological validity, high staffing demands, and inconsistent generalisation to real-world environments. This paper proposes and evaluates a comprehensive XR-based Social Skills Training (XR-SST) framework designed for autistic learners aged 8–30 years. The framework integrates immersive social scenarios, multi-sensory cues, real-time adaptive feedback, and multi-modal analytics (gaze, speech, and behavioural metrics) within a neurodiversity-affirming design. A multi-site mixed-methods protocol is outlined, comparing XR-SST plus usual supports against an active control of conventional group-based social skills training over a 12-week period, with follow-ups at 3 and 6 months. Quantitative outcomes focus on standardised social skills scales, emotion recognition, conversational reciprocity, and adaptive behaviour, while qualitative data capture user experience, acceptability, and implementation barriers from autistic participants, families, teachers, and therapists. Illustrative findings suggest that XR-SST can yield meaningful improvements in social communication and confidence, with high levels of engagement and perceived safety. The paper concludes by discussing implementation pathways in schools and clinics, ethical and accessibility considerations, and future research directions needed to transform XR from promising innovation into a scalable, inclusive component of social skills education for autistic learners.</p>
<p>IT3205 17:00-17:15</p>	<p>AI Hallucination in Higher Education: Implications for Inclusive Learning Environments Author(s): Laura Malita, Gabriela Grosseck, Roza Dumbraveanu, Olga Balmus Presenter: Laura Malita, West University of Timisoara, Romania</p> <p>Abstract: Generative Artificial Intelligence (GenAI) is changing higher education, offering capabilities for personalized content and adaptive feedback. This can help address resource gaps and reduce educational inequality. However, GenAI also introduces challenges, with "AI hallucinations" being a primary concern. This paper examines different types of hallucinations and the ethical implications of AI hallucinations for inclusive learning environments in higher education. The paper also addresses the new challenges for educators in assessing student work in the age of AI, particularly in how to plan, develop, and run assessments that are both fair and resistant to AI-generated falsehoods. The paper concludes with recommendations for educators, developers, and policymakers to call for human oversight to reduce risks while using AI's potential for more accessible education.</p>



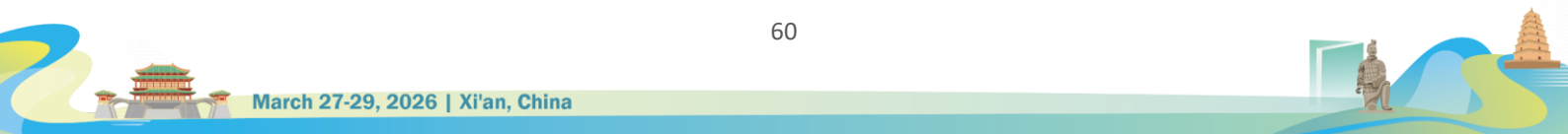
<p>IT3223 17:15-17:30</p>	<p>Emotional Support in the Digital Classroom: How Teachers Foster Emotional Connection in Online EFL Learning Author(s): Kien Trung Nguyen Presenter: Kien Trung Nguyen, FPT University, Vietnam</p> <p>Abstract: Given the shift to online education during the COVID-19 pandemic, emotional connection between teachers and the students became a critical aspect of maintaining engagement of the students and their academic motivation. This study used a convergent mixed-methods approach examining quantitative data from 220 students by questionnaires and qualitative data from 5 teacher interviews to understand how the students perceived the teachers emotional behaviours, and how the teachers described their behaviours to create emotional connections, in their online learning context. The findings, which were based on O'Hare's (2020) framework of five positive emotional support behaviours show that students typically acknowledged high levels of emotional support from their teachers. Sincerity and personal sharing were the least recognised behaviours, indicating areas for improvement, while positive communication and passion were the most frequently reported behaviours. To promote emotional connections, teachers discussed using techniques like sharing personal stories and engaging in dynamic online activities. The study emphasises how crucial it is to incorporate emotional connections into online education. To ensure that emotional connection continues to be a key component of student engagement and motivation in online education, it also highlights the necessity of professional development programs to assist teachers in improving their emotional support behaviours in online classrooms.</p>
<p>IT3265-A 17:30-17:45</p>	<p>The Effects of Drawing on Children's Poetry Learning in Touchscreen Environments: An Aptitude-Treatment Interaction Author(s): Presenter: Yixiu Dong, South China Normal University, China</p> <p>Abstract: Drawing has been proposed as a promising learning strategy, yet its benefits may depend on learner characteristics. Guided by aptitude-treatment interaction (ATI) account, this study examined whether the effects of drawing on children's poetry learning in touchscreen environments are moderated by spatial ability. Ninety-six fifth-grade children (41 boys; Mage=11.02 years) participated in a within-subjects experiment. All participants learned 16 pairs of two-line five- or seven-character poems using two strategies: drawing and reading. Poem materials were matched across conditions for length, stroke count, concreteness, and difficulty. In the drawing condition, children used a stylus to draw images representing the poem content on a tablet. In the reading condition, they viewed pre-drawn images while softly reciting the poems. Each poem pair was studied for 1 min, followed by a brief arithmetic filler task. Immediate tests of item memory, source memory, and learning motivation were administered after learning, and delayed item and source memory were assessed approximately one week later. Mixed-effects model analyses showed no significant differences between strategies in immediate memory performance. However, drawing led to higher delayed item memory and learning motivation than reading. Johnson-Neyman analyses further revealed a clear ATI pattern. For children with higher spatial ability, drawing resulted in superior delayed item and source memory than reading, whereas for children with lower spatial ability, drawing led to poorer delayed source memory. These findings demonstrate that the effects of drawing on children's delayed poetry learning in touchscreen environments are conditional on spatial ability. This study has important implications for children's touchscreen learning and the differentiated application of drawing strategies in poetry instruction.</p>



ONSITE SESSION 12

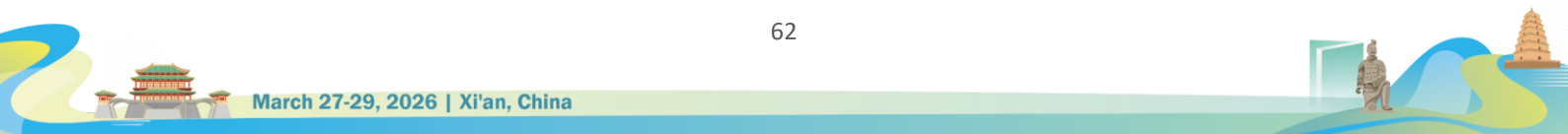
- Topic: Innovative Pedagogical Strategies and Interdisciplinary Learning**
- Chair: Dr. Wenjie Li, Guangzhou Xinhua University, China**
- Papers: IT1007, IT1081, IT2104, IT2121, IT3204, IT3221, IT1025**
- Location: 商务中心 5楼 Business Center 5th Floor**
- Time: March 28, 2026 | 16:00-17:45**

IT1007 16:00-16:15	<p>Innovative Methods for Teaching Vocabulary to Young Learners Author(s): Mario Nugroho Willyarto, Carolina Fajar Presenter: Carolina Fajar, Binus University, Indonesia</p> <p>Abstract: One of the dynamic areas of education is curriculum; it assumes many forms and is essential to the functioning of education. The school curriculum sets limit to what students will learn and how they will learn. It is a must to find creative ways of teaching since teaching vocabulary can be a boring session for the teachers and learners. Therefore, using pictures is an excellent visual aid for teaching children for they are difficult to be kept interested in learning vocabulary. This article is discussing what is meant by creative method-ology, elaborated creative ways of teaching, what functions they can give to the students and the explanation of pictures as a visual aid to teach vocabu-lary to children. The execution of a set of procedures or activities—chosen by the teacher because they collectively relate coherently to the way it is hoped to achieve the course objectives—represents the realization of a method. Thus, a method is realized as a collection of steps, each of which requires the application of a particular technique to be successful. Pictures boost students' motivation and offer practical test and practice materials. Teaching through pictures is an engaging and efficient method that is also practical and affordable. It is recommended that every teacher to use pictures in teaching English, especially vocabulary since it has been proved effective for teaching vocabulary to people at all ages.</p>
IT1081 16:15-16:30	<p>Design and Development of an Inquiry-Based Collaborative Learning Model Assisted by Peer Scaffolding to Improve Students' Creative Thinking Skills, Engagement, and Learning Outcomes Author(s): Punaji Setyosari, Devi Oktabrianti Anugerah, Julian Tri Hustanto, Deka Dyah Utami Presenter: Punaji Setyosari, State University of Malang, Indonesia</p> <p>Abstract: Learning in the 21st century requires students to develop creativity, innovation, inquiry, and collaboration skills to face complex global challenges. However, classroom learning often remains dominated by teacher-centered approaches that emphasize knowledge transmission rather than knowledge construction. Consequently, students' engagement, critical thinking, and collaborative abilities remain underdeveloped. To address this gap, this study aims to design and validate a Collaborative Inquiry-Based Learning Model integrated with Peer Scaffolding (CIBL-PS) to enhance students' engagement, inquiry self-efficacy, and learning outcomes. The research employs a Research and Development (R&D) design following the Lee and Owens model, encompassing five stages: analysis, design, development, implementation, and evaluation. The model integrates peer scaffolding as an instructional support mechanism, enabling students to collaboratively explore scientific concepts through guided inquiry. The study involved seventh-grade students at the Laboratory Junior High School, Universitas Negeri Malang, Indonesia. Instrument validation and reliability tests were conducted to assess students' engagement (cognitive, affective, behavioral), inquiry self-efficacy, and science competency. The results showed high reliability across cognitive ($\alpha = .931$), affective ($\alpha = .763$), and self-efficacy ($\alpha = .905$) dimensions, with the behavioral dimension rated moderate ($\alpha = .525$). These findings indicate that the developed instruments and model are feasible, engaging, and effective in promoting meaningful learning, active participation, and improved academic outcomes. The study contributes to the enhancement of 21st-century learning practices through the integration of collaborative inquiry and peer scaffolding strategies. Keywords: Collaborative learning, inquiry-based learning, peer scaffolding, engagement, self-efficacy</p>



<p>IT2104 16:30-16:45</p>	<p>Adaptation and Translation for Cultural Appreciation of Folk Dance Scale Author(s): Gen Li, Qi Luo, Shuwei Sun, Wanqing Zhang, Shuhan Zhang Presenter: Gen Li, Macao Polytechnic University</p> <p>Abstract: Dance, as an artistic cultural expression, serves as vehicle for conveying profound social and cultural significance. In particular, folk dance manifests the essence of communal values, beliefs, and traditions of its origin through the culturally coded movements. Therefore, to deeply engage in folk dance practices, cultural appreciation literacy (CAL) is essential. However, such literacy often received insufficient attention in educational process due to the scarcity of relevant instructional materials, such as a valid and reliable measurement. Therefore, this study adapted a self-reported assessment instrument for quantitatively evaluating CAL among folk dance practitioners. Cross-cultural translation was also conducted to enhance its accessibility to native Chinese speakers. In addition, the study has explored the relationship of several demographic variables with level of CAL of folk dance based on the collected data. As a result, a four-dimension scale consisting of 24 items was retained, demonstrating strong psychometric properties. Overall, the study contributes to dance education by providing a valid and reliable instrument for assessing CAL of folk dance, supporting educational practices such as curriculum development, instructional design, and program evaluation. Additionally, the study has revealed that the individuals who had more practical experience in folk dance, and dance professionals, tend to achieve higher level of CAL of folk dance, meanwhile, the results also implied that the substantial enhancement in CAL of folk dance may require sustained educational engagement in folk dance.</p>
<p>IT2121 16:45-17:00</p>	<p>Ecopreneurship Education: A Decade of Bibliometric Insights Author(s): Sulistiyani, Cipto Wardoyo, Wahjoedi, Endang Sri, Ayani, Presenter: Sulistiyani, Universitas Negeri Malang, Indonesia</p> <p>Abstract: This study conducted a bibliometric analysis of ecopreneurship education research over the past decade (2015–2025), encompassing 193 journal articles indexed in Scopus. The findings reveal substantial growth in the field, particularly after 2020, with publication output more than doubling between 2023 and 2025. Keyword co-occurrence mapping identifies three dominant thematic clusters: (1) the integration of sustainability into entrepreneurship learning, (2) sustainable entrepreneurship as a distinct research domain, and (3) the psychological determinants of entrepreneurial intention. Despite this expansion, the analysis highlights persistent conceptual fragmentation, marked by limited integration among studies on entrepreneurial intention, curriculum design, and impact evaluation. While ecopreneurship education has gained growing academic legitimacy, it remains in a formative stage that requires greater theoretical consolidation, methodological rigor, and evidence-based evaluation to evolve into a cohesive and mature research domain capable of informing effective educational practice.</p>
<p>IT3204 17:00-17:15</p>	<p>An ICT-Driven Framework for Course Information Development towards Outcome-Based Education (OBE) Approach Author(s): Rosmayati Mohemad, Anuar Abu Bakar, Hamimah Ujir Presenter: Rosmayati Mohemad, Universiti Malaysia Terengganu</p> <p>Abstract: The transition from traditional to outcome-based learning poses a considerable challenge for the academic community, as they must strive to understand and enhance their skills to successfully implement the intended learning outcomes. However, the existing framework of Outcome-Based Education (OBE) does not offer explicit guidelines for attaining the desired outcomes. Currently, there is a lack of an ICT-based framework that guides academics in designing course information to ensure alignment of teaching, learning, and assessments with OBE requirements. The construction and documentation of the course outlines is conducted manually, utilising basic ICT tools such as Microsoft Word and Excel. Manual processes are laborious, unstructured, time-consuming, and tedious because they require proper management and organization of a multitude of interrelated documents. Different iterations of the format for course outlines, which are subject to constant change, are also challenging to implement. The substantial quantity of administrative duties involved in documentation is a critical factor hindering scholars' comprehensive understanding of the notion of constructive alignment. Therefore, the objectives of this study are to propose an ICT-based framework of designing course information and to demonstrate the applicability of the</p>

	<p>proposed framework with real data captured from courses information database of Universiti Malaysia Terengganu. Research methodology contains three phases: planning and design, development and evaluation. An ICT-based framework for course information development is developed, which assists academician in designing course information that aligns with the OBE requirement. The research significance output is to improve education quality when the implementation of ICT in OBE could increase academics' readiness and comprehension of outcome-based learning.</p>
<p>IT3221 17:15-17:30</p>	<p>Bridging Technology and EFL Writing: Google Docs in Vietnamese Classrooms Author(s): Toan Bao Nguyen, Duy Duong Thai Huynh, Giang Thi Truc Le, Anh Nhut Tran, Huyen Ngoc Huynh Presenter: Toan Bao Nguyen, FPT University, Vietnam</p> <p>Abstract: This study investigates Vietnamese EFL students' acceptance of Google Docs for paragraph writing, using the Technology Acceptance Model as the theoretical framework. A mixed-methods design was employed, involving questionnaire data from 190 university students in the Mekong Delta and follow-up interviews with nine participants. Quantitative findings reveal a high level of acceptance (overall $M = 3.90$, $SD = 0.54$), with perceived usefulness and perceived ease of use emerging as the strongest predictors of students' attitudes and behavioral intentions. Qualitative results further show that students valued Google Docs for its real-time editing, grammar suggestions, and convenience, though issues such as internet dependence and occasional technical errors persisted. The study contributes empirical evidence on technology acceptance in EFL writing contexts in Vietnam and offers pedagogical recommendations for integrating cloud-based tools into writing instruction.</p>
<p>IT1025 17:30-17:45</p>	<p>Scaffolding Digital Literacies for Intercultural Collaboration: Insights from a Quadruplet COIL Project Author(s): Anisa Vahed, Mustafa Ozguven Presenter: Anisa Vahed, Xi'an Jiaotong-Liverpool University, China</p> <p>Abstract: In higher education's global classroom, students often struggle to bridge gaps in digital fluency and intercultural understanding before engaging in online collaborative projects. This study investigates how structured pre-COIL scaffolding training enhances students' readiness for technology-mediated intercultural collaboration in a Quadruplet Collaborative Online International Learning (COIL) partnership involving universities in China, Chile, South Africa, and Turkey. The pre-COIL training integrated digital-tool practice (MS Teams, Padlet) with guided intercultural communication (ICC) activities to prepare students for SDG-aligned teamwork. Post-training survey data ($n = 57$) and thematic analysis of open-ended feedback captured students' perceptions of clarity, relevance, and digital-collaboration confidence. Results reveal high satisfaction (clarity $M = 4.30$; relevance $M = 4.21$) and demonstrate improvements in digital fluency, intercultural awareness, and collaborative readiness. The findings highlight how scaffolded digital literacy interventions promote a climate of mutual respect, trust and equitable participation in global virtual teams. The study contributes to technology-enhanced teaching and learning (TEL) by offering a replicable model for integrating digital and intercultural scaffolding in internationalized curricula. Future research should explore AI-supported analytics to personalize scaffolding and sustain inclusive, data-informed COIL practices.</p>



POSTER SESSION 1

- ✚ **Topic: AI-Empowered Education: Generative Models, Intelligent Analytics, and Teacher Development**
- ✚ **Chair: Assoc. Prof. Jinshuai Qu, Yunnan Minzu University, China**
- ✚ **Papers: IT1022, IT1024, IT1053, IT1066, IT2120, IT2153, IT2162, IT3305, IT3353, IT4426**
- ✚ **Location: 廊道 5 楼 5th Floor Hallway**
- ✚ **Time: March 28, 2026 | 13:30-15:00**

1	IT1022	Analyzing Learner Experience in Mental Health MOOCs Based BERTopic Unveiling a Tripartite Framework Author(s): Yaojuan Zhang, Yaqiao Mu Presenter: Yaojuan Zhang, Gansu University of Political Science and Law, China
2	IT1024	LLM-Enabled Digital Teacher and Metaverse-Based Laboratory for Teaching Network Communications Author(s): Jiarun Song, Youguang Yu, Ninghao Wan Presenter: Ninghao Wan, Xidian University, China
3	IT1053	Detection of Filled Marks of Answer Sheets by using Deep Learning for Automated Scoring Author(s): Li Dandan, Zhang Xinyu, Zhang Yingjie Presenter: Li Dandan, Xi'an Jiaotong University City College, China
4	IT1066	Building a Security Architecture for Generative AI in Higher Education Author(s): Yan Xu, Zhiyu Jiang Presenter: Yan Xu, Peking University, China
5	IT2120	The Reform of Aesthetic Education Courses in Higher Education Institutions Based on AI Technology Author(s): Dongling Chen, Yue Zhao, Weihua Lan, Yu Chang Presenter: Dongling Chen, Wuzhou University, China
6	IT2153	Intelligent Analysis and Forecast of Employment for College Graduates Author(s): Jin Jin, Xiaoyong Zhang, Jun Li, Mengce Zheng Presenter: Jin Jin, Zhejiang Wanli University, China
7	IT2162	Research on Personalized Teaching Strategies Based on Knowledge Graphs Author(s): Zhi Li*, Minghui Li, Daiyong Du Presenter: Zhi Li, China People's Police University, China
8	IT3305	Emerging Generative AI and Evolving Educator Roles: From TPACK to AI-TPACK in Music Education Author(s): Yinshu Yan, Yuanyang Yue, Yunqi Jing, Tiantian Zhang Presenter: Yuanyang Yue, Shanghai Normal University Tianhua College, China
9	IT3353	Research on the Ability Framework and Training Path of New Quality Teachers Driven by Artificial Intelligence Author(s): Jinshuai Qu, Lanlan Zhang, Caifen Xu, Tingbo Yang Presenter: Jinshuai Qu, Yunnan Minzu University, China
10	IT4426	Closing the Loop: AI-Based Learning Diagnosis and Adaptive Teaching Intervention Author(s): Meiyi Chen, Jing Zhao, Caiwei Tan Presenter: Xumei Wang, Wuhan Huaxia University of Technology, China

POSTER SESSION 2

- ✚ **Topic: Emerging Technologies and Educational Ecosystems: Immersive Environments and Pedagogical Innovations**
- ✚ **Chair: Dr. Lihao Wang, Northwestern Polytechnical University, China**
- ✚ **Papers: IT1058, IT1065, IT2111, IT2116, IT2185, IT3242, IT3243, IT3302, IT3372, IT2117**
- ✚ **Location: 廊道 5 楼 5th Floor Hallway**
- ✚ **Time: March 28, 2026 | 16:00-17:30**

1	IT1058	Beyond Instrumental Rationality: The Art Education Ecosystem in a Digitally Intelligent Age Author(s): Xiuli Sun, Meng Jia, He Gao, Yan Bai Presenter: Xiuli Sun, Dalian University, Dalian, China
2	IT1065	Collaborative Problem Based Learning Model in Applied Optics Course Author(s): Yankun Zhen, Aping Yang, Yan Bai, Wei Fan Presenter: Yankun Zhen, Xi'an Shiyou University, China
3	IT2111	Student-Centered: The Educational Path to Self-Directed Learning Author(s): Jinli Wang, Yan Gao Presenter: Jinli Wang, Changchun Guanghua University, China
4	IT2116	Haptic-Enhanced XR Classrooms for Skill Transfer in STEM and TVET Education Author(s): Wai Yie Leong Presenter: Wai Yie Leong, INTI International University, Malaysia
5	IT3372	Design and Practice of Intelligent Manufacturing Training Mode Based on "VR + Digital Twin" Author(s): Jianhua Cao, Zhigang Jiang, Xiang Liu, Xuhui Xia Presenter: Jianhua Cao, Wuhan University of Science and Technology, China
6	IT2185	Beyond Constant Attention: Why VR's Relaxation-Dominant Patterns Better Support Inclusive Learning Ecosystems Author(s): Kai-Chun Hou, Jui-Yao Tsai, Po-Wei Huang Presenter: Kai-Chun Hou, National Taipei University of Education
7	IT3242	Research on Visualized Teaching of Probability Theory and Mathematical Statistics Based on Quantitative Analysis Author(s): Jiajing Lai Presenter: Jiajing Lai, Dongguan City University, China
8	IT3243	Identifying At-Risk Learners in Engineering Education: A Self-Regulated Learning Perspective Based on Digital Traces Author(s): Ning Zhao, Qin Fu Presenter: Ning Zhao, Wuhan University of Technology, China
9	IT3302	Construction and Implementation of a Digital-Intelligent-Driven University Teaching Ecosystem: The USTC Pathway of "Triple-Synergy" Evolution and "Omni-Scenario" Reshaping Author(s): Qian Yao, Yan Ye, Jiahui Qi, Wenxi Zheng Presenter: Qian Yao, University of Science and Technology of China, China
10	IT2117	Quantum-Ready Education: Preparing Students for Post-Quantum Computing Societies Author(s): Wai Yie Leong Presenter: Wai Yie Leong, INTI International University, Malaysia

ONLINE SESSION 1

- ✦ **Topic: Intelligent Educational Assessment and Learning Analytics**
- ✦ **Chair: Assoc. Prof. Alpha Man Ho Ling, The Education University of Hong Kong, China**
- ✦ **Papers: IT1033, IT1038, IT4450, IT1061, IT2135, IT2168, IT4432, IT4447, IT1049**
- ✦ **ROOM A : <https://us02web.zoom.us/j/86423503317> password: ICEIT**
- ✦ **Time: March 28, 2026 | 13:00-15:15**
- ✦ **Online Presentation Abstract: <https://www.iceit.org/ICEIT26-OnlineSessions.htm>**

IT1033 13:00-13:15	Research on the Teaching Characteristics of Excellent Teachers in Primary School Mathematics Dedicated Classroom Based on Video Analysis Author(s): Xinyue Cui, Yu Sun Presenter: Xinyue Cui, Yunnan Normal University, China
IT1038 13:15-13:30	Research on Learning Behavior Recognition in Smart Classrooms Based on Artificial Intelligence Author(s): Shuangqi Li, Ran Wang Presenter: Shuangqi Li, Shanghai Normal University Tianhua College, China
IT4450 13:30-13:45	Application of an AI-Assisted Gait Detection System for Improving Children's Sports Interest in Preschool Physical Activity Author(s): Min Feng, Shu Hong, Liqian Liang Presenter: Liqian Liang, Shanghai Normal University Tianhua College, China
IT1061 13:45-14:00	CIPP-CRITIC Dynamically Weighted and AI-Augmented Evaluation System for Front-Loaded Undergraduate Graduation Project Author(s): Shen Tao, Jiang Jin-Gang, Xiong Jiang-Long, Bao Yu-Dong, Sun Jian-Peng, Liu Chi Presenter: Jiang Jin-gang, Harbin University of Science and Technology, China
IT2135 14:00-14:15	AI Literacy Test for University Students: Design Principles, Content Validation, and Pilot Testing Author(s): Lina Zhang, Shuhan Zhang Presenter: Zhang Lina, Macao Polytechnic University
IT2168 14:15-14:30	Real-Time Diagnosis and Intervention of Teaching Behaviors Driven by Machine Learning in New-Engineering Classrooms Author(s): Wei Guo, Zeyu Yan Presenter: Wei Guo, Wuhan Institute of Technology, China
IT4432 14:30-14:45	Automatic Grading of Chinese as a Second Language Reading Texts Based on Multi-LLM Weighted Voting Author(s): Xinxin Han, Juan Xu Presenter: Xinxin Han, Beijing Language and Culture University, China
IT4447 14:45-15:00	A Novel BiLSTM Hybrid Model Fused with Speaker Information and Multi-Module Collaboration for Classroom Dialogue Text Classification Author(s): Qingtang Liu, Junji Xiao, Xinyu Jiang, Ruyi Jiang, Xinqian Ma, Kun Huang Presenter: Junji Xiao, Central China Normal University, China
IT1049 15:00-15:15	ode2vec-Based Graph Embedding for Deep Learning Graduation Project: Advanced Management Author(s): Jiang Jin-Gang, Fu Kang, Shen Tao, Bao Yu-Dong, Kang Fu-Wei, Dong Jing-Hao Presenter: Jiang Jin-gang, Harbin University of Science and Technology, China

ONLINE SESSION 2

- ✚ **Topic: Ethical Frameworks for Educational Data Governance and Learning Analytics**
- ✚ **Chair: Dr. Huijun Ma, Khon Kaen University, Thailand**
- ✚ **Papers: IT2114, IT2131, IT2176, IT3226, IT3278, IT3320, IT3339, IT3386, IT4465**
- ✚ **ROOM B : <https://us02web.zoom.us/j/88200798095> password: ICEIT**
- ✚ **Time: March 28, 2026 | 13:00-15:15**
- ✚ **Online Presentation Abstract: <https://www.iceit.org/ICEIT26-OnlineSessions.htm>**

IT2114 13:00-13:15	A Study on Perceptions of Application and Risk Perception of Artificial Intelligence in Primary and Secondary Education Author(s): Yue Zhao, Jiachao Wei, Minxi Zhang Presenter: Yue Zhao, Nanning Normal University, China
IT2131 13:15-13:30	Online Course UX Evaluation via Sentiment Analysis and Scale Validation Author(s): Haoyu Zhang, Mei Wang, Shuai Wang, Jiuyan Zhou, Binrui Jiang Presenter: Mei Wang, Sichuan Tourism University, China
IT2176 13:30-13:45	Tripartite Evolutionary Game and Governance Strategies for Integrating Generative AI into Higher Education Teaching: Based on Strategy Trade-off Analysis of schools, Teachers, and Students Author(s): Lin Wang Ying Jiang Presenter: Lin Wang, Heilongjiang International University, China
IT3226 13:45-14:00	The Relationship between College Students' GenAI Usage Patterns and Learning engagement: a Latent Profile Analysis Author(s): Siqi Peng, Kejun Zhuang, Baoxun He Presenter: Siqi Peng, China West Normal University, China
IT3278 14:00-14:15	UniIP-RiskNet: A Transformer-Based Large Language Model for Intellectual Property Contract Risk Early Warning in Higher Education Scenarios Author(s): Xue Zhang Presenter: Xue Zhang, Guangzhou College of Applied Science and Technology, China
IT3320 14:15-14:30	Exploring the Relationship between AI Trust and AI Literacy among Chinese College Students Author(s): Xiao Zhou, Zhixiang Pan, Liu Li Presenter: Xiao Zhou, Guangdong University of Science and Technology, China
IT3339 14:30-14:45	The Ethical Architecture of Assessment: Negotiating Teacher Value-Judgments in Generative AI Contexts Author(s): Grace T. Flores, Kheven D. Guyo Presenter: Grace Flores, Caraga State University, Philippines
IT3386 14:45-15:00	AI-Empowered Heterogeneity Response in Remote Classrooms: A Qualitative Study on the Mechanism of Human-AI Collaborative Assessment and the Construction of a Dynamic Ecological Model Author(s): Bin Chen, Hui Sun Presenter: Bin Chen, Jinhua Open Universtiy, China
IT4465 15:00-15:15	Research on Multi-Dimensional Learning Behavior Modeling and Grade Prediction Based on Transformer Author(s): Yan Zhou, Jun Zhou, Xin Gao Presenter: Yan Zhou, Wuhan Business University, China

ONLINE SESSION 3

- ✚ **Topic: Digital Intelligence-Enabled Interdisciplinary Learning**
- ✚ **Chair: Dr. Shufeng Shan, Guangdong university of petrochemical technology, China, China**
- ✚ **Papers: IT1069, IT2126, IT2154, IT3209, IT3277, IT3314, IT3327, IT4446, IT4449**
- ✚ **ROOM C : <https://us02web.zoom.us/j/85386871898> password: ICEIT**
- ✚ **Time: March 28, 2026 | 13:00-15:15**
- ✚ **Online Presentation Abstract: <https://www.iceit.org/ICEIT26-OnlineSessions.htm>**

IT1069 13:00-13:15	BilimALL AI: An Intelligent Platform for Integrating Computer Science and Natural Sciences in Digital Education Author(s): Meruert Yerekesheva, Ryskul Zhakhina, Adilet Darmenov, Anar Tashimova, Moldir Muratova Presenter: Yerekesheva Meruert, K. Zhubanov Aktobe Regional University, Kazakhstan
IT2126 13:15-13:30	Deep Teaching Reform and Practice of Energy Artificial Intelligence Curriculum Based on Digital-Twin-Project-Driven Model Author(s): Xiaogang Liu, Yongfu Cheng, Yuanqi Gu, Xifeng Cao, Yuhang Wang, Chenxi Zhao Presenter: Xiaogang Liu, Harbin University of Science and Technology
IT2154 13:30-13:45	Design and Practice of an Interdisciplinary and Enterprise-Integrated Training Model for Postgraduate Engineering Students Author(s): Ye Dai, Deyu Meng, He Hao, Long Li, Shuang Yu, Wenyin Qu Presenter: Ye Dai, Harbin University of Science and Technology, China
IT3209 13:45-14:00	Research-Led Curriculum Innovation under Medical Engineering Convergence: Redesign and Practice of a Course in Clinical Medical Data Analytics Author(s): Wei Liu, Xiaoling Li, Jialun Lin, Quanhai Zhang, Yuanbo Yu Presenter: Wei Liu, Hainan Medical University, China
IT3277 14:00-14:15	A Dual-Driven Model for Cultivating Innovative Control Postgraduates: Integrating Interdisciplinary Knowledge with Generative AI Author(s): Junjie Liu, Lipeng Zhang, Yuehui Ji, Qiang Gao Presenter: Lipeng Zhang, Tianjin University of Technology, China
IT3314 14:15-14:30	The 'P-M-C-S' Closed-Loop Approach to Engineering-Problem-Driven Computational Methods Education in New Engineering Author(s): Xiaoying Zheng, Yuanyuan Li Presenter: Xiaoying Zheng, Wuhan Institute of Technology, China
IT3327 14:30-14:45	AI-enhanced Design of Interdisciplinary Thematic Learning in High School Biology: From the Perspective of Integrated STEM Education Author(s): Chen Rutian, Feng Chunyan, Shen Xinyue, Zhou Zhe Presenter: Chen Rutian, The University of Hong Kong, Hong Kong
IT4446 14:45-15:00	Exploring an AI-Empowered "1+M+N" Advanced Mathematics Teaching Model Based on a Three-Tier Collaborative Architecture Author(s): Lina Jia Presenter: Lina Jia, Zaozhuang University, China
IT4449 15:00-15:15	Bridging the PBL Gap: A Cloud-Edge-Device Conversational AI Platform for STEM Inquiry and Critical Thinking Development Author(s): He Huang, Qianyi Wu, Zehui Zhan Presenter: He Huang, Shenzhen Luohu Foreign Languages Junior High School, China

ONLINE SESSION 4

- ✦ **Topic: Human-Centered AI and the Personalization of Learning Experience Design**
- ✦ **Chair: Prof. Kelum Gamage, University of Glasgow, UK**
- ✦ **Papers: IT1062, IT1063, IT2172, IT3240, IT3295, IT3399, IT3401, IT4421, IT4474**
- ✦ **ROOM A : <https://us02web.zoom.us/j/86423503317> password: ICEIT**
- ✦ **Time: March 28, 2026 | 15:45-18:30**
- ✦ **Online Presentation Abstract: <https://www.iceit.org/ICEIT26-OnlineSessions.htm>**

Invited Speech 15:45-16:15	Prof. Kelum Gamage, University of Glasgow, UK Title: Reimagining International Education: Trends and Opportunities in Transnational Education
IT1062 16:15-16:30	Gamified Teaching for Marginalized Group Engagement: A Case Study in Early Childhood Education Author(s): Shuangqi Li, Li Li Presenter: Shuangqi Li, Shanghai Normal University Tianhua College, China
IT1063 16:30-16:45	Building an Inclusive Framework for Chinese Language Learning Supported by Generative AI: A Case-Based Analysis Author(s): Jiexuan Zhu, Yu Zhao, Ana María Pinto-Llorente Presenter: Jiexuan Zhu, University of Salamanca, Spain
IT2172 16:45-17:00	LAVA-Era Learning Method Infrastructure: An AI-Supported Socratic and Spaced Practice System Author(s): Ya Li, Xin Xie Presenter: Ya Li, Sichuan Technology and Business University, China
IT3240 17:00-17:15	Co-Design of Personalized Learning Paths with AI, Learners and Teachers: Dynamic Teacher Role Allocation in Intelligent Computer-Assisted Language Learning Systems Author(s): Dong Yu Presenter: Huisi Chen, South China Business College Guangdong University of Foreign Studies, China
IT3295 17:15-17:30	Exploration of Optimizing Graduate Curriculum System based on the Concept of Personalized Learning Using Particle Swarm Optimization Algorithm Author(s): Tingyu Li Presenter: Tingyu Li, Shenyang University, China
IT3399 17:30-17:45	Designing Lesson Plans for an Online English Class with an Inclusive Setting Involving College Students with and without Autisminclusive Author(s): Afifah Muharikah, Rania Chairunnisa Qisti Presenter: Afifah Muharikah, Universitas Islam Internasional Indonesia, Indonesia
IT3401 17:45-18:00	Research on the Construction and Application of an AI-Based Personalized Intervention Model for Early Childhood Games Author(s): Rui Ren Presenter: Rui Ren, Zaozhuang University, China
IT4421 18:00-18:15	GenAI in Pre-Task Planning: A Comparative Study of Oral Fluency, Accuracy, and Complexity in Business English Speaking Author(s): Xiuzhen Xiang, Yi Li Presenter: Xiuzhen Xiang, Wuhan Business University, China

IT4474
18:15-18:30

Rethinking AI Literacy in L2 Writing: Empirical Evidence from Chinese University Students
Author(s): Zhao Fang, Stephen E. Sandelius
Presenter: Zhao FANG, East China University of Science and Technology, China

ONLINE SESSION 5

- ✚ **Topic: Game-Based Learning and Virtual Reality in Education**
- ✚ **Chair: Dr. Hui He, Jiangnan University, China**
- ✚ **Papers: IT4459, IT1070, IT1090, IT2115, IT2180, IT3191, IT3382, IT3384, IT4443, IT1028**
- ✚ **ROOM B : <https://us02web.zoom.us/j/88200798095> password: ICEIT**
- ✚ **Time: March 28, 2026 | 15:45-18:15**
- ✚ **Online Presentation Abstract: <https://www.iceit.org/ICEIT26-OnlineSessions.htm>**

IT4459 15:45-16:00	SIGLA: A Gamified Intervention to Strengthen Reading Comprehension Among Grade 7 Learners Author(s): Jenelin S. Enero, Nicca A. Borlagdan, Gwen C. Taliser, Rj Stephen Roi U. Malupa Presenter: Jenelin S. Enero, Caraga State University, Butuan City, Philippines
IT1070 16:00-16:15	Impact of a 2D Animation as a Didactic Resource on Mathematics Learning in Fifth-Grade Elementary Students Author(s): Glendamira Serrano Franco, Víctor Manuel Zamudio García, Mario Alberto Gea Pérez Presenter: Glendamira Serrano Franco, Universidad, México
IT1090 16:15-16:30	From Classroom to Gameplay: Evaluating Educational Game Prototypes through MDA and PXI Author(s): Sergio Iván Vilchis Hernández, Sandra Gudiño Paredes, Germán Vázquez Delgado Presenter: Sergio Iván Vilchis Hernández, Tecnológico de Monterrey, Mexico
IT2115 16:30-16:45	Design and Evaluation of an Immersive Virtual Reality Simulation System for Classroom Questioning Training Author(s): Yuanxi Yang, Yongbin Hu Presenter: Yuanxi Yang, Jiangsu Normal University, China
IT2180 16:45-17:00	Design and Experimental Teaching Research of Electronic Technology Virtual Laboratory Based on Modern Information Technology Author(s): Juan Liu, Yongsheng Wang, Qiang Luo, Rong Zhou, Jialiang Zhang Presenter: Juan Liu, Wuhan University of Technology, China
IT3191 17:00-17:15	Enhancing Grade 8 Mathematics Competencies through Game-Based Learning Design and Validation of Instructional Materials Author(s): Eubert Tagupa, Karryl Grace Bongcayao, Khent Bryan Butlig, Teodyl Caballes Presenter: Eubert R. Tagupa, Caraga State University, Philippines
IT3382 17:15-17:30	Improving College Students' Intercultural Competence with the Behavioral Engagement in Nonimmersive Virtual Reality Learning Author(s): Zhiyuan Xia, Hao Zhang Presenter: Zhiyuan Xia, Shanghai Normal University Tianhua College, China
IT3384 17:30-17:45	Integration of GRASP (Gamified Resources and Activities for Study and Practice) in Enhancing Spelling Skills and Word Meaning Comprehension of Grade 9 Students Author(s): Hazel Montederamos, Gideon Reyes, Nikka May Ordiz, Kaye Quion Presenter: Hazel H. Montederamos, Caraga State University, Philippines
IT4443 17:45-18:00	The Theory and Application of University Practice Teaching Based on Multi-Teacher Agent Collaboration Author(s): Hongli Gao, Jing Zheng Presenter: Jing Zheng, Southwest Jiaotong University, China

IT1028
18:00-18:15

VRhythmSpace: Designing a Musical Game for Play, Learning, and Performance
Author(s): Jiawen Li, Zheyuan Jiang, Yifei Chen, Yuwei Ren, Jingji Li, Kai Yao, Xu Sun, Bin Jia, Ningning Xu
Presenter: Jiawen Li, Zhejiang Wanli University/University of Nottingham Ningbo China, China

ONLINE SESSION 6

- ✦ **Topic: Large LLM-Driven Pedagogical Innovation and Intelligent Agents**
- ✦ **Chair: Dr. Dongpo Guo, Jiangnan University, China**
- ✦ **Papers: IT1043, IT1046, IT2149, IT2171, IT3267, IT3315, IT3383, IT4424, IT6004, IT3350**
- ✦ **ROOM C : <https://us02web.zoom.us/j/85386871898> password: ICEIT**
- ✦ **Time: March 28, 2026 | 15:45-18:15**
- ✦ **Online Presentation Abstract: <https://www.iceit.org/ICEIT26-OnlineSessions.htm>**

IT1043 15:45-16:00	Leveraging Large Language Models for Teaching Reform: An Intelligent Assessment Practice in Undergraduate Discrete Mathematics Author(s): Dawei Wen, Lifang Xiao Presenter: Dawei Wen, Wuhan Institute of Technology, China
IT1046 16:00-16:15	Construction of a Large Language Model-Supported Problem Chain Guided Teaching Model Author(s): Fengdie Cui, Tingting Liu, Chuang Yin Presenter: Fengdie Cui, Beibu Gulf University, China
IT2149 16:15-16:30	Enhancing Preservice Teachers' Feedback Literacy through a Large Language Models-Based Multi-Agent System Author(s): Zhiwei Qi, Yuqing Liu, Hongyan Li Presenter: Yuqing Liu, Yunnan University, China
IT2171 16:30-16:45	Overcoming AI Dependency: Practical Pathways and Effectiveness of Educational Agents in Python Instruction Author(s): Fang Xia, Ren Ying Presenter: Xia Fang, Naval Aeronautical University, China
IT3267 16:45-17:00	Refining L2 Learner Agency through Multi-role Prompting: A Coordination Framework for AI-Mediated Writing Peer Feedback Author(s): Jie Pan, Yanan Hu, Huimei Chen Presenter: Jie Pan, Shanghai Normal University Tianhua College, China
IT3315 17:00-17:15	Digital Human Teaching Assistants: LLM-Empowered Construction of First-Class Courses in Higher Education Author(s): Jing Xiong, Xue Zhai, Bingbing Wei, Yuxia Lei, Zhaoan Dong, Yan Yao, Jianguo Liang Presenter: Jing Xiong, Qufu Normal University, China
IT3383 17:15-17:30	Large Language Model Empowered International Education Resource Sharing and Personalized Recommendation for Graduate Students Author(s): Jie Zuo, Quan Liu, Wenjun Xu, Wei Meng Presenter: Jie Zuo, Wuhan University of Technology, China
IT4424 17:30-17:45	Empowering Writing Assessment and Feedback through Large Language Models: A Hybrid Framework Integrating Local Fine-Tuning and Prompt Engineering Author(s): Huijun Ma, Charuni Samat, Mingjie Li, Jiajun Zhang Presenter: Huijun Ma, Kohn Kaen University, Thailand
IT6004 17:45-18:00	Design and Implementation Path of PBL for Front-End Development Technology Empowered by GAI Author(s): Yunting Song, Sa Li Presenter: Yunting Song, KaShi University, China
IT3350 18:00-18:15	Research on Adaptive Teaching for Students in the Initial Primary School Art Class—AIGC-Assisted Teaching Practice in the "Introducing Myself" Lesson Author(s): Meng Jia, He Gao, Xiuli Sun, Jingting Ma Presenter: Meng Jia, Dalian University, China

ONLINE SESSION 7

- ✚ **Topic: Teacher Readiness and Professional Development for AI in Education**
- ✚ **Chair: Dr. Yun Li, Sichuan University, China**
- ✚ **Papers: IT1087, IT2106, IT2182, IT3194, IT3212, IT3273, IT3219, IT4445, IT4475**
- ✚ **ROOM A <https://us02web.zoom.us/j/86423503317> password: ICEIT**
- ✚ **Time: March 29, 2026 | 09:30-12:15**
- ✚ **Online Presentation Abstract: <https://www.iceit.org/ICEIT26-OnlineSessions.htm>**

Invited Speech 09:30-10:00	<p>Assoc. Prof. Jining Han, Southwest University, China</p> <p>Title: GenAI-Supported Teacher Feedback on Students' Writing: Teachers' Perspectives</p>
IT1087 10:00-10:15	<p>Proposal for an Interactive Teacher Training System Integrating Real-Time Board Recognition and Audio Information</p> <p>Author(s): Alok Shrestha, Sho Ooi</p> <p>Presenter: Alok Shrestha, Osaka Institute of Technology, Japan</p>
IT2106 10:15-10:30	<p>Structured Prompting for Human-AI Collaboration as Cognitive Partners in Project-Based Learning</p> <p>Author(s): Yanling Qi, Fanfan Jia, Huichuan Dai, Yuanrui Wang</p> <p>Presenter: Yanling Qi, Guangdong University of Science and Technology, China</p>
IT2182 10:30-10:45	<p>The Current Situation Analysis and Improvement Strategies for University Teachers' Digital Intelligence Literacy in the Age of Artificial Intelligence</p> <p>Author(s): Caixia Yang, Hongming Zhang, Yanxue Zhang</p> <p>Presenter: Hongming Zhang, Harbin University of Science and Technology, China</p>
IT3194 10:45-11:00	<p>Research on the Influencing Factors of Knowledge Sharing Behavior on the Intelligent Training Platform for Primary and Secondary School Teachers</p> <p>Author(s): Wenjing Zheng, Baoxun He, Kejun Zhuang</p> <p>Presenter: Wenjing Zheng, China West Normal University, China</p>
IT3212 11:00-11:15	<p>Evaluating Teachers' Readiness and Implementation Strategies of Artificial Intelligence in Science Education</p> <p>Author(s): Apple Jane S. Lima, Carl Anthony L. Pahuyo, Adrian P. Tastar</p> <p>Presenter: Apple Jane S. Lima, Caraga State University, Philippines</p>
IT3273 11:15-11:30	<p>Influence of Teachers' Digital Literacy and ICT Skills on the Performance of Students in Public Secondary Schools</p> <p>Author(s): Hansel Jay L. Poliga, Leo L. Codilla Jr., Edd</p> <p>Presenter: Hansel Jay L. Poliga, Caraga State University-Main Campus, Philippines</p>
IT3219 11:30-11:45	<p>Assessing Digital Competence in Teacher Preparation: A CIPP-Based Evaluation of the BTLED Curriculum</p> <p>Author(s): Frank Aiken O. Alan, Vincent P. Baclayon, Cheniezalyn V. Villamor, Cesar L. Autor Jr.</p> <p>Presenter: Frank Aiken O. Alan, Caraga State University, Philippines</p>
IT4445 11:45-12:00	<p>Survey on the Current Status and Willingness of Teachers in Western Ethnic Regions to Use Digital Teaching Strategies</p> <p>Author(s): Ying Yang, Zhijun Yang, Gaoye Cui</p> <p>Presenter: Ying Yang, Yunnan Normal University, China</p>
IT4475 12:00-12:15	<p>Modeling Teaching Readiness Among Pre-Service Science and Mathematics Teachers: A Structural Equation Modeling Approach</p> <p>Author(s): Rolly N. Apdo</p> <p>Presenter: Rolly N. Apdo, Caraga State University, Philippines</p>

ONLINE SESSION 8

- ✚ **Topic: AI AIGC-Driven Pedagogical Transformation and Workflow Reconstruction**
- ✚ **Chair: Dr. Liqiao Nong, Guangxi Polytechnic of Construction, China**
- ✚ **Papers: IT1074, IT2105, IT2124, IT2143, IT2147, IT3220, IT3322, IT3337**
- ✚ **ROOM B <https://us02web.zoom.us/j/88200798095> password: ICEIT**
- ✚ **Time: March 29, 2026 | 09:30-12:00**
- ✚ **Online Presentation Abstract: <https://www.iceit.org/ICEIT26-OnlineSessions.htm>**

Invited Speech 09:30-10:00	Prof. Zhongling Pi, Shaanxi Normal University, China Title: Rethinking Learning in the Age of AI: From Video-based STEM Learning to Collaborative Creative Problem Solving
IT1074 10:00-10:15	Research on the Application of AIGC Workflow in E-Commerce Vocational Education—Focusing on Efficient Visual Output and Artistic Logical Thinking Training Author(s): Huawei Qin Di Tang Yingzi Ye Presenter: Yingzi Ye, Xiangsihu College of Guang Xi Minzu University, China
IT2105 10:15-10:30	AIGC-Driven Intelligent Teaching Transformation of Urban and Rural Planning Design Courses Author(s): Song Huifang, Peng Yuling, Wang Xiaopeng, Bai Shiyi, Li Jun, He Tiantian Presenter: Huifang Song, Wuhan Institute of Technology, China
IT2124 10:30-10:45	AI-Powered Visual Learning Systems: A Cross-Cultural Review of Computer Vision in Education Author(s): Theophile Shyiramunda, Etienne Twizeyimana, Marie Claire Nirere Umuhire, Josiane Uwonakunze, Daniel Tuyisenge, Michelle J. Cummings-Koether Presenter: Theophile Shyiramunda, Deggendorf Institute of Technology, Germany
IT2143 10:45-11:00	Technology-Driven and Data-Enabled Innovation: Exploring a Cross-Media Practical Teaching Platform Author(s): Yue Zhao, Jingya Zhu Presenter: Yue Zhao, Yanching Institute of Technology, China
IT2147 11:00-11:15	Research on AIGC-Assisted Multimodal Teaching Paths for Business Etiquette: A Case Study of Seating Arrangements in Multilateral Contract Signings Author(s): Yi Guo, Lian Cheng Xu, Yu Jie Ji, Chun Li Liu Presenter: Yi Guo, Shandong Normal University, China
IT3220 11:15-11:30	From Awareness to Creation: Shaping Nursing Students' Job-hunting skills through Blended AI Resume Approach Author(s): Shaoxian Pan, Yongqiao Li, Wenbin Liang, Junjie Gavin Wu Presenter: Yongqiao Li, Macao Polytechnic University Macao, China
IT3322 11:30-11:45	Teachers' Continuance Use of AIGC in Practice-Oriented Courses— Evidence from E-commerce Live Streaming Teaching Author(s): Jingjing Feng, Junxi Luo, Lixuan Chang Presenter: Jun Xi Luo, Guangzhou Xinhua University, China
IT3337 11:45-12:00	A Study of Enhancing C Programming Education through AIGC-Integrated Hybrid Learning Author(s): Zujian Wu, Huiqin Du Presenter: Zujian WU, Jinan University, China

ONLINE SESSION 9

- ✚ **Topic: Technology-Supported Special Education and Inclusive Learning**
- ✚ **Chair: Assoc. Prof. Ben Oliver Tutor, NU Philippines, Philippines**
- ✚ **Papers: IT1014, IT1056, IT1088, IT1091, IT2130, IT2136, IT3255, IT4464**
- ✚ **ROOM D <https://us02web.zoom.us/j/89732240311> password: ICEIT**
- ✚ **Time: March 29, 2026 | 09:30-12:00**
- ✚ **Online Presentation Abstract: <https://www.iceit.org/ICEIT26-OnlineSessions.htm>**

Invited Speech 09:30-10:00	Prof. Yuqin Yang, Central China Normal University, China Title: Analytics-enhanced Reflective Assessment for Undergraduates' Knowledge Building Competencies
IT1014 10:00-10:15	Exploring the Needs and Perspectives of Chinese Special Education Teachers on Digital learning Author(s): Yubin Zhang, Samiullah Paracha Presenter: Yubin Zhang, Xi'an Jiaotong Liverpool University, China
IT1056 10:15-10:30	The Impact of BYOD and THSD Program Participation on Parental Perspectives for Students' Digital Learning: A Case Study of Two Elementary Schools in Hsinchu, Taiwan Author(s): Hsieh I-Ling, Wang Wei-Yu, Chang Pin-Shan, Chiu Fu-Yuan Presenter: Hsieh I Ling, National Tsing Hua University
IT1088 10:30-10:45	Pedagogical and Psychological-didactic Aspects of Teaching Computer Science in an Inclusive Environment Author(s): Altynzer Baiganova, Aisara Omirzakova, Nurshat Nauryzova, Madina Narymbayeva Presenter: Omirzakova Aisara, K. Zhubanov Aktobe Regional University, Aktobe, Kazakhstan
IT1091 10:45-11:00	Educación Inclusiva a Través de la Integración de la Tecnología de Animación 3D en la enseñanza Author(s): Victor Manuel Zamudio Garcia, Dra. Glendamira Serrano Franco Presenter: Victor Manuel Zamudio Garcia, Universidad Politecnica Metropolitana de Hidalgo
IT2130 11:00-11:15	Integrating Video Captioning into ESP Teaching to Enhance Learners' English Pronunciation Author(s): Zhao Li Presenter: Zhao Li, Chengdu Jincheng College, China
IT2136 11:15-11:30	Communication Literacy and Use of AI chatbots among Filipino College Students Author(s): Jenette C. Pangilinan, Dayielle Menchie C. Fidel, Maria Elena M. Dator, Melencia Rosario D. Coronel, Ben Oliver Tutor Presenter: Prof. Jenette C. Pangilinan, National University, Philippines
IT3255 11:30-11:45	Thematic Structure and Technological Evolution of Artificial Intelligence in Autism Spectrum Disorder Research Author(s): Juan Ang, Yuan Chen, Weiyi Liao, Jiahui Rao Presenter: Yuan Chen, Nanjing Normal University of Special Education, China
IT4464 11:45-12:00	The Dynamic Mediation Model: Integrating ICT Innovations, Play-based Pedagogy and Adaptive Scaffolding to Enhance Emergent Literacy Outcomes in the Philippines Author(s): Jereco F. Cultura, Ariel U. Cubillas Presenter: Jereco F. Cultura, Caraga State University, Philippines

ONLINE SESSION 10-Special Session 1

- ✦ **Topic: Generative AI and the Evolving Roles of Educators**
- ✦ **Chair: Dr. Fangfang Zhu, Jiangnan University, China**
- ✦ **Papers: IT3318, IT3235, IT3247, IT3365, IT3294, IT3296, IT3346, IT3252**
- ✦ **ROOM A <https://us02web.zoom.us/j/86423503317> password: ICEIT**
- ✦ **Time: March 29, 2026 | 13:00-15:00**
- ✦ **Online Presentation Abstract: <https://www.iceit.org/ICEIT26-OnlineSessions.htm>**

IT3318 13:00-13:15	Understanding the Role of AI-Interaction Positivity in College Students' AI Literacy Author(s): Xiao Zhou, Ningyue Li, Liu Li Presenter: Xiao Zhou, Guangdong University of Science and Technology, China
IT3247 13:15-13:30	An Empirical Study on the Influencing Factors of GenAI on Learning Achievement in Basic Courses of Artificial Intelligence Major Author(s): Haibin Xie, Hanyin Zheng, Yijing Huang, Guolin Wu Presenter: HanYing Zheng, Guilin University of Aerospace Technology, China
IT3365 13:30-13:45	Development and Validation of the Pre-Service Preschool Teachers' AIGC Readiness Scale Author(s): Yuejiao Gu, Yichun Qian, Binen Ye, Suman Han Presenter: Binen Ye, Shanghai Normal University Tianhua College, China
IT3294 13:45-14:00	Developing Systematic Capabilities in New Engineering Education: Exploration and Practice Based on the "An-Yan" Intelligent Agent Author(s): Jie Chen, Guangchao Yu Presenter: Jie Chen, Anhui University, China
IT3296 14:00-14:15	Gen-PBL in Vocational Big Data Education: Exploring Cognitive Offloading Behaviors via Structured GenAI Scaffolding Author(s): Shu Chen, Fenghua Liu Presenter: Fenghua Liu, Huzhou Vocational & Technical College
IT3235 14:15-14:30	Design and Evaluation of ICAP-Informed Prompt Scaffolding for Human-AI Collaborative Learning in Secondary Education Author(s): Xinyu Chen, Yihan Fu, Zhenxiong Zhang Presenter: Xinyu Chen, Tianjin University of Technology and Education, China
IT3346 14:30-14:45	AI-Empowered Integration of Competition, Training, and Evaluation: Innovative Practices and Validity Analysis of the 2025 New Teacher Fundamentals Competition Author(s): Lu Sun, Lihui Wang, Lixue Zhou, Handan Dong Presenter: Lu Sun, Ningbo Education College (College of Education and Training), China
IT3252 14:45-15:00	An Empirical Study on the Influencing Factors of Student-Learning Outcomes Under Two GenAI Usage Behaviors for Machine Learning Course Author(s): Haibin Xie, Yijing Huang, Hanyin Zheng, Bixia Zeng Presenter: Yijing Huang, Guilin University of Aerospace Technology, China

ONLINE SESSION 11

- ✚ **Topic: Intelligent Educational Platforms and Personalized Learning**
- ✚ **Chair: Dr. Xing Liu-Schuppener, Leibniz University Hannover, Germany**
- ✚ **Papers: IT1052, IT1079, IT2159, IT3198, IT3283, IT3341, IT3367, IT3400, IT4468**
- ✚ **ROOM B : <https://us02web.zoom.us/j/88200798095> password: ICEIT**
- ✚ **Time: March 29, 2026 | 13:00-15:15**
- ✚ **Online Presentation Abstract: <https://www.iceit.org/ICEIT26-OnlineSessions.htm>**

IT1052 13:00-13:15	Research and Evaluation on the Labor-Innovation Integration Education Path Based on Knowledge Graph under the Context of Artificial Intelligence Author(s): Jiang Jin-Gang, Zhang Jia-Wei, Shen Tao, Wang Kai-Rui, Bao Yu-Dong, Sun Jian-Peng Presenter: Jin-gang Jiang, Harbin University of Science and Technology, China
IT1079 13:15-13:30	Research on the Construction of AI-Based Personalized Learning Paths and Curriculum Design Author(s): Yuan Sun, Bojia Chen, Changhua Li Presenter: Bojia Chen, Jiangnan University, China
IT2159 13:30-13:45	The Construction of an AI-based Chatbot to Provide Formative Feedback on Argumentative Writing Author(s): Jing Wen, Xiaoyu Wang Presenter: Jing Wen, University of Electronic Science and Technology of China
IT3198 13:45-14:00	LAVATour: A Career Digital Twin Platform for AI-Driven Trajectory Simulation and Consultation Author(s): Xin Xie, Huimin Zhang Presenter: Huimin Zhang, Sichuan Technology and Business University, China
IT3283 14:00-14:15	Blockchain Practical Teaching based on Dual-Platform Author(s): Ke Xu, Deyou Tang Presenter: Ke Xu, South China University of Technology
IT3341 14:15-14:30	Design and Feasibility Study of Dual-Graph Framework for Personalized Learning Based on Artificial Intelligence Author(s): Liguu Qu, Yunqi Hu, Mingxing Fang, Xiang Wang Presenter: Yunqi Hu, Anhui Normal University, China
IT3367 14:30-14:45	Application Research of Collaborative Multi-Agent Systems in Industrial Software Talent Cultivation Author(s): Min Huang, Jiarui Ma, Sun Bo Presenter: Min Huang, South China University of Technology, China
IT3400 14:45-15:00	Enabling Adaptive Chinese Idiom Teaching with Prompt-Guided Text-to-Cypher Knowledge Graph Queries Author(s): Yi Liang Presenter: Yi Liang, Tianjin Normal University, China
IT4468 15:00-15:15	Smart Chinese: An AI-Native Platform for Academic Chinese Learning in Higher Education Author(s): Jian Wu, Weiyang Chen, Teng Yao Presenter: Wu Jian, Zhejiang University, China

ONLINE SESSION 12

- ✦ **Topic: AI Reshaping Higher Education: Human-AI Collaboration and Future Directions**
- ✦ **Chair: Dr. Haiping Wei, Southwest Minzu University, China**
- ✦ **Papers: IT2101, IT2133, IT3197, IT3234, IT3249, IT3261, IT3321, IT3326, IT4472**
- ✦ **ROOM D <https://us02web.zoom.us/j/89732240311> password: ICEIT**
- ✦ **Time: March 29, 2026 | 13:00-15:15**
- ✦ **Online Presentation Abstract: <https://www.iceit.org/ICEIT26-OnlineSessions.htm>**

IT2101 13:00-13:15	Studying Abroad in the Age of AI: Implications of ChatGPT for Language Load, Learning Strategies, and Educational Ecology Author(s): Shing Tsyr Wei*, Ken Zen Chen, Tzu-Hua Wang Presenter: Shing Tsyr Wei, National Tsing Hua University
IT2133 13:15-13:30	An LLM-Driven and BERT-Based Analysis of Industry Requirements for Software Project Managers Author(s): Junyu Zhang, Jingdong Jia Presenter: Junyu Zhang, Beihang University, China
IT3197 13:30-13:45	Modeling Career Trajectories in the AI Era: A Thermodynamic and Cybernetic Approach Author(s): Xin Xie Presenter: Xin Xie, Chengdu Neusoft University, China
IT3234 13:45-14:00	The OBE-CDIO Dual-Driven Method for Artificial Intelligence General Education Author(s): Fayou Sun, Huifang Qu Presenter: Fayou Sun, Jining university, China
IT3249 14:00-14:15	The Development of Artificial Intelligence and the Reform of Higher Education Author(s): Xiaojing Lin Presenter: XiaoJing Lin, Guang Dong Peizheng College, China
IT3261 14:15-14:30	Mapping Artificial Intelligence in Higher Education with VOSviewer: Hotspots and Trends Author(s): Rong Geng, Xiaoshi Song, Ning Ye, Ce Ji Presenter: Rong Geng, Northeastern University
IT3321 14:30-14:45	Human-AI Collaboration and Creative Behavior among Chinese College Students Author(s): Xiao Zhou Presenter: Xiao Zhou, Guangdong University of Science and Technology, China
IT3326 14:45-15:00	AI-Driven EST Translation Teaching A Human-AI Synergy Framework for New Engineering Talents Author(s): Jing Xiao, Yong Luo Presenter: Jing Xiao, Centre of Foundational Courses, Beijing Institute of Technology, Zhuhai Zhuhai, China
IT4472 15:00-15:15	Critical Issues of Education Transition to Technical Singularity Author(s): Dimiter Velev, Plamena Zlateva, Georgi Kirov Presenter: Dimiter Velev, University of National and World Economy, Bulgaria

ONLINE SESSION 13

- ✚ **Topic: Blended Learning and MOOCs**
- ✚ **Chair: Dr. Yi Zhang, Beijing Normal University, China**
- ✚ **Papers: IT1027, IT2112, IT2139, IT2144, IT2151, IT2163, IT3203, IT3257, IT3381, IT1010**
- ✚ **ROOM A <https://us02web.zoom.us/j/86423503317> password: ICEIT**
- ✚ **Time: March 29, 2026 | 15:30-18:00**
- ✚ **Online Presentation Abstract: <https://www.iceit.org/ICEIT26-OnlineSessions.htm>**

IT1027 15:30-15:45	AI-enabled Design and Practice of Blended Teaching of "Fundamentals of Circuit Analysis" Author(s): Chen Feng, Xinmin Ren, Mai Yan, Haoyi Ji, Lijian Zhou Presenter: Haoyi Ji, Ocean University of China, China
IT2112 15:45-16:00	Bridging the Gap Between Construction and Application: A Policy-Driven Model for Enhancing MOOC Effectiveness in Universities Author(s): Chen Gu, Haiyan Wang Presenter: Chen Gu, Nanjing University of Posts and Telecommunications, China
IT2139 16:00-16:15	A Review of Research, Hot Topics and Emerging Trends in Massive Open Online Course for Undergraduate Education: A Bibliometric Analysis Author(s): Xinru Zhao, Zhixiong Tang, Wanru Zhao, Ruixin Chen, Peng Jiao Presenter: Wanru Zhao, Guangxi University of Finance and Economics, China
IT2144 16:15-16:30	Construction and Practice of Blended Online and Offline Teaching Mode in Engineering Drawing Author(s): Yanjiang Zhao, Jingshu Hu, Yue Meng, Xin Tong Presenter: Yanjiang ZHAO School of Mechanical and Power Engineering, Harbin University of Science and Technology, China
IT2151 16:30-16:45	Project-Based Flipped Classroom Reform with Interactive and Collaborative Approaches Author(s): Ning Ye, Xiaoshi Song, Rong Geng, Ce Ji Presenter: Han Li, Northeastern University, China
IT2163 16:45-17:00	AI-Enabled Blended Teaching Practices in Design Courses: A Study Using the National Exhibition Resource Repository Author(s): Zhen Liu, Meng Zhou, Muzi Wang, Zheng Tan Presenter: Zhen Liu, Hubei Light Industry Technology Institute, China
IT3203 17:00-17:15	Enhancing Student Learning Engagement for the Islamic Finance Course: A Case Study of an Interactive Learning Author(s): Syeliya Md Zaini, Noor Azlin Mohd Kasim, Kania Nurcholisah Presenter: Syeliya Md Zaini, Faculty of Accountancy, Universiti Teknologi MARA, Malaysia
IT3257 17:15-17:30	The Integration of Artificial Intelligence into A Blended Course in an Elementary School Teacher Education Program: A Quasi-Experimental Study Author(s): Binbin Wu Presenter: Binbin Wu, Shanghai Normal University Tianhua College, China
IT3381 17:30-17:45	The Effects of Blended Learning in University Science Courses: A Meta-Analytic Review Author(s): Lingna Li, Nan Yao, Xinyue Hu, Lili Wang, Junhong Xie, Guopeng Zeng Presenter: Nan Yao, Southwest Petroleum University, China

IT1010
17:45-18:00

Exploring and Cultivating Competency Structures for Cold Chain Logistics Personnel Using the LDA Topic Model under the OBE Framework
Author(s): Fanfan Jia, Huichuan Dai
Presenter: Fanfan Jia, Guangdong University Of Science & Technology

ONLINE SESSION 14

- ✚ **Topic: K-Subject Teaching and Digital Learning Strategies for K-12 Education**
- ✚ **Chair: Dr. Deka Dyah Utami, State University of Malang, Indonesia**
- ✚ **Papers: IT3213, IT3193, IT3196, IT1040, IT3218, IT4460, IT3335, IT3385, IT3245**
- ✚ **ROOM B : <https://us02web.zoom.us/j/88200798095> password: ICEIT**
- ✚ **Time: March 29, 2026 | 15:30-17:45**
- ✚ **Online Presentation Abstract: <https://www.iceit.org/ICEIT26-OnlineSessions.htm>**

IT3213 15:30-15:45	Perceived Effectiveness of Social Media as Learning Tools in Grade 11 GAS Students' Learning Outcomes Author(s): Apple Jane Sebarre Lima, Richel Demana Develos, Rolando Sol Estose Presenter: Apple Jane S. Lima, Caraga State University, Philippines
IT3193 15:45-16:00	Implementation and Evaluation of Developed Mock-up Model for Teaching Grade 9 Trigonometry Author(s): Eubert Tagupa, Alvic Arnado, Hannah Margaret Obiedo, Whelmarie Limot, Johnrey Martinez Presenter: Eubert R. Tagupa, Caraga State University, Philippines
IT3196 16:00-16:15	Step-by-Step Detailed Training Operation According to Scenario in the "Network Security Engineering" Course: An OBE Perspective Author(s): Yu Wang, Weihua Li, Hongyan Wang Presenter: Weihua Li, Space Engineering University, China
IT1040 16:15-16:30	Research on Homework Design Oriented by the Core Competencies of Primary School Mathematics Author(s): Tana Guo, Zhibin Hu Presenter: Tana Guo, Jining Normal University, China
IT3218 16:30-16:45	Enhancing Grade 7 Students' Conceptual Mastery of Free-Body Diagrams and Force Analysis Using CK-12 and PhET: A Mixed-Methods Investigation Author(s): Apple Jane S. Lima, Rolando S. Estose, Zio V. Tutor, Josiery Keziah L. Uayan Presenter: Apple Jane S. Lima, Caraga State University, Philippines
IT4460 16:45-17:00	Project IMahenalyze: A Structured Intervention to Decode Figurative Meaning in Texts Author(s): Jenelin S. Enero, Sunday Joy Sophia P. Duaban, Januer Shane Mantua Presenter: Jenelin S. Enero, Caraga State University, Butuan City, Philippines
IT3335 17:00-17:15	Technological Narrative Structure of Cloud Teaching Research Community: A Grounded Theory Study Based on County High School Assistance Author(s): Jiang Xia Presenter: Jiang Xia, Northwest Normal University, China
IT3385 17:15-17:30	Digitalizing Math Instruction: The Synergistic Effect of the L.E.A.R.N.E.R. Strategy on Sixth-Grade Metacognitive Development and Computational Fluency in Philippine Public School Author(s): Jereco F. Cultura, Samira P. Jalandoni, Jeanchil Gonzaga, Luchie P. Guinsod, Ariel U. Cubillas Presenter: Jereco F. Cultura, Caraga State University, Philippines
IT3245 17:30-17:45	Pedagogical Effects of Traditional and Digital Teaching Resources on Classroom Learning Processes in Primary Chinese Education Author(s): Yaxin Xu, Krittawaya Thongkoo Presenter: Yaxin Xu, Chiangmai University, Thailand

ONLINE SESSION 15

- ✦ **Topic: Technology-Enabled Innovations in Higher Education and Industry-Education Integration**
- ✦ **Chair: Dr. Goh Wei Wei, Taylor's University, Malaysia**
- ✦ **Papers: IT1008, IT1084, IT3323, IT2150, IT2166, IT3303, IT2138, IT3380, IT4458**
- ✦ **ROOM D <https://us02web.zoom.us/j/89732240311> password: ICEIT**
- ✦ **Time: March 29, 2026 | 15:30-17:30**
- ✦ **Online Presentation Abstract: <https://www.iceit.org/ICEIT26-OnlineSessions.htm>**

IT1008 15:30-15:45	Research on LLMs-Based Multimodal Demand Perception and Flexible Adaptation of University Talent Development—An Intelligent Decision-Making Framework for Addressing the "Employment-Education Lag" Author(s): Jingru Cui, Hua Wen, Jun Liu, Jie Yang Presenter: Jingru Cui, Xi'an Jiaotong University, China
IT1084 15:45-16:00	Exploration and Practice of a Training Model for Top Innovative Talents in Compiler Systems in the Context of Artificial Intelligence Author(s): Min Dong, Sheng Bi Presenter: Min Dong, South China University of Technology, China
IT3323 16:00-16:15	Construction of Dynamic Pathway for Graduation Project Topics Selection Under the "Industry-Science Education" Author(s): Jin-Gang Jiang, Rui Zhang, Tao Shen, Yu-Dong Bao, Jiang-Long Xiong, Jian-Peng Sun Presenter: Jiang Jingang, Harbin University of Science and Technology, China
IT2150 16:15-16:30	Construction and Practice of an AI-Empowered "Four-Dimensional Integration and Five-Stage Progressive" Experimental Teaching System for Mechanical Engineering Programs Author(s): Xiangfu Fu, Guochao Yu, Xuebing Li, Yaping Wang, Yuqi Fan Presenter: Xiangfu Fu, Harbin University of Science and Technology, China
IT2166 16:30-16:45	Exploration of Practical Teaching Covers Application, Operation, Management, Research, and Development of DBMS Author(s): Deyou Tang, Ke Xu Presenter: Deyou Tang, South China University of Technolog, China
IT3303 16:45-17:00	AI-Enabled Cultivation of Quantitative Thinking in Liberal Arts Students: An Innovative Integrated Teaching Case Based on the Tianhua Smart Learning Platform Author(s): Xiaoxia Huang Presenter: Xiaoxia Huang, Shanghai Normal University TIANHUA College, China
IT2138 17:00-17:15	Campus Skill Mystery Box Bank: A Gamified Blockchain-Based Platform for Knowledge Sharing Author(s): Yiping Ren, Xiaoyi Yu, Xueting Wang, Chenhe Zhang, Qiong Guo Presenter: Yiping Ren, Zhengzhou University, China
IT3380 17:15-17:30	Research on Intelligent Management Strategy of Graduation Project Moving Forward for "Optimizing Course Connection and Improving Topic Quality" Author(s): Jin-Gang Jiang, Jin-Xu Zhao, Tao Shen, Yu-Dong Bao, Jiang-Long Xiong, Kai-Rui Wang Presenter: Jiang Jingang, Harbin University of Science and Technology, China
IT4458 17:30-17:45	Digital Era Insights into Online Technical Readiness and Teaching Effectiveness: The Mediating Role of Teaching Presence Author(s): Yuxin Jiang, Yuxia Du, Yuli Li, Xuemin Gao, Daoming Fu, Mei Zhang Presenter: Yuxin Jiang, Guangdong University of Education, China