香港教育大學
The Education University of Hong Kong

教育發展與創新學院
Academy for Educational Development and Innovation

GRIFE 全球芬蘭教育研究所
Global Research Institute For Finnish Education

unesco
Chair

GRIFE 2025

The 2nd GRIFE Annual Conference on Education Innovation and Talent Development for a Sustainable Future: Chinese, Finnish, and Global Perspectives

16-17 June 2025

InnoCentre, Kowloon Tong, HK

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Conference

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2025

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Introduction

The Global Research Institute for Finnish Education (GRIFE) at the Education University of Hong Kong is delighted to announce its 2nd Annual Conference, focused on Education Innovation and Talent Development for a Sustainable Future in June 2025.

As societies face rapid technological advancements and urgent global challenges, education systems are at a pivotal point. There is an increasing need for innovation in education, including nurturing individuals to be adaptable, forward-thinking, and oriented towards sustainability (Cai & Wolff, 2023). According to UNESCO (2017), sustainable development requires educational transformation to develop critical thinking, problem-solving, and sustainability skills. This year's GRIFE Annual Conference aims to facilitate an international dialogue on how innovations in education and talent cultivation can both respond to and influence the sustainable development agenda. Specifically, it will explore educational practices, policies, and research from Chinese, Finnish, and global perspectives, thereby deepening our understanding of the topic.

Building on the success of its inaugural conference, GRIFE continues to explore the unique contributions of Finnish education and its global impact (Sahlberg, 2021). With a comparative focus on China, Finland, and other regions that, while distinct in their educational approaches, share a commitment to sustainability, this conference will provide a platform to explore how education can prepare learners to thrive in and contribute to a rapidly evolving world.

With contributions from international experts, educators, graduate students and policymakers, the conference aspires to create a rich environment for sharing research, discussing practical solutions, and fostering collaborations that can propel education towards a sustainable future. Ultimately, the event aims to contribute to a global understanding of how diverse educational systems can evolve and unite around common goals for sustainable development, preparing individuals to thrive and lead in an increasingly complex world.

Conference Scientific Committee

- Professor LEE Chi-Kin John, Chair Professor in The Education University of Hong Kong; Director of GRIFE; UNESCO Chair in Regional Education Development and Lifelong Learning
- Professor YEUNG Siu Sze Susanna, Executive Co-director, Academy for Educational Development and Innovation, The Education University of Hong Kong
- Professor Jussi Kivistö, Faculty of Management and Business, Tampere University
- Professor Eija Kärnä, School of Educational Sciences and Psychology, University of Eastern Finland
- Chair Professor LI Hui Philip, Faculty of Education and Human Development, The Education University of Hong Kong
- Professor OLEKSIYENKO Anatoly, Department of International Education (IE), The Education University of Hong Kong
- Professor SIN Kuen Fung Kenneth, Department of Special Education and Counselling, The Education University of Hong Kong
- Professor WANG Lixun, Department of Linguistics and Modern Language Studies, The Education University of Hong Kong
- Professor CAI Yuzhuo, Professor, Department of Education Policy and Leadership & Co-Director, GRIFE, The Education University of Hong Kong
- Dr. SAHA Mari , Faculty of Education and Culture, Tampere University
- Dr. FENYVESI Kristóf, Finnish Institute for Educational Research, University of Jyväskylä
- Dr. KORTE Satu-Maarit, Media Education Hub, Faculty of Education, University of Lapland
- Prof. SIKLANDER Signe, Faculty of Education and Psychology, University of Oulu
- Dr. LI Wai Chin, Department of Science and Environmental Studies, The Education University of Hong Kong
- Dr. HU Xinyun Annie, Department of Early Childhood Education, The Education University of Hong Kong
- Dr. HUANG Xianhan Yvonne, Department of Curriculum and Instruction, The Education University of Hong Kong

Conference Organizing Committee

- Professor LEE Chi-Kin John, Chair Professor in The Education University of Hong Kong; Director of GRIFE; UNESCO Chair in Regional Education Development and Lifelong Learning
- Professor CHENG May-hung, Vice President (Academic)
- Professor CHAN Chetwyn Che-hin, Vice President (Research and Development)
- Dr. FONG Wing-ho Tom, Vice President (Administration)
- Professor CAI Yuzhuo, Professor, Department of Education Policy and Leadership & Co-Director, GRIFE, The Education University of Hong Kong
- Professor WANG Lixun, Associate Professor of the Department of Linguistics and Modern Language Studies, has been appointed as Associate Director of the GRIFE
- Dr. LI Wai Chin, Associate Professor of the Department of Science and Environmental Studies, has been appointed as Associate Director of the GRIFE
- Dr. HU Xinyun Annie, Assistant Professor of the Department of Early Childhood Education, has been appointed as Assistant Director of the GRIFE
- Dr. HUANG Xianhan Yvonne, Associate Professor of the Department of Curriculum and Instruction, has been appointed as Assistant Director of the GRIFE
- Dr. QIU Ruoyi Serena, Senior Research Assistant of GRIFE

Conference Organizing Team

- Professor CAI Yuzhuo, Professor, Department of Education Policy and Leadership & Co-Director, GRIFE, The Education University of Hong Kong
- Dr. QIU Ruoyi Serena, Senior Research Assistant of GRIFE
- Ms. WEI Ka Yiu Yolaine, Executive Officer II of GRIFE
- Ms. LAM Chung Man, Assistant Project Manager of AEDI
- Ms. CHAN Fung Ming Janice, Executive Officer II of AEDI
- Ms YU Ka Man Whitney, Executive Assistant of AEDI
- Ms WANG Yusong Yvonne, Executive Assistant of AEDI

About GRIFE

Founded by the Education University of Hong Kong in December 2023, the Global Research Institute for Finnish Education (GRIFE) is committed to leading global research on Finnish education through comparative and international perspectives, driving meaningful impact on education and policymaking worldwide.

Vision

- Being at the global forefront in the study of Finnish education from comparative and international perspectives
- Enhancing its impact on education and policy worldwide

Mission

- Fostering global collaborations on Finnish education research
- Conducting high-quality comparative studies to tackle global educational challenges
- Advancing education in Hong Kong, Mainland China, and globally
- Supporting government policies to nurture future educators and leaders

Major Work

Reseach

Fostering research collaboration and promoting high-impact research

Policy impact

Enhancing policy influence

Education

Developing teaching collaborations and joint degrees

Professional training

Organizing training for educational professionals

Strong Network with Finnish Universities

- The Faculty of Education and Welfare Studies of Åbo Akademi University
- The Higher Education Group (HEG) in the Faculty of Management and Business of Tampere University
- The Special Education Research Group in the Faculty of Education and Culture of Tampere University
- The School of Applied Educational Science and Teacher Education and the School of Educational Sciences and Psychology of University of Eastern Finland
- The Finnish Institute for Educational Research (FIER), based at the University of Jyväskylä
- The Faculty of Education of University of Lapland
- University of Oulu, Faculty of Education and Psychology, CHIMES research unit
- The Faculty of Education of University of Turku

Special Interest Groups (SIGs)

1 Early Childhood Education and Special Needs Education

2 Higher Education

3 Media Education and Digital Competence

4 STEM Education

5 Teacher Education

Conference Programme

GRIFE 2025, Day 1
Date: 16 June 2025, Monday
Venue: InnoCentre, Kowloon Tong

HK Time		Venue
08:00-08:45	Registration Opens	
08:45-08:55	**Opening Session - Prof. LEE Chi-Kin John, The Education University of Hong Kong**	
08:55-09:15	**KEYNOTE SPEECH I –Selected Sustainable Development Goals and Education in Hong Kong SAR, China: Personal Reflections** *Prof. LEE Chi-Kin John, The Education University of Hong Kong* Session Chair: Prof. CAI Yuzhuo, The Education University of Hong Kong	
09:15-09:25	**Group Photo Session**	
09:25-10:05	**KEYNOTE SPEECH II: From the Northern Lights to the Southern Cross: Futurewise Lessons for Global Education** *Prof. SAHLBERG Pasi, The University of Melbourne, Australia* Session Chair: Prof. CAI Yuzhuo, The Education University of Hong Kong	Chamber 1A and 1B
10:05-10:20	**Coffee Break**	
10:20-11:20	**PLENARY PANEL DISCUSSION I: Innovative Practices and Supportive Policies for Sustainable Education** *Dr. HUANG Yu, Beijing Normal University, Mainland China* *Prof. LAVONEN Jari, University of Helsinki, Finland* *Dr. ZOU Xiaoping Tracy, The Chinese University of Hong Kong* *Prof. HALÁSZ Gábor, Eötvös Loránd University, Hungary* *Prof. WALDOW Florian, Humboldt University of Berlin, Germany* *Session Chair: Dr. HO Chun Sing Maxwell, The Education University of Hong Kong*	
11:20-12:00	**KEYNOTE SPEECH III: Global Perspectives and China's Actions on the Disciplinary Configuration of Higher Education in the Context of Future Industrial Development** *Prof. LIU Baocun, Beijing Normal University* Session Chair: Dr. LI Wai Chin LI, The Education University of Hong Kong	
12:00-13:30	**Lunch**	

| 13:30-14:45 | PARALLEL SESSION (Round 1) |

Building Supportive Policy Frameworks

(Session Chair: Prof. SIKLANDER Signe, University of Oulu, Finland)

Unlocking the Relationship Between Instructional Leadership, Psychological Well-being, and Teacher Job Crafting
Dr. WANG Chan, The Chinese University of Hong Kong
Dr. Xianhan HUANG, The Education University of Hong Kong
Prof. SIKLANDER Signe, University of Oulu, Finland

Critical Review on How Chinese Higher Education Expansion Impacts Labour Market Outcome
Mr. SU Qibang, The Education University of Hong Kong

Chamber 1A/1B

The Reform of the Early Childhood Education Act and Its Impact on Child Support in Finland
Dr. SAHA Mari, Tampere University, Finland
Mrs. NURHONEN Linda, Tampere University, Finland

Perspectives on Innovation and Sustainability from Leaders of U.S. Community Colleges
Mr. FLESCHNER Julius, Georgia Highlands College, USA
Dr. LANFORD Michael, University of North Georgia, USA

Developing Global Talent

(Session Chair: Dr. LIU Haiqin, Åbo Akademi University, Finland)

From Paper to Practice: Finland's Integration Policy and Talent Boost Programme for Global Talent Development
Ms. WU Jun. Åbo Akademi University, Finland
Dr. LIU Haiqin, Åbo Akademi University, Finland

Conceptions of Global Competence among Local University Students in Hong Kong: A Prototype Study
Dr. YING Ji, The Education University of Hong Kong
Dr. DUO Dala, The Education University of Hong Kong

Room 1

When Talent Development meets Vocational and Professional Education (VPET): Implication for Educational Innovation and Scenario-based Teaching in Higher Education?
Dr. WONG W. L. Vincent, The University of Hong Kong
Dr. LO Kit Mei Jammie, The Education University of Hong Kong

Chronotopic Identities of Learners of Korean as a Heritage Language in Finland: Who Decides their Language Priorities?
Ms. SUN Dukkeum, University of Jyväskylä, Finland

13:30-14:45   Fostering Educational Innovation

(Session Chair: Dr. KORTE Satu-Maarit, University of Lapland, Finland)

Fostering Intercultural Dialogue in Global Media Education: Insights from an International Online Summer School
Prof. ARROIO Agnaldo, University of São Paulo, Brazil
Dr. KORTE Satu-Maarit, University of Lapland, Finland
Dr. KIM Youngsang, Sungkyunkwan University, Korea
Dr. LAU Chaak Ming, The Education University of Hong Kong

Enhancing AI Literacy and Intercultural Competence through Hybrid Media Literacy Education
Dr. KORTE Satu-Maarit, University of Lapland, Finland
Dr. VESISENAHO Mikko, University of Jyväskylä, Finland
Dr. KANGAS Marjaana, University of Lapland, Finland
Prof. WANG Lixun, The Education University of Hong Kong
Prof. KONG Siu Cheung, The Education University of Hong Kong
Prof. SONG Yanjie, The Education University of Hong Kong
Dr. BAI Shurui Tiffany, The Education University of Hong Kong
Dr. LO Chung Kwan, The Education University of Hong Kong
Dr. LAU Chaak Ming, The Education University of Hong Kong
Prof. LEE Chi-Kin John, The Education University of Hong Kong
Dr. KIM Youngsang, Sungkyunkwan University, Korea
Prof. ARROIO Agnaldo, University of São Paulo, Brazil

Room 2

Designing for Learning and Well-being: A Cross-Cultural Study of Educational Spaces in Finland and Hong Kong
Dr. HO Chun Sing Maxwell, The Education University of Hong Kong
Dr. MÄKELÄ Tiina, University of Jyväskylä, Finland
Mr. LANG Markku, Suomen Oppimaisema Oy, Finland
Dr. LAU Josephine, University of Jyväskylä, Finland
Dr. FENYVESI Kristóf, University of Jyväskylä, Finland
Dr. HO Yan Lam, The Education University of Hong Kong

A Comparative Study of Second Language Teachers' Readiness and Perceptions of Using Artificial Intelligence (AI) in Teaching and Learning Across Finland, Hong Kong, Brazil, and South Korea
Dr. SIPILÄ Keijo, Municipality of Kaarina, Finland (University of Lapland)
Dr. KIM Youngsang, Sungkyunkwan University, South Korea
Prof. ARROIO Agnaldo, University of São Paulo, Brazil
Dr. KORTE Satu-Maarit, University of Lapland, Finland
Prof. WANG Lixun, The Education University of Hong Kong
Prof. SONG Yanjie, The Education University of Hong Kong
Dr. KANGAS Marjaana, University of Lapland, Finland
Dr. LO Chung Kwan, The Education University of Hong Kong
Dr. BAI Shurui Tiffany, The Education University of Hong Kong
Dr. LAU Chaak Ming, The Education University of Hong Kong

13:30-14:45   <u>Higher Education and Sustainable Development</u>

(Session Chair: Prof. CAI Yuzhuo, The Education University of Hong Kong)

Presentation of the upcoming book Higher Education and Green Transition by editor and contributor representatives
Prof. CAI Yuzhuo, The Education University of Hong Kong
Dr. XIONG Weiyan, The Education University of Hong Kong
Dr. ZHAI Keyu, Lingnan University

From Global Commitments to Local Realities: Policy Reforms, Implementation Gaps, and Future Strategies for SDGs in Hong Kong Universities
Prof. OLEKSIYENKO Anatoly, The Education University of Hong Kong
Prof. CAI Yuzhuo, The Education University of Hong Kong
Dr. XIONG Weiyan, The Education University of Hong Kong
Ms. ZHANG Fengling, The Education University of Hong Kong
Ms. LI Yulu, The Education University of Hong Kong

Room 3

The Concept, Analytical Framework, and Key Concentrations of Sustainability in Transnational Higher Education—A Systematic Review
Dr. ZHAI Keyu, Lingnan University

14:45-15:00   **Coffee Break**

15:00-16:15   PARALLEL SESSION (Round 2)

Building Supportive Policy Frameworks

(Session Chair: Dr. SAHA Mari, Tampere University, Finland)

Caring Masculinities of Kindergarten Male Teachers in Mainland China: Identities, Practices and Challenges
Mr. CHEN Jun, The Education University of Hong Kong

Mapping the Literature on Student Well-being: A Comparative Scoping Review of Finland and Hong Kong
Ms. FENG Xiya, The Education University of Hong Kong
Prof. LEE Chi-Kin John, The Education University of Hong Kong
Prof. SIN Kuen-Fung, The Education University of Hong Kong
Prof. CAI Yuzhuo, The Education University of Hong Kong
Dr. SAHA Mari, Tampere University, Finland
Dr. HU Xinyun, The Education University of Hong Kong
Prof. LI Hui, The Education University of Hong Kong

Chamber 1A/1B

Bonding and Bridging for Innovation: A Case Study of Relationships in a University Innovation District
Mr. MYERS Robert, Georgia Institute of Technology, USA
Dr. LANFORD Michael, University of North Georgia, USA

Cultivation or Discipline?: Exploring the *Regime of Truth* of Doctoral Education in Macao
Mr. WANG Yanzhang, University of Macau
Prof. VONG Sou Kuan, University of Macau

Developing Global Talent
(Session Chair: Dr. CHUNG Jennifer, University College London, UK)

Playfully Talented Future Educators: Exploring Pedagogical Thinking of Playful Manifestations and Connections
Prof SIKLANDER Signe, University of Oulu, Finland
Dr. CELIK Ismail, University of Oulu, Finland
Zärif Ähmädzadeh, University of Oulu, Finland
Dr. MÄNTY Kristiina, University of Oulu, Finland

Decolonising What Makes an Academic 'International': Developing Criteria for Evaluating Global Professorial Talent
Prof. MACFARLANE Bruce, The Education University of Hong Kong

Room 1

International talent mobility under the Perspective of Global Governance: International Trends and Chinese Practices
Dr. DONG Yuejuan, Heibei Normal University, China

Back to the Future: Adhering to 'Traditional' Finnish Education Values for Developing Future Global Talent
Dr. CHUNG Jennifer, University College London, UK

15:00-16:15	**Fostering Educational Innovation** (Session Chair: Dr. ZOU Xiaoping Tracy, The Chinese University of Hong Kong) **Recontextualising Leadership for Student Well-Being: Lessons from Finland for the Hong Kong Education System** *Ms. CHENG C.K. Monica, University of Bristol, UK* **Are We Preparing University Students to Navigate Ethical Dilemmas in a Virtual Learning Environment?** *Dr. KEUNG Pui Chi Chrysa, The Education University of Hong Kong* *Dr. ZOU Xiaoping Tracy, The Chinese University of Hong Kong* *Dr. ZHAO Yue Maggie, The University of Hong Kong* *Dr. LEUNG Wing Tat, The Education University of Hong Kong* **Reimagining Innovation: Perspectives from International Scholars in Chinese Higher Education** *Ms. DING Jie, The University of Hong Kong* **Investigating the Effectiveness of ChatGPT in Enhancing IELTS Writing Proficiency Among Chinese ESL Learners** *Ms. ZHOU Shiqian Jocelyn, The Education University of Hong Kong*	Room 2
	Journal Editor Session (Session Chair: Prof. CAI Yuzhuo, The Education University of Hong Kong) ECNU Review of Education *Dr. ZHANG Miao, East Normal China University* **Journal of Studies in International Education** *Prof. CAI Yuzhuo, The Education University of Hong Kong* **Cogent Education** *Prof. LI Hui, The Education University of Hong Kong* **AI, Brain and Child** *Prof. LI Hui, The Education University of Hong Kong* **Education Innovations – Systems and Future Learning** *Dr. HO Chun Sing Maxwell, The Education University of Hong Kong*	Room 3
16:15-16:30	**Coffee Break**	
16:30-17:30	**PLENARY PANEL DISCUSSION II: Global Talent Cultivation in the Era of Sustainability** *Prof. CHEN Shijian, Zhejiang University, Mainland China* *Dr. SAHA Mari, Tampere University, Finland* *Dr. CHAN Tak-yuen Benjamin, Hong Kong Metropolitan University* *Dr. CHUNG Jennifer, University College London, UK* Session Chair: Dr. Hei Hang Hayes TANG, The Education University of Hong Kong	Chamber 1A/1B
17:30	**Reception and Networking**	

GRIFE 2025, Day 2
Date: 17 June 2025, Tuesday
Venue: InnoCentre, Kowloon Tong

HK Time	Venue
08:00-08:45	**Registration Opens**
08:45-09:30	**KEYNOTE SPEECH IV –Sustainability and Wellbeing in Schools: Hybrid Challenges, Emerging Technologies, Everyday Creativities** *Dr. FENYVESI Kristof, University of Jyväskylä, Finland* Session Chair: Prof. WANG Lixun, The Education University of Hong Kong	Chamber 1A/1B
09:30-09:45	**Coffee Break**
09:45-11:00	**PARALLEL SESSION (Round 3)**

Building Supportive Policy Frameworks

(Session Chair: Dr. ZHANG Youliang, South China Normal University, China)

Sustainability in Higher Education: Comparative Policy Review of Finland and Hong Kong
Ms. TUBA Orsolya, University of Jyväskylä, Finland
Dr. LAU Josephine, University of Jyväskylä, Finland
Dr. FENYVESI Kristóf, University of Jyväskylä, Finland
Dr. LAYNE Heidi, University of Jyväskylä, Finland
Dr. LO Kit Mei Jammie, The Education University of Hong Kong
Dr. LI Wai Chin, The Education University of Hong Kong

Identifying Role Models for Establishing Universities of Applied Sciences: The case of Hong Kong SAR, China
Prof. LEE Chi-Kin John, The Education University of Hong Kong
Dr. HO Chun Sing Maxwell, The Education University of Hong Kong
Prof. CAI Yuzhuo, The Education University of Hong Kong

Chamber 1A/1B

Involution Life in the Ivory Tower: A Chinese University's Teacher Perceptions on Academic Profession and Well-being under the Double First-class Initiative
Dr. ZHANG Youliang, South China Normal University, China
Dr. XIONG Weiyan, The Education University of Hong Kong
Dr. YUN Yue, Torrens University, Australia

Policy Context and Global Perspective: Research on the Construction of High-Level Science Teacher Training Standards in China
Ms. XIE Xinhe, Nanjing University, China

09:45-11:00

<u>Developing Global Talent</u>
(Session Chair: Dr. XING Xin, Yan'an University, China)

The Impact of Third Mission Activities on University Development in China and Hungary- Fostering Educational Innovation Through University–Industry Cooperation
Ms. HUANG Min, Eötvös Loránd University, Hungary

From Frustration to Formation? The Academic Journey of Mainland Chinese Doctoral Students in Hong Kong
Ms. LIU Yabing, The Education University of Hong Kong
Dr. DAI Kun, The Chinese University of Hong Kong

Room 1

Chinese University Presidents' Leadership Development in Canada: What have they observed and what impact will it have?
Dr. XING Xin, Yan'an University, China
Dr. LIU Wei, University of Alberta, Canada

An Instrument Measuring Teacher Entrepreneurialism - Validation From the Early Childhood Education and K12 Contexts in Hong Kong And Finland
Dr. HO Chun Sing Maxwell, The Education University of Hong Kong
Dr. HO Yan Lam, The Education University of Hong Kong
Dr. FONSEN Elina, University of Jyväskylä, Finland
Dr. FENYVESI Kristof, University of Jyväskylä, Finland
Dr. YADA Takumi, University of Jyväskylä, Finland
Dr. LAU Josephine, University of Jyväskylä, Finland
Ms. JUSNI Evie, University of Jyväskylä, Finland

<u>Fostering Educational Development</u>
(Session Chair: Mr. PENG Suhao, University of Eastern Finland)

Model and Strategy for the Construction of the Education-SciTech-Talent Holistic Advancement System in Three Major Urban Agglomerations
Dr. LI Lu, Research Center for Educational Development, Beijing Academy of Educational Sciences, China
Dr. GAO Shuguo, Capital Normal University, China

A Joint Research Seminar for Doctoral Students – Educational Innovations for Expertise Development
Prof. ALISAARI Jenni, University of Eastern Finland
Prof. KANTELINEN Ritva, University of Eastern Finland
Mr. PENG Suhao, University of Eastern Finland
Dr. QIU Ruoyi Serena, The Education University of Hong Kong

Room 2

A Critical Autoethnographic Examination of My PhD Experience in Finland in the Field of Intercultural Communication Education: Asia as Method
Mr. PENG Suhao, University of Eastern Finland

The Role of AI in Chinese High School English Writing: Perceptions, Usage, and Impact on Exam Performance
Ms. JIANG Nanxue, The Education University of Hong Kong

09:45-11:00	<u>Leveraging Technology for Sustainable Education</u> (Session Chair: Dr. XIU Qi, South China Normal University, China) **An International Comparative Study of Teachers' Artificial Intelligence Literacy Enhancement: Background, Initiatives, and Implications** *Dr. XIU Qi, South China Normal University, China* *Ms. LUO Yiling, South China Normal University, China* **Can The Artificial Intelligence Classroom Teaching Evaluation System Promote the Improvement Of Teachers' Teaching Behaviors? ——Thoughts from the Perspective of Feedback Literacy** *Dr. ZHANG Qian, South China Normal University, China* *Ms. MIAO Nayi, South China Normal University, China* **The PlayAbility Test Battery: An Innovative Gamified Approach to Assess Specific Cognitive Abilities** *Dr. KOVACS Kristóf, ELTE Eotvos Lorand University, Hungary* *Ms. Szilvia Sarkadi-Nagy, ELTE Eotvos Lorand University, Hungary* *Mr. KÖKÉNYESI Imre, Moholy-Nagy, University of Art and Design Budapest, Hungary* *Dr. FENYVESI Kristóf, University of Jyväskylä, Finland* **Exploring Planetary Well-being Competences Through Digital Service Design: A Value Co-creation Approach in Retail Mobile Applications** *Dr. CLEMENTS Kati, University of Jyväskylä, Finland* *Ms. TUBA Orsolya, University of Jyväskylä, Finland* *Dr. LUMIVALO Juuli, University of Jyväskylä, Finland*	Room 3
11:00-11:15	**Coffee Break**	
11:15-12:00	**KEYNOTE SPEECH V – Digital Video and Mathematics Education Festival** *Prof. Marcelo DE CARVALHO BORBA, São Paulo State University, Brazil* Session Chair: Dr. HUANG Xianhan Yvonne, The Education University of Hong Kong	Chamber 1A/1B
12:00-14:00	**Lunch**	

14:00-15:00   PARALLEL SESSION (Round 4)

Three Hong Kong Principals' Sharing - Between Ideal and Reality: A Critical Reflection on Finnish Education and Its Implications for Hong Kong
Ms. LEE Yi-ying, Kowloon True Light School & Hong Kong Subsidized Secondary Schools Council
Mr. KWONG Wing-sun Vincent, Christian Alliance SW Chan Memorial College & Hong Kong Subsidized Secondary Schools Council
Mr. HUI Kin-yip Ronald, Queen's College Old Boys' Association Secondary School & Hong Kong Subsidized Secondary Schools Council
Session Chair: Dr. HO Chun Sing Maxwell, The Education University of Hong Kong

Chamber 1A/1B

Developing Global Talent & Building Supportive Policy Frameworks
(Session Chair: Dr. ZHENG Gaoming, Tongji University, China)

Building careers abroad: Understanding the Post-Graduation Career and Migration Decisions of Chinese International Students in Nordic Countries
Ms. LIN Fengyi, Peking University, China

Changes in Sino-Finnish Higher Education Cooperation in the Geopolitical Shifts: From an Institutional Logics' Perspective
Dr. ZHENG Gaoming, Tongji University, China
Ms. HU Xinzhi, Tongji University, China
Ms. Weisali Wumanjiang, Tongji University, China

Room 1

Group Dilemma Situation: Ethical Exploration of Inclusive Education
Mr. CHEN Zhuo, Hong Kong Baptist University
Ms. ZHU Chenrui, East China Normal University

Fostering Educational Innovation
(Dr. SAHA Mari, Tampere University, Finland and Dr. HU Xinyun, The Education University of Hong Kong)

Reimagining Happiness in ECE: Engaging Children's Perspectives for Sustainable Wellbeing Practices
Dr. HU Xinyun, The Education University of Hong Kong
Dr. SAHA Mari, Tampere University, Finland
Ms. GAO Mingwei, The Education University of Hong Kong
Ms. LIANG Yutong, The Education University of Hong Kong

Room 2

Can Growth Mindset Effectively Boost Learning Competence in Adolescents? A Three-Year Intervention and Follow-Up Study in Two Chinese Schools
Dr. ZHANG Junfeng, Nanjing University, China

Transforming STEM Education: Integrating Drone Technology for Cross-Disciplinary Learning and Innovation
Mr. YEUNG Chung Yiu Richard, The Education University of Hong Kong
Prof. YEUNG Chi Ho, The Education University of Hong Kong
Dr. SUN Daner, The Education University of Hong Kong
Prof. LOOI Chee-Kit, The Education University of Hong Kong

14:00-15:00	**Leveraging Technology for Sustainable Education & Fostering Educational Innovation**	Room 3

(Session Chair: Ms. QIAN Wendan, University of Helsinki, Finland)

Exploring Collaborations Between Kindergarten and Music Schools: A Case Study from Hong Kong
Dr. DEMERDZHIEV Nikolay Tomov, Johann Sebastian Bach Music Academy
Lydia Due, Johann Sebastian Bach Music Academy
Ho Wong, Johann Sebastian Bach Music Academy

Finnish Adolescents' Social-Emotional Skills Profiles, Developmental Transitions, and Motivational Predictors: A Three-Year Longitudinal Study
Ms. QIAN Wendan, University of Helsinki, Finland

How EfS Educators Apply Learner-Centered AI Educational Technology: From An Overview to An AI Competency Framework for EfS Educators
Mr. CHEN Jiahao , The Education University of Hong Kong

| 15:00-15:45 | **KEYNOTE SPEECH VI –New Practices for Education – Needed a New Mindset for Learning and Assessment throughout the Educational Ecosystem**
Prof. NIEMI Hannele, University of Helsinki, Finland
Session Chair: Dr. HU Xinyun, The Education University of Hong Kong | Chamber 1A/1B |

15:45-16:05	**Coffee Break**

16:05-17:05	**PARALLEL SESSION (Round 5)**

Reimagining Primary Schools: Crafting Distinctive Futures Through Space and Curriculum
Ms. CHAN Po Ling Candy, Po Leung Kuk Tin Ka Ping Millennium Primary School
Session Chair: Dr. HO Chun Sing Maxwell, The Education University of Hong Kong

Chamber 1A/1B

Fostering Educational Innovation
(Session Chair: Ms. ZHOU Yusheng Xiamen University, China)

Toward a Holistic Intercultural Framework for Learning Environments
Dr. KIM Youngsang, Sungkyunkwan University, Korea
Dr. KORTE Satu-Maarit, University of Lapland, Finland

The Meaning of Knowledge Engagement: How Chinese Undergraduates Form "Possible Selves"
Ms. ZHOU Yusheng, Xiamen University, China

Room 1

What Makes a Good Teacher Educator
—From the Perspective of Pre－service Teachers
Dr. LIU Jing, Heibei Normal University, China

16:05-17:05 | <u>Fostering Educational Innovation</u>

(Session Chair: Dr. QIU Serena Ruoyi, The Education University of Hong Kong)

Innovating STEAM Education: Integrating Computational and Design Thinking for Skill Development in Secondary Schools in East China
Dr. WANG Fang, Creativity and Thinking Skills Innovation Center

Case Study of Educational Design Research Based Distant Course of Preservice Teachers - Developing the Learning and Well-Being of Children and ECEC Operational Culture
Dr. MELASALMI Anitta, University of Turku, Finland
Prof. RUOKONEN Inkeri, University of Turku, Finland
Dr. HURME Tarja-Riitta, University of Turku, Finland

Room 2

Global Scholarly Perspectives on the Development of the Finnish Education System: A Literature Review
Dr. QIU Ruoyi Serena, The Education University of Hong Kong
Prof. CAI Yuzhuo, The Education University of Hong Kong

<u>Leveraging Technology for Sustainable Education</u>   Room 3

(Session Chair: Prof. KIVISTÖ Jussi, Tampere University, Finland)

Enhancing The Students' AI Literacy in the Digital Era: A Case of Finnish Higher Education System
Ms. XIN Hui, Tongji University, China
Dr. ZHENG Gaoming, Tongji University, China

Evaluation of the Finnish National Doctoral Education Pilot: First results and challenges
Prof. KIVISTÖ Jussi, Tampere University, Finland

Leveraging Interactive Technologies for Sustainable Education
Dr. LAM Chun-Ho Jason, City University of Hong Kong

17:05-17:30 | **Closing and Best Paper Awards Presentation Ceremony**
Prof. CAI Yuzhuo, The Education University of Hong Kong | Chamber 1A/1B

Professor LEE Chi-Kin John

Chair Professor in The Education University of Hong Kong

Director of the Global Research Institute for Finnish Education (GRIFE)

UNESCO Chair in Regional Education Development and Lifelong Learning

Biography

Professor LEE Chi-Kin John, Chair Professor of Curriculum and Instruction, joined The Education University of Hong Kong (the then Hong Kong Institute of Education) in 2010. He was Vice President (Academic) from 2010 to 2019, and Vice President (Academic) and Provost from 2019 to 2023. Professor Lee was previously Dean of Education and a Professor at the Department of Curriculum and Instruction at The Chinese University of Hong Kong (CUHK). He was also the Director of the Centre for University and School Partnership and served as a Fellow of United College and Morningside College at CUHK. Professor Lee was a recipient of The Vice-Chancellor's Exemplary Teaching Award 1999 at CUHK. Before that, he worked as a secondary school teacher and as a Lecturer in the Sir Robert Black College of Education.

Presentation

Selected Sustainable Development Goals and Education in Hong Kong SAR, China: Personal Reflections

Professor SAHLBERG Pasi

Professor, Educational Leadership, University of Melbourne, Australia

Biography

Professor Sahlberg Pasi is Finnish educator, teacher, and author. He has worked as a schoolteacher, teacher-educator, academic, and policymaker in Finland, and he has advised schools and education system leaders around the world. He served as a senior education specialist at the World Bank (Washington, DC), lead education specialist at the European Training Foundation (Torino, Italy), director general at the Finland's Ministry of Education and Culture (CIMO), and visiting professor of Practice at Harvard University. He is a recipient of several awards for his lifelong service in education, including the 2012 Education Award (Finland), the 2014 Robert Owen Award (Scotland), the 2016 Lego Prize (Denmark), Rockefeller Foundation's Bellagio Resident Fellowship in 2017, and Dr Paul Brock Memorial Medal in 2021. In 2013 his book "Finnish Lessons: What Can the World Learn from Educational Change in Finland" won the Grawemeyer Award (U.S.) for an idea that has potential to change the world. His most recent books include "Let the Children Play: How more play will save our schools and help children thrive" (2019, with William Doyle), "Finnish Lessons 3.0: What Can the World Learn from Educational Change in Finland" (2021), and "In Teachers We Trust: The Finnish way to world-class schools" (2021, with Tim Walker). He is currently Professor of Educational Leadership at the University of Melbourne, Australia. Pasi lives in South Melbourne with his wife and two sons.

Presentation

From the Northern Lights to the Southern Cross: Futurewise Lessons for Global Education

Professor LIU Baocun

Professor, Comparative education

Director, Institute of International and Comparative Education (IICE) & National Center for Comparative Education & National Center for International Education, Beijing Normal University

Vice President, China Comparative Education(CCES)

Biography

Prof. LIU Baocun is Distinguished Professor of Beijing Normal University, laureate of Changjiang Scholars Award, the highest academic award issued to an individual in higher education by the Ministry of Education of the People's Republic of China. Prof. Liu currently serves as the Director of the Institute of International and Comparative Education at Beijing Normal University and the President of China Comparative Education Society. His research interests include comparative education, higher education, education policy and management. He has published more than 300 papers and more than 20 books, including "The Tradition and Change of University Ideas", "preparing Leaders for the Future: The Reinvention of Undergraduate Education in American Research Universities", etc. He has received many honors and awards for his research and teaching in the field of education, including New Century Excellent Talents by the Ministry of Education, the Beijing Outstanding Award in Educational Sciences, and so on.

Presentation

Global Perspectives and China's Actions on the Disciplinary Configuration of Higher Education in the Context of Future Industrial Development

Dr. FENYVESI Kristóf

Senior Researcher, Finnish Institute for Educational Research, University of Jyväskylä

Biography

Dr. Fenyvesi Kristóf is a Senior Researcher at the Finnish Institute for Educational Research, University of Jyväskylä, Finland, specializing in STEAM (Science, Technology, Engineering, Arts, and Mathematics) education, phenomenon-based learning, ethical AI and sustainability. With expertise in integrating creative and scientific methodologies, Dr. Fenyvesi focuses on fostering inquiry-based learning environments and exploring the intersections of mathematics, art, and technology.

He is the founder of the Experience Workshop Global STEAM Network (www.experienceworkshop.org), a collaborative initiative promoting innovative learning practices and Finnish education worldwide. Dr. Fenyvesi holds adjunct, associate and visiting professor and lecturer roles worldwide, e.g. at the Indonesia University of Education, Tallinn University, University of Milano-Bicocca, Korea National University of Education and Hong Kong Metropolitan University.

A recognized leader in STEAM education, Dr. Fenyvesi has coordinated numerous international research programs, including Erasmus+ and Horizon projects, and serves as an evaluator for national, European and global educational accreditation agencies. His work drives educational innovations, equipping learners to excel in a rapidly evolving world shaped by technological advancements, planetary challenges, and societal transformation.

Presentation
Sustainability and Wellbeing in Schools: Hybrid Challenges, Emerging Technologies, Everyday Creativities

Dr. FENYVESI Kristóf

Senior Researcher, Finnish Institute for Educational Research, University of Jyväskylä

Expectations/Messages for the Conference

I look forward to engaging in meaningful discussions at the GRIFE Annual Conference. In our era of global transformations and challenges, international cooperation in education is more important than ever. STEAM education plays a crucial role in nurturing critical thinking, creativity, and problem-solving skills, empowering learners to contribute to a more sustainable and inclusive future.

Through GRIFE, I hope to highlight the role of planetary responsibility as a unifying theme in education. By integrating science, technology, engineering, arts, and mathematics into globally and culturally sensitive frameworks, we can inspire generations of students and teachers to address global challenges and commit to ethical, sustainable, and collaborative solutions.
GRIFE offers a special platform to exchange best practices, explore innovative pedagogies, to collaboratively shape a resilient and equitable future for all.

Professor Marcelo DE CARVALHO BORBA

Professor, Graduate Program in Mathematics Education and the Mathematics Department, State University of São Paulo, Brazil

Biography

Marcelo C. Borba is a Professor of the Graduate Program in Mathematics Education and of the Mathematics Department at UNESP (State University of São Paulo) in Brazil, where he chairs the research group GPIMEM (Research Group of Informatics, other Media and Mathematics Education). Marcelo researches the use of digital technology in mathematics education, mathematical video produced by teachers and students, online distance education, modeling as a pedagogical approach, and qualitative research methodology. He is an Associate Editor of ZDM, The International Journal of Mathematics Education and he was, from 2018 to 2022, the chair of the Teaching Committee of CAPES, a funding agency of the National Ministry of Education in Brazil. He is currently leading a project of CAPES-PrInt that promotes internationalization of research in technology in mathematics education in Brazil. He was a Keynote speaker at PME-44 (Psychology of Mathematics Education Study Group), Thailand-Virtual (2020); at Plenary Panel of ICME 14 (International Congress of Mathematics Education), held in a hybrid format in China (2021); and at ICM-22 (International Congress of Mathematicians), which was originally scheduled to take place in Russia but was held virtually (2022). Received the Dorothy Stang 2023 Award due to the relevant extension activities he has developed in the area of Mathematics Education. (Source: Lattes Curriculum)

Presentation
Digital Video and Mathematics Education Festival

Professor NIEMI Hannele

Professor and Research Director, University of Helsinki

UNESCO Chair on Educational Ecosystems for Equity and Quality of Learning

Biography

Dr. Niemi Hannele, is a Professor and Research Director at the University of Helsinki and was nominated as UNESCO Chair (Professor) on Educational Ecosystems for Equity and Quality of Learning 2018-2026. Niemi Hannele has held significant leadership roles, serving as Vice-Rector for Academic Affairs (2003–2009) and Dean of the Faculty of Education (2001–2003) at the University of Helsinki. She also chaired the University Board at the University of Lapland (2018-2023). She has also been a visiting professor at Michigan State University and several times a visiting scholar at Stanford University. She has led several large national and international research projects, e.g. DAIA, Digital Academies in Africa (2023-2025) and AI in Learning (2018-2022). The book AI in Learning: Designing the Future was awarded by Springer Nature in China in 2024 https://link.springer.com/book/10.1007/978-3-031-09687-7 Professor Niemi has over 400 peer-reviewed articles or chapters in scientific publications. Read more about Professor Niemi's work: https://researchportal.helsinki.fi/en/persons/hannele-niemi

Presentation
New practices for education – Needed a new mindset for learning and assessment throughout the educational ecosystem

Dr. HO Chun Sing Maxwell

Associate Co-Director, Academy for Educational Development and Innovation (AEDI)

Assistant Professor, Department of Education Policy and Leadership (EPL), The Education University of Hong Kong

Biography

Dr. HO is an experienced educator who has dedicated himself to promoting teacher entrepreneurialism, entrepreneurship education, and financial literacy throughout his career. He earned a Bachelor of Education (Business Studies) degree with first-class honours from the Education University of Hong Kong in 2008, following which he rose through the ranks quickly to become head of technology education (KLA) and administration group as a middle manager. His finance and entrepreneurial curriculum won him the Teacher award for business and financial education in 2016, a recognition from the HKABE, HKEdCity, EDB, and IFEC.

He continues to contribute to the field of education since joining EdUHK. As a Research Fellow at the Asia Pacific Centre for Leadership and Change, he has performed leadership and educational practice research. In 2020, he was awarded the Emerald publishing award for his excellent doctoral research and is now invited to provide leadership training to primary and secondary schools in Hong Kong. He has also been named President of the Hong Kong Association of Business Education, demonstrating his continued commitment to the growth of this sector. His teacher entrepreneurialism series has trained over 400 school leaders so far.

In 2021, he received the Emerald Young Researcher Award for his exceptional contribution to education in Hong Kong, validating his continued research interests in teacher entrepreneurialism, entrepreneurship education, and financial literacy. His efforts were further acknowledged by the Michael Fullan Emerging Scholar award in 2023.

Plenary Panel Discussion on

Innovative Practices and Supportive Policies for Sustainable Education

Dr. HUANG Yu

Associate Professor, Institute of International and Comparative Education, Beijing Normal University, China

Biography

Dr. HUANG holds the position of associate professor at the Institute of International and Comparative Education at Beijing Normal University in China. His research interests encompass areas such as environmental education, education for sustainable development, higher education and sustainable development, and geography education. He is affiliated with The Geographical Society of China, Chinese Society of Comparative Education Research, Beijing Association of Education for Sustainable Development, and Beijing Association of Environmental Education.

Professor LAVONEN Jari

Emeritus Professor, Physics and Chemistry Education, University of Helsinki, Finland

Director, National Teacher Education Forum

Chair, Finnish Matriculation Examination Board

Biography

Dr. LAVONEN Jari is an Emeritus Professor of Physics and Chemistry Education at the University of Helsinki, Finland. He has been working as a director of the National Teacher Education Forum and Chair of the Finnish Matriculation Examination Board. He is a member of Finnish Academy of Science and Letters, Distinguished Visiting Professor at the University of Johannesburg and Visiting Professor at the University of Tartu. He has been researching science and teacher education for the last 34 years. His publications include 161 refereed scientific papers in journals and books and 185 books for science teachers and science education.

Plenary Panel Discussion on

Innovative Practices and Supportive Policies for Sustainable Education

Dr. ZOU Xiaoping Tracy

Assistant Professor ,Department of Educational
Administration and Policy, Faculty of Education,
The Chinese University of Hong Kong

Biography

Dr. ZOU is an assistant professor in the Department of Educational Administration and Policy at the Chinese University of Hong Kong. Her research interests include higher education, internationalisation of the curriculum, and students as partners. She aspires to elevate educational experiences in higher education through strengthening the connection between educational policy and implementation and facilitating collaborations among key stakeholders, especially faculty members and students. Her research has been funded by various organisations, including the Research Grants Council and the University Grants Committee of HKSAR and the Higher Education Research and Development Society of Australasia. Currently, Dr. Zou serves as a co-editor of Journal of Studies in International Education and an associate editor of International Journal for Academic Development.

Expectations/Messages for the Conference

I wish the conference a great success and look forward to meeting scholars and practitioners in the relevant fields.

Plenary Panel Discussion on

Innovative Practices and Supportive Policies for Sustainable Education

Professor HALÁSZ Gábor

Professor of Education (Professor Emeritus),
University Eötvös Lóránd

Biography

Professor HALÁSZ is doctor of the Hungarian Academy of Sciences. Since his retirement in 2022 he has been working as professor emeritus at the Faculty of Pedagogy and Psychology of the University Eötvös Loránd, and also as a senior research fellow in the Learning Institute of the Mathias Corvinus Collegium (MCC) in Budapest. Earlier he was leading the Hungarian national agency responsible for school curriculum development. He was working as an expert consultant for several international organisations (OECD, the European Commission, the World Bank and the Council of Europe), and during 25 years he served as member of the Governing Board of OECD CERI. He was a lead expert in the program "The Belt and Road Dialogue on Education" coordinated by the Chinese National Institute for Educational Science. He was leading several large-scale survey-based research programs in the fields of developmental interventions, educational innovations and teacher learning. For more information see Gábor Halász' personal homepage: (http://halaszg.elte.hu/English_index.html).

Expectations/Messages for the Conference

In every sector, including education, innovation has become the most important engine of improvement and productivity. However, very few countries have national innovation strategies focusing on the education sector and enhancing innovation processes in this sector. Most innovation researchers see education as a major contributor to industrial innovation but very few think about innovation processes within the education sector enhancing the improvement of the quality of education. Finland is one of those countries where education has long been seen as a valuable export product and – often related to this – there has been systematic strategic reflection of educational innovation. My expectation is that at this conference we can discuss the strategic questions of how to promote and manage innovation in the education sector and getting first hand information about related Finnish policies and practices.

Professor WALDOW Florian

Professor of Comparative and International Education, Humboldt University of Berlin, Germany

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Biography

Florian Waldow is a Professor of comparative and international education at Humboldt-Universität zu Berlin, Germany. One of his main research interests is studying different aspects of educational transfer and how processes of transfer and references to 'education elsewhere' are bound up with more overarching processes of global governance of education. A particular focus of Professor Florian Waldow's work has been on how references to the education systems of the Nordic countries, especially Finland, and the education systems of East Asian countries have functioned as references in the policy making of other countries.

Dr. TANG Hei Hang Hayes

Associate Professor, Department of Education Policy and Leadership (EPL), The Education University of Hong Kong

Biography

A sociologist, Dr. Tang is an internationally research-active, well sought after and award-winning academic researcher specialising in the fields of higher education policy, academic profession and youth studies. He is recognised as being in the world's top 1% (lifetime) and top 0.2% (2020-2024) researchers in the Higher Education specialty according to ScholarGPS. His research reconsiders the sociological role of higher education and future imaginaries of the academic profession in the rise of 'academic entrepreneurialism', focusing on world-class universities in East Asia and the ecological paradigm of the 'post-entrepreneurial university'. He is committed to creating new knowledge to reimagine the university in the age of the Anthropocene. Sole scholarship and collaborative research partnership enabled him to be principal investigator of 14 projects and co-investigator of 15 projects, securing a total of funding worth HK$10.67 million/ US$1.36 million since 2014.

He is now Associate Professor (Sociology of Higher Education) and Associate Head (Quality Assurance and Enhancement) of Department of Education Policy and Leadership at the Education University of Hong Kong. He serves as an Associate Editor (Sociology and Education) of Humanities & Social Sciences Communications (SSCI-indexed), Senior Associate Editor of the Journal of Comparative and International Higher Education (the official journal of Comparative and International Education Society's (CIES) Higher Education Special Interest Group), and Advisory Council member of Harvard Business Review (an opt-in research community of business professionals) and the Editorial Board members of International Journal of Educational Management (IJEM) and Chinese Education & Society.

On top of scholarly research, he considers education a commitment imperative to an academic life. Championing the spirit of liberal arts education, Hayes was presented at the start of his academic career the Outstanding Teacher Award by the School of Professional and Continuing Education, The University of Hong Kong in 2012. On issues about education, innovation and youth engagement, he was interviewed by journalism including ARTE (Association relative à la télévision européenne) (Franco-German channel), The Straits Times, South China Morning Post (SCMP), Radio Television Hong Kong (RTHK, Radio 3), and China Daily.

Professor CHEN Shijian

Professor, College of Education, Zhejiang University

Director, Center for International and Comparative Education Research

Biography

Professor CHEN Shijian, professor and the director of the International and Comparative Education Center of Zhejiang Umiversity. Researches mainly focus on comparative education, teacher education, and basic education. More than ten national-level and international projects has been presided, including the National Philosophy and Social Science Fund Project, the Humanities and Social Sciences Project of the Ministry of Education and international cooperation research projects. Over 160 academic papers and more than 30 books have been published. Some academical leading positions such as the deputy director of the Teaching Steering Committee for Education Majors of the Ministry of Education, the deputy director of the Steering Committee for the Training of Middle School Teachers of the Ministry of Education, the deputy director of the Comprehensive Practical Activity Steering Committee for Basic Education of the Ministry of Education, the vice president of the International Education Branch of the China Education Society.

Dr. SAHA Mari

Associate Professor, Early Childhood Education

Co-director of Research Center for Education, Assessment and Learning at the Faculty of Education and Culture, Tampere University

Biography

Dr. Mari Saha is an associate professor of early childhood education and the co-director of Research Center for Education, Assessment and Learning at the Faculty of Education and Culture, Tampere University. Her main research interests include early childhood educators' and center leaders' work-related wellbeing, stress regulation, diverse needs and interprofessional collaboration in early years.

Plenary Panel Discussion on

Global Talent Cultivation in the Era of Sustainability

Dr. CHAN Tak-yuen Benjamin

Dean, Li Ka Shing School of Professional and Continuing Education, Hong Kong Metropolitan University

Biography

Dr. Benjamin Tak-Yuen CHAN is Dean of the Li Ka Shing School of Professional and Continuing Education, Hong Kong Metropolitan University.

He is an academic-administrator with 32 years of experience in all sectors of postsecondary education in Hong Kong, ranging from continuing education, transnational education, higher education, vocational education to performing arts education.

He is an ardent advocate of extra- and co-curricular learning in the postsecondary curriculum and writes about teaching practice in the Times Higher Education Campus (THE Campus) and also on cultural dimensions of Chinese learning in the Weiterbildung (Further Education). He also writes in the EvoLLLution and MedHealth Outlook about impacts of educational technology.

His research interests are in adult and continuing education, international education, vocational education and training and public health education. He is an associate editor of the International Journal of Training Research and an editorial board member of the Australian Journal of Adult Learning.

Dr. Chan's present and past interactions with Finnish higher education include the universities of applied sciences (Satakunta, Turku, Xamk) and the Finnish Lifelong Learning Foundation (KVS) on non-formal learning.

Expectations/Messages for the Conference

I have a keen interest in using non-formal learning to advance students' awareness about careers, emotional wellbeing and to achieve internationalization-at home. I would be happy to discuss with Finnish peers on possibilities to collaborate in these areas.

Dr. CHUNG Jennifer

Lecturer (Teaching), University College London, IOE - Learning & Leadership, United Kingdom

Biography

Dr. CHUNG received her Bachelor of Arts degree from Amherst College, in Amherst, Massachusetts. She taught in Boston and in New York City, and completed a Master of Arts degree in Curriculum and Teaching from Teachers College, Columbia University.

She studied at Stockholm University's Institute for International Education before commencing a Master of Science degree in Comparative and International Education at the University of Oxford. She continued at Oxford and completed a Doctor of Philosophy degree, focusing on the education system of Finland and Finland's success in the Programme for International Student Assessment (PISA). Her postdoctoral research, funded by the British Academy, focused on Finnish teacher education.

Dr. CHUNG currently lectures at UCL's IOE, Faculty of Education and Society. She is currently the Deputy Programme Leader for both the MA Early Years Education and BA Early Childhood Education.

Parallel Session

Three Hong Kong Principals' Sharing on
Between Ideal and Reality: A Critical Reflection on Finnish
Education and Its Implications for Hong Kong

Ms. LEE Yi-ying

Principal, Kowloon True Light School

Chairman, Hong Kong Subsidized Secondary Schools Council

Mr. KWONG Wing-sun Vincent

Principal, Christian Alliance SW Chan Memorial College

Vice Chairman, Hong Kong Subsidized Secondary Schools Council

Mr. HUI Kin-yip Ronald

Principal, Queen's College Old Boys' Association Secondary School

Assistant Honorary Secretary, Hong Kong Subsidized Secondary Schools Council

Ms. CHAN Po Ling Candy

School Head, Po Leung Kuk Tin Ka Ping Millennium Primary School, Hong Kong

Presentation

Reimagining Primary Schools: Crafting Distinctive Futures Through Space and Curriculum

ECNU Review of Education

Dr. ZHANG Miao

East Normal China University

Journal of Studies in International Education

Professor CAI Yuzhuo

Professor, Department of Education Policy and Leadership, The Education University of Hong Kong

Co-Director, The Global Research Institute for Finnish Education (GRIFE)

Cogent Education
AI, Brain and Child

Professor LI Hui

Chair Professor, Early Childhood Education, The Education University of Hong Kong

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Education Innovations – Systems and Future Learning

Dr. HO Chun Sing Maxwell

Associate Co-Director, Academy for Educational Development and Innovation (AEDI)

Assistant Professor, Department of Education Policy and Leadership (EPL), The Education University of Hong Kong

Unlocking the Relationship Between Instructional Leadership, Psychological Well-being, and Teacher Job Crafting

Dr. WANG Chan, The Chinese University of Hong Kong
Dr. Xianhan HUANG, The Education University of Hong Kong
Prof. SIKLANDER Signe, University of Oulu, Finland

Abstract

Teaching is characterised by constant change, heavy workloads, and escalating professional demands within a dynamic environment (OECD, 2019). In this context, teachers are not passive but actively shape their work to align with their preferences and motivations (Huang, Sun et al., 2022). Job crafting has become a promising strategy to enhance teacher engagement and maintain effectiveness amid these challenges (Huang, Wang et al., 2022). However, little is known about the complex mechanisms influencing teacher job crafting (Zhang & Parker, 2019). Drawing upon Job Demands-Resources theory (Bakker & Demerouti, 2017), this study aims to investigate the impact of principal instructional leadership on teacher job crafting and the mediating role of teacher eudaimonic psychological well-being, a higher-order construct including the dimensions of interpersonal fit, thriving, feeling of competency, perceived recognition, and desire for involvement (Dagenais-Desmarais & Savoie, 2012).

Using data collected from 998 K-12 teachers in China, the study employed structural equation modelling and bootstrapping analysis to examine these relationships. The results revealed that the different aspects of instructional leadership were related to teacher job crafting in various ways. Specifically, developing a school vision was negatively linked to increasing structural job resources and decreasing hindering job demands. Managing instructional programme was positively associated with decreasing hindering job demands and optimising demands. Developing a positive school climate for teacher professional development was positively related to all five types of teacher job crafting. Importantly, teacher psychological well-being mediated the relationship between instructional leadership and different types of teacher job crafting, either partially or fully.

This study contributes to the existing body of knowledge by shedding light on the motivational process underlying the relationship between instructional leadership and job crafting in teacher education. The findings provide insights for school leaders to improve the effectiveness of leadership practices and enhance teachers' psychological well-being and job proactivity.

Critical Review on How Chinese Higher Education Expansion Impacts Labour Market Outcome

Mr. SU Qibang, The Education University of Hong Kong

Abstract

This article reviews how China's tertiary education expansion impacts its labour market outcome. China has transferred higher education (HE) from elite to mass education, as in other states. According to the World Bank data, the rate of China's HE enrolment increased from 1% in 1977 to 75% in 2023, and the latter was obviously over the world average of 43%. In contrast, China's youth unemployment rate (ages 15-24) has been higher than the world average since 2022, showing that China's HE has limitations in transferring students into human capital. It is true that significant expansion met the needs of skilled labourers for the developing industries of China in the past and decreased the unemployment rate for some time during specific transnational financial crises. Nevertheless, students from lower social classes are less likely to enter excellent universities and find it more challenging to get ideal jobs than their peers in higher social classes due to the difference in parents' various resources. The paper uses Bourdieu's capital theory to analyse how capital reproduction influences youth's enrolment before HE, performance during HE, and job prospects after graduation. In addition, Boudon's rational action approach was used to explore how lower social class families may give up their desire for HE due to the increasing cost and decreasing outcome. Based on the review, the paper finds the research gap in that there is limited mixed-research empirical research providing enough data about how the youth with relatively low educational attainment and income look into their uncertain future, which can be helpful for policymakers to make policies to improve human resources in this major East Asian economy, boosting the sustainable globalization.

The Reform of the Early Childhood Education Act and Its Impact on Child Support in Finland

Dr. SAHA Mari, Tampere University, Finland
Mrs. NURHONEN Linda, Tampere University, Finland

Abstract

The Finnish reform to the Early Childhood Education Act, effective from August 1, 2022, established a unified national support system mandatory for all early childhood education providers and service providers. This system comprises general, intensified, and specific support, along with related forms of support and decision-making processes. The primary goal of the child support reform was to enhance the child's right to support and to standardize the implementation of child support nationwide (Heiskanen & Franck, 2023). Prior to the amendment, the implementation of child support varied significantly by region and type of activity (Vainikainen, et al. 2018). Additionally, teachers often faced challenges in providing effective support for children with diverse needs (Saha & Pesonen, 2022).

Our VAKAATA TUKEA research project aims to investigate the implementation of support, the functionality of the support system, and the quality of support for children in Finnish ECEC centers after the legislation reform. This research is conducted in collaboration with Tampere University, the University of Eastern Finland, and Åbo Akademi University in Finland.

Data for this sub-study was collected at the end of 2024 through interviews with ECE center leaders and ECE special teachers. A total of six interviews were conducted, with center leader-special teacher pairs working together in the same unit. The data was analyzed using data-driven content analysis. Preliminary results indicate that key challenges in organising functional support include lack of time, unclear job roles, and unexpected changes in child groups or staff. Additionally, conflicting interests among stakeholders in organising support practices were noted. Main supportive factors in implementing the three-tier support system in centers include effective teamwork, resource accessibility, active interprofessional collaboration, and clear structures and processes defined collaboratively by leaders and special teachers.

Perspectives on Innovation and Sustainability from Leaders of U.S. Community Colleges

Mr. FLESCHNER Julius, Georgia Highlands College, USA
Dr. LANFORD Michael, University of North Georgia, USA

Abstract

Innovation in higher education is frequently associated with revenue-generating activities stimulated by the world's leading research universities, such as university-industry partnerships, business incubators, and technology parks (Lanford & Tierney, 2022). Hence, the innovative activities of higher education institutions that instead focus primarily on teaching and service - such as U.S. community colleges - are often overlooked by scholarship (Corbin & Thomas, 2023). This lack of interrogation inhibits our understanding of teaching- and service-oriented institutions, as they need to embrace innovative policies, programs, initiatives to thrive in the twenty-first century.

U.S. community colleges, in particular, face numerous challenges, including predictions of a student enrollment cliff, annual decreases in state funding, and calls for alternative credentialing paths (Grawe, 2018; White, 2022). Therefore, this paper presents findings from interviews with eleven U.S. community college presidents and CEOs recognized for their innovative approach to leadership. Data from interviews explored 1) leaders' perception of the systemic barriers to community college innovation; 2) how leaders conceptualize innovation, and 3) how leaders promote sustainable innovation for their institutions.

Through inductive coding which utilized discourse analysis (Gee, 2004), two sets of findings emerged from data. First, leaders were concerned about rigid institutional structures that prevent quick action, political interference destructive to funding and autonomy, the misalignment of student success metrics, and the negative effects of institutional competition. Second, leaders conceptualize and approach innovation through four frames: innovation as outcome, innovation as improvement, innovation as adaptation, and innovation as perspective. Data from this study also have two primary implications for similar teaching- and service-oriented institutions. First, innovative progress requires an institutional ecosystem that supports creativity, risk-taking, open lines of communication, and a long-term vision from leadership. Second, sustainable innovation requires multi-frame thinking that focuses on cultivating collaborative environments, welcoming diverse perspectives, and building trust with institutional and community stakeholders.

From Paper to Practice: Finland's Integration Policy and Talent Boost Programme for Global Talent Development

Ms. WU Jun. Åbo Akademi University, Finland
Dr. LIU Haiqin, Åbo Akademi University, Finland

Abstract

The global talent competition has intensified as countries recognize the critical role of skilled individuals in driving sustainable growth and innovation. Finland, with its renowned education system and progressive social policies, has positioned itself as a hub for global talent through initiatives like the Talent Boost Programme and comprehensive integration policies. These strategies aim to attract, retain, and integrate international talents, particularly students and researchers, into Finland's labor market and society.

This study examines Finland's post-2017 integration policy, taking the Talent Boost programme (2017-2025) as a case study, as strategic responses to global competition for skilled labour. With a focus on international students educated in Finland, the study investigates how national policies support their transition into the labour market. Temporal analysis was conducted using the Policy Cycle Model as the primary theoretical framework to trace the development, implementation, and evaluation of these policies over time. To analyse the content of policy documents, the study uses thematic analysis to identify key themes related to legislative reforms, institutional roles, and policy outcomes.

Key findings highlight improvements in residence permit regulations, increased cross-sector cooperation, and support measures for employment and inclusion. However, persistent challenges, such as financial barriers, bureaucratic delays, and employer reluctance, continue to limit the full impact of these policies. This study concludes that while Finland has made significant progress in attracting and retaining international talent, further adjustments are needed to ensure equitable labour market access and long-term integration. The findings contribute to broader discussions on sustainable global talent development in small welfare states.

Conceptions of Global Competence among Local University Students in Hong Kong: A Prototype Study

Dr. YING Ji, The Education University of Hong Kong
Dr. DUO Dala, The Education University of Hong Kong

Abstract

Global competence has gained momentum in international policy and scholarly discourses. As a multidimensional construct, its conceptualisation has been ambiguous. So far, the OECD Global Competence Framework has been the most updated and comprehensive framework for understanding global competence. However, all current conceptualisations, including that of the OECD, have been developed in the Western context, and their applicability in non-Western contexts is questioned. In this paper, we conduct a prototype study to examine how local university students in Hong Kong understand global competence and to explore how their conceptualisations shed light on cross-cultural similarities and differences in their understanding of global competence. Based on three sub-studies (n = 276), this prototype study showed that certain features appear more frequently, are more central to global competence and are seen as more salient in people viewed globally as more competent by the participants. It provides lay (university students) cross-cultural conceptions of global competence beyond definitions and frameworks provided by scholars and international organisations. Local Hong Kong university students' conceptions of global competence not only display an assemblage of multiple dimensions resonating with the international literature but also extend it to other dimensions and features shaped by local social and cultural dynamics.

When Talent Development meets Vocational and Professional Education (VPET): Implication for Educational Innovation and Scenario-based Teaching in Higher Education?

Dr. WONG W. L. Vincent, The University of Hong Kong
Dr. LO Kit Mei Jammie, The Education University of Hong Kong

Abstract

Talent Development is one of the top policy agendas among nations. However, most scholars might tend to focus more on those talents coming from academic-oriented institutions. For those talents coming from VPET programs/ institutions, or Universities of Applied Science, traditional policymakers might not be able to fully tap on their competitive edge into their own national development.

Back to Hong Kong, in January 2020, the Task Force on "Promotion of VPET" has submitted 18 recommendations for enhancement of VPET in Hong Kong [also known as "2020 Recommendations"] to the Education Bureau. Five years after the "2020 Recommendations", a new national policy context and advocacies such as "New Quality Productive Force (NQPF)" have emerged in China. Likewise, new local policy directives in Hong Kong including the "Law-abiding awareness (LAA)" and "deepening Greater Bay Area (GBA) collaboration" have shaped the territory's policy development.

As such, how higher education institutions can perform better role in talent development in era of NQPF, LAA and GBA?

To this end, this presentation attempts to discuss the following three questions:
1. In the era of NQPF, what is the role of creativity in promoting talent development?
2. In the era of LAA, how higher education institutions could tap on the use of scenario-based teachings to the excel talent development?
3. In the era of GBA, what higher education institutions could tap on the use of scenario-based teachings to the excel regional collaboration?

Chronotopic Identities of Learners of Korean as a Heritage Language in Finland: Who Decides their Language Priorities?

Ms. SUN Dukkeum, University of Jyväskylä, Finland

Abstract

The noticeable growth of the number of immigrant pupils has led to the growing needs for heritage language education in Finland. However, language studies have tended to be mainly focused on the national languages and English at regular schools. In my stydy, I attempt to explore the identities of the young heritage language learners based on the learners' personal multilingualism and lived experience. Bakhtin's concept of the chronotope, the time-space configuration manifested in the learners' utterances, has served as a key resource for analysing the data of learners' discourses on their language identities. Four distinctive chronotopes have been detected and implicated to frame various identities as language learners; the contemporaneous, the biographical, the social-historical chronotope and the 'adventure time of everyday life.' The findings show how the exploration of these chronotopes about the learners' language repertoires and practices make visible the young learners' playful sense-making of their identities. It has further led to an implication for language classrooms, where the learners' agency to make sense of the identities from their own lives needs to be respected and encouraged.

Fostering Intercultural Dialogue in Global Media Education: Insights from an International Online Summer School

Prof. ARROIO Agnaldo, University of São Paulo, Brazil
Dr. KORTE Satu-Maarit, University of Lapland, Finland
Dr. KIM Youngsang, Sungkyunkwan University, Korea
Dr. LAU Chaak Ming, The Education University of Hong Kong

Abstract

This paper examines the outcomes of an innovative, fully online iteration of the Global Media Education course, piloted as an international summer school organized by the University of São Paulo, Brazil, in collaboration with universities from Canada, UK, Finland, South Africa, South Korea, Japan, and Hong Kong involving 17 instructors from 8 nationalities. Building on earlier versions of the course co-organized in hybrid format from the University of Lapland in collaboration with experts from Hong Kong, South Korea, Japan and Brazil, this new configuration aimed to deepen intercultural engagement and expand access to diverse global perspectives on media education.

The course brought together 50 students from a wide array of cultural backgrounds, including participants from Macau, Azerbaijan, South Africa, Angola, Cameroon, Lesotho, Tanzania, Bolivia, Ecuador, and Brazil, creating a rich and dynamic learning environment. Notably, the course attracted significant interest from the Global South, highlighting the importance of equitable access to international education for students from regions often underrepresented in global academic exchanges.

Through content analysis of students' learning reflections and experiences of collaborative interactions, this study investigates how cultural diversity was experienced in real-time online learning environments. The findings emphasize the crucial role of intercultural communication in fostering meaningful dialogue between students from different cultural contexts. The results also demonstrate how intercultural learning can support the development of critical media literacy, empowering students to address challenges such as discriminatory language, xenophobia, and misinformation in digital spaces. The research further highlights how the course nurtured a global community of practice among future educators, as many participants were engaged in teacher training programs. This shared learning experience fostered collaboration, mutual understanding, and a collective commitment to advancing equity and quality in education.

The paper concludes by proposing a revised pedagogical framework for online global education, emphasizing the integration of intercultural communication as a core element for promoting inclusive and empowering educational practices. It also recommends expanding international collaborative teaching initiatives to support the development of intercultural sensitivity, particularly in post-pandemic digital learning environments.

Enhancing AI Literacy and Intercultural Competence through Hybrid Media Literacy Education

Dr. KORTE Satu-Maarit, University of Lapland, Finland
Dr. VESISENAHO Mikko, University of Jyväskylä, Finland
Dr. KANGAS Marjaana, University of Lapland, Finland
Prof. WANG Lixun, The Education University of Hong Kong
Prof. KONG Siu Cheung, The Education University of Hong Kong
Prof. SONG Yanjie, The Education University of Hong Kong
Dr. BAI Shurui Tiffany, The Education University of Hong Kong
Dr. LO Chung Kwan, The Education University of Hong Kong
Dr. LAU Chaak Ming, The Education University of Hong Kong
Prof. LEE Chi-Kin John, The Education University of Hong Kong
Dr. KIM Youngsang, Sungkyunkwan University, Korea
Prof. ARROIO Agnaldo, University of São Paulo, Brazil

Abstract

This study examines the development of AI literacy and intercultural competence among international students enrolled in hybrid Media Literacy courses co-organized by universities in Finland, Hong Kong, Brazil, South Korea, Italy, and Japan. Conducted in 2024, the course explored topics such as Media Literacy Around the Globe and Intercultural Communication in the Digital Age. For the course assignment in Digital Storytelling (DST), generative AI tools were used. The study investigates how international, hybrid learning environments foster critical media literacy, cultural sensitivity, and awareness of the human right to communication in a world increasingly affected by misinformation.

In 2024, a cohort of 24 students from diverse cultural backgrounds across nine countries experimented with weekly video reflections using generative AI tools like voice narration, sound effects, and animated visuals, enabling digital storytelling as a medium for learning reflection. Data from pre- and post-course surveys and content analysis of video reflections reveal that concept-focused AI literacy education effectively enhances students' understanding of AI's societal implications, even among those with no programming experience.
Findings highlight the dual role of hybrid courses in cultivating AI literacy and intercultural communication skills. Students demonstrated significant growth in their grasp of AI concepts, cultural awareness, and their ability to navigate misinformation critically. Challenges included managing diverse expectations in digital settings, time limitations and limited face-to-face interaction. This research contributes to the development of an inclusive intercultural pedagogy aligned with the United Nations' Sustainable Development Goal 4.7, emphasizing sustainable and equitable education. By integrating digital storytelling and generative AI, the study underscores the potential of hybrid learning to prepare global learners for a digitally interconnected world.

Designing for Learning and Well-being: A Cross-Cultural Study of Educational Spaces in Finland and Hong Kong

Dr. HO Chun Sing Maxwell, The Education University of Hong Kong
Dr. MÄKELÄ Tiina, University of Jyväskylä, Finland
Mr. LANG Markku, Suomen Oppimaisema Oy, Finland
Dr. LAU Josephine, University of Jyväskylä, Finland
Dr. FENYVESI Kristóf, University of Jyväskylä, Finland
Dr. HO Yan Lam, The Education University of Hong Kong

Abstract

This comparative research explores the design and utilization of educational spaces in schools in Finland and Hong Kong, focusing on how these environments support student learning and well-being—a pressing issue in contemporary educational discourse. Employing Bronfenbrenner's Ecological Systems Theory as a theoretical lens, the study examines the microsystem of immediate environments like classrooms and libraries, the mesosystem connections between various educational spaces, and the exosystemic factors such as policies and community resources affecting space design and use. The research objectives are twofold: to describe how physical and educational spaces are defined, designed, and utilized in each region, and to analyze how educational philosophies and practical considerations shape these spaces. Through a mixed-methods approach, including interviews with educators and analysis of planning documents, this study aims to uncover harmony and discrepancies between the intended use of educational spaces and their actual use, and to assess the impact of these spaces on student well-being. Preliminary findings suggest regional similarities and differences in conceptualizing and applying design principles, reflecting diverse educational priorities and cultural contexts. This study contributes to understanding how effectively designed educational environments can enhance student learning and well-being and offers insights for policymakers and educators in optimizing school spaces for holistic development.

A Comparative Study of Second Language Teachers' Readiness and Perceptions of Using Artificial Intelligence (AI) in Teaching and Learning Across Finland, Hong Kong, Brazil, and South Korea

Dr. SIPILÄ Keijo, Municipality of Kaarina, Finland (University of Lapland)
Dr. KIM Youngsang, Sungkyunkwan University, South Korea
Prof. ARROIO Agnaldo, University of São Paulo, Brazil
Dr. KORTE Satu-Maarit, University of Lapland, Finland
Prof. WANG Lixun, The Education University of Hong Kong
Prof. SONG Yanjie, The Education University of Hong Kong
Dr. KANGAS Marjaana, University of Lapland, Finland
Dr. LO Chung Kwan, The Education University of Hong Kong
Dr. BAI Shurui Tiffany, The Education University of Hong Kong
Dr. LAU Chaak Ming, The Education University of Hong Kong

Abstract

This study presents the findings of a comparative investigation into the readiness and perceptions of in-service and pre-service second language (L2) teachers from Finland, Hong Kong, Brazil, and South Korea regarding the integration of Artificial Intelligence (AI) in their teaching practices. As AI increasingly transforms the educational landscape, its potential to enhance language learning through personalized, interactive, and gamified experiences—such as AI chatbots providing real-time feedback on vocabulary, grammar, and all four language skills (listening, speaking, reading, and writing)—is widely recognized.

Despite these opportunities, the study reveals significant variations in teachers' readiness, confidence, and perceptions of AI across different cultural contexts. These differences are analyzed through a cultural relativist framework, considering how diverse social and ethical standards influence educators' attitudes and experiences. The findings highlight how factors such as cultural dimensions (e.g., individualism vs. collectivism, power distance) and the Technology Acceptance Model (TAM) shape teachers' openness to adopting AI in their pedagogical practices.

The results indicate that while teachers in all four countries recognize the potential of AI to enhance student engagement and support individualized learning, their willingness to integrate these tools varies significantly based on both technological infrastructure and cultural perceptions of AI. For example, teachers in South Korea demonstrated higher confidence levels and AI usage frequency, likely influenced by strong national support for educational technology. At the same time, teachers from Hong Kong, Brazil and Finland believed that AI can best support language teaching and learning by facilitating language immersion with virtual reality and augmented reality technologies.

These findings offer valuable insights for developing context-sensitive training programs and AI-enhanced educational tools tailored to diverse educational environments. The study also provides practical recommendations for supporting both in-service and pre-service teachers as they navigate the evolving digital landscape of L2 teaching. Ultimately, the research contributes to a more nuanced understanding of how cultural and contextual factors shape AI integration in language education globally.

Presentation of the upcoming book Higher Education and Green Transition by editor and contributor representatives

Prof. Yuzhuo CAI, THe Education Univeristy of Hong Kong
Dr. XIONG Weiyan, The Education University of Hong Kong
Dr. ZHAI Keyu, Lingnan University

Abstract

This presentation will feature one of the editors of *Higher Education and Green Transitions*, a forthcoming volume from Edward Elgar, alongside two contributing authors. They will introduce the book and highlight two chapters that focus on recent sustainability reforms in Hong Kong.

This edited collection explores the role of universities in driving green transitions (GTs), particularly through teaching and learning. Bringing together perspectives from nine countries, it examines shared educational approaches that shape GTs through capability-building and institutional strategies. Beyond curriculum and pedagogy, the book also considers universities' broader influence—through socialisation, partnerships, and societal engagement. Case studies address diverse sustainability topics, including student behaviours, agricultural practices, electric mobility, and environmental impacts, with a particular focus on the Global South. By bridging gaps in existing research, the volume provides an inclusive perspective on higher education's contributions to global sustainability efforts.

Dr. Zhai will introduce his co-authored chapter that examines students' recycling behaviours in Hong Kong university residential halls, exploring how economic growth-oriented worldviews and sustainability priorities shape environmental attitudes. Findings emphasise the impact of convenience and access to recycling facilities on participation, offering insights into effective interventions.

Dr. Xiong will introduces his chapter that shifts attention to institutional strategies, comparing sustainability efforts across eight public universities in Hong Kong. It presents a holistic framework for integrating sustainability into teaching and learning, addressing challenges in developing competencies for both students and faculty. The analysis explores how universities balance autonomy with collective sustainability goals, revealing the influence of rankings and external pressures on shaping education policies.

From Global Commitments to Local Realities: Policy Reforms, Implementation Gaps, and Future Strategies for SDGs in Hong Kong Universities

Prof. OLEKSIYENKO Anatoly, The Education University of Hong Kong
Prof. CAI Yuzhuo, The Education University of Hong Kong
Dr. XIONG Weiyan, The Education University of Hong Kong
Ms. ZHANG Fengling, The Education University of Hong Kong
Ms. LI Yulu, The Education University of Hong Kong

Abstract

Innovation districts are geographic spaces developed by research universities to encourage a vibrant startup infrastructure through corporate innovation centers sponsored by private companies (Katz & Wagner, 2014). Although innovation districts have proliferated in the past twenty years, we know comparatively little about how the relationships forged among individuals working in university innovation districts catalyze sustainable and innovative development (Spirou, 2021). This qualitative case study of an innovation district (New Idea District) at a research-intensive university (STEM State) therefore fills a gap in our scholarly understanding of university-industry relationships and innovation. Through the lens of social capital theory (Putnam, 2020), three sets of findings emerged from 10 semi-structured interviews conducted with managerial employees of eight corporate innovation centers in New Idea District. The first set of findings center on the relationships among corporate innovation centers. These findings describe how physical proximity in New Idea District helps boundary spanners cultivate bridging social capital, bonding social capital, and absorptive capacity for new innovations. It also illustrates how the manifestation of bonding social capital between centers, as well as the resultant trust, facilitates the sharing of emerging innovations. The second set of findings center on the relationships between corporate innovation centers and their parent companies. These findings indicate that corporate innovation centers not only develop new products and services, but also occasionally influence innovative cultures within their parent companies. The third set of findings focus on the relationships between corporate innovation centers and STEM State. While some of these relationships were enhanced by funded research activities, the bonding social capital between corporate innovation centers and the anchor institution was surprisingly weak, especially with regards to technology transfer and student internships. Hence, the implications from this third finding consider how economic instability and leadership turnover can threaten the long-term sustainability of a corporate innovation center.

The Concept, Analytical Framework, and Key Concentrations of Sustainability in Transnational Higher Education—A Systematic Review

Dr. ZHAI Keyu, Lingnan University

Abstract

Since the 1980s, transnational education has become a popular global trend, and in recent decades, its sustainability challenges attract scholars' extensive attention, because its sustainable existence, quality assessment and future expansion should be severely evaluated and critiqued. Aiming to contribute to discussions and analysis efforts for developing strategies of transnational higher education in the long term, we conducted a systematic review based on the articles retrieved from Web of Science, Education Resources Information Center, and Sustainability. We identified 44 mutual peer-reviewed research articles, and classified these articles into four levels: national, social, educational institution and individual level. Additionally, curriculum and teaching methods at the transnational higher education institution level account for the largest proportion in the reviewed literature. We found that there is no scholarly agreement on the foundation of sustainability of transnational higher education, leading to research focusing on several fundamental issues and categories from distinct perspectives. We identified significant themes, including the social impact of transnational higher education programs, collaborations between transnational higher education institutions, and curriculum and teaching methods within these institutions, all supported by the four-pillar framework (national, social, institutional, and individual). The systematic review recommends that future research on the sustainability of transnational higher education should integrate theories such as human capital theory with diverse research approaches including comparative analysis. Transnational higher education institutions may consider prioritizing their quality assurance system and teaching approaches to ensure sustainability and benefit their local society.

Caring Masculinities of Kindergarten Male Teachers in Mainland China: Identities, Practices and Challenges

Mr. CHEN Jun, The Education University of Hong Kong

Abstract

Gender segregation at work remains a crucial issue globally. The problem persists, if not worsens, in health care and early education sectors, contributing to women's lower level of income and inferior social status. In China as well as in many countries, the low proportion of male teachers in early childhood education has been a public concern. However, while male teachers' participation in this female-dominated profession is expected to challenge the historically fixed role of females and raise the importance of care work, existing studies usually find the opposite results. Male entrances tend to justify, defend and validate their masculine presence and male power in a female-dominated field, through which they reinforce the traditional sexual division of labour at work by distancing themselves from female counterparts and care work to assert for a more acceptable presence. These make men's presence in female-dominated occupations a paradox than a panacea. This paper, drawing on the insights from Chinese masculinities studies alongside the critical studies on men and masculinities, attempts to tackle the puzzle by examining the caring practices of male kindergarten teachers in mainland China and their reflections on child care. It unveils the paradoxes, difficulties and masculinity strategies arising when they negotiate their caring masculine identities in post-socialist China. It also sheds light on when and how male teachers' caring practices contribute to gender equality or sustain gender inequality. This paper explores the complex relationships between male teachers' caring practice, males' participation, and gender equality in early childhood education in China.

Mapping the Literature on Student Well-being: A Comparative Scoping Review of Finland and Hong Kong

Ms. FENG Xiya, The Education University of Hong Kong
Prof. LEE Chi-Kin John, The Education University of Hong Kong
Prof. SIN Kuen-Fung, The Education University of Hong Kong
Prof. CAI Yuzhuo, The Education University of Hong Kong
Dr. SAHA Mari, Tampere University, Finland
Dr. HU Xinyun, The Education University of Hong Kong
Prof. LI Hui, The Education University of Hong Kong

Abstract

This scoping review examined the literature on student well-being in two high-performing education systems, Finland and Hong Kong. Seventeen articles published between 2004 and 2024 were identified and analyzed to map research trends and explore potential similarities and differences in student well-being outcomes. The review revealed that studies employed diverse methodologies and measures of well-being, making direct comparisons challenging. Preliminary findings suggest that both Finnish and Hong Kong students report experiences of stress, anxiety, and depression, with girls potentially exhibiting poorer mental health outcomes than boys in both regions. Trends over time and contributing factors varied across studies. This review highlights the need for future research employing standardized measures and methodologies to facilitate more robust comparisons of student well-being between these two distinct educational contexts. It also underscores the importance of considering cultural and systemic factors when evaluating student well-being in international contexts.

Bonding and Bridging for Innovation: A Case Study of Relationships in a University Innovation District

Mr. MYERS Robert, Georgia Institute of Technology, USA
Dr. LANFORD Michael, University of North Georgia, USA

Abstract

Innovation districts are geographic spaces developed by research universities to encourage a vibrant startup infrastructure through corporate innovation centers sponsored by private companies (Katz & Wagner, 2014). Although innovation districts have proliferated in the past twenty years, we know comparatively little about how the relationships forged among individuals working in university innovation districts catalyze sustainable and innovative development (Spirou, 2021). This qualitative case study of an innovation district (New Idea District) at a research-intensive university (STEM State) therefore fills a gap in our scholarly understanding of university-industry relationships and innovation. Through the lens of social capital theory (Putnam, 2020), three sets of findings emerged from 10 semi-structured interviews conducted with managerial employees of eight corporate innovation centers in New Idea District. The first set of findings center on the relationships among corporate innovation centers. These findings describe how physical proximity in New Idea District helps boundary spanners cultivate bridging social capital, bonding social capital, and absorptive capacity for new innovations. It also illustrates how the manifestation of bonding social capital between centers, as well as the resultant trust, facilitates the sharing of emerging innovations. The second set of findings center on the relationships between corporate innovation centers and their parent companies. These findings indicate that corporate innovation centers not only develop new products and services, but also occasionally influence innovative cultures within their parent companies. The third set of findings focus on the relationships between corporate innovation centers and STEM State. While some of these relationships were enhanced by funded research activities, the bonding social capital between corporate innovation centers and the anchor institution was surprisingly weak, especially with regards to technology transfer and student internships. Hence, the implications from this third finding consider how economic instability and leadership turnover can threaten the long-term sustainability of a corporate innovation center.

Cultivation or Discipline?: Exploring the *Regime of Truth* of Doctoral Education in Macao

Mr. WANG Yanzhang, University of Macau
Prof. VONG Sou Kuan, University of Macau

Abstract

Global higher education (HE) is undergoing rapid development, closely linked to national talent cultivation and competitiveness. This study examines a young university in East Asia that is rising in rankings, focusing on its PhD programmes. Adopting Foucault's concept of "regime of truth," the research analyses the discourses surrounding current cultivation methods and processes, providing empirical examples to support the global talent cultivation agenda. Data was gathered through semi-structured interviews with PhD students and an analysis of relevant programme documents. The findings suggest that various forces, including the global HE agenda, national strategies, and local initiatives, collaborate to (re)shape doctoral education, thereby reinforcing global academic hierarchies while limiting the reproduction of local knowledge. Additionally, PhD students under this regime are transformed into "publishing machines" and tools for human capital accumulation, aimed at maximising both institutional and personal benefits, collectively (re)producing the "regime of truth" of doctoral education.

Playfully Talented Future Educators: Exploring Pedagogical Thinking of Playful Manifestations and Connections

Prof. SIKLANDER Signe, University of Oulu, Finland
Dr. CELIK Ismail, University of Oulu, Finland
Zärif Ähmädzadeh, University of Oulu, Finland
Dr. MÄNTY Kristiina, University of Oulu, Finland

Abstract

Talent development is often linked with academic proficiency and tangible innovative outcomes. In the educational field, talent development focuses on pedagogy, particularly on discovering new approaches that impact future societies. Playfulness as a pedagogical expertise is a novel topic to understand and develop in practice and teacher education.

This study aimed to investigate playfulness both as a trait and as a performance in students' pedagogical thinking: 1) How do the four dimensions of playfulness manifest in participants' implementation strategies within pedagogical practices? 2) How do the sub-categories of the four dimensions of playfulness interact?

Higher education students (n = 35) from three cohorts of an international master's degree program in Finland participated in the study. The participants included 26 females and 9 males, ranging in age from 23 to 47 years. Their backgrounds varied across psychology, education, linguistics, technology, and economics, and they were currently studying education.

Data was collected using a questionnaire, which was part of their course assignments. The questionnaire comprised modified versions of the SMAP, Innovativeness Scale, Adolescent Playfulness Scale, and Adult Playfulness Scale to measure playfulness as a trait. The dimensions of performing playfulness (OLIW) were measured using open-ended questions. Data was analyzed using qualitative content analysis and Epistemic Network Analysis (ENA), which combines quantitative and qualitative analysis.

The results reveal that: 1) The findings, coupled with the frequencies of each category, underscore the multifaceted ways playfulness enhances engagement, creativity, inclusivity, and collaboration in higher education. 2) Fostering creativity and problem-solving is a cornerstone of playfulness. The strong connections among creativity, openness, and exceptional situations suggest that playfulness is deeply rooted in flexibility, problem-solving, and innovation. Technology's minimal connections reflect its limited role in the playfulness framework. This research is useful for playfulness researchers, teacher educators, and teachers who design playful teaching and learning.

Decolonising What Makes an Academic 'International': Developing Criteria for Evaluating Global Professorial Talent

Prof. MACFARLANE Bruce, The Education University of Hong Kong

Abstract

The term 'international academic' is widely used to refer to a doctoral degree holder with a nationality or citizenship that differs from the institutional country context in which they live and work on a temporary or permanent basis (Kim, et al, 2024). The proportion of international faculty within a university is also considered a measure of institutional prestige and is weighted in both the QS and THE World University Rankings. Partly as a result, many universities are actively pursuing the recruitment of more 'international academics' in an effort to 'internationalise' and improve their ranking position. However, the phrase 'international academic' is under-conceptualised and, especially in an East Asian context, is associated with colonial legacies and 'blue eyes'(蓝眼睛的外国人) of European descent. While the term 'international academics' is used as a marker of esteem it does not follow that academics who hold a foreign passport necessarily possess special knowledge, skills or markers of achievement. Theoretically, the distinction between 'locals' and 'cosmopolitans' drawn by Merton (1947), and applied by Gouldner (1957) to a higher education context, is highly relevant to this study. Drawing on semi-structured interviews with full professors across a range of national contexts, this paper will report the preliminary findings from the first phase of a two stage mixed methods research project that seeks to identify objective criteria for determining whether an academic is genuinely 'international'. It is anticipated that the criteria will help to inform a framework that is a potentially valuable resource for university appointment and promotion purposes, especially at more senior professorial levels.

International talent mobility under the Perspective of Global Governance: International Trends and Chinese Practices

Dr. DONG Yuejuan, Heibei Normal University, China

Abstract

As the primary driver of innovation, talent mobility plays a crucial role in promoting national economic and social development. This article explores various trends in international talent mobility through the lens of global governance,namely emphasising the reinforcement of government leadership, intensified competition for top talent, structural imbalances in talent resources, and the growing importance of digitalisation. Amid significant global public safety incidents and geopolitical shifts and cultural differences in the post-globalisation era, international talent mobility faces increasing uncertainty and even some obstacles. The study also examines China's recent initiatives to promote international talent mobility, as well as the current state of international talent flows. To further improve the efficacy of international talent mobility, the following recommendations are proposed: it is imperative to uphold an open, diverse and evolving international talent perspective; to refine the governance framework for international talent mobility; and to concentrate on the impact of talent cultural and environmental factors.

Back to the Future: Adhering to 'Traditional' Finnish Education Values for Developing Future Global Talent

Dr. CHUNG Jennifer, University College London, UK

Abstract

Finland has attracted education policy attention for over twenty years. The Programme for International Student Assessment (PISA) initiated this interest; education and education policy worlds took notice after Finland's high outcomes in the survey. The 'cross-national attraction' (Phillips & Ochs, 2004, p. 779), catalysed by PISA began a longstanding and sustained interest in Finland's education system, otherwise known as the 'Finland phenomenon' (Takayama, 2009, p. 64). This paper argues, the 'traditional' Finnish approach to early childhood education of a long childhood and in outdoor, play-based early years settings are the best start to lifelong learning. Furthermore, it also asserts that the Finnish teacher education, with longstanding values of a rigorous, research- and university-based, Master's-degree programme, prepares teachers to be autonomous, agentic, and critically reflective professionals. The developing of future global talent depends on critical thinking and problem-solving skills cultivated by play-based learning, slow pedagogy (Clark, 2022), and autonomous and agentic teachers (Chung, 2023). However, early childhood education systems around the world are succumbing to 'schoolification' and school readiness agendas, (Jahreie, 2023) decreasing time truly dedicated to early years development. Furthermore, teachers worldwide are influenced by neoliberal pressures, testing, and accountability (Bradbury, 2019), restraining the teacher autonomy and agency needed to cultivate future talent. While Finland's education system has been upheld as an example for the rest of the world, related to the 'cross-national attraction' generated by the 'Finland phenomenon' are issues of policy transfer. Education policy makers now look internationally for inspiration (Jakobi, 2009), but this requires an understanding of a country's educational 'ecosystem' (Kemmis & Heikkinen, 2012, p. 157) and educational context to avoid uncritical policy transfer (Crossley, 2000). The immense worldwide interest in Finland's education system necessitates an understanding of the 'continuity and change' (Chung, 2019, p. 122) mantra of Finnish education policy formation.

Recontextualising Leadership for Student Well-Being: Lessons from Finland for the Hong Kong Education System

Ms. CHENG C.K. Monica, University of Bristol, UK

Abstract

This paper explores how Finland's education system embeds student well-being as a systemic priority through culturally grounded and structurally distributed leadership. Drawing on the frameworks of Positive Leadership and Distributed Leadership, it traces how Finnish policy reforms, rooted in equity, trust, and professional autonomy, institutionalise well-being across governance, pedagogy, and curriculum. The paper then critically examines the barriers to applying these leadership principles in Hong Kong, where centralised policy control, high-stakes assessment culture, and Confucian Heritage values constrain teacher agency and stakeholder participation. Rather than advocating for direct policy transfer, the paper argues for context-sensitive policy learning. It identifies strategic entre points, such as co-curricular platforms, teacher-led innovation, and school-family partnerships, as feasible adaptations of the Finnish model. Through this comparative lens, the paper contributes to discussions leadership-driven well-being reform and offers a pragmatic framework for culturally attuned educational change in high-pressure systems.

Are We Preparing University Students to Navigate Ethical Dilemmas in a Virtual Learning Environment?

Dr. KEUNG Pui Chi Chrysa, The Education University of Hong Kong
Dr. ZOU Xiaoping Tracy, The Chinese University of Hong Kong
Dr. ZHAO Yue Maggie, The University of Hong Kong
Dr. LEUNG Wing Tat, The Education University of Hong Kong

Abstract

The new wave of digitalisation is transforming the landscape of teaching and learning in higher education, unlocking potential for students who harness these technologies. However, this shift also brings forth ethical dilemmas that challenge our core values. Enhancing ethical decision-making among students has become a crucial priority for both educators and researchers. Despite its significance, discussions on these ethical challenges remain underexplored in university curricula and teacher education programmes. To address this gap, our project aims to develop and evaluate a scenario-based approach to nurturing university students' ethical decision-making abilities within the context of digitalised education. We created a virtual learning experience that transcends traditional methods such as lectures and case studies. This project adopts an Awareness-Experience-Reflection framework featuring interactive components that engage university students in analysing real-world ethical dilemmas and reflecting on their decision-making. A diverse array of scenario cases enables them to explore various incidents while applying ethical theories—such as Deontology, Egoism, Ethics of Care, Social Contract Theory, Utilitarianism, and Virtue Ethics—as well as moral principles, including integrity, respect, accountability, commitment, and trust. This hands-on engagement intends to encourage critical thinking and foster a deeper understanding of ethical complexities, transforming the learning process into an exploration of various dilemmas. In addition, instant feedback and aggregated responses built into the online system helped students review their performance in decision-making related to the scenarios. In this session, we will present the evaluation results and feedback from student and teacher participants on the effectiveness of this scenario-based virtual learning platform. Our findings showed this approach empowers university students to navigate their educational journeys and future careers with ethical responsibility, preparing them to thrive in an increasingly digital society. This project is significant as it helps inform a new framework for equipping students to face the ethical challenges of tomorrow.

Reimagining Innovation: Perspectives from International Scholars in Chinese Higher Education

Ms. DING Jie, The University of Hong Kong

Abstract

Chinese education is often perceived as lacking innovation, with attempts to address this issue typically stemming from Chinese scholars focusing on the pedagogy. However, this study aims to explore the problem from international scholars who have worked in Chinese universities by reflecting this issue outside the general box.

This research follows the theoretical framework of the general model of creativity developed by Mihaly Csikszentmihalyi (2014), which emphasizes the interplay between three critical components: the individual (person), the domain, and the field. Through semi-structured interviews with 25 international scholars, each with two to twenty years of experience in China, the study explores how international scholars, with diverse backgrounds and expertise, navigate the cultural and institutional frameworks of the Chinese educational system. The "domain" pertains to the specific academic disciplines and pedagogical methods that can either encourage or stifle innovation, while the "field" encompasses the broader social norms and values that influence educational practices (Mihaly Csikszentmihalyi, 2014). By examining how these elements affect the cultivation process of students' creativity, the research sheds light on the barriers intertwined with emphasizing standardized assessments and conformity (Habib, et al., 2025), along with the potential for fostering a more innovative educational environment.

Findings indicate that fostering innovation in Chinese education requires a multifaceted approach, extending beyond mere curricular and pedagogical reform. It is crucial to consider the overarching cultural context, particularly the emphasis on grades, efficiency, and standardized testing, which often act as gatekeepers to creativity. Encouraging individual interests and curiosity is vital for cultivating an open-minded learning environment. Additionally, the study addresses mimetic isomorphism (Posselt, 2023), which can lead to superficial innovation lacking genuine creativity. By identifying these barriers and proposing actionable strategies for change, this research aims to contribute to the ongoing dialogue on educational reform in China.

Investigating the Effectiveness of ChatGPT in Enhancing IELTS Writing Proficiency Among Chinese ESL Learners

Ms. ZHOU Shiqian Jocelyn, The Education University of Hong Kong

Abstract

While IELTS writing assesses lexical resources and coherence, those aspects are challenges to Chinese learners because they lack training in rigid writing style and proper English usage. ChatGPT might help students improve their performance by providing advanced linguistic resources, such as complex sentence structures and sophisticated vocabulary in IELTS writing. This study explores the effectiveness of ChatGPT in supporting English as a Second Language (ESL) learners preparing for the IELTS writing test. Thirty Chinese-speaking undergraduate students from The Education University of Hong Kong, who need IELTS for graduation, attended a one-hour focus group interview after completing AI IELTS preparation workshops. As a result, students report that ChatGPT aids them in overcoming challenges such as limited vocabulary, syntactic complexity, and negative language transfer. However, findings reveal that while ChatGPT enhances students' linguistic expressions, whether those expressions are natural language use remains questionable. Students suggest that it would be helpful to have comments from peers and teachers on how the AI solutions are used to get even better results. Based on the interview results, while ChatGPT can be a helpful linguistic resource, the future development of AI should involve educators as curators of AI usage, designers of tailored AI prompts, and reviewers who verify AI-generated materials. Recommendations include integrating ChatGPT with comprehensive pedagogical strategies, peer-to-peer feedback, and teacher-led workshops to enhance task achievement, coherence, lexical range, and grammatical accuracy. This study highlights the potential of combining AI tools with human intervention to prepare students effectively for IELTS writing.

Sustainability in Higher Education: Comparative Policy Review of Finland and Hong Kong

Ms. TUBA Orsolya, University of Jyväskylä, Finland
Dr. LAU Josephine, University of Jyväskylä, Finland
Dr. FENYVESI Kristóf, University of Jyväskylä, Finland
Dr. LAYNE Heidi, University of Jyväskylä, Finland
Dr. LO Kit Mei Jammie, The Education University of Hong Kong
Dr. LI Wai Chin, The Education University of Hong Kong

Abstract

As sustainability issues gain focus globally, higher education institutions increasingly align their policies with the United Nations' Sustainable Development Goals (SDGs). This study examines the institutional commitments of the University of Jyväskylä (Finland) and the Education University of Hong Kong (EdUHK) over recent years and how these policies are reflected in teacher training programs (Park & Savelyeva, 2022; Wolff, 2022). This comparative case study investigates each institution's sustainability strategies, examining their policy structures, interdisciplinary approaches, and educational frameworks within teacher education curricula to support the development of transformative pedagogies towards planetary well-being (Unterhalter, 2019; Ferguson & Roofe, 2020; Aaltonen et al., 2023).

While both universities share a commitment to sustainability, their approaches reflect the distinct Global East and West divide as well as national and regional educational priorities (Dzimińska et al., 2020). The University of Jyväskylä emphasizes "planetary well-being" (Heikkinen et. al, 2024) in its policy orientation, incorporating sustainability goals across operational and academic practices. This commitment supports Finland's national curriculum, which prioritises futures literacy and the development of transversal competencies in educators. EdUHK's sustainability strategy brings forward STEM-centered approaches to address local environmental challenges, particularly within urban contexts (Shi et al., 2020). By exploring how these policy approaches shape sustainability education and assess their impacts, we prepare future teachers to better foster environmental awareness and responsibility (Laurie et al., 2016; Chen & Liu, 2020).

Through this analysis, key challenges emerge, including balancing global sustainability mandates with local educational priorities and integrating interdisciplinary approaches in teacher training. Findings highlight the critical role of aligning global sustainability policies with local educational priorities and the importance of interdisciplinary approaches in teacher education to equip future teachers with the tools to foster planetary well-being and action effectively.

Identifying Role Models for Establishing Universities of Applied Sciences: The case of Hong Kong SAR, China

Prof. LEE Chi-Kin John, The Education University of Hong Kong
Dr. HO Chun Sing Maxwell, The Education University of Hong Kong
Prof. CAI Yuzhuo, The Education University of Hong Kong

Abstract

In Hong Kong's higher education landscape—dominated by traditional academic pathways—a significant reform agenda is emerging to bridge skills gaps and align vocational education more closely with industry demands. This reform is exemplified by the introduction of Universities of Applied Sciences (UASs), which aim to integrate practical training with academic learning. However, adapting international UAS models to the unique socio-economic and cultural context of Hong Kong remains underexplored. While policy borrowing has been extensively debated, there exists a notable gap in systematic approaches for selecting and adapting role models specifically for vocational higher education reform in regions such as Hong Kong.

This study addresses this gap by developing a theoretically grounded framework for role model identification. The framework synthesizes Busemeyer and Trampusch's Vocational Training Systems Typology with Steiner-Khamsi's policy borrowing model, thereby offering a structured methodology for evaluating the transferability of international practices. A comparative analysis of UAS systems from 13 countries, with a detailed focus on South Korea and Finland, is employed to illustrate the effectiveness of this approach. Findings indicate that Statist Skill Formation Systems—which are characterized by robust state leadership, extensive public investment, and selective industry collaboration—are particularly well-suited for addressing the challenges and leveraging the opportunities in Hong Kong's evolving higher education sector.

The study contributes to the international discourse on policy borrowing by highlighting the importance of context-sensitive adaptation in the transfer of educational models. It provides actionable insights for policymakers, suggesting that a nuanced combination of strong governmental oversight and strategic industry partnerships is essential for mitigating societal stigma towards vocational education. Ultimately, this research outlines a viable pathway for developing Hong Kong's UAS system that is responsive to its dynamic socio-economic landscape while fostering both innovation and equitable access to vocational training.

Involution Life in the Ivory Tower: A Chinese University's Teacher Perceptions on Academic Profession and Well-being under the Double First-class Initiative

Dr. ZHANG Youliang, South China Normal University, China
Dr. XIONG Weiyan, The Education University of Hong Kong
Dr. YUN Yue, Torrens University, Australia

Abstract

Since 2015, China has been implementing a new key university construction plan known as the "Double First-class Initiative" to establish world-class universities and disciplines. It still needs to examine whether the reforms that universities have undergone in the context of this initiative have affected the academic profession and teachers' well-being. The academic profession in China is currently undergoing "involution," which suggests that academic staff are experiencing fierce but unhealthy competition. Based on a case study of a province-level university selected for the Double First-class Initiative, this paper examines the professional behaviors and well-being of case university's teachers through 19 semi-structured in-depth interviews. In addition, the case university's personnel system reforms, such as the performance-based pay and tenure-track system, were reviewed. It was found that these reforms have had a significant influence on the teachers' professional behaviors and well-being. Therefore, under the new excellence initiative, Chinese universities must guard against teachers' excessive occupational burdens and physical and mental issues while seeking academic excellence and ensuring high rankings.

Policy Context and Global Perspective: Research on the Construction of High-Level Science Teacher Training Standards in China

Ms. XIE Xinhe, Nanjing University, China

Abstract

Amidst the intensifying global technological competition and the digital transformation of education, the cultivation of high-level science teachers has become a critical component of national talent strategies. Through policy text analysis, this study reveals that the training of science teachers in China should strengthen six core competencies beyond the existing four-dimensional general framework ("professional ethics implementation—teaching practice—holistic education—self-directed development"): interdisciplinary integration capacity, technological empowerment capability, research translation capacity, leadership in scientific ethics and scientific culture, experimental teaching and scientific inquiry skills, and school-based resource development and integration capabilities. This research further uncovers a dual-track model for science teacher training standards under China's current policy context and conducts international comparisons. The results indicate that the development of science teacher education shares global common trends, and the dual-track model aligns with contemporary demands. However, science teacher standards in the United States, the United Kingdom, and Australia exhibit distinct characteristics in engineering practices, law-based education governance, and culturally responsive teaching. Integrating China's policy and institutional context, this study proposes localized pathways to refine science teacher training standards: procedural implementation of scientific ethics norms through institutional transformation, technology-empowered evidence-based teaching practices, and deep integration of traditional cultural elements with interdisciplinary approaches. The research provides theoretical and practical insights for constructing science teacher training standards that balance policy alignment and international advancement.

The Impact of Third Mission Activities on University Development in China and Hungary- Fostering Educational Innovation Through University-Industry Cooperation

Ms. HUANG Min, Eötvös Loránd University, Hungary

Abstract

As higher education institutions increasingly embrace the third mission of societal engagement, university–industry cooperation (UIC) has emerged as a critical driver of innovation—not only in research but also in teaching. While UIC has traditionally centred on valorisation and technology transfer, growing attention is now being paid to its educational dimension. This study explores how "education-driven UIC" (EUIC) contributes to pedagogical innovation, and talent cultivation and teacher development, particularly in under-researched contexts such as technical universities.

Using case studies from China and Hungary, the research focuses on two dynamic sectors—fashion and business education—where industry involvement supports curriculum design, real-world learning, and skills development. It examines how initiatives like China's Modern Industrial Colleges and the EU's Knowledge and Innovation Communities enable institutional models that enhance teacher self-efficacy and pedagogical renewal. By centring on the role of educators as agents of innovation, this study contributes new insights into how cross-sector partnerships can transform teaching in higher education. The study is based on a doctoral research project and on an ongoing larger research project funded by the Hungarian Government and implemented by Wekerle Business School (Hungary) in cooperation with the Learning Institute of Mathias Corvinus Collegium.

From Frustration to Formation? The Academic Journey of Mainland Chinese Doctoral Students in Hong Kong

Ms. LIU Yabing, The Education University of Hong Kong
Dr. DAI Kun, The Chinese University of Hong Kong

Abstract

Pursuing a doctorate is a transformative yet challenging process. While much research has examined Chinese doctoral students in Western contexts, little attention has been given to Mainland Chinese Doctoral Students (MCDS) in Hong Kong—a setting shaped by both Eastern and Western academic traditions. Drawing on Henkel's concept of academic identity and Marginson's theory of student self-formation, this study explores the stressors, challenges, and identity development of MCDS in Hong Kong. Using a qualitative narrative approach, semi-structured interviews were conducted with four MCDS in the social sciences from three public universities. The findings identify three key phases in their journeys: struggling, surviving, and empowering. These phases highlight the interplay of structural conditions, personal agency, and the unique characteristics of Hong Kong's higher education system in shaping their emerging academic identities. The study offers theoretical and practical insights for better supporting international doctoral students' development in cross-border, culturally hybrid educational contexts.

Chinese University Presidents' Leadership Development in Canada: What have they observed and what impact will it have?

Dr. XING Xin, Yan'an University, China
Dr. LIU Wei, University of Alberta, Canada

Abstract

Chinese government has sent university leaders to study in Canada to improve the higher education quality in the inland and western regions of China. This study aims to determine how they observed the Canadian system and what impacts such international comparisons have on senior-level Chinese university leaders. Data are collected through interviewing eight university leaders who have studied in Canada. The findings show that the decentralized university governance system, the quality of undergraduate education, and the high level of internationalization are the major observations made by the Chinese university leaders in Canada. System comparisons as a result of their international exposure have given Chinese university leaders a deeper understanding of the Chinese system they work in. The international learning experiences also give them innovative ideas for local policy change and strong motivation for internationalizing their universities.

An Instrument Measuring Teacher Entrepreneurialism - Validation From the Early Childhood Education and K12 Contexts in Hong Kong And Finland

Dr. HO Chun Sing Maxwell, The Education University of Hong Kong
Dr. HO Yan Lam, The Education University of Hong Kong
Dr. FONSEN Elina, University of Jyväskylä, Finland
Dr. FENYVESI Kristof, University of Jyväskylä, Finland
Dr. YADA Takumi, University of Jyväskylä, Finland
Dr. LAU Josephine, University of Jyväskylä, Finland
Ms. JUSNI Evie, University of Jyväskylä, Finland

Abstract

Teacher entrepreneurialism refers to the ability of educators to identify and seize innovation opportunities, scaling up new educational initiatives within schools. Entrepreneurial teachers drive transformative change, introducing novel methods that enhance student learning, teacher performance, and school effectiveness. Yet, these initiatives may sometimes diverge from institutional priorities, emphasizing scalable and adaptable solutions beyond traditional educational frameworks.

This study aimed to validate a quantitative measurement instrument for the essential structure in teacher entrepreneurialism. The instrument examines teacher entrepreneurialism by exploring different variables. Dependent variables include innovation in teaching, team trust, job satisfaction, instructional strategies, technology use, and collective teacher efficacy. Explanatory variables include teacher autonomy, self-efficacy, entrepreneurial behaviour, and pedagogical leadership. The instrument would be validated by using the data from early childhood education and primary school context from both Hong Kong and Finnish contexts.

Findings from this study will contribute to a deeper understanding and enrich the theory on teacher entrepreneurialism. The study inform scholars and educational institutes who are interested in researching and promoting teacher entrepreneurialism. The results aim to inform policy and practice, promoting conditions that empower educators as entrepreneurial leaders capable of driving meaningful and sustainable educational change.

Model and Strategy for the Construction of the Education-SciTech-Talent Holistic Advancement System in Three Major Urban Agglomerations

Dr. LI Lu, Research Center for Educational Development, Beijing Academy of Educational Sciences, China
Dr. GAO Shuguo, Capital Normal University, China

Abstract

The integrated reform of education, science&technology, and talent (EST), closely aligned with regional coordinated development strategies, is crucial for unleashing the potential of national regional major strategic drivers and fulfilling the foundational and strategic support functions of the "trinity". Integrating the theories of ecosystem and social network innovatively, the "Inter-regional Collaborative Education, Science&Technology, and Talent Innovation Network" (ICESTIN) model is constructed. After revealing the leading advantages and complementary characteristics in EST among the three major urban agglomerations, a blueprint for the construction of "High-Quality Leading Demonstration Zones," "Innovation-Driven Pilot Zones," "Nest-Attracting Magnet Zones," and "Digital Intelligence Empowerment Pioneer Zones" is proposed, providing new theoretical perspectives and practical solutions for inter-regional EST integrated reform to promote high-quality regional development and enhance the effectiveness of the national innovation system. It is suggested that strategies such as the establishment of a national working group, the formation of inter-regional multi-departmental collaboration committees, the formulation of medium and long-term plans, joint attacks on major scientific projects, the establishment of inter-university strategic cooperation models, the spontaneous establishment of key strategic field education bases and think tanks, and the improvement of scientific research incentive and evaluation mechanisms, should be employed to play the multi-dimensional coordination role of the "visible hand" and the activating and safeguarding role of the "invisible hand".

A Joint Research Seminar for Doctoral Students - Educational Innovations for Expertise Development

Prof. ALISAARI Jenni, University of Eastern Finland
Prof. KANTELINEN Ritva, University of Eastern Finland
Mr. PENG Suhao, University of Eastern Finland
Dr. QIU Ruoyi Serena, The Education University of Hong Kong

Abstract

In order to provide an opportunity for doctoral students to develop their research skills, network internationally with other students and supervisors, and promote mutual understanding between different cultures, we are developing a joint GRIFE Seminar Series for Young Scholars. The seminars represent a collaborative endeavour between the Education University of Hong Kong (EdUHK) and the University of Eastern Finland (UEF). This initiative is designed to provide a robust platform for doctoral researchers affiliated with GRIFE network universities to engage in educational research discussions. The primary objective of the Seminar Series is to cultivate a vibrant and inclusive academic community, fostering intellectual exchange and collaboration among emerging scholars in the field.

A distinctive feature of the Seminar Series is its emphasis on supporting the academic progression of doctoral researchers. Participants are afforded the opportunity to present their thesis proposals and results of their research, earn credits, and engage in constructive dialogue with peers and supervisors. By facilitating these interactions, the initiative not only enhances individual academic development but also strengthens connections and collaborations within the GRIFE community.

The Seminar Series is structured to accommodate diverse participation needs, offering online and hybrid formats to ensure accessibility and inclusivity. This flexibility enables doctoral researchers from various geographical locations to contribute to and benefit from the Seminar Series.

In this presentation, we will elaborate on the design, implementation, and outcomes of the GRIFE Seminar Series for Young Scholars. We will also share insights and reflections on the experiences of co-organising and participating in the Seminar Series, highlighting its impact on fostering academic growth, promoting cross-institutional collaboration, and building a supportive research community between EdUHK and UEF.

A Critical Autoethnographic Examination of My PhD Experience in Finland in the Field of Intercultural Communication Education: Asia as Method

Mr. PENG Suhao, University of Eastern Finland

Abstract

This presentation is based on a recently submitted book chapter entitled "Marginalised Voices, Marginalised Knowledge: A Critical Reflection on My PhD Journey in Finland in the Field of Intercultural Communication Education", which is under consideration for publication in "The Uneven Tapestry of Intercultural Communication Education and Research: Unveiling the stories of uncelebrated mavericks". With an emphasis on the challenges and difficulties I encountered as a young researcher with "international student" status in Finland, this presentation focuses on the first-hand narrative of my lived experiences pursuing a doctorate in the field of intercultural communication education (ICE) in a Western academic setting. It examines how my research experiences and voices were incorporated or marginalised by prevailing Western-centred understandings and practices in the ICE field. By drawing on "Asia as Method", I critically analysed and problematised my own lived PhD experience in Finland in the field of ICE. Following the analysis of my narrative in this "unusual" Eastern and "unscientific" way, I used the Tianxia concept to convey my suggestions for enhancing and promoting inclusive pedagogy and practices in the ICE field.

The Role of AI in Chinese High School English Writing: Perceptions, Usage, and Impact on Exam Performance

Ms. JIANG Nanxue, The Education University of Hong Kong

Abstract

With the fast development of artificial intelligence (AI) nowadays, tools like ChatGPT have made AI applications more widely known and accessible. In China, domestic AI platforms such as Doubao and DeepSeek have emerged, providing users with convenient and easy solutions. As these technologies become increasingly popular in daily life, Chinese high school students are more likely to use AI to assist with their schoolwork, particularly in English writing, which holds significant weight (23.3%) in the college entrance examinations (Gaokao).

This study investigates the impact of AI-assisted writing on Chinese high school students, focusing on their motivation, learning experiences, and performance in English writing. Based on Dörnyei's L2 Motivational Self System, the research focuses on three main questions: (1) How does AI influence students' "Ideal L2 Self" by shaping their aspirations and confidence as proficient writers? (2) How does AI-assisted writing align with or challenge students' "Ought-to L2 Self" in meeting Gaokao expectations? (3) How do students' learning experiences with AI tools shape their motivation and strategies for English writing?

This study will use a mixed-methods research approach, which combines quantitative surveys and qualitative interviews to explore students' perceptions, usage patterns, and the effectiveness of AI in improving writing skills.ls.

According to current studies, AI tools enhance immediate writing outcomes by providing personalized feedback and generating ideas. However, their long-term impact on writing proficiency and exam performance needs more research. The study highlights the need for strategic integration of AI into English writing instruction to ensure it supports students' motivation and skill development rather than fostering dependency. This study provides insights into how AI can narrow the gap between students' goals, outside expectations, and learning experiences by adopting the L2 Motivational Self System framework. This study will ultimately help students succeed in English writing and the Gaokao.

An International Comparative Study of Teachers' Artificial Intelligence Literacy Enhancement: Background, Initiatives, and Implications

Dr. XIU Qi, South China Normal University, China
Ms. LUO Yiling, South China Normal University, China

Abstract

With the development of Artificial Intelligence (AI) technology, improving AI literacy of teachers has become an important issue in global education reform. The emergence of AI applications and the demand for AI talent training have driven international attention to teacher AI literacy in the education sector. Building a framework for teachers' AI literacy, formulating national education technology programs, reforming the curriculum of teacher training colleges and universities, innovating teacher education and training modes, and integrating social resources have jointly promoted the improvement of teachers' AI literacy. Based on the above international experience, the development direction of teachers' AI literacy should be clarified firstly, and the relevant policy support should be further improved to provide teachers with a favorable development environment. Second, AI literacy should be integrated into the teacher education curriculum, so that future teachers can master the necessary AI knowledge and skills in the pre-service training stage. In addition, the design of all-round training programs should be strengthened to provide professional development opportunities for in-service teachers. At the same time, a diversified cooperation mechanism needs to be promoted to encourage the participation of multiple players in the enhancement of teachers' AI literacy.

Can The Artificial Intelligence Classroom Teaching Evaluation System Promote the Improvement Of Teachers' Teaching Behaviors?——Thoughts from the Perspective of Feedback Literacy

Dr. ZHANG Qian, South China Normal University, China
Ms. MIAO Nayi, South China Normal University, China

Abstract

With the development of Artificial Intelligence (AI) technology, improving AI literacy of teachers has become an important issue in global education reform. The emergence of AI applications and the demand for AI talent training have driven international attention to teacher AI literacy in the education sector. Building a framework for teachers' AI literacy, formulating national education technology programs, reforming the curriculum of teacher training colleges and universities, innovating teacher education and training modes, and integrating social resources have jointly promoted the improvement of teachers' AI literacy. Based on the above international experience, the development direction of teachers' AI literacy should be clarified firstly, and the relevant policy support should be further improved to provide teachers with a favorable development environment. Second, AI literacy should be integrated into the teacher education curriculum, so that future teachers can master the necessary AI knowledge and skills in the pre-service training stage. In addition, the design of all-round training programs should be strengthened to provide professional development opportunities for in-service teachers. At the same time, a diversified cooperation mechanism needs to be promoted to encourage the participation of multiple players in the enhancement of teachers' AI literacy.

The PlayAbility Test Battery: An Innovative Gamified Approach to Assess Specific Cognitive Abilities

Dr. KOVACS Kristóf, ELTE Eotvos Lorand University, Hungary
Ms. Szilvia Sarkadi-Nagy, ELTE Eotvos Lorand University, Hungary
Mr. KÖKÉNYESI Imre, Moholy-Nagy, University of Art and Design Budapest, Hungary
Dr. FENYVESI Kristóf, University of Jyväskylä, Finland

Abstract

In this talk, we present our research plan to be conducted across Hong Kong, Mainland China, and Finland. Our goal is to deploy PlayAbility — a testing tool designed to assess specific cognitive abilities engagingly and innovatively. PlayAbility transforms cognitive assessment into an enjoyable and learner-friendly experience by leveraging gamified approaches without compromising measurement accuracy or psychometric robustness. Targeted at children aged 4–10, this tool has the potential for widespread application in educational settings, providing educators with an effective way to identify cognitive strengths and address areas for growth. Additionally, once such areas are identified, PlayAbility allows for the evaluation of the efficiency of interventions. By blending gamification with rigorous assessment principles, PlayAbility aims to develop talent by fostering deeper engagement in cognitive evaluation. This is achieved by providing a motivating and stress-free testing environment.

PlayAbility's gamified cognitive ability testing offers a dynamic method to engage test-takers while delivering valuable insights into cognitive functioning. Grounded in the Cattell-Horn-Carroll (CHC) model of intelligence, the PlayAbilitytest measures four broad specific abilities: Fluid Reasoning (Gf), Working Memory (Gwm), Visual-Spatial Thinking (Gv), and Cognitive Processing Speed (Gs). Additionally, it evaluates Psychomotor Abilities, Reaction and Decision Speed, Executive Functions, and Implicit Learning. The test is computerized and adaptive, ensuring psychometric optimisation and a personalized test-taking experience tailored to each child's performance.
To further enhance its diagnostic utility, PlayAbility incorporates the Patterns of Strengths and Weaknesses (PSW) approach. This framework allows for the identification of specific cognitive strengths and vulnerabilities, making it particularly relevant for diagnostic and educational purposes. By providing a nuanced understanding of cognitive functioning, this approach supports the development of personalized intervention strategies, empowering educators to nurture talent and foster individual growth effectively.

Exploring Planetary Well-being Competences Through Digital Service Design: A Value Co-creation Approach in Retail Mobile Applications

Dr. CLEMENTS Kati, University of Jyväskylä, Finland
Ms. TUBA Orsolya, University of Jyväskylä, Finland
Dr. LUMIVALO Juuli, University of Jyväskylä, Finland

Abstract

In the era of green digital transformation, retailers are increasingly leveraging mobile applications to to support environmentally sustainable practices (Sengers et al., 2019), however the customers using them often do not act in line with their underlieing values when using them. This study examines how value co-creation in digital service design (Lumivalo & al., 2022) can support customers' planetary well-being action competence. The purpose was to explore how digital tools such as carbon footprint calculators, energy management platforms, and waste reduction tools (Dwivedi et al., 2022) can encourage sustainable consumer behaviors and their planetary well-being action competency develoment.

Using the laddering interview method (Reynolds & Gutman, 1988; Peffers et al., 2003; Tuunanen et al., 2023), A total of 1360 laddering chains were collected from 217 participants, all customers of Finland's largest everyday food retail company. The interviews were structured using a scenario-based stimuli list and analyzed through the lens of Planetary Well-being (Kortetmäki et al., 2024), which extends education for sustainable development and global citizenship education, we emphasize the integration of Action Competence for Planetary Well-being (Jensen & Schnack, 1997) into everyday consumer practices. Planetary Well-being, with its non-anthropocentric and posthumanist perspectives, fosters a dialogic and reciprocal relationship between humanity and the planet (Aaltonen et al., 2023). Our findings suggest that sustainability features in digital retail—such as eco-friendly product recommendations and carbon footprint tracking—can be used in consumers' planetary well-being action competency development and are most effective when aligned with customers' underlieing values, such as personal health, ethical responsibility, and community well-being.

By mapping sustainability-related app functionalities to Planetary Well-being competences, this study contributes to the discourse on sustainability-oriented digital innovation. The insights offer practical implications for retailers, educators, and policymakers aiming to embed sustainable practices into everyday consumer experiences and higher education curricula (Oinonen et al., 2024).

Building careers abroad: Understanding the Post-Graduation Career and Migration Decisions of Chinese International Students in Nordic Countries

Ms. LIN Fengyi, Peking University, China

Abstract

In the global knowledge economy, highly educated talent is seen as a key driver of national competitiveness, with international graduate students increasingly viewed as a strategic labor pool (Wang, 2022). Nordic countries have also shown interest in retaining international students as part of their higher education internationalization and student policy agendas, often framed within an economic rationale (Elken et al., 2022). More recently, research has shown that the established education–migration nexus in international student mobility has evolved into an education–work–migration pathway, highlighting the growing importance of work within this nexus (Tran et al., 2025).

Based on this context, the study focuses on Chinese students who pursued degree mobility in Nordic countries and chose to remain abroad after graduation. Drawing on 33 in-depth interviews, it explores their career decision-making processes and how these are intertwined with geographical migration. This study adopts the concept of horizon for action from Careership theory (Hodkinson & Sparkes, 1997), which suggests that the perceived and possible choices available to individuals are shaped by their socially and geographically constructed horizons (Alexander, 2023; Hodkinson, 2008). The findings indicate that students' study-abroad experiences reconfigured their career values, and—together with personal relationships—defined the emotional boundaries of their career horizons. Meanwhile, the compatibility between opportunity structures and individual capital outlined the rational boundaries of their horizons. Further, the study reveals how students engaged in strategic action within their career horizons to cope with employment-related challenges.

This study contributes to understanding the post-graduation career and migration decisions of international students. It offers insights for host country policies on student retention and highlights the importance of aligning immigration, employment, and education systems to support the long-term career development of international graduates. It also provides valuable implications for international students navigating career-building processes abroad.

Changes in Sino-Finnish Higher Education Cooperation in the Geopolitical Shifts: From an Institutional Logics' Perspective

Dr. ZHENG Gaoming, Tongji University, China
Ms. HU Xinzhi, Tongji University, China
Ms. Weisali Wumanjiang, Tongji University, China

Abstract

Since 2019, influenced by the geopolitical changes and global crisis, the higher education cooperation between China and European countries has entered a paradox stage(Cai & Zheng 2024), where misconceptions, dilemma and mis-understanding between Chinese stakeholders and European stakeholders increased (Cai 2024). In 2022, Ministry of Education and Culture in Finland published the Recommendations for Academic Cooperation with China, in which consideration of security and safety was proposed as one important principles of Finnish higher education institutions' cooperation with China. This was aligned with the EU's overall de-risking strategy towards China and its emphasis on the securitization of research collaboration. New changes in the geopolitical context and the policy frameworks have increased the possibilities of misunderstanding, even possibly reduced the trust, in higher education cooperation between China and Finland (Zheng et al. 2024). As such, to increase the mutual understandings and sustain the Sino-Finnish collaborative partnership, we need to timely capture the Finnish and Chinese partitioner's perceptions of the changes in the higher education cooperation between both sides and the possible reasons behind. By far previous studies have mainly compared the differences and seminaries of Finnish and Chinese higher education systems and analyzed the quality management of joint programs in the Sino-Finnish education cooperation. It remains unexplored the practitioners' perceptions of the cooperation changes in the current stage. To fill this gap, this study aims to explore the practitioners' perceptions of the changes in Sino-Finnish higher education cooperation at the paradox stage and the environmental factors that contribute to the changes. In so doing, the study employs a case study as the research strategy and the institutional logics perspective as the theoretical perspective to collect and analyze the practitioners' perceptions of changes in the Sino-Finnish higher education cooperation since 2019. The study is still on-going. By far, we have collected 7 participants from the case.

Group Dilemma Situation: Ethical Exploration of Inclusive Education

Mr. CHEN Zhuo, Hong Kong Baptist University
Ms. ZHU Chenrui, East China Normal University

Abstract

As an educational paradigm rooted in anti-discrimination, anti-exclusion, and anti-categorization, inclusive education has emerged as a potent force advocating for educational sustainability. Educational equity remains a lifelong pursuit for many practitioners, such as mainland China volunteer teachers in underdeveloped regions. However, proponents of "elitism" vehemently oppose inclusive education. While the author does not align with this elitist stance, it is argued that inclusive education, in its endeavor to achieve fairness, inadvertently perpetuates inequities. For marginalized populations, inclusive education ostensibly grants access to enhanced resources compared to stratified educational systems. Yet, this shift risks diminishing tailored support for these groups while imposing heightened academic demands and rigorous assessment criteria. Conversely, non-marginalized populations face a reduction in allocated educational resources, coupled with curricular and pedagogical adjustments to accommodate marginalized peers. Compounded by the moral imperative to prioritize inclusivity, their voices are often stifled, rendering their grievances ethically inexpressible. This paper takes several case-based narrative studies as samples, simultaneously employs the theoretical analytical approach of applied ethics, integrates educational practice with educational theory to conduct further exploration, thereby formally proposing this academic issue and anticipating attracting attention from the academic community. Furthermore, the author proposes that educational stakeholders should prioritize learner agency by granting students participatory rights in pedagogical decisions, while advocating for evidence-based policymaking. Specifically, governmental bodies are urged to conduct localized needs assessments and implement responsive regulatory frameworks to address systemic inequities.

Reimagining Happiness in ECE: Engaging Children's Perspectives for Sustainable Wellbeing Practices

Dr. HU Xinyun, The Education University of Hong Kong
Dr. SAHA Mari, Tampere University, Finland
Ms. GAO Mingwei, The Education University of Hong Kong
Ms. LIANG Yutong, The Education University of Hong Kong

Abstract

Fostering sustainable well-being practices for children is essential for high-quality educational development, which is closely related to the exploration of children's happiness in early childhood educational (ECE) settings. Happiness contributes to children's emotional stability, social skills, and overall life satisfaction. Concerning the dynamic nature of children's happiness, the existing studies evaluate individual wellbeing using the standardized instrument may neglect the significance of contextualizing children's happiness. Therefore, the current study aims to explore children's lived experiences of happiness and wellbeing in ECE settings from a contextual lens.

This study adopts a participatory research approach involving children aged 5-6 years from a kindergarten in Hong Kong and their two teachers. During the data collection process, children were engaged in a one-hour "Happy Moment" activity to complete 1) a forty-minute explorative activity accompanied by simultaneous digital self-documentation of the scenarios or objects that represent their happy moment and 2) a twenty-minute photo-elicitation discussion to present their photos and explain the representative happy moments. Compared with the conventional measurements of wellbeing, the participatory data collection contributes more nuanced insights into interactive dynamics through graphical and textual forms, revealing children's authentic and spontaneous wellbeing practices in ECE settings.

The research findings revealed that children's photography of happy moments in ECE settings emphasizes intrapersonal and interpersonal factors along with meaningful objects. People-related images fell into three categories: selfies, peer-taken photos, and interactions. Object-related photos depict animals, play-oriented resources, and successful creations from making activities. Children's explanations highlighted that their happiness correlates with a sense of achievement and the creative process of capturing their happy moments. These findings recommend integrating participatory photography into practices in early childhood education to enhance children's positive emotional expression through reflection and creation. Their active engagement in the happiness narratives ultimately promotes children's sustainable wellbeing practice in school settings.

Can Growth Mindset Effectively Boost Learning Competence in Adolescents? A Three-Year Intervention and Follow-Up Study in Two Chinese Schools

Dr. ZHANG Junfeng, Nanjing University, China

Abstract

Cultivating growth mindset is an important strategy for the International Economic Cooperation and Development Organization to enhance the core competencies of adolescents. However, recent empirical studies have weakened or even reversed the positive driving force of growth mindset cultivation, and there is a lack of empirical evidence from East Asia. To explore the applicability of growth mindset in East Asian student groups and respond to the question of the effectiveness of growth mindset intervention, the research team conducted a randomized trial and three-year follow-up study at a rural primary school in the Yangtze River Delta region from 2021 to 2024 and usedthe Difference in Difference method to evaluate the intervention effect. The study found that the intervention program significantly improved the growth mindset level of rural students and had a long-term effect; the effect was more significant for younger students or those with lower initial mindset levels; the growth mindset enhancement brought about by the intervention effectively improved the students' learning competence, including suppressing negative learning motivation, weakening ability-based attribution, improving process-based peer feedback, and strengthening effort-based attribution as well as boosting academic performance. Therefore, based on the fundamental problem of "how to educate people," schools, families, and society should work together to create a growth mindset educational environment; the government and education departments should cultivate growth mindset in disadvantaged students as early and continuously as possible to narrow the academic gap and promote educational equity.

Transforming STEM Education: Integrating Drone Technology for Cross-Disciplinary Learning and Innovation

Mr. YEUNG Chung Yiu Richard, The Education University of Hong Kong
Prof. YEUNG Chi Ho, The Education University of Hong Kong
Dr. SUN Daner, The Education University of Hong Kong
Prof. LOOI Chee-Kit, The Education University of Hong Kong

Abstract

The integration of drone technology in STEM education has emerged as a promising avenue for fostering educational innovation and preparing students for future challenges. A systematic review of drone-integrated STEM education highlights the dominance of STEM disciplines in such integrations, the prevalence of experiential and project-based pedagogies, and the multifaceted learning outcomes, including enhanced engagement, STEM career awareness, and collaborative problem-solving skills. Building upon these findings, a preliminary study developed and evaluated the Drone Technology Enabled STEM Curriculum (DTESC), which integrates drones into science, mathematics, technology, and the humanities through a progressive, cross-disciplinary framework. The study engaged 16 Grades 9–10 students, demonstrating significant improvements in their psychomotor and affective skills, with high levels of engagement. However, cognitive outcomes in programming and mathematics were identified as areas for further enhancement.

Drawing from the experience of the DTESC, the Drone-Integrated Cross-Disciplinary STEM Curriculum (DCSC) strengthens the mathematics and programming components and has been scaled up to involve approximately 200 students from Grades 8–11 across 14 secondary schools. The DCSC is a 12-hour intensive program that immerses students in experiential learning activities, including scientific inquiry, problem-solving, and engineering design, supported by a newly created interactive simulation platform powered by Generative AI. Simulations, including Global Navigation Satellite System Positioning, Quadcopter Control, and Drone Circumnavigation, further enhance the hands-on learning experience and facilitate multi-, inter-, and trans-disciplinary integration.

This presentation will synthesize findings from prior research and provide insights into the iterative design and implementation of the DCSC. By leveraging drone technologies and AI-generated simulations, this work seeks to redefine STEM education, equipping students with critical thinking skills and mindsets necessary to address complex global challenges and contribute to a sustainable future.

Exploring Collaborations Between Kindergarten and Music Schools: A Case Study from Hong Kong

Dr. DEMERDZHIEV Nikolay Tomov, Johann Sebastian Bach Music Academy
Lydia Due, Johann Sebastian Bach Music Academy
Ho Wong, Johann Sebastian Bach Music Academy

Abstract

This research explores the critical role of performing arts education in early childhood programs, as emphasized in the kindergarten education curriculum guide by the Curriculum Development Council (2017). Grounded in JSBM, a local music school, the study highlights the need for enhanced music education for young children through partnerships with early childhood education providers. A significant shortage of qualified music teachers willing to work in local kindergartens was identified, linked to insufficient pedagogical training and a lack of dedicated study majors in the performing arts. To address these challenges, a proposal was made for a comprehensive music educational program to the Knowledge Transfer office of The Education University of Hong Kong, aiming to develop a learning hub that fosters interaction, creativity, and engagement among teachers and students. This hub will integrate various arts into combined learning activities based on Piaget's cognitive-developmental theory and Vygotsky's theory of scaffolding. Additionally, it will extend learning experiences to children at home through an online program that encourages knowledge sharing with family members. Furthermore, collaboration with the Hong Kong Science and Technology Park Corporation (HKSTP) is envisioned to leverage innovative technology, creating an engaging learning experience that enables children to interact with music and art, thereby enriching their early experiences.

Finnish Adolescents' Social-Emotional Skills Profiles, Developmental Transitions, and Motivational Predictors: A Three-Year Longitudinal Study

Ms. QIAN Wendan, University of Helsinki

Abstract

Socio-emotional skills are increasingly recognized as fundamental to individuals' adaptive functioning and positive development (OECD, 2021). Prior research highlights their significant impact on students' academic achievement and long-term life outcomes (Guo, Tang et al., 2022). These skills encompass the capacity to understand and accept oneself, establish and maintain meaningful relationships, and navigate challenges effectively (Schoon, 2021). They form the foundation of various social and emotional learning frameworks, including the widely adopted Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020) model. In the present study, we adopt the OECD framework for social-emotional skills (Chernyshenko et al., 2018), which has been validated across diverse student populations internationally (OECD, 2024).

This study is part of the longitudinal study of two cohorts of student surveys funded by the Growing Mind research project of the Academy of Finland, which examines the well-being and use of digital technologies of students born in 2006 and 2008. The study was carried out as partnership with the education and training department of the city of Helsinki, and the participating schools in the city were selected together. In addition to this, private contract schools were recruited. There were many pupils from 57 elementary schools and 31 lower secondary schools, a total of 3418 pupils. This study utilizes the data collected from lower secondary schools in Helsinki area. The data is from cohort B starting at 7th grade in fall semester 2019, and turned into 9th grade in fall of 2021, consisting of N~1000 students who were born in 2006.

How EfS Educators Apply Learner-Centered AI Educational Technology: From An Overview to An AI Competency Framework for EfS Educators

Mr. CHEN Jiahao, The Education University of Hong Kong

Abstract

I focus on how educators apply learner-centered AI tools and strategies for Education for Sustainability(EfS) in the digital age currently. The digitalization transformation of education has led to an increasing use of Artificial Intelligence (AI) technologies in education. Though AI applications in education (AIED) is widely discussed by the scholars, limited research in the specific field of EfS has been done. To address this research gap, by analyzing the various cases and frameworks of AI in EfS, I will conduct content analysis from the literature. Additionally, questionnaires will be conducted to gather data from educators. Finally, after analysis from the data from the educators, I will develop AI competency frameworks for EfS educators. These frameworks will provide guidance and support for educators in effectively utilizing AI-powered tools and strategies to promote sustainability education.

Toward a Holistic Intercultural Framework for Learning Environments

Dr. KIM Youngsang, Sungkyunkwan University, Korea
Dr. KORTE Satu-Maarit, University of Lapland, Finland

Abstract

This paper introduces a comprehensive intercultural theoretical framework designed to support the dynamics of global learning environments. Drawing from four foundational cultural dimensions—Individualism/Collectivism (Hofstede, 1997), Masculinity/Femininity (Hofstede, 1997), Human-Nature Relationship (Kluckhohn & Strodtbeck, 1961), and High/Low Context Communication (Hall, 1959)—the framework seeks to provide a nuanced understanding of how cultural values influence learning and collaboration.

The framework integrates insights into how individualistic societies emphasize autonomy and self-expression, while collectivist societies prioritize community and interdependence. Similarly, the dimension of Masculinity/Femininity highlights the role of traditional gender norms, whereas the relationship to nature dimension contextualizes how cultures perceive their interaction with the environment—domination, harmony, or subjugation. Finally, Hall's High/Low Context theory reveals how implicit versus explicit communication styles shape interpersonal dynamics and group interactions in educational settings.

The proposed framework is a visualized model that captures the interplay between these dimensions, emphasising their relevance to designing equitable and inclusive intercultural learning environments. This holistic approach provides educators, curriculum developers, and policy-makers with actionable insights into fostering cultural sensitivity and mutual understanding in diverse classrooms.

The development of this framework contributes to global education research by offering a tool for analyzing and addressing cultural dynamics in digital and physical classrooms. It supports educators in navigating cultural challenges and seizing opportunities to build intercultural competence, aligning with the goals of the United Nations' Sustainable Development Goal 4.7 for inclusive and quality education. This theoretical model lays the groundwork for further research and practical applications in culturally diverse learning environments.

The Meaning of Knowledge Engagement: How Chinese Undergraduates Form "Possible Selves"

Ms. ZHOU Yusheng, Xiamen University, China

Abstract

The significance of engaging with specialized knowledge should not be reduced to mere academic competition driven by a meritocratic system. Students' participation in higher education within specific disciplinary fields allows them to build distinct forms of interaction with society and the world. In this article, we examine how students' accounts of the discipline they study and to what extent their specialized learning influences their future planning. The data for this study were collected through interviews with 33 undergraduate students from a "Project 985" university in China. The interviews were conducted between November 2023 and January 2024, and again between May and June 2024. For most students, pursuing postgraduate study is a common path they choose after graduation. As employers increase their educational and professional requirements for new graduates, students are compelled to enhance their competitiveness in the labor market by obtaining a graduate degree. However, while pursuing postgraduate education is, to some extent, a constraint imposed by recruitment rules, the data analysis revealed findings related to disciplinary knowledge that not only reflect students' proactive interest in learning but also their career planning and exploration of knowledge. Moreover, in the specific context of China, postgraduate study objectively delays entry into the workforce, providing students with a transitional space between university and the labor market. This allows students more opportunities to discover their "possible selves," with the aim of achieving better development within mainstream values.

What Makes a Good Teacher Educator —From the Perspective of Pre－service Teachers

Dr. LIU Jing, Heibei Normal University, China

Abstract

Teacher educators are key figures in fostering the growth of pre-service teachers, and exploring their core competencies will contribute to the development of a stronger teacher educator workforce. This study conducts a textual analysis of 106 educational narratives titled "The Most Touching Educational Story About a Teacher Educator" collected from teacher training students at H University. Using NVivo, the narratives were systematically categorized according to different criteria to identify the defining characteristics of a good teacher educator as perceived by these students. Through model construction, the research provides theoretical support and methodological guidance for building a high-quality teacher educator team.

Innovating STEAM Education: Integrating Computational and Design Thinking for Skill Development in Secondary Schools in East China

Dr. WANG Fang, Creativity and Thinking Skills Innovation Center

Abstract

The interplay of Computational Thinking (CT) and Design Thinking (DT) within the STEAM (Science, Technology, Engineering, Arts, and Mathematics) framework holds transformative potential for secondary education, yet remains an underexamined area. This research explores how combining CT's structured problem-solving techniques with DT's creative, human-centered methodologies can address the challenges of fostering both technical and creative skill development among secondary students in private and international schools in East China.

This study identifies key obstacles in implementing interdisciplinary approaches, such as inflexible curricula, limited teacher preparedness, and the absence of robust assessment tools for STEAM education. To overcome these barriers, the research adopts a mixed-methods approach, incorporating classroom observations, analysis of student-created artifacts, standardized testing, and semi-structured interviews. These methods aim to uncover how the integration of CT and DT enhances students' creativity, critical thinking, and problem-solving capacities while offering insights into institutional limitations.

The findings contribute to the creation of scalable models for STEAM education that are adaptable to culturally and systemically distinct contexts, with a particular focus on East China. This research also proposes actionable strategies for educators to embed CT and DT in classroom settings, empowering students with the essential skills required to navigate complex challenges in academic and practical domains. By addressing the unique educational demands of East China, this study aligns with the global drive toward sustainable and innovative educational reform.

Case Study of Educational Design Research Based Distant Course of Preservice Teachers - Developing the Learning and Well-Being of Children and ECEC Operational Culture

Dr. MELASALMI Anitta, University of Turku, Finland
Prof. RUOKONEN Inkeri, University of Turku, Finland
Dr. HURME Tarja-Riitta, University of Turku, Finland

Abstract

In view of the exceptional circumstances in spring 2020, a distance learning course, Learning and Wellbeing in Teaching and Learning Communities, was developed. The pedagogical methodology of the course was based on educational design learning, which aims to produce new theories, applications and practices that have an impact on learning, teaching and learning in natural settings (Barab & Squire, 2004; Brown 1992). The aim of the study was to explore what kind of experiences the early childhood education student teachers had about their roles in educational design research-based co-development process implemented in pandemic-oriented distance learning.

The theoretical framework comprises educational design research approach (McKenney & Reeves 2018) in which empirical inquiry is implemented for designing research-based application for the ECEC practices. Engle's (2012) four principles for fostering productive disciplinary engagement has been used in analysing the data. The pedagogical method was based on educational design research approach (McKenney & Reeves 2019). It produces new research-based applications and practices that have an impact on learning and teaching in ECEC practices, in this case especially during pandemic time. The paradigm of socio-constructivism refers to research of participants co-creation process. The questionnaire data of the 21 pre-service teachers has been analysed with qualitative content analysis by thematizing and describing students' learning process in pandemic-oriented distance learning environment. Through the study the authors have collaborated with the data analyzing and its reliability and followed the guidelines of The Finnish TENK 2019 ethical principles and permissions of the participants.

According to results the educational research-based method of design learning, aimed both to solve practical problems and develop the generic skills needed in ECEC working life, promoted the experience of agency among pre-service teachers. Shared pedagogical ideas helped ECEC centers in their remoted ECEC practices with children staying at home during pandemic time.

Global Scholarly Perspectives on the Development of the Finnish Education System: A Literature Review

Dr. QIU Ruoyi Serena, The Education University of Hong Kong
Prof. CAI Yuzhuo, The Education University of Hong Kong

Abstract

Over the past few decades, extensive research has been conducted on the origins and evolution of the Finnish education system. However, a comprehensive review synthesizing scholarly perspectives from various regions around the globe remains conspicuously absent. This literature review aims to elucidate the current state of the Finnish education system within a global context by examining how scholars from diverse world regions interpret and investigate Finnish educational practices in their respective environments. The Finnish education system has emerged as a prominent framework for understanding high-performing educational practices, offering valuable lessons and insights. This review encompasses scholarly contributions from Asia, Africa, North America, South America, Europe, and Oceania. The findings aim to reveal the comparative development and adaptation of the Finnish education system across different countries and continents, highlighting both shared challenges and innovative strategies. This paper posits that mapping global understandings of the Finnish education system not only bridges theoretical gaps between regions but also enriches the global discourse on education. Furthermore, it underscores the potential for cross-cultural exchanges that can enhance pedagogical practices in Finland and beyond. By fostering collaborative practices and knowledge sharing, this review advocates for a more interconnected approach to educational improvement, ultimately contributing to the ongoing evolution of educational systems worldwide.

Enhancing The Students' AI Literacy in the Digital Era: A Case of Finnish Higher Education System

Ms. XIN Hui, Tongji University, China
Dr. ZHENG Gaoming, Tongji University, China

Abstract

Research background: The outbreak of COVID-19 accelerated the global adoption of digital teaching, leading to a widespread implementation of digitalization. Since the release of ChatGPT, the rapid surge in the use of Generative AI (GenAI) has significantly influenced teaching and learning. Research problem: Students vary in their ability to accept and adapt to AI, resulting in a gap in AI literacy. Therefore, higher education system is facing the demand of enhancing students' AI literacy by developing targeted interventions.

Research gap: Most studies have focused on students' perception of AI or national AI development policies, yet there is lack of research regarding the higher education system's adaption to the changes and meet the AI literacy needs of students.

Research purpose& question: According to the Digital Economy and Society Index（DESI), Finland has consistently ranked among the top EU countries in digitalization. In 2022, it was ranked first among the 27 EU member states. With such a strong foundation in digital development, Finland offers a valuable case for examining how higher education institutions enhanced students' AI literacy. So the purpose of this research is to comprehensively explore the approaches adopted by the Finnish higher education system to enhance students' AI literacy in the era of digital transformation and to identify key factors contributing to its success. The research question is: how did Finnish HE system respond to the demand of Students' AI literacy enhancement in digital transformation.

Design/Approach/Methods: This study employs policy process and content framework and conducted a thematic analysis on relevant policy documents to examine Finland's national strategies for digital transformation and AI literacy.

Findings : Preliminary findings suggest that facing challenges such as lagging behind in the global data economy, the Finnish higher education system responds by upholding values of sustainability, trust, human-centricity, inclusiveness, renewal, and digital security. These principles, combined with strong interdisciplinary collaboration and innovative policy instruments, contribute to enhancing students' AI literacy and digital competence.

Evaluation of the Finnish National Doctoral Education Pilot: First results and challenges

Prof. KIVISTÖ Jussi, Tampere University, Finland

Abstract

The National Doctoral Education Pilot is a large scale initiative funded by the Finnish Ministry of Education and Culture (MoEC) for the period 2024–2027. The Pilot aims to expand the volume of Finnish doctoral training by offering funding for 1,000 new fixed-term doctoral researcher positions in Finnish universities. The Pilot seeks to expand Finland's research capacity and ensure a steady supply of highly trained professionals in selected fields. To assess the progress and effectiveness of the pilot, the MoEC commissioned an evaluation which will be conducted at the same time as the pilot is being implemented. This presentation offers the summary of the first progress report of this evaluation published in March 2025, focusing on the initial phase of the Pilot, including its launch, early results and challenges encountered.

Leveraging Interactive Technologies for Sustainable Education

Dr. LAM Chun-Ho Jason, City University of Hong Kong

Abstract

This talk presents an innovative inter-institutional project enhancing sustainability education through interactive technologies. In this inter-institutional project, CityUHK collaborated with HKUST to integrate virtual reality (VR) exercises and a life-cycle assessment (LCA) board game into undergraduate courses in both institutes, engaging over 350 students over 2 years. These gamified tools immerse students in climate change scenarios and sustainable practices, boosting participation significantly. The talk will outline the project's methodology, including pedagogical material exchange, course implementation, and effectiveness evaluation via student surveys and engagement metrics. Emphasizing transferable outcomes, it will share insights on scaling these tools across institutions, supported by plans about advancing technology-driven sustainable education.

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