



國立臺灣師範大學教育學院 70 週年院慶  
*The 70th Anniversary Celebration  
of the College of Education,  
National Taiwan Normal University*

臺灣師大、九州大學、格拉斯哥大學

Trilateral International Forum among  
National Taiwan Normal University, Kyushu University, and the University of Glasgow

## 三校國際學術交流論壇 全球視野下的教育永續發展

Global Perspectives on  
Sustainable Development in Education



臺灣師大・九州大學・格拉斯哥大學

Trilateral International Forum among  
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Global Perspectives on Sustainable Development in Education

## Greetings

Established in 1955, the College of Education at National Taiwan Normal University (NTNU) stands as the oldest and most comprehensive education institution in Taiwan. Over the past seven decades, we have evolved from our roots in teacher preparation into a dynamic academic community encompassing diverse departments, interdisciplinary programs, and globally engaged research centers. Today, we host seven academic departments, one professional college, two in-service master's programs, and a fully English-taught undergraduate program—all unified by our mission: to explore educational frontiers, cultivate future-ready talent, and advance the well-being of humanity through education.

As we celebrate our 70th anniversary, it is with great honor that we co-host this Trilateral International Forum alongside our esteemed partners, Kyushu University and the University of Glasgow. The forum's theme—**Global Perspectives on Sustainable Development in Education**—reflects our shared commitment to addressing educational challenges in a rapidly changing world. While embracing international collaboration, we remain grounded in our local roots, deeply engaged with Taiwan's evolving educational landscape. We believe that true educational excellence must not only be globally connected, but also locally responsive.

In the age of artificial intelligence, our goal is not merely to keep pace with technological change, but to transcend it—empowering learners and educators with the critical, ethical, and humanistic capacities that AI cannot replicate. By cultivating interdisciplinary insight, sustainable values, and inclusive practices, we strive to lead with both vision and humility.

I hope this forum to be a space for dialogue, connection, and co-creation across borders. Together, may we illuminate new pathways toward educational sustainability, equity, and innovation.



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Hsiu-Lan Shelley Tien,  
Dean, College of Education  
Distinguished Professor,  
National Taiwan Normal University



1955-2025

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## 三校國際學術交流論壇 —— 全球視野下的教育永續發展

Global Perspectives on  
Sustainable Development in Education

**5/22** [THU]

Education Building, NTNU












Time	Events	Venue
10:20 - 11:30	Speech: Leveraging AI and Collective Dynamics for Smarter Learning Recommendations Speaker: Dr. Konomi Shin'ichi	Room 1011, 10F
14:00 - 15:00	COIL Workshop [Invited Session]	Meeting Room II, 3F
15:00 - 16:00	Speech: Beyond the School Walls: Reframing Youth through Collaborative and Contextual Education Speaker: Dr. Sinéad Gormally	Room 315, 3F
16:10 - 17:30	EMI Talk: English Beyond the West: Decolonizing Language and Learning in Higher Education (with a Q&A session exploring professional development and challenges in EMI) Speaker: Dr. Nicola Galloway	Meeting Room II, 3F



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5/23 [FRI]

Education Building, NTNU

Time	Events			Venue
09:30 - 10:00	Registration			
10:00 - 10:20	Opening Ceremony			
10:20 - 11:10	<b>Keynote Speech I:</b> Rethinking Educational Scholarship in an Age of Fracture: Asian Perspectives on Education and the Politics of 'Sustainability'	<b>Dr. Edward Vickers</b> UNESCO Chair on Education for Peace, Social Justice and Global Citizenship Professor of Comparative Education, Department of Education, Faculty of Human-Environment Studies, School of Education, Kyushu University, Japan	<b>Moderator: Dr. Chin-Ju Mao</b> Professor, Department of Education, Graduate Institute of Curriculum and Instruction, National Taiwan Normal University, Taiwan	Conference Room 202, 2F
				
11:10 - 12:00	<b>Keynote Speech II</b> The Role of Education in Social Justice, Civic Engagement and Peacebuilding	<b>Dr. Sinéad Gormally</b> Deputy Head of School of Education, Professor of Community Development and Youth, School of Education, University of Glasgow, the United Kingdom	<b>Moderator: Dr. Mei-Hui Liu</b> Vice President for Academic Affairs, National Taiwan Normal University, Taiwan	
				
12:00 - 13:30	Luncheon			
	Invited Panel I: Technological Applications for Sustainable Education			
	Rethinking Education through Generative AI: Ethical Challenges and Pedagogical Implications in the Italian and UK Systems	<b>Dr. Gabriella Rodolico</b> Senior Lecturer in Science Education, Director of Internationalisation School of Education, University of Glasgow, the United Kingdom		
13:30 - 15:00	Smart Technologies for Facilitating Group Interactions in VR and Their Educational Applications	<b>Dr. Konomi Shin'ichi</b> Professor, Faculty of Arts and Science, Kyushu University, Japan		Meeting Room I, 3F
	Gender Differences in ICT Use and Technology-Supported Learning: Rethinking Gender Equity in Education	<b>Dr. Silvia Wen-Yu Lee</b> Associate Dean, College of Education, National Taiwan Normal University, Taiwan		
15:00 - 15:20	Break			
	Invited Panel II: Language Education and Cultural Diversity			
	Reimagining Bilingual Education in Taiwan: Teachers' Perspectives and Curriculum Reform through a Global Englishes Lens	<b>Dr. Nicola Galloway</b> Senior Lecturer (MSc/MEd TESOL), School of Education, University of Glasgow, the United Kingdom		
15:20 - 17:10	Teaching Beyond Words: Implicit Knowledge, AI, and Cultural Learning	<b>Dr. Xiaoyan Li</b> Associate Professor, Center for the Promotion of Interdisciplinary Education and Innovation, Kyushu University, Japan		Meeting Room I, 3F
	Language Education in Czech Republic - Different Ways to the (Cultural) Diversity	<b>Dr. Tomáš Klínka</b> Vice Dean for Internationalization, Faculty of Education, Charles University, Czech Republic		
	From Innovation to Application : The Potential of Adaptive Reading Platforms for Language Learning	<b>Dr. Tsui-Chun Judy Hu</b> Assistant Professor, College of Education, National Taiwan Normal University, Taiwan		
17:10 - 17:30	Plenary Discussion			

## DEAN

# Hsiu-Lan Shelley Tien, Ph.D.

Dean, College of Education  
National Taiwan Normal University, Taiwan



## • RESEARCH EXPERTISE

- Career Counseling and Vocational Psychology
- Individual Counseling and Family Therapy
- Psychological Assessment and Measurement Development
- Qualitative Research
- Dream Study

## • ACADEMIC BACKGROUND

Ph.D., Division of Counselor Education, University of Iowa.

## • PROFESSIONAL EXPERIENCES

- Dean, College of Education, National Taiwan Normal University
- President, Taiwan Guidance and Counseling Association
- President, Taipei Counseling Psychologist Association
- President, Asia-Pacific Career Development Association
- Vice president, the Office of Student Affairs at NTNU
- Director, the Community Counseling Center at NTNU

## • SELECTED PUBLICATIONS

1. Li, T., Tien, H. S., & Wang, J. (2024). Academic Satisfaction and Meaning in Life: The Mediating Roles of Personal Growth Initiative and Career Adaptability. *Education Sciences*, 14(4), 436. <https://doi.org/10.3390/educsci14040436>
2. Li, T., Tien, H.S., & Wang, J. (2024). The Relationship between Future Orientation and Academic Anxiety: The Mediating Role of Achievement Goal Orientation and Sex Difference. *International Journal of Adolescence and Youth*, 29(1), Article 2387078. <https://doi.org/10.1080/02673843.2024.2387078>
3. Tien, H. S., Gong, L., Wang, W. H., & Lee, J. (2023). A Qualitative Analysis of STEM Female's Coping Strategy under the COVID-19 Pandemic. *Frontiers in Public Health*, 11, Article 1298619. [https://doi.org/10.3389/fpubh.2023.1298619\(SSCI\)](https://doi.org/10.3389/fpubh.2023.1298619(SSCI))
4. Tien, H. S., Su, Y., Zhang, A., Kaichi, I., Koshiba, T., Okawa, S., Urao, Y., & Shimizu, E. (2023). The Effects of a Journey of the Brave Counseling Program on Anxiety, Well-Being, and Life Adjustment in Taiwanese Children. *BMC Psychiatry*. (SCI, Corresponding author.)
5. Li, T., Tien, H. S., Gu, J., & Wang, J. (2023). The Relationship Between Social Support and Career Adaptability: The Chain Mediating Role of Perceived Career Barriers and Career Maturity. *International Journal for Educational and Vocational Guidance*, 23, 319-336.



## 23 May, 2025

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### Keynote Speech I

**Rethinking Educational Scholarship in an Age of Fracture:  
Asian Perspectives on Education and the Politics of 'Sustainability'**

**Speaker | Dr. Edward Vickers**

UNESCO Chair on Education for Peace, Social Justice and Global Citizenship  
Professor of Comparative Education,  
Department of Education,  
Faculty of Human-Environment Studies,  
School of Education,  
Kyushu University, Japan

10:20


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11:10

**Moderator | Dr. Chin-Ju Mao**

Professor,  
Department of Education,  
Graduate Institute of Curriculum and Instruction,  
National Taiwan Normal University, Taiwan

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## MODERATOR

### Chin-Ju Mao, Ph.D.

Professor

Department of Education

Graduate Institute of Curriculum and Instruction

National Taiwan Normal University, Taiwan



#### • RESEARCH EXPERTISE

- Sociology of Curriculum
- Sociology of Education
- Curriculum Theory
- Curriculum Reform and Policy Studies

#### • ACADEMIC BACKGROUND

Ph.D. in Department of Educational Policy Studies, University of Wisconsin-Madison, U.S.

#### • PROFESSIONAL EXPERIENCES

- 2019-2023: Associate Dean, College of Education, National Taiwan Normal University
- 2021-2023: Executive Committee, Research Institute for the Humanities and Social Sciences, National Science and Technology Council
- 2021-2022: Consultant for Ministry of Education, Taiwan
- 2015-2021: Editor-in-Chief, Bulletin of Educational Research
- 2015-2018: Associate Dean of Academic Affairs, National Taiwan Normal University

#### • SELECTED PUBLICATIONS

1. Mao, C.J. (2025). A Preliminary Study on Boundary Objects for Cross Disciplinary Collaboration in Curriculum Promotion Organizations from the Perspective of ANT Theory. *Journal of Education Research*, 371, 42-61.
2. Li, S. J. & Mao, C.J. (2025). Case Study of Junior High School Teacher's Curriculum Knowledge in School-Based Curriculum Development and Evaluation. *Curriculum and Instruction Quarterly*, 28(1), 107-135. (TSSCI)
3. Hung, Y. T., & Mao, C. J. (2023). Curriculum Reflections and Practice from the Perspective of Critical Pedagogy: Taking Three Mandarin Teachers of a Professional Learning Community as an Example. *Journal of Research in education Sciences*, 68(2), 173-202. (TSSCI)
4. Hung, Y. T., & Mao, C. J. (2023). How Teachers Construct Content Knowledge for Students: A Case Study on Middle School Mandarin Teaching Practice. *Curriculum & Instruction Quarterly*, 26(1), 105-134. (TSSCI)
5. Mao, C. J. (2021). (ed.). *Designing and Facilitating Student Inquiry: A Practical Guide to Project-Based Learning*. Taipei: Edubook.



## KEYNOTE SPEAKER

### Edward Vickers, Ph.D.

Professor of Comparative Education

UNESCO Chair on Education for Peace, Social Justice and Global Citizenship

Department of Education

Graduate School of Human-Environment Studies

School of Education

Kyushu University, Japan



#### • RESEARCH EXPERTISE

- The History and Politics of Education in Contemporary Chinese Societies (Mainland China, Taiwan and Hong Kong)
- Identity Politics, Schooling and International Relations in East Asia
- Heritage and the Politics of Memory in contemporary Asia

#### • ACADEMIC BACKGROUND

Ph.D. in Education, Hong Kong University

#### • PROFESSIONAL EXPERIENCES

- 2021 to present: Visiting Professor, UCL-IOE
- 2021-2025: President, Comparative Education Society of Asia
- 2003-2012: Reader in Education, Institute of Education, University of London (now UCL-IOE)

#### • SELECTED PUBLICATIONS

1. Vickers, E., & Chen, S. (2024). The Politics of Education on China's Periphery: 'Telling China's Story Well' – or Honestly? *Comparative Education*, 60(1), 1–21. <https://doi.org/10.1080/03050068.2023.2299907>
2. Yan, F., & Vickers, E. (2023). Balancing Unity and Diversity? Shifting State Policies and the Curricular Portrayal of China's Minority Nationalities. *Comparative Education*, 60(3), 1–20. <https://doi.org/10.1080/03050068.2023.2213139>
3. Vickers, E. (2023). The Motherland's Suffocating Embrace: Schooling and Public Discourse on Hong Kong Identity under the National Security Law. *Comparative Education*, 60(1), 138–158. <https://doi.org/10.1080/03050068.2023.2212351>
4. Frost, M., Schumacher, D., and Vickers, E. (eds). (2019). *Remembering Asia's World War Two*. New York and London: Routledge.
5. Vickers, E., and Zeng, X. (2017). *Education and Society in Post-Mao China*. New York and London: Routledge.

# **Rethinking Educational Scholarship in an Age of Fracture: Asian Perspectives on Education and the Politics of ‘Sustainability’**

**Edward Vickers**

## **Abstract**

As educational scholars, we are - or aspire to be - ‘experts’ capable of commanding attention from policymakers and society at large, shaping public educational debate. But today there is increasing skepticism of claims to ‘expertise’ of any kind, especially when it comes to complex ethical or sociological aspects of public policy. Research into education is widely assumed to be a technocratic matter of identifying ‘what works’ in preparing individuals for a world pervaded by the ethos of competition. Enthusiasm for digital technology, AI and neuroscience, fuelled by Big Tech, government elites and multilateral organisations like the OECD, further marginalises qualitative sociological and historical analysis. Ignoring unavoidable political and ethical trade-offs, ‘science’ is hailed as promising painless societal ‘transformation’ through education. The net effect of such trends is to reinforce the dominance of fundamentally unsustainable socio-economic models, and educational approaches designed to underpin them. In response to the stresses and tensions that inevitably arise from this unsustainability, powerful corporate and policymaking elites offer as remedies schemes for promoting ‘social and emotional learning’, ‘resilience’ and ‘wellbeing’. Meanwhile, forceful and coherent critique of such trends is undermined by a fracturing of the scholarly community between depoliticised technocrats on the one hand, and radically dogmatic ‘critical’ scholars on the other. Amongst the latter, proponents of so-called ‘decolonial’ approaches are especially prominent today. Drawing especially on examples drawn from across Asia, in this talk I discuss some of the key challenges that educational scholarship faces today, and the adequacy (or inadequacy) of the analytical tools generally deployed to meet them. I argue that we need to be more sceptical both of narrowly technocratic approaches, and of opaque and convoluted theorising. Instead, empirically robust historical and sociological analysis needs to assume a far more central role in shaping the educational research agenda, across Asia and beyond.



## 23 May, 2025

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### Keynote Speech II

#### The Role of Education in Social Justice, Civic Engagement and Peacebuilding

11:10

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12:00

**Speaker | Dr. Sinéad Gormally**

Deputy Head of School of Education


Professor of Community Development and Youth,

University of Glasgow, the United Kingdom

**Moderator | Dr. Mei-Hui Liu**

Vice President for Academic Affairs, National Taiwan Normal University, Taiwan

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## MODERATOR

### Mei-Hui Liu, Ph.D.

Vice President for Academic Affairs  
National Taiwan Normal University, Taiwan



#### • RESEARCH EXPERTISE

- Curriculum and Instruction
- Multicultural Education
- Democratic Citizenship Education
- International Education

#### • ACADEMIC BACKGROUND

Ph.D. in Department of Curriculum and Instruction, University of Minnesota, USA

#### • PROFESSIONAL EXPERIENCES

- Distinguished Professor, Department of Education, Graduate Institute of Curriculum and Instruction, National Taiwan Normal University
- Professor and Chair, Department of Education, National Taiwan Normal University
- President, Taiwan Association for Sociology of Education
- Dean, School of Teacher Education, National Taiwan Normal University
- Dean, Office of Teacher Education and Careers Service, National Taiwan Normal University

#### • SELECTED PUBLICATIONS

1. Liu, M., Chang, T., & Chung, M. (2024). Does Open Classroom Climate Uniformly Benefit Students' Civic Outcomes? The Moderating Role of Students' Perceptions of Teacher-Student Relationships. *Social Psychology of Education*, 28(3). DOI: 10.1007/s11218-024-09975-3 (SSCI)
2. Liu, M., Hung, L., & Wang, L. P. (2024). Concept-Based Interdisciplinary Curriculum Development in International Baccalaureate Schools in Taiwan – The International Baccalaureate Middle Years Programme. *Journal of Research in Education Sciences*, 69(4), 199-228. (TSSCI, Scopus)
3. Su, Y. Y., & Liu, M. (2024). Transforming the High School Civics and Society Textbooks: From Question-Based Curriculum Guidelines to Textbook Design. *Bulletin of Educational Research*, 70(3), 1-42. (TSSCI, Scopus)
4. Liu, M., Chang, T., & Chen, P. (2023). Students' Perceptions of Good Citizenship in an East Asian society: A Secondary Analysis of the ICCS 2016. *Educational Studies*, 49(3), 507-528. DOI: 10.1080/03055698.2023.2173520 (SSCI)
5. Hung, L., & Liu, M. (2023). From a Public School to an IB School: Experiences and Challenges for Curriculum Transformation in a Junior High School in Taiwan. *Asia Pacific Education Review*, 25, 411-424. DOI: 10.1007/s12564-023-09884-8 (SSCI, Scopus)



## KEYNOTE SPEAKER

### Sinéad Gormally, Ph.D.

Professor

Deputy Head of School of Education (Strategy and Planning)

Community Development and Youth (People, Place & Social Change)

University of Glasgow, the United Kingdom



## • RESEARCH EXPERTISE

- Youth Work and Community Development
- Social Justice and Equality Practice and Policy
- Domestic Abuse
- Coercive Control
- Youth Justice

## • ACADEMIC BACKGROUND

Ph.D. in Sociology, Faculty of Humanities, Arts and Social Sciences, University of Strathclyde

## • PROFESSIONAL EXPERIENCES

- 2024 to present: Deputy Head of School for Strategy and Planning, University of Glasgow
- 2019-2023: Research and Teaching Group Lead for People, Place and Social Change (Department Lead)
- 2016 to present: Professor Community Development and Youth, University of Glasgow

## • SELECTED PUBLICATIONS

1. Gormally, S., Maguire, A., and Seal, M. (Eds.) (2025). *Higher Education, Community Connections and Collaborations*. Bloomsbury: London. ISBN 9781350430754.
2. Eversley, J., Gormally, S., and Kilmurray, A. (Eds.) (2022). *Peacebuilding, Conflict and Community Development*. Series: Rethinking Community Development. Policy Press. ISBN 9781447359333
3. Gormally, S., Arizpe, E., & Bahena-Rivera, A. (2023). What Would Peace Look Like in Acapulco? The Views of Local Practitioners and Stakeholders. *Journal of Peacebuilding & Development*, 18(2), 195-209. <https://doi.org/10.1177/15423166231179239>
4. Gormally, S., Howard, F., and Seal, M. (2024). Special Issue Editorial: Youth Work Praxis: Creativity, Community and Meaningful Careers. *Journal of Applied Youth Studies*, 7 (2), pp. 117-121. (doi: 10.1007/s43151-024-00135-0)
5. Hughes, G., Gormally, S., Smith, C., and Glazer, S. (2025). The Role of Community and Youth Work in Supporting Universities Meaningful Engagement with Communities. In: Gormally, S., Maguire, A., and Seal, M. (eds.) *Higher Education, Community Connections and Collaborations*. Bloomsbury: London. ISBN 9781350430754

# The Role of Education in Social Justice, Civic Engagement, and Peacebuilding

Sinéad Gormally

## Abstract

This paper explores the pivotal role of education in advancing social justice, civic engagement, and peacebuilding, drawing on the extensive work of Professor Gormally's research in the transformative potential of informal education when rooted in participatory, rights-based, and community-led approaches.

The paper will draw on various educational practices in exploring how they can serve as vehicles for challenging structural inequalities and fostering active citizenship. It will explore practices that empower marginalized groups to co-create solutions to systemic injustices, emphasizing the importance of relational and context-sensitive engagement. Central to this work is challenging deficit-based discourses that marginalize young people and communities, advocating for the recognition of informal educators as vital contributors to educational policy and practice.

The input will also draw on international research, particularly the “Educational Peacebuilding in Medellín and Acapulco” project and a recent book on “Peacebuilding, Conflict and Community Development” to discuss the role of education, culture, and learning in responding to crises and building peace in conflict-affected communities. This work highlights how educational initiatives can contribute to cultural transformation and social cohesion in areas grappling with violence and instability.

The paper will finally explore how education and educational institutions can be a catalyst for social justice, civic participation, and peacebuilding. Gormally advocates for a vision for educational practices that are inclusive, transformative, and grounded in the lived experiences of communities, students and young people. It calls for narratives that are inspired by values central to the future we aspire to, challenging frameworks that dehumanize.



# 23 May, 2025

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## Invited Panel I Technological Applications for Sustainable Education

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### Rethinking Education through Generative AI: Ethical Challenges and Pedagogical Implications in the Italian and UK Systems

**Dr. Gabriella Rodolico**

Senior Lecturer in Science Education,  
Director of Internationalisation of the School of Education, University of Glasgow,  
the United Kingdom

13:30

|

15:00

### Smart Technologies for Facilitating Group Interactions in VR and Their Educational Applications

**Dr. Konomi Shin'ichi**

Professor, Faculty of Arts and Science, Kyushu University, Japan

### Gender Differences in ICT Use and Technology-Supported Learning: Rethinking Gender Equity in Education


**Dr. Wen Yu Lee**

Associate Dean, College of Education, National Taiwan Normal University, Taiwan

**Moderator | Dr. Hsin-Yi Chang**

Chair Professor,  
Program of Learning Sciences,  
National Taiwan Normal University, Taiwan

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National Taiwan Normal University



## MODERATOR

### Hsin-Yi Chang, Ph.D.

Chair Professor

Program of Learning Sciences

National Taiwan Normal University, Taiwan



#### • RESEARCH EXPERTISE

- Science Inquiry Learning Environments
- Learning and Assessments Using Computer Simulations and Visualizations
- Design-based Research

#### • ACADEMIC BACKGROUND

Ph.D. in Educational Studies (Science Education), University of Michigan, Ann Arbor, Michigan, USA.

#### • PROFESSIONAL EXPERIENCES

- 2024 to present: Chair Professor, Program of Learning Sciences, National Taiwan Normal University, Taiwan
- Senior Editor, International Journal of Science and Mathematics Education (SSCI)
- Associate Editor, Journal of Research in Science Teaching (SSCI)

#### • SELECTED PUBLICATIONS

1. Chang, H., & Binali, T. (2025). Scaffolding Collaborative Drawing-to-Learn to Support Metacognitive Regulation and Model Construction. *Journal of Science Education and Technology*. <https://doi.org/10.1007/s10956-025-10206-3> (SSCI)
2. Billings, K., Chang, H.-Y., Lim-Breitbart, J. M., & Linn, M. C. (2024). Using Artificial Intelligence to Support Peer-to-Peer Discussions in Science Classrooms. *Education Sciences*, 14(12), 1411. <https://doi.org/10.3390/educsci14121411> (SSCI)
3. Binali, T., Chang, CH., Chang, YJ., et al. (2024). High School and College Students' Graph-Interpretation Competence in Scientific and Daily Contexts of Data Visualization. *Science & Education*, 33(3), 763-785. <https://doi.org/10.1007/s11191-022-00406-3> (SSCI)
4. Chang, HY., Chang, YJ., & Tsai, MJ. (2024). Strategies and Difficulties during Students' Construction of Data Visualizations. *International Journal of STEM Education*, 11, 11. <https://doi.org/10.1186/s40594-024-00463-w> (SSCI)
5. Chang, H. Y., Liu, C. C., Wen, C. T., Chang, M. H., Fan Chiang, S. H., & Hwang, F. K. (2023). The Effect of the Cyclic Curricular Design of Modelling-Based Instruction with Virtual Labs. *International Journal of Science Education*, 46(1), 46–72. <https://doi.org/10.1080/09500693.2023.2219365> (SSCI)



## PANELIST

### Gabriella Rodolico, Ph.D.

Senior Lecturer  
Science Education (Biology)  
School of Education  
University of Glasgow, the United Kingdom



#### • RESEARCH EXPERTISE

- Innovative Technology in Education and Internationalisation
- Virtual Reality in Education

#### • ACADEMIC BACKGROUND

PhD. in in Pharmacological Sciences and Respiratory Physiopathology, Department of Experimental Medicine, Second University of Naples

#### • PROFESSIONAL EXPERIENCES

- 2019 to present: Senior Lecturer in Science Education (Biology), School of Education, University of Glasgow
- 2019 to present: Director of Internationalisation at the School of Education, University of Glasgow
- 2016 to 2019: Biology Teacher at Advanced Higher Hub, Glasgow Caledonian University

#### • SELECTED PUBLICATIONS

1. Rodolico, G., Simpson, D., and Barrett, G. (2023). Tutors, Students, and Other Stakeholders at the Roundtable: A Matter of Equal Partnership. In Abegglen, S., Burns, T. and Sinfield, S. (Eds.), *Collaboration in Higher Education: A New Ecology of Practice* (pp. 110-114). Bloomsbury Academic. ISBN 9781350334052 (doi: 10.5040/9781350334083.ch-5)
2. Nikou, S. A., Rodolico, G., Hirsu, L., and Antoniou, C. (2024). Integrating Immersive Technologies and Generative AI in Education: Critical Issues and Future Pathways. *Researching Education Bulletin*, 1, 31-35.
3. Rodolico, G., McGuire, W., and Sisi, M. (2023). Nameless and Voiceless: The Evolution of an Action-Research Student/Teacher National Teaching Repository Webpage. *Journal of Perspectives in Applied Academic Practice*, 11(2), 9-17. (doi: 10.56433/jpaap.v11i2.547)
4. Rodolico, G., and Hirsu, L. (2023). Virtual Reality in Education: Supporting New Learning Experiences by Developing Self-Confidence of Postgraduate Diploma in Education (PGDE) Student-Teachers. *Educational Media International*, 60(2), 92-108. (doi: 10.1080/09523987.2023.2262195)
5. Rodolico, G., Breslin, M., and Mariani, A. M. (2022). A Reflection on the Impact of an Internationalisation Experience via Digital Platform, Based on Views, Opinions and Experiences of Students and Lecturers. *Journal of Perspectives in Applied Academic Practice*, 10(1), 30-41. (doi: 10.14297/jpaap.v10i1.513)

# Rethinking Education through Generative AI: Ethical Challenges and Pedagogical Implications in the Italian and UK Systems<sup>1</sup>

Gabriella Rodolico<sup>2</sup>, Roberta Piazza<sup>3</sup>, Giovanni Castiglione<sup>4</sup>, Elena Failla<sup>5</sup>

## Abstract

The integration of Generative AI in Higher Education raises critical questions regarding its advantages and risks. Recent studies highlight its potential benefits, including fostering self-regulated learning, enabling personalized learning environments, and enhancing student engagement and accessibility (Kong & Yang, 2024; Sharma et al., 2024). Case studies across disciplines—such as language learning, computer science, and mathematics—underscore its positive pedagogical implications (Blake, 2024). However, Generative AI also presents significant limitations, such as its inability to replace the human interaction crucial in fields like social work education (Stone, 2023). Additionally, it introduces ethical concerns, including data privacy, algorithmic bias, and its impact on intellectual critical thinking (Yu et al., 2024).

Biesta's (2009, 2020) conceptualisation of education's purposes—qualification, socialization, and subjectification—underscores the importance of fostering autonomy, critical thinking, and ethical decision-making in students. Subjectification, with its focus on the freedom to make informed decisions, presents unique challenges in the context of AI, which excels at mimicking learning tasks but for now it seems to lack the capacity for sound judgment. As Heimans et al. (2023) posit, the widespread adoption of tools like ChatGPT prompts deeper reflection on education's ultimate purpose: "As students begin to use ChatGPT for their writing, questions will no doubt arise about what they have learnt. But... will 'what is education for' become a question more likely to be asked now as a result?"

In this talk we will present the UoG guidelines on Gen AI and we will look into preliminary data through the lens of comparative research on Generative AI in Higher Education. Specifically, the project analyses the perspectives of educators in two contrasting systems: the Italian education system, known for its didactic approach (Mariotti et al., 2019), and the UK system, rooted in a social constructivist model emphasizing active, experience-based learning (Perkins, 1991) and is part of the world wide project: "AI in higher education, training and adult education – an international survey" led by Dr Zan Chen, Institute for Adult Learning, Singapore which collaborators come from 22 countries and have collected about 2000 responses from 37 countries.

- 1 This sub-project is part of a bigger project in collaboration with Dr. CHEN Zan  
Principal Researcher, Institute for Adult Learning  
Singapore University of Social Sciences
- 2 Senior Lecturer in Science Education, University of Glasgow
- 3 Professor of Education, University of Catania
- 4 PhD student, University of Catania
- 5 PhD student, University of Catania

## PANELIST

### Konomi Shin'ichi, Ph.D.

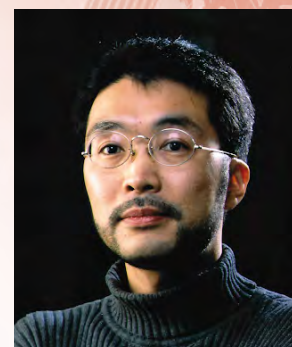
Professor

Faculty of Arts and Science

Graduate School of Information Science and Electrical Engineering,

School of Interdisciplinary Science and Innovation

Kyushu University, Japan



#### • RESEARCH EXPERTISE

- Ubiquitous Computing
- Human Data Interaction
- Human Computer Interaction
- Computer Supported Cooperative Work
- Learning Analytics

#### • ACADEMIC BACKGROUND

Ph.D. in Computer Science, Kyoto University

#### • PROFESSIONAL EXPERIENCES

- 2017: Professor in Faculty of Arts and Science, Kyushu University
- 2010: Associate Professor in Center for Spatial Information Science, The University of Tokyo
- 2005: Senior Research Associate in Center for Life Long Learning and Design (L3D), University of Colorado at Boulder

#### • SELECTED PUBLICATIONS

1. Tianyuan Yang, Baofeng Ren, Chenghao Gu, Boxuan Ma, Tianjia He, Shin'ichi Konomi (2025). *Towards Better Course Recommendations: Integrating Multi-Perspective Meta-Paths and Knowledge Graphs*. In Proc. Learning Analytics and Knowledge Conference (LAK'25).
2. Jiadong Chen, Chenghao Gu, Jiayi Zhang, Zhankun Liu, Boxuan Ma, Shin'ichi Konomi (2024). Coordination of Speaking Opportunities in Virtual Reality: Analyzing Interaction Dynamics and Context-Aware Strategies. *Applied Sciences*, 14(24):12071.
3. Boxuan Ma, Sora Fukui, Yuji ANdo, Shin'ichi Konomi (2024). Investigating Concept Definition and Skill Modeling for Cognitive Diagnosis in Language Learning. *Journal of Educational Data Mining* 16 (1), 303-329.
4. Jiadong Chen, Chenghao Gu, Jiayi Zhang, Zhankun Liu, and Shin'ichi Konomi (2024). Sensing the Intentions to Speak in VR Group Discussions. *Sensors* 2024, 24(2), 362.
5. Shin'ichi Konomi, Lulu Gao, Doreen Mushi, Baofeng Ren (2024). *DCLA: Towards Distributed Cooperative Learning Analytics for Developing Communities*. In HCI International 2024 – Late Breaking Papers: 26th International Conference on Human-Computer Interaction, 94-106. Springer, Berlin/Heidelberg.



# Smart Technologies for Facilitating Group Interactions in VR and Their Educational Applications

Konomi Shin'ichi

## Abstract

As virtual reality (VR) continues to gain traction in educational settings, the ability to support effective group interactions in immersive environments has become increasingly critical. This talk presents a series of studies that investigate how smart technologies can enhance group discussions in VR by leveraging sensor data from commercially available VR devices. We explore the challenges of limited non-verbal communication in VR and introduce techniques to detect users' speaking intentions—both expressed and suppressed—through analysis of temporal and behavioral patterns captured by headsets and controllers. Further, we examine how turn-taking coordination is influenced by factors such as interaction proactivity, participant roles, and communication quality. By identifying key interaction states and proposing adaptive feedback mechanisms, our work demonstrates the potential for sensor-based systems to assist discussion leaders and participants. Finally, we wrap up by reflecting on the educational implications of these technologies, highlighting how they can foster more equitable, engaging, and fluid group learning experiences in virtual environments.

## PANELIST

### Silvia Wen-Yu Lee, Ph.D.

Distinguished Professor  
Associate Dean, College of Education  
Graduate Institute of Information and Computer Education  
National Taiwan Normal University, Taiwan



#### • RESEARCH EXPERTISE

- Science Learning
- Educational Technologies
- Virtual Reality and Learning
- STEM Robotics and Computational Thinking
- Scientific Modeling and Scientific Epistemology

#### • ACADEMIC BACKGROUND

Ph.D. in Learning Technologies, University of Michigan, Ann Arbor, MI, USA

#### • PROFESSIONAL EXPERIENCES

- 2023 to present: Associate Dean, College of Education, National Taiwan Normal University, Taiwan
- 2019 to 2020: Distinguished Professor, Graduate Institute of Science Education, National Changhua University of Education, Taiwan
- 2017 to 2020: Director, Graduate Institute of Science Education, National Changhua University of Education, Taiwan

#### • SELECTED PUBLICATIONS

1. Tu, H. Y., & Lee, S. W. Y. (2025). Curiosity, Interest, and Engagement: Unpacking their Roles in Students' Learning within a Virtual Game Environment. *Journal of Educational Computing Research*, 62(8), 1995-2019. <https://doi.org/10.1177/07356331241277904>
2. Lee, S. W.-Y., Liang, J.-C., Hsu, C.-Y., & Tsai, M.-J. (2024). Students' Beliefs about Computer Programming Predict their Computational Thinking and Computer Programming Self-efficacy. *Interactive Learning Environments*, 32(8), 4088-4108. <https://doi.org/10.1080/10494820.2023.2194929>
3. Lee, S. W.-Y., Tu, H. Y., Chen, G. L., & Lin, H. M. (2023). Exploring the Multifaceted Roles of Mathematics Learning in Predicting Students' Computational Thinking Competency. *International Journal of STEM Education*, 10, 64. <https://doi.org/10.1186/s40594-023-00455-2>
4. Lee, S. W.-Y. (2022). Investigating the Effects of Explicit Instructional Approaches on Students' Understanding of Scientific Models and Modeling. *Research in Science & Technological Education*, 1-17. <https://doi.org/10.1080/02635143.2022.2153244>
5. Lee, S. W.-Y., Hsu, Y.-T., & Cheng, K.-H. (2022). Do Curious Students Learn More Science in an Immersive Virtual Reality Environment? Exploring the Impact of Advance Organizers and Epistemic Curiosity. *Computers & Education*, 182, 104456. <https://doi.org/10.1016/j.compedu.2022.104456>

# **Gender Differences in ICT Use and Technology-Supported Learning: Rethinking Gender Equity in Education**

**Silvia Wen-Yu Lee**

## **Abstract**

This talk addresses gender differences in ICT use and technology-supported learning, drawing on three sets of findings relevant to Taiwan's educational context. First, we examine the PISA 2022 results, which highlight disparities in digital literacy and ICT use between male and female students. Second, we report on interaction effects between gender and CT-related resources, showing that in resource-limited schools, male students performed significantly lower than female students in computational thinking (CT). Finally, we present findings from a recent longitudinal STEM study that illustrates distinct developmental trajectories in CT learning between genders. Together, these findings call for a rethinking of gender equity in digital learning and urge educators and policymakers to address the contextual and structural factors that shape technology-mediated learning experiences across genders.



**23 May, 2025**

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**Invited Panel II**

**Language Education and Cultural Diversity**

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**Reimagining Bilingual Education in Taiwan: Teachers' Perspectives and Curriculum Reform through a Global Englishes Lens**

**Dr. Nicola Galloway**

Senior Lecturer (MSc/MEd TESOL), University of Glasgow,  
the United Kingdom

**Teaching Beyond Words: Implicit Knowledge, AI, and Cultural Learning**

**Dr. Xiaoyan Li**

Associate Professor, Center for the Promotion of Interdisciplinary Education  
and Innovation, Kyushu University, Japan

15:20

|

17:10

**Language Education in Czech Republic -  
Different Ways to the (Cultural) Diversity**

**Dr. Tomáš Klinka**

Vice-Dean for Internationalization, Faculty of Education, Charles University,  
Czech Republic

**From Innovation to Application: The Potential of Adaptive Reading  
Platforms for Language Learning**

**Dr. Tsui-Chun Judy Hu**

Assistant Professor, College of Education, National Taiwan Normal University,  
Taiwan

**Moderator | Dr. Yi-De Liu**

Vice President for International Affairs,  
National Taiwan Normal University, Taiwan

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## MODERATOR

### Yi-De Liu, Ph.D.

Vice President for International Affairs  
National Taiwan Normal University, Taiwan



#### • RESEARCH EXPERTISE

- European Cultural Policy
- European Cultural Events
- European Cultural Tourism

#### • ACADEMIC BACKGROUND

Ph.D. in European Studies, University of Portsmouth, the United Kingdom

#### • PROFESSIONAL EXPERIENCES

- 2022 to present: Vice President for International Affairs, National Taiwan Normal University
- 2018 to 2021: Associate Vice President for International Affairs, National Taiwan Normal University
- 2013 to 2016: Director of the Institute of European Cultures and Tourism, National Taiwan Normal University
- 2013 to 2016: Director of French Centre, National Taiwan Normal University

#### • SELECTED PUBLICATIONS

1. Liu, Y. D. (2025). Governing Participation in the European Capital of Culture. *Review of European Studies*, 17(1). [Forthcoming]
2. Liu, Y. D. (2024). The European Capital of Culture and Transnational Networks. *European Review*, 32(1), 1-15. (SSCI)
3. Liu, Y. D. (2022). The European Capital of Culture and Cross-Border Cooperation. *The Review of European Affairs*, 6(1), 45-53.
4. Liu, Y. D. (2019). Event and Sustainable Culture-Led Regeneration: Lessons from the 2008 European Capital of Culture, Liverpool. *Sustainability*, 11(7), 1869. (SSCI)
5. Liu, Y.D. (2019). The Cultural Legacy of a Major Event: A Case Study of Liverpool as the 2008 European Capital of Culture. *Urban Science*, 3(3), 79.



## PANELIST

### Nicola Galloway, Ph.D.

Senior Lecturer (MSc/MEd TESOL)  
School of Education  
University of Glasgow, the United Kingdom



#### • RESEARCH EXPERTISE

- EMI and Global Englishes

#### • ACADEMIC BACKGROUND

PhD. in Sociolinguistics, The University of Southampton, the United Kingdom

#### • PROFESSIONAL EXPERIENCES

- 2022 to present: External Examiner, University College Dublin
- 2021 to 2024: School Publications Lead, University of Glasgow, the United Kingdom
- 2012 to 2021: Lecturer, Education (TESOL), University of Edinburgh, the United Kingdom
- 2010 to 2012: Assistant Professor, Rikkyo University, Japan
- 2005 to 2012: Senior English Lecturer and Research Co-ordinator, Kanda University of International Studies, Japan

#### • SELECTED PUBLICATIONS

1. Galloway, N., & Rose, H. (In Press). *Introducing Global Englishes (2nd ed)*. Routledge.
2. Galloway, N., and Selvi, A.F. (Eds.) (2025). *Routledge Handbook of Teaching English as an International Language*. Routledge.
3. Selvi, AF., Galloway, N., and Rose, H. (2023). *Teaching English as an International Language*. Cambridge Elements, Cambridge University Press.
4. Galloway, N. (2025). What's in a Name? Global Englishes—An Umbrella Term to Address Silo Mentality or a Misunderstood Paradigm Reinforcing Silos?. *TESOL Quarterly*, 59, 24-48. <https://doi.org/10.1002/tesq.3337>
5. Galloway, N., Sahan, K., and McKinley, J. (2024). English for Specific Purposes in Surging English-Medium Instruction Contexts. *Journal of English Medium Instruction*, 3 (2), 236-259. <https://doi.org/10.1075/jemi.23011.gal>
6. Galloway, N., and Cameron, A. N. (2024). Generational Gatekeepers: Parental Impediments to Global Englishes Language Teaching. *International Journal of Applied Linguistics*. (doi: 10.1111/ijal.12648) (Early Online Publication)

# Reimagining Bilingual Education in Taiwan: Teachers' Perspectives and Curriculum Reform through a Global Englishes Lens

Nicola Galloway

## Abstract

As English continues to function as a global lingua franca, its significance within Taiwan's education system has grown notably, particularly following the introduction of the Bilingual 2030 policy. This national initiative aims to improve students' English proficiency and foster a bilingual learning environment, thereby positioning Taiwan as a competitive player in the global economy (NDC, 2021). However, the policy has ignited discussions regarding its implementation and potential repercussions (e.g., Graham et al., 2021; Graham & Yeh, 2023; Yeh, 2023), while also underscoring the necessity to reevaluate how English is conceptualized within English language teaching (ELT) curricula (Lin et al., 2025). This reevaluation is particularly crucial for assessing whether Taiwan's ELT curriculum reflects the sociolinguistic realities of English in today's globalized context.

Recent scholarship has increasingly highlighted the need to reconceptualize English Language Teaching (ELT) through a Global Englishes (GE) lens, advocating for curricula and pedagogy that align more closely with the realities of English as a global language. In this talk, I report on two recent studies analyzing Taiwan's elementary-level ELT curriculum in relation to Global Englishes Language Teaching (GELT). In doing so, I call for more equitable and representative curricula that better reflect the multilingual and intercultural realities of English. This shift away from 'native' English norms is essential for fostering inclusive and globally relevant ELT practices in Taiwan and beyond.

## PANELIST

### LI Xiaoyan, Ph.D.

Associate Professor

Center for the Promotion of Interdisciplinary Education and Innovation,  
Kyushu University, Japan



#### • RESEARCH EXPERTISE

- Knowledge Science
- Second Language Learning

#### • ACADEMIC BACKGROUND

Ph.D. in Knowledge Science, Japan Advanced Institute of Science and Technology

#### • PROFESSIONAL EXPERIENCES

- 2018 to present: Associate Professor, Kyushu University
- 2013 to 2018: Assistant Professor, Kyushu University
- 2012 to 2013: Postdoctoral Researcher, JAIST(Japan Advanced Institute of Science and Technology)

#### • SELECTED PUBLICATIONS

1. 李曉燕（2023）。『学校プリントから考える 外国人保護者とのコミュニケーション』，くろしお出版。
2. 李曉燕（2023）。学際教育遂行の条件と知識の統合 —九州大学共創学部事例研究。日本教育工学会研究報告集，1,268-273。
3. Li Xiaoyan (2021). The Possibility of Intercultural Citizenship Education: A Case Study of Multicultural Group Work in a Japanese University. *International Comparative Literature*, 4(3), 489-504.
4. Li Xiaoyan (2021). Learning Japanese Onomatopoeia as a Non-Native Language Learner through a Narrative-Evaluation E-Learning System. *Theory and Practice of Second Language Acquisition*, 7(2), 155-175.
5. 李曉燕（2017）。『「多文化グループワーク」による言語と文化の創造学習—知識科学の視点から見るアクティブ・ラーニング—』，ココ出版。



# Teaching Beyond Words: Implicit Knowledge, AI, and Cultural Learning

Xiaoyan Li

## Abstract

In today's rapidly evolving educational landscape, what remains most powerful often lies beneath the surface. This lecture explores how culture and learning are deeply shaped by "implicit knowledge" – values, expectations, and behaviors that are rarely taught directly but internalized through experience. Japanese school culture, for example, can be likened to an iceberg: while printed handouts and formal communication form the visible tip, a vast invisible base holds unspoken norms such as group orientation, egalitarianism, and silent discipline. Drawing on knowledge science, intercultural education, and real-life examples of international students and foreign guardians in Japan, the lecture reflects on how language both reveals and conceals culture. Special attention is given to PAPAMAMA-TOMO, an AI chatbot designed to support non-Japanese-speaking guardians in navigating Japanese school life. The chatbot bridges linguistic and cultural gaps and fosters smoother adaptation by allowing interactive, culturally sensitive questioning. Ultimately, this session invites educators to rethink the role of technology not as a substitute, but as a companion in teaching what words alone cannot express. In a multicultural, multilingual world, how might we ensure that both AI and educators work hand-in-hand to reveal and transmit the invisible fabric of culture?

## PANELIST

# Tomáš Klinka, Ph.D.

Professor

Faculty of Education

Department of French Language and Literature

Charles University, Czech Republic



## • RESEARCH EXPERTISE

- ICT in Education
- Pedagogy
- Didactics of Languages
- French as Foreign Language Teaching

## • ACADEMIC BACKGROUND

Ph.D. in Pedagogy, Charles University

## • PROFESSIONAL EXPERIENCES

- 2024: Vice Dean for Internationalization, Faculty of Education
- 2022: Member of the Dean's Board for the Implementation of the Reform of Pre-Graduate Teacher Training
- 2020: Head of Department of French Language and Literature

## • SELECTED PUBLICATIONS

1. Germain-Rutherford, A., Uličná, K., Klinka, T., et al. (2024). Impact of the Pandemic on Language Education: Voices from across the World. In Hampel, Regine and Stickler, Ursula (eds.), *The Bloomsbury Handbook of Language Learning and Technology*, 48-65. Bloomsbury Handbooks. London, UK: Bloomsbury Publishing.
2. Klinka, Tomáš (2024). Inovace ve vzdělávání. In: MUDROCHOVÁ, Radka - HOROVÁ, Helena. *Nové technologie a nové didaktické přístupy ve výuce (nejen) odborného jazyka*. 1., 10-20. Plzeň: NAVA.
3. Birova, J., & Klinka, T. (2024). Some Reflections on the Benefits of the Professional Development Training Course "With Education to Plurilingualism" Managed through the Erasmus Plus Program. *Journal of Education Culture and Society*, 15(2), 363-371.
4. Nadvornikova, O., & Klinka, T. (2023). Language Policy of the Czech Republic in the Field of Second Foreign Language Teaching – the Future of German, Spanish, French, Russian, and Italian in the Revision of Curriculum Proposal. *XLinguae*, 16(4):156-180.
5. Germain-Rutherford, A., Karamifar, B., Klinka, T., et al. (2023). Creating Presence in Remote Learning: Moving a Participatory f2f Workshop Concept Online. In: STICKLER, Ursula & EMKE, Martina(eds.), *Online Language Teaching: Crises and Creativities*, 25-37. London: Castledown.

# Language Education in Czech Republic - Different Ways to the (Cultural)Diversity

Tomáš Klinka

## Abstract

Language education in Europe is deeply connected to the European Union's motto: "United in Diversity." As a member of both the European Union and the Council of Europe, the Czech Republic is tasked with upholding the spirit of these words. But to what extent is this achieved, and where do challenges arise? This presentation explores the potential and limitations of three approaches to implementing and supporting cultural diversity in language education: curricular development, teacher preparation, and methodological innovation.

We begin by summarizing recent curricular changes in Czech elementary education (ISCED 1 and 2), focusing on how these updates explicitly promote the principles of diversity in (language) education. Next, we examine the new National Framework of Competencies for Beginning Teachers, a document designed to recognize the diversity of cultures and teaching approaches within teacher education. Currently in the implementation stage, the framework offers an opportunity to reflect on the challenges of achieving meaningful impact in teacher preparation. Finally, we present an innovative methodological approach at the university level—the 3MultiAccess project. This initiative created multisensory educational resources for students across four countries (Germany, Czech Republic, Poland and Denmark) and five languages using 3D printing. We will highlight the project's outcomes and their potential to enrich methodological diversity in language education (ISCED 4-5).



## PANELIST

### Tsui-Chun Judy Hu

Assistant Professor,  
College of Education  
Director, PASSION Program,  
Research Center for Psychological and Educational Testing,  
National Taiwan Normal University, Taiwan



#### • RESEARCH EXPERTISE

- Teaching English as a Foreign Language
- Teaching Chinese as a Second/Foreign Language
- Language Awareness
- Rural Education

#### • ACADEMIC BACKGROUND

Ph.D. in Foreign and Second Language Education, State University of New York at Buffalo, USA

#### • PROFESSIONAL EXPERIENCES

- 2021 to present: Research Team Leader, Chinese Language and Technology Center, NTNU
- 2021 to 2023: Project Assistant Professor, Transdisciplinary Program in College of Education, NTNU
- 2016 to present: Director, PASSION Program, Research Center for Psychological and Educational Testing, NTNU

#### • SELECTED PUBLICATIONS

1. Hu, T. C., & Chang, T. J. (2023). The Influence of School Environment, Teacher Background and Student Performance on the Self-Efficacy of Teachers in Rural Schools. *Journal of Research in Education Sciences*, 68(3), 179-208. [https://doi.org/10.6209/JORIES.202309\\_68\(3\).0006](https://doi.org/10.6209/JORIES.202309_68(3).0006).
2. Hu, T. C., Chao, T. Y., Yang, W. H., & Lien, Y. C. (2023). Enhancing the Grammatical Competence of Middle-School EFL Low-Achievers through a Progressive English Syntax Teaching Program. *Bulletin of Educational Psychology*, 55(1), 153-180. [https://doi.org/10.6251/BEP.202309\\_55\(1\).0007](https://doi.org/10.6251/BEP.202309_55(1).0007).
3. Hu, T. C., Sung, Y. T., Liang, H. H., Chang, T. J., & Chou, Y. T. (2022). Relative Roles of Grammar Knowledge and Vocabulary in the Reading Comprehension of EFL Elementary-School Learners: Direct, Mediating, and Form/Meaning-Distinct Effects. *Frontiers in Psychology*, 13, 827007. <https://doi.org/10.3389/fpsyg.2022.8270073>.
4. Hu, T. C., Hsu, Y. J., & Sung, Y. T. (2020). Vocabulary Size, Lexical Threshold, and Reading Comprehension of Elementary-School EFL Learners. *Journal of Research in Education Sciences*, 65(1), 137-174. [https://doi.org/10.6209/JORIES.202003\\_65\(1\).0006](https://doi.org/10.6209/JORIES.202003_65(1).0006).
5. Hu, T. C., & Hsu, Y. J. (2020). Effects of a Remedial Program on Beginner-Level, Low-Achieving EFL Learners. *Bulletin of Educational Psychology*, 51(4), 687-711. [https://doi.org/10.6251/BEP.202006\\_51\(4\).0008](https://doi.org/10.6251/BEP.202006_51(4).0008).

## **From Innovation to Application :**

### **The Potential of Adaptive Reading Platforms for Language Learning**

**Tsui-Chun Judy Hu**

#### **Abstract**

To facilitate language learners' reading ability and motivation in both learning Chinese and English as a foreign/second language, the Chinese Language and Technology Center at NTNU has been developing two innovative adaptive reading systems, SmartReading Chinese (SRM) and SmartReading English (SRE). This presentation, firstly, is going to report advanced technologies that the team has incorporated into these two platforms. Features and functions including online diagnostic assessment of reading abilities, personalized list of books for every student, selections of e-books suitable for students' reading ability levels, and rewarding systems for stimulating students' reading motivation, will also be introduced. Besides, preliminary investigation into the effectiveness of a project designed for training online international volunteer tutors to support Chinese learning for disadvantaged groups by using SRM will also be reported.



## 23 May, 2025

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### Plenary Discussion

#### **Moderator | Dr. Yi-De Liu**

Vice President for International Affairs,  
National Taiwan Normal University, Taiwan

17:10

#### **Discussant |**

|

#### **Dr. Konstantinos Kontis**

17:30


Dean for Global Engagement (China / East Asia) (External Relations)  
University of Glasgow, the United Kingdom

#### **Discussant |**

#### **Ms. Susan Milner**

Director,  
British Council Taiwan

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國立臺灣師範大學教育學院 70 週年院慶  
The 70th Anniversary Celebration  
of the College of Education,  
National Taiwan Normal University



## MODERATOR

### Yi-De Liu, Ph.D.

Vice President for International Affairs  
National Taiwan Normal University, Taiwan



#### • RESEARCH EXPERTISE

- European Cultural Policy
- European Cultural Events
- European Cultural Tourism

#### • ACADEMIC BACKGROUND

Ph.D. in European Studies, University of Portsmouth, the United Kingdom

#### • PROFESSIONAL EXPERIENCES

- 2022 to present: Vice President for International Affairs, National Taiwan Normal University
- 2018 to 2021: Associate Vice President for International Affairs, National Taiwan Normal University
- 2013 to 2016: Director of the Institute of European Cultures and Tourism, National Taiwan Normal University
- 2013 to 2016: Director of French Centre, National Taiwan Normal University

#### • SELECTED PUBLICATIONS

1. Liu, Y. D. (2025). Governing Participation in the European Capital of Culture. *Review of European Studies*, 17(1). [Forthcoming]
2. Liu, Y. D. (2024). The European Capital of Culture and Transnational Networks. *European Review*, 32(1), 1-15. (SSCI)
3. Liu, Y. D. (2022). The European Capital of Culture and Cross-Border Cooperation. *The Review of European Affairs*, 6(1), 45-53.
4. Liu, Y. D. (2019). Event and Sustainable Culture-Led Regeneration: Lessons from the 2008 European Capital of Culture, Liverpool. *Sustainability*, 11(7), 1869. (SSCI)
5. Liu, Y.D. (2019). The Cultural Legacy of a Major Event: A Case Study of Liverpool as the 2008 European Capital of Culture. *Urban Science*, 3(3), 79.

## DISCUSSANT

### Konstantinos Kontis, Ph.D.

Dean for Global Engagement (China / East Asia) (External Relations)

Mechan Chair of Engineering

Professor of Aerospace Engineering (Autonomous Systems & Connectivity)

School of Engineering

University of Glasgow, the United Kingdom



#### • RESEARCH EXPERTISE

- Integrated Wing Technologies
- Air-transport Systems and Space Access
- Shock Physics
- Wind Turbine/ Rotating Wing Technologies
- Aerospace Vehicle Design

#### • ACADEMIC BACKGROUND

Ph.D. in Aerodynamics, Cranfield University

#### • PROFESSIONAL EXPERIENCES

- 2013-present: Mechan Chair of Engineering, Professor of Aerospace Engineering, Head of Aerospace Sciences Division, University of Glasgow, the United Kingdom
- 2001-2013: Professor, Aerodynamics and Shock Physics, University of Manchester, the United Kingdom
- 1998 to 1999: EU Science & Technology Fellow, Nagoya University, Japan

#### • SELECTED PUBLICATIONS

1. Subramanian, S., Craig, B., White, C., Kontis, K., Evans, D., and Van den Eynde, J. (2025). Underexpanded Jet Impingement in Near Vacuum Environment. *Physics of Fluids*, 36, 107104. (doi: 10.1063/5.0230314)
2. Subramanian, S., Wilson, A., White, C., and Kontis, K. (2025). Crater Formation and Particle Ejection Induced by Supersonic Jet Impingement in Near-Vacuum. *Acta Astronautica*. (Accepted for Publication)
3. Jiang, F., Kontis, K., and White, C. (2025). Plasma Flow Control inside the S-duct. *Physics of Plasmas*. (Accepted for Publication)
4. Al Haddabi, N., Kontis, K., and Zare-Behtash, H. (2025). Experimental Study of Steady Blowing from the Trailing Edge of an Open Cavity Flow. *Aerospace*, 12(1), 7. (doi: 10.3390/aerospace12010007).
5. Jiang, F., Kontis, K., and White, C. (2024). Numerical Investigation and Mode Analysis of the S-duct. *Physics of Fluids*, 36, 115150. (doi: 10.1063/5.0238087)

## DISCUSSANT

### Susan Milner

Director

British Council Taiwan

#### • INTRODUCTION

Susan Milner is the British Council Director Taiwan. She was previously British Council Director Education and English, Middle East and North Africa region covering 17 countries across North Africa, the Levant, and the Gulf. She was previously British Council Regional Education Director for East Asia with responsibility for 14 countries and prior to this was China Director Education British Council and Counsellor Education within the British Embassy in Beijing where she led on the UK's engagement with China on Education.

Previously Education Adviser for the UK Department for International Development (FCDO) she has led large scale education and English reform programmes in China, across East Asia, and the SADC region of Southern Africa. She also led multi-partner work on social sector governance reform for DFID Zambia. She has worked at the European Commission in Brussels as policy adviser and expert on Education and the MDGs as UK National Expert within DG Development.

In her early career Sue was an English teacher trainer in China and has worked in the NGO sector as an environment education lead and as Country Director VSO China.

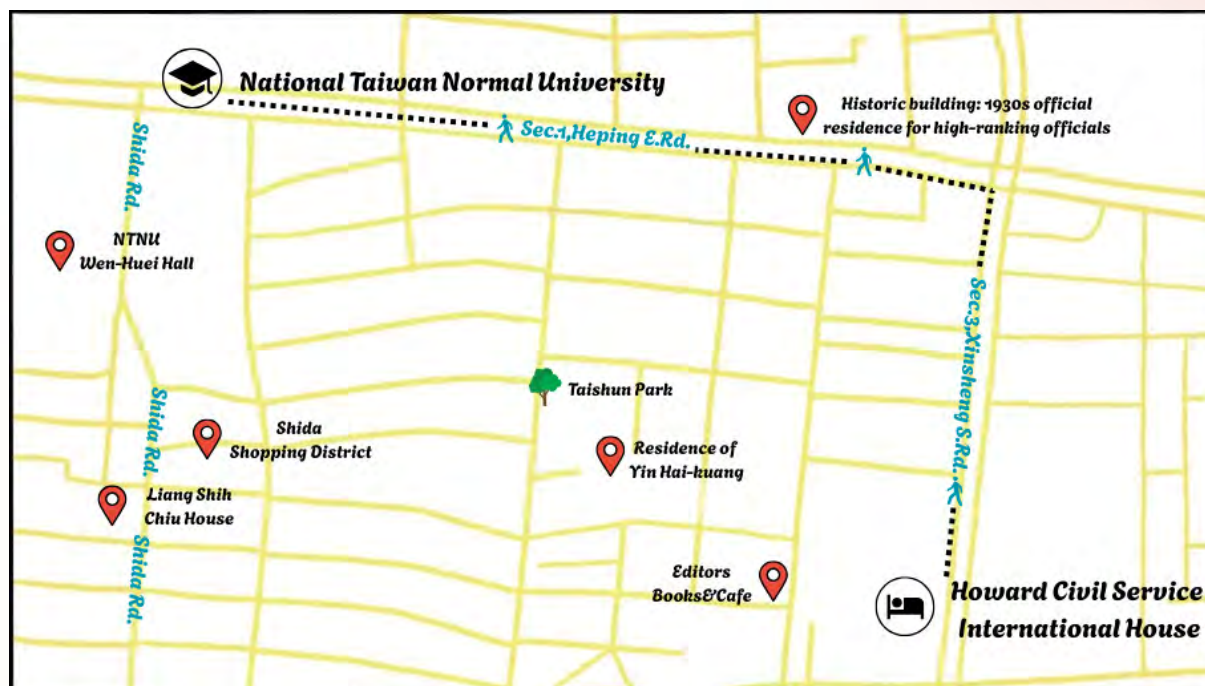




## Appendix

### Transportation:

Approximately a 10- to 15-minute walk from Howard Civil Service International House to National Taiwan Normal University.



## Taipei Half-Day City Tour

### Longshan Temple

- National historic site
- Represents the distinctive features of traditional Taiwanese temple layout.
- Transportation:  
Taipei MRT Bannan Line → Longshan Temple Station → Exit 1



## The National Palace Museum

- The collection spans nearly the entire 5,000-year history of Chinese culture.
- Known as the Treasure House of Chinese Culture.
- Top 3 Treasures of National Palace Museum:
  - ★ Jadeite cabbage with insects
  - ★ Meat-shaped stone
  - ★ Ding cauldron of Duke Mao
- Transportation:  
Taipei MRT Tamsui Line → Shilin Station →  
Bus RED30 → The National Palace Museum



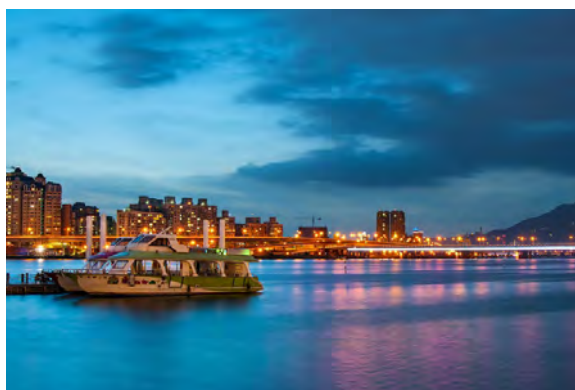
## TAIPEI 101

- The tallest green building in the world.
- It formerly held the title of the tallest building in the world.
- Transportation:  
Taipei MRT Tamsui Line → Taipei 101/World Trade Center Station → Exit 4



## Dadaocheng Wharf

- The opening of Tamsui as a treaty port facilitated the subsequent prosperity of Dadaocheng.
- Transportation:  
Taipei MRT Songshan-Xindian Line → Beimen Station → Exit 3





## Tamshui Gold Shore

- Located near Tamsui Fisherman's Wharf, Fort San Domingo, and Tamsui Old Street.
- Stunning river views and breathtaking sunsets.
- Transportation:  
Taipei MRT Tamsui Line → Tamsui station



## Taipei Fine Arts Museum

- Opened in 1983, it is Taiwan's first modern art museum.
- The space and exhibitions are planned in a fresh and lively way, integrating everyday life with art appreciation.
- Transportation:  
Taipei MRT Tamsui Line → Yuanshan station → Exit 1



## Treasure Hill

- This settlement is mainly composed of illegal buildings constructed in the 1960s and 1970s, showcasing a unique type of community found in Taiwan.
- The area includes Treasure Hill Temple, a city-designated historic site.
- In 2010, Treasure Hill Artist Village officially began operations, revitalizing and preserving Treasure Hill through the integration of art and living, and creating a diverse and vibrant community.
- Transportation:  
Songshan-Xindian Line → Gongguan station → Exit 1





## Xiangshan (Mt. Elephant) Hiking Trail

- From the observation deck, you can enjoy a distant view of Taipei's city skyline.
- Named for its resemblance to an elephant's head, the area is rich in wildlife and bird species, making it a popular spot for people to experience the low mountains and enjoy relaxing moments in the lush outdoors.
- Transportation:  
Taipei MRT Tamsui Line →Xiangshan station  
→Exit 2



## Delicacies Nearby

### 鼎泰豐 Din Tai Fung

- Known world-wide for their amazing xiaolongbao (小籠包 soup dumplings)
- Transportation:  
Taipei MRT Tamsui Line →Dongmen station  
→Exit 5



### 欣葉台菜 Shin Yeh

- Famous Taiwanese cuisine restaurant
- Transportation:  
Taipei MRT Bannan Line →Zhongxiao  
Xinsheng →Exit 15



## 石二鍋 Shi Erguo

- A famous hot pot restaurant in Taiwan.
- Transportation:  
Taipei MRT Tamsui Line → Dongmen station  
→ Exit 2



## 雙月食品社 MOONMOONFOOD

- Mainly featuring health-boosting broths and Taiwanese cuisine.
- Transportation:  
Bus 18、235、278、568 and get off at Longmen Junior High School stop



## 養心茶樓 Yang Shin Vegetarian Restaurant

- Taipei's first all-vegetarian Hong Kong-style dim sum themed restaurant.
- Transportation:  
Taipei MRT Zhonghe-Xinlu Line → Songjiang Nanjing Station → Exit 8



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