

CONFERENCE PROGRAM

AIET 2026

**The 7th International Conference on
Artificial Intelligence in Education
Technology**

Zagreb, Croatia

July 29-July 31, 2026

 **Zonar Zagreb by Maistra City Vibes**

Address: Trg Krešimira Čosića 9, 10000 Zagreb, Hrvatska



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WELCOME MESSAGE

Dear Participants,

On behalf of the organizing committees, it is our great pleasure to welcome you to the 7th International Conference on Artificial Intelligence in Education Technology (AIET 2026), held in the beautiful city of Zagreb, Croatia during July 29-July 31, 2026.

AIET has grown into a key international platform for scholars, researchers, and practitioners to exchange ideas and present the latest innovations in artificial intelligence and its applications in education. This year, we are proud to host distinguished keynote and invited speakers, as well as a rich program of paper presentations, both onsite and online.

We sincerely thank you for your participation and support. We hope that AIET 2026 will not only provide you with valuable academic insights but also foster meaningful collaborations across the global AI and education communities.

Warm regards,

Organizing Committee

AIET 2026



CONFERENCE COMMITTEES

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 Marina Ernst, University of Koblenz, Germany
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 Mirela Muller, University of Split, Croatia
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 Santhosh John, Middle East College, Oman
 Shiow-Lin Hwu, National Taipei University of Business, Taiwan
 Sokout Hamidullah, Kobe Institute of Computing, Japan

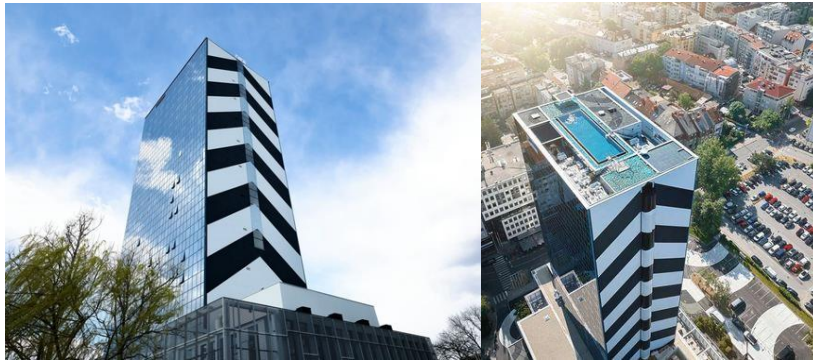
Southampton, United Kingdom
 Stefania Zourlidou, University of Koblenz, Germany
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 Sule Tasli Pektas, OSTIM Technical University OSTIM, Turkey
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CONFERENCE VENUE

Zonar Zagreb by Maistra City Vibes

📍 Trg Krešimira Čosića 9, 10000 Zagreb, Croatia



✈️ Getting Here from Zagreb Airport

- 🚗 **Distance:** Approximately 18 km.
- 🚌 **Airport Shuttle Terminal:** Pleso Prijevoz airport shuttle operates between Zagreb Airport and Zagreb Central Bus Station (Autobusni kolodvor Zagreb), approximately 3 km from the hotel.
- 🚕 **Taxi / Uber / Bolt:** Approximately €20–30 (one way), depending on traffic.

🚊 Public Transportation

- 🚊 **Nearest Tram Stop:** Trešnjevački trg (approximately 800 m / 10-minute walk)
- Multiple tram lines, including **3, 9 and 12**, provide convenient access to Zagreb city centre.
- 🚂 **Nearest Train Station:** Zagreb Glavni Kolodvor (Main Railway Station) (Approx. 2 km)

📌 **Note:** Zagreb's public transportation system is well connected by tram. Tickets can be purchased from ticket machines, newsstands, or via the ZET mobile app.

📌 Useful Information

- Uber and Bolt are widely available in Zagreb.
- Credit cards are widely accepted.
- Average temperature in late July: 20–30°C.
- Croatia uses Type C and Type F power outlets (230V, 50Hz).



ONSITE/ONLINE GUIDELINES

Onsite Guidelines

Oral Presentation

- Language: English
- Time: 15 minutes (incl. Q&A)
- Upload PPT to conference laptop at least 10 minutes before the session
- Equipment provided: laptop, projector, laser pointer

Important Notes

- Enter the room at least 10 minutes early
- Wear your name tag at all times; do not lend it
- Keep personal belongings safe; the organizer is not responsible for any loss
- Show your name tag and meal coupons when dining
- Inform staff in advance if bringing accompanying persons

Online Guidelines

Time Zone

Conference time is in CEST, Central European Summer Time (UTC +2)

ZOOM Download / ZOOM **zoom**

<https://zoom.us/download>

Equipment Needed

- A computer with camera
- Stable internet connection
- Quiet place with proper background

Presentation Test

Date: July 29, 2026

All online presenters must attend the test; check your schedule in the program

Online Oral Presentation

Max 15 minutes incl. 2–3 minutes Q&A

Join the Zoom room 10 minutes in advance



AGENDA OVERVIEW

 Day 1 | Wednesday, 29 July 2026 | UTC+2

Onsite Participants

Time	Activity	Venue
14:00-17:00	Registration & Material Collection	 Zonar Zagreb Hotel (Lobby)
☒ If you are unable to check in and collect your materials on July 29, please do so on July 30.		
 Notes ✧ Keep personal belongings safe, the organizer is not responsible for any loss ✧ Inform staff in advance if bringing accompanying persons		

Online Participants

Time	Activity	Zoom
10:00 - 12:00	Zoom Testing	<u>Meeting ID: 898 7975 6176</u> Pwd: 2931
☒ Zoom Testing Participants who are going to do an online presentation are required to join the Zoom pre-test. Duration: 2~3 minutes apiece. Free to leave after your rehearsal is done.		
☒ Name Setting before Entry! Author: Paper ID-Name Committee: Position-Name		



AGENDA OVERVIEW

Day 2 | Thursday, 30 July 2026 | UTC+2

Plenary/Keynote/Invited Speeches – Hybrid			📍 Room: PERPETUUM (mezzanine)	Meeting ID: 898 7975 6176	Pwd: 2931
08:30-09:00	☕ Morning Coffee				
09:00-09:05	Opening Remarks	Prof. Dr. Tim Schlippe, IU International University of Applied Sciences, Germany			
09:05-09:10	Welcome Address	Prof. Dr. Ivica Boticki, University of Zagreb, Croatia			
09:10-09:50	Plenary Speech	Prof. Dr. Fatos Xhafa, Universitat Politècnica de Catalunya, Spain <i>Speech Title: “Next-Generation AI Learning Systems: How Reinforcement Learning Reinforces Education”</i>			
09:50-10:20	☕ Coffee Break				
10:20-11:00	Keynote Speech	Prof. Dr. Kristina Schaaff, IU International University of Applied Sciences, Germany <i>Speech Title: “Why Age Changes the Game: Designing Gamification for Lifelong Learning”</i>			
11:00-11:20	Invited Speech I	Prof. Dr. Jie Yang, Shanghai Jiao Tong University, China <i>Speech Title: “A Policy-Controlled, Tool-Augmented Embodied Digital-Human Tutoring Agent System”</i>			
11:20-11:40	Invited Speech II	Researcher Marina Ernst, University of Koblenz, Germany <i>Speech Title: “Invisible Co-Reviewers: LLMs and Peer Review Quality in Higher Education”</i>			
11:40-12:00	Invited Speech III	Assoc. Prof. Benedikt Perak, University of Rijeka, Croatia <i>Speech Title: “Orchestrating Language Learning: Agentic AI for Multilingual, Teacher-Centered Tutoring”</i>			
12:00-12:05	🏆 Award Ceremony (Best Student Paper & Best Paper)				
12:05-12:10	📷 Group Photo				
12:10-13:30	🍽️ Lunch Buffet: Restaurant NRG (Ground Floor)				
Parallel Oral Sessions – Onsite					
	📍 Room: RAPID (mezzanine)	📍 Room: FLOW (mezzanine)	📍 Room: MOTION (mezzanine)		
13:30-15:30	Special Session - AI-Based Evaluation and Feedback for Student Work 👤 Chair: Prof. Dr. Thorsten Fröhlich, IU International University of Applied Sciences, Germany 👤 Chair: Prof. Dr. Tim Schlippe, IU International University of Applied Sciences, Germany Paper ID: CZ-0038, CZ-0103, CZ-0026-A, CZ-0147, CZ-0156-A, CZ-0143, CZ-0150, CZ-0029	Session 1 - AI-Driven Innovation in Instructional Design, Curriculum, and Learning Experience 👤 Chair: Prof. Dr. Ahmad Zamzuri Mohamad Ali, Universiti Pendidikan Sultan Idris, Tanjong Malim, Perak, Malaysia Paper ID: CZ-0008, CZ-2011-A, CZ-0042, CZ-0075, CZ-0083, CZ-0118, CZ-2015-A, CZ-0057-A	Session 2 - Generative AI, Large Language Models, and Higher Education Practices 👤 Chair: Prof. Dr. Andreas Zehetner, University of Applied Sciences Upper Austria, Austria Paper ID: CZ-0034, CZ-0113, CZ-0115, CZ-0055, CZ-0013, CZ-0049, CZ-0036, CZ-0163		
15:30-16:00	☕ Coffee Break (Ground Floor)				
16:00-18:15	Session 3 - Intelligent Learner Modeling and Learning Support 👤 Chair: Prof. Dr. Dagmar Archan, CAMPUS 02 University of Applied Sciences, Austria Paper ID: CZ-0112-A, CZ-0137, CZ-0095, CZ-0120, CZ-0050, CZ-2017-A, CZ-0104, CZ-0108	Session 4 - AI-Enabled Contextualized Learning and Skill Development 👤 Chair: Researcher Marina Ernst, University of Koblenz, Germany Paper ID: CZ-2030, CZ-0027, CZ-0097, CZ-0159-A, CZ-2008, CZ-0088, CZ-2009-A, CZ-0119, CZ-0109	Session 5 - AI Governance, Ethics, and Social Responsibility in Education 👤 Chair: Prof. Dr. Ana Cecilia Vidaña Montes, Tecnológico de Monterrey, Mexico Paper ID: CZ-0052, CZ-0089, CZ-0102, CZ-2010-A, CZ-0031-A, CZ-0091-A, CZ-0129-A, CZ-0157-A, CZ-0160-A		
18:20-20:00	🍽️ Dinner Buffet: Restaurant NRG (Ground Floor)				



AGENDA OVERVIEW

 Day 3 | Friday, 31 July 2026 | UTC+2 | Virtually Only

Invited Speeches & Parallel Oral Sessions - Online

zoom	<u>Meeting ID: 898 7975 6176</u> Pwd: 2931	<u>Meeting ID: 841 8441 1962</u> Pwd: 2931	<u>Meeting ID: 828 7505 4222</u> Pwd: 2931
09:30-09:50	Invited Speech IV Dr. Marion Hersh, University of Glasgow, UK <i>Speech Title: "Nothing About Us Without Us: AI, Ethics and HE Inclusion"</i>	Invited Speech V Dr. Hilary Ng, Hong Kong Metropolitan University, Hong Kong, China <i>Speech Title: "What Learning Analytics Cannot See: Toward Psychologically Grounded Learning Analytics to Understand Why Students Do It"</i>	Invited Speech VI Dr. Kim Hung Joe Lam, The Hong Kong Polytechnic University, Hong Kong, China <i>Speech Title: "Using Educational Technology to Foster Active Learning Among University Students"</i>
09:50-10:05	 Break Time		
10:05-12:05	Session 1 - AI-Enabled Teaching Innovation, Professional Education, and Learning Support  Chair: Dr. Marion Hersh, University of Glasgow, UK Paper ID: CZ-2035-A, CZ-0069, CZ-0140, CZ-0073, CZ-2034, CZ-2037-A, CZ-0166, CZ-162-A	Session 2 - Generative AI-Enhanced Language Learning and Translation Education  Chair: Dr. Haixia Wang, Xi'an Jiaotong Liverpool University, China Paper ID: CZ-0012-A, CZ-0051, CZ-0059, CZ-0098, CZ-0117, CZ-0141-A, CZ-0064	Session 3 - AI Literacy, Teacher Adaptation, and Learner Self-Regulation  Chair: Prof. Maria Mavri, University of the Aegean, Greece Paper ID: CZ-0039, CZ-0040, CZ-0072, CZ-2018, CZ-0004, CZ-0086, CZ-0085, CZ-0168
12:05-14:00	 Lunch Break		
14:00-15:30	Session 4 - GenAI-Supported Learning Mechanisms and Teaching Innovation  Chair: Assoc. Prof. Dr. Yan Yu, Wuhan Institute of Technology, China  Chair: Dr. Kim Hung Lam, The Hong Kong Polytechnic University, Hong Kong, China Paper ID: CZ-2012, CZ-0020, CZ-0124, CZ-0167, CZ-0139, CZ-0133	Session 5 - AI Governance, Ethics, and Assessment in Education  Chair: Prof. Dr. Nyarai Tunjera, Cape Peninsula University of Technology, South Africa Paper ID: CZ-2025, CZ-0058, CZ-0025, CZ-0071, CZ-0060-A, CZ-0014	Session 6 - Intelligent Learning Environments and Personalized Multi-Agent Interaction  Chair: Prof. Dr. YOUSSEF LAHBABI, EMAA Business School, Agadir, Morocco Paper ID: CZ-0065, CZ-0126, CZ-0045, CZ-0010, CZ-0135, CZ-0155



PLENARY SPEECH



Prof. Dr. Fatos Xhafa

Universitat Politècnica de Catalunya (UPC),
Barcelona, Spain

Editor in Chief: Elsevier Book Series "Intelligent Data Centric Systems"

Editor in Chief: Springer Book Series "Data Engineering and Communication Technologies"

Editor in Chief: Internet of Things; Engineering Cyber Physical Human Systems, Elsevier

 **Bio:** Fatos Xhafa, PhD in Computer Science, is Full Professor at the Technical University of Catalonia (UPC), Barcelona, Spain. He has held various tenured and visiting professorship positions. He was a Visiting Professor at the University of Surrey, UK (2019/2020), Visiting Professor at the Birkbeck College, University of London, UK (2009/2010) and a Research Associate at Drexel University, Philadelphia, USA (2004/2005). Prof. Xhafa has widely published in peer reviewed international journals, conferences/workshops, book chapters, edited books and proceedings in the field (H-index 62). Prof. Xhafa has an extensive editorial service. He is founder and Editor-In-Chief of Internet of Things - Journal - Elsevier (Scopus and WoS Science) and of International Journal of Grid and Utility Computing, (Scopus and WoS Science). Prof. Xhafa is a member of the IEEE Communications Society, IEEE Systems, Man & Cybernetics Society and Founder Member of Emerging Technical Subcommittee of Internet of Things. His research interests include IoT and Cloud-to-thing continuum computing, massive data processing and collective intelligence, optimization, and machine learning, among others. Please visit <http://www.cs.upc.edu/~fatos/> and <http://dblp.uni-trier.de/pers/hd/x/Xhafa:Fatos>.

 **Next-Generation AI Learning Systems: How Reinforcement Learning Reinforces Education**

 **09:10-09:50 | 30 JULY | UTC+2**  **PERPETUUM**  **ZOOM 898 7975 6176** **Pwd: 2931**

 **Abstract:** While generative AI dominates current trends by automating content creation, the true frontier of educational technology lies in dynamic adaptation. Reinforcement Learning (RL) offers a powerful paradigm shift from static, rule-based software to intelligent systems capable of optimizing face-to-face and distance learning in real-time.

In this plenary talk, we explore how RL serves as the foundational engine for next-generation education—mapping out optimal pedagogical policies, dynamically balancing student engagement with cognitive challenge, and personalizing curricula at an unprecedented scale. We will discuss the extension of this paradigm to collaborative environments, demonstrating how RL, integrated with emotional intelligence metrics, can actively drive synchronization suppression to optimize group dynamics and project-based learning. By framing education as a complex, sequential decision-making process, we will examine the profound opportunities RL presents to enhance human teaching, bridge equity gaps, and redefine the boundaries of adaptive learning. Finally, we will address the critical ethical, computational, and alignment challenges that must be solved as we deploy these AI/RL-empowered learning systems into the classrooms of tomorrow.



KEYNOTE SPEECH



Prof. Kristina Schaaff

IU International University of Applied Sciences,
Germany



Bio: Kristina Schaaff is a Professor of Digital Transformation with a focus on Artificial Intelligence at IU International University. Her research interests are primarily in human-computer interaction and affective computing. She studied Computer Science at KIT Karlsruhe and subsequently completed her doctorate at the FZI Research Center for

Information Technology on the topic of "Integration of Physiological Feedback into Learning Applications under Everyday Conditions." After completing her PhD, Dr. Schaaff worked for several years as an e-learning project manager.



Why Age Changes the Game: Designing Gamification for Lifelong Learning



10:20-11:00 | 30 JULY | UTC+2



PERPETUUM

ZOOM [898 7975 6176](https://zoom.us/j/89879756176) Pwd: 2931



Abstract: Gamification is frequently used in digital learning environments. However, most systems do not sufficiently account for age-related differences, even though modern AI systems make personalized adaptation easier than ever before. This talk examines how gamification can be designed in an age-aware way to take into account learners' diverse motivational and cognitive needs. The presentation introduces a mapping of age groups, mechanics, and effects. Based on this, five design principles for age-specific gamification are derived, and three technical patterns for implementation in multimedia learning environments are identified. The findings show that gamification is not universally effective but requires differentiated design in order to support engagement and inclusion across the entire lifespan.



INVITED SPEECH



Prof. Jie Yang

Shanghai Jiao Tong University, China



Bio: Jie Yang received a bachelor's degree in Automatic Control in Shanghai Jiao Tong University (SJTU), where a master's degree in Pattern Recognition & Intelligent System was achieved three years later. In 1994, he received Ph.D. at Department of Computer Science, University of Hamburg, Germany. Now he is the Professor and Director of Institute of Image Processing and Pattern recognition in Shanghai Jiao

Tong University. He is the principal investigator of more than 30 national and ministry scientific research projects in image processing, pattern recognition, data mining, and artificial intelligence. He has published six books, more than five hundreds of articles in national or international academic journals and conferences. Google citation over 29300, H-index 88. Up to now, he has awarded six research achievement prizes from ministry of Education, China and Shanghai municipality. He has owned 48 patents. Three Ph.D. dissertation he supervised was evaluated as "National Best Ph.D. Dissertation" in 2009, in 2017, in 2019. He has been chairman and keynote speaker of more than 20 international conferences. He is selected in the list of 2025 World Top 2% Career-long Impact Scientists issued by Stanford University and Elsevier.



A Policy-Controlled, Tool-Augmented Embodied Digital-Human Tutoring Agent System



11:00-11:20 | 30 JULY | UTC+2



PERPETUUM

ZOOM [898 7975 6176](https://zoom.us/j/89879756176) Pwd: 2931



Abstract: As large language models (LLMs) rapidly permeate educational practice, intelligent tutoring systems (ITS) are shifting from text-only interaction toward multimodal, embodied human-AI tutoring. Yet most educational AI still faces three persistent bottlenecks: (i) limited embodiment weakens affective connection and sustained attention; (ii) tutoring dialogues lack executable, structured pedagogy, leading to stage skipping and missing assessment; and (iii) generative explanations and factual claims are often unsupported by traceable evidence, hindering auditability and reproducibility. We propose Digital Teacher PBL, an embodied project-based learning (PBL) tutoring agent for LLM-related technical topics that unifies three capabilities: a deployable embodied interaction interface, a controllable pedagogical orchestrator, and an auditable evidence-chain mechanism. On the interaction side, the system integrates a real-time digital human, combining MuseTalk-driven lip synchronization with Fish-Speech TTS to enable low-latency, interruptible multimodal dialogue. On the pedagogy side, we introduce a seven-stage finite-state-machine (FSM) orchestrator with explicit entry conditions, stage objectives, and output constraints to enforce a teach-practice-test-reflect loop and reduce pedagogical drift. To improve the verifiability of knowledge claims, we implement a tool-augmented evidence-chain mechanism that designates web search and knowledge retrieval as evidence-source tools, while quiz generation, grading, and feedback are treated as non-evidence tools. Results from a 2x2 ablation study over 30 tutoring sessions show that the FSM substantially improves stage coverage and policy compliance, the evidence chain markedly improves evidence quality, and their combination achieves the best learning gains and task completeness.



INVITED SPEECH



Researcher Marina Ernst
University of Koblenz, Germany

 Bio: Mairna Ernst is a researcher and PhD Candidate at the University of Koblenz, working on artificial intelligence and information reliability. She teaches courses on data technologies and studies how large language models evaluate and explain the credibility of information.

Invisible Co-Reviewers: LLMs and Peer Review Quality in Higher Education

 11:20-11:40 | 30 JULY | UTC+2  PERPETUUM ZOOM [898 7975 6176](https://us02zoom.us/j/89879756176) Pwd: 2931

 Abstract: Peer review helps students to develop the critical evaluation skills needed to check the accuracy and consistency of academic work. As LLMs become more widely used in higher education, they may also influence the way reviews are conducted.

In this study, we compared peer reviews written by students with reviews generated by LLMs using a research article that contained deliberate errors. While LLMs identified more issues overall, both students and LLMs struggled to detect problems related to references and citations. In contrast, inconsistencies within the text were easier to identify. These findings highlight a persistent challenge in AI-mediated peer review: citation verification remains difficult for both human and AI reviewers.



INVITED SPEECH



Assoc. Prof. Benedikt Perak
University of Rijeka, Croatia

 Bio: Benedikt Perak is Associate Professor at the Department of Cultural Studies, Faculty of Humanities and Social Sciences, University of Rijeka, and CEO of Syntagent, an AI research and development company. His research sits at the intersection of cognitive linguistics, second language acquisition, computational linguistics, and AI-driven communication. He is the author of

Communication in the Age of Artificial Intelligence: The development of large language models and communication agents (Faculty of Humanities and Social Sciences, University of Rijeka, 2025).

Orchestrating Language Learning: Agentic AI for Multilingual, Teacher-Centered Tutoring

 **11:40-12:00 | 30 JULY | UTC+2**  **PERPETUUM** **ZOOM** [898 7975 6176](https://join.zoom.us/j/89879756176) **Pwd: 2931**

 Abstract: Language education faces a fundamental scaling challenge: the demand for personalized, high-quality instruction far exceeds the supply of qualified teachers. This talk presents an agentic orchestration framework that distributes pedagogical responsibilities across specialized AI agents, each handling distinct aspects of language tutoring-----morphological analysis, pronunciation feedback, grammar explanation, and CEFR-aligned progression tracking. Unlike monolithic chatbot approaches, the multi-agent architecture allows each component to be optimized for a specific linguistic task while maintaining pedagogical coherence through a central orchestrator. The system supports cross-lingual adaptation across three typologically distinct languages (Japanese, Croatian, and English), with morphology-aware corrective feedback tailored to each language's structural properties. Teacher-in-the-loop oversight ensures that AI-generated feedback remains pedagogically sound and culturally appropriate. The talk draws on deployment experience with the AI Language Tutor platform, discussing practical challenges of agent coordination, learning analytics design, and the evolving role of human teachers in AI-mediated classrooms.



INVITED SPEECH



Dr. Marion Hersh

University of Glasgow, UK

 Bio: Marion Hersh has a first degree in mathematics and a PhD in control engineering. The research interests covering assistive technology, accessibility and usability, co-production and co-design of technology, human factors, inclusive learning technologies, technology and experiences of older autistic people and spatial representations of blind people. More recently they have been critically examining ethical issues

related to AI and the involvement of disabled, neurodivergent and Deaf researchers, students and other professionals in AI research. They regularly co-organise conference special technical sessions on ICT to Support Inclusive Education - Universal Learning Design (ULD).

 (Online Speech) *Nothing About Us Without Us: AI, Ethics and HE Inclusion*

 09:30-09:50 | 31 JULY | UTC+2

ZOOM [898 7975 6176](https://us06.zoom.us/j/89879756176) Pwd: 2931

 Abstract: AI use has become prevalent, including in HE. There is some awareness of the high energy consumption of data centres and how they could threaten climate targets, AI plagiarism risks and the difficulties in detecting it, as well as the challenges AI poses to copyright. However, there has been less discussion of the role of AI in encouraging or preventing inclusion, and even less discussion of the wider issue of contributing to setting educational and research AI agendas. For instance, the author's recent coauthored survey on the inclusion of disabled, neurodivergent and Deaf researchers in AI research found that a number of them felt unwelcome, there had been no mention of these groups in AI research and that inclusion and its lack were 'almost like a tick-box exercise of "see we have acknowledged it, done"'. The terms disabled, neurodivergent and Deaf are all used as some people identify as disabled, some as neurodivergent and some as both and many Deaf people consider themselves as members of a linguistic (signing) minority rather than disabled.

Currently many disabled HE staff and students use assistive and other technologies to overcome the barriers they would otherwise experience. However, there is a risk of funding and provision of these technologies being withdrawn on the assumption that AI is a suitable replacement.

The presentation will draw on various sources, including results of the survey mentioned above and a literature review of disabled researchers in AI research to discuss these and other issues related to ethics, inclusion and exclusion in HE and the importance of disabled, neurodivergent and Deaf people have a primary role in decision making on appropriate AI uses and restrictions. The focus will be disabled, neurodivergent and Deaf people, including those with intersectional characteristics, based on, for instance gender, sexuality and ethnicity. The presentation will also consider how AI impacts the ability of these groups to set the education and research agenda. The presentation will also consider what different groups of stakeholders can do to overcome barriers and support inclusion and active participation.



INVITED SPEECH



Dr. Hilary Ng

Hong Kong Metropolitan University, Hong Kong, China



Bio: Dr. Hilary Ng is an Assistant Professor in the School of Education and Languages at Hong Kong Metropolitan University. Her research expertise spans social psychology, cross-cultural psychology, educational technology, and educational science. Grounded in this interdisciplinary perspective, her work establishes behavioral, contextual, and systemic foundations for designing dynamic learning ecosystems that empower individuals

and communities to thrive in times of global transformation. Her publications in Q1 SSCI and Scopus-indexed journals investigate how constructivist pedagogy, learning goals, cultural intelligence, self-views, worldview beliefs, and coping strategies influence human performance and well-being across diverse cultural contexts. Beyond research, Dr. Ng contributes actively through leadership and academic service, presenting at international conferences and serving on scientific, technical, and organizing committees. She also serves as editor for one Q1 Scopus-indexed journal in educational psychology and two Q1 SSCI multidisciplinary journals, supporting interdisciplinary scholarship and knowledge exchange.



(Online Speech) *What Learning Analytics Cannot See: Toward Psychologically Grounded Learning Analytics to Understand Why Students Do It.*



09:30-09:50 | 31 JULY | UTC+2

ZOOM [841 8441 1962](#) Pwd: 2931



Abstract: Learning analytics has emerged as a productive lens for examining student engagement, anticipating at-risk behaviour, and supporting personalised learning at scale. Yet, there remains a significant gap between theory and practice, in which the capacity to describe what students do in digital learning environments has far outpaced the capacity to explain why they do it. Many deployed systems remain focused on descriptive and predictive analytics: tracking clicks and logins without connecting these signals to the psychological processes that generate them, thereby routinely capturing behavioural patterns without accounting for the cognitive, motivational, and regulatory mechanisms that drive them. This paper reflects on that tension and argues for a theoretically grounded, explanatory, and equity-informed approach to learning analytics research. It examines how digital behavioural traces can be reframed as theoretically informed proxies rather than direct measures of learning quality, drawing briefly on self-regulated learning as one example of how psychological theory can structure this reframing. The paper further explores how multimodal data sources and generative AI may serve as interpretive infrastructure to make explanatory analytics more scalable, while identifying new methodological risks as students increasingly use AI tools to complete tasks. Equity is treated not as an add-on but as a non-negotiable design constraint, with attention to algorithmic bias, differential access to GenAI, and the structural conditions that shape whether analytics insights are actionable for the learners who need them most. The paper concludes by proposing a six-pillar framework for psychologically grounded learning analytics research that is theoretically anchored, explanatory, actionable, equity-aware, transparent, and participatory.



INVITED SPEECH



Dr. Kim Hung Joe Lam

The Hong Kong Polytechnic University, Hong Kong,
China

 Bio: Dr. Kim-hung Joe Lam (MBA, IHERD Fellow; FAHE) serves as Senior Lecturer and Programme Leader of the Analytical Sciences for Testing and Certification (ASTC) programme in Department of Applied Biology and Chemical Technology, The Hong Kong Polytechnic University. He is also currently a Fellow of the Institute for Higher Education Research and Development (IHERD) and a Senior Fellow of Advance HE (FAHE).

 *(Online Speech) Using Educational Technology to Foster Active Learning Among University Students*

 09:30-09:50 | 31 JULY | UTC+2

ZOOM [828 7505 4222](https://us02zoom.us/j/82875054222) Pwd: 2931

 Abstract: This presentation highlights the implementation of educational technology (EdTech) and artificial intelligence (AI) tools to enhance student learning and engagement in both classroom and laboratory settings. A range of university-supported digital resources, including the Learning Management System (LMS), open educational resources, uReply, video platforms, collaborative documents, immersive technologies, and AI-generated tutorial materials, were integrated to support learning both inside and outside the classroom. These tools transformed traditional teaching environments into more interactive and student-centred learning spaces by facilitating collaborative group activities, flipped-classroom quizzes, and video-assisted pre-laboratory preparation. Student feedback consistently indicated that these digital innovations contributed positively to their learning experience and academic engagement.



SPECIAL SESSION-AI-Based Evaluation and Feedback for Student Work

 **Session Chair: Prof. Dr. Thorsten Fröhlich, IU International University of Applied Sciences, Germany**

 **Session Chair: Prof. Dr. Tim Schlippe, IU International University of Applied Sciences, Germany**

Motivation and Scope

Recent advances in artificial intelligence have significantly expanded the possibilities for automated evaluation and feedback in educational contexts. Large language models, multimodal AI systems, and learning analytics enable new forms of formative and summative assessment, scalable feedback generation, and adaptive support for student learning.

At the same time, these developments pose fundamental challenges for validity, reliability, transparency, fairness, and pedagogical alignment. This special session aims to bring together researchers working on AI-driven approaches to evaluation and feedback, with a focus on both methodological rigour and real-world educational impact.

The session explores how AI can support, enhance, or critically re-examine the assessment of student work across educational domains and levels.

Presentation

 **13:30-15:30 | 30 July, 2026 | Onsite only**

 **Room: RAPID**

CZ-0038 13:30-13:45	EduAgent-Loop: A Closed-Loop Multi-Agent Framework for AI-Empowered Education Chao Wu, Zhaofeng Li, Qianru Chen, Chun-Hsiang Lee, Yan Bai and Pei Zheng  Chao Wu, Zhejiang University, China
CZ-0103 13:45-14:00	MLLM-Based Assessment of STEM Projects Videos in K-8 PBL Contexts Germán Capdehourat, Ana Clara Nóbile, Micaela Rodríguez, Juan Pablo González, Pablo Brera, Francisco Risso and Cecilia Vilaró  Ana Clara Nóbile, Ceibal, Uruguay
CZ-0026-A 14:00-14:15	From Formative Feedback to AI-Supported Exam Assessment in Higher Education: Opportunities, Challenges, and a Human-in-Control Approach Dagmar Archan  Dagmar Archan, CAMPUS 02 University of Applied Sciences, Austria
CZ-0147 14:15-14:30	"Time Talk": An Intelligent Tutoring System as a Conversational Historical Textbook with Dual-Process Theory Guan-Yun Wang, Hung-Jin Liu, Ying-Hsien Li, Pin-Yan Lin, Yi-Chen Chien and Wei-Tse Hung  Yi-Chen Chien, Fu Jen Catholic University, Taiwan



SPECIAL SESSION-AI-Based Evaluation and Feedback for Student Work

CZ-0156-A 14:30-14:45	Assessing Korean Speaking Proficiency through AI: Reconceptualizing Scoring Constructs for a High-Context, Less-Commonly-Taught Language Han HaLim 👤 Han HaLim, Hanbat National University, South Korea
CZ-0143 14:45-15:00	Can Large Language Models Simulate a Variety of Human Demographic Information? Analyzing AI Bias with Synthetic QCAE Data Guan-Yun Wang and Chun-Yung Hsu 👤 Chun-Yung Hsu, Fu Jen Catholic University, Taiwan
CZ-0150 15:00-15:15	AI-Based Thesis Assessment: An Empirical Study of Human Evaluation Priorities and Their Impact on Automated Assessment Garv Vikram Gursahaney, Baskhad Idrisov, Thorsten Fröhlich and Tim Schlippe 👤 Garv Vikram Gursahaney, IU International University of Applied Sciences, Germany
CZ-0029 15:15-15:30	Using Multi-User Metaverse Technology to enhance Social Skills Training for Individuals with Autism Spectrum Disorder Yufang Cheng, Lihung Wang and Xiangyu Peng 👤 Yufang Cheng, National Changhua University of Education, Taiwan



ONSITE ORAL SESSION 1

◆ Topic: AI-Driven Innovation in Instructional Design, Curriculum, and Learning Experience

👤 Session Chair: Prof. Dr. Ahmad Zamzuri Mohamad Ali, Universiti Pendidikan Sultan Idris, Tanjong Malim, Perak, Malaysia

🕒 13:30-15:30 30 JULY		📍 Room: FLOW (mezzanine)
CZ-0008 13:30-13:45	From Pixar to Pedagogy: Prompting Gen-AI for Micro-learning Video Script Design Ahmad Zamzuri Mohamad Ali, Muhammad Ihsan Rokeman, Nurr Muazzin Md Ghali and Mohd Shahril Anuar Shah Kobat 👤 Ahmad Zamzuri Mohamad Ali, Universiti Pendidikan Sultan Idris, Tanjong Malim, Perak, Malaysia	
CZ-2011-A 13:45-14:00	Applying Artificial Intelligence in Accounting Education: Insights from an Experimental Case-Based Assignment Palomäki Juhani and Taijala Beata 👤 Juhani Palomäki, Seinäjoki UAS, Finland	
CZ-0042 14:00-14:15	Comparative Evaluation of Classroom Analysis Methods Using Multiple Generative AI Tools: Examination from the Perspective of Teacher Utterance Classification Yoshiko FURUSHO, Tetsuji YAMADA and Takashi OMORI 👤 Yoshiko FURUSHO, Yokohama University of Art and Design, Japan	
CZ-0075 14:15-14:30	PersonaLearn: A Conceptual Framework for Hyper-Personalized AI-Driven Microlearning with Human-in-the-Loop Real-World Tasks Ahmet BENGÖZ 👤 Ahmet BENGÖZ, NATO Support and Procurement Agency (NSPA), Luxembourg	
CZ-0083 14:30-14:45	Lightweight AI Empowered PDT: Construction of STEAM Integration Model for Art Appreciation Courses Guo Xu 👤 Guo Xu, Southwestern University of Finance and Economics, China	
CZ-0118 14:45-15:00	Innovative Technologies in Engineering Higher Education: Enhancing Pedagogy and Student Outcomes Devanarayanan Gangatharan and Shatirah Akib 👤 Shatirah Akib, Buckinghamshire New University, United Kingdom	
CZ-2015-A 15:00-15:15	Adaptive Learning as an Educational Innovation: Transforming Teaching Practices in South African Classrooms Ciza Kudra and Paul Kronzu 👤 Ciza Kudra, Cape Town Community College, South Africa	
CZ-0057-A 15:15-15:30	Applying Generative AI-Assisted Card Creation in Digital Storytelling Emotional Board Games for Emotional Learning Among Vocational High School Students Hsiu-Ling Chen and Shih-Min Feng 👤 Hsiu-Ling Chen, National Taiwan University of Science and Technology, Taiwan	



ONSITE ORAL SESSION 2

◆ **Topic: Generative AI, Large Language Models, and Higher Education Practices**

👤 **Session Chair: Prof. Dr. Andreas Zehetner, University of Applied Sciences Upper Austria, Austria**

🕒 13:30-15:30 30 JULY		📍 Room: MOTION (mezzanine)
CZ-0034 13:30-13:45	Overreliance Under Incorrect LLM Tutoring Feedback: Evidence from Dialogue Logs and Post-Study Surveys Stefania Zourlidou, Shokooh Ebri, Marina Ernst and Frank Hopfgartner 👤 Marina Ernst, University Koblenz, Germany	
CZ-0113 13:45-14:00	Essay Development with ChatGPT: A Study of Student Experience and Instructor Evaluation in Computer Science Abhishek Jacob, Jim Buckley, Chris Exton, Ashish Sai, James Patten, Tabea De Wille, Mark Burkley, Andrew Le Gear, Ruolin Li, Beimnet Girma and Muhammad Sarmad Ali 👤 Jim Buckley, Lero, University of Limerick, Ireland	
CZ-0115 14:00-14:15	Exploring the Impact of Educational Chatbot Tones on University Students' Learning Motivation and Performance: A Quasi-Experimental Study Jui-Chi Su and Guan-Yun Wang 👤 Guan-Yun Wang, Fu Jen Catholic University, Taiwan	
CZ-0055 14:15-14:30	Design of an AI Workflow for Scientific Writing in Higher Education and Assessment of its Impact on Learning Outcomes Alejandra Lorena San Martin-Azócar, Alfredo Díaz-Lara and Edgar Noé Tec-Caamal 👤 Edgar Noé Tec Caamal, Instituto Tecnológico Y De Estudios Superiores De Monterrey, Mexico	
CZ-0013 14:30-14:45	An Empirical Study on the Deliberative Generative Artificial Intelligence Framework (DGAIF) in Higher Education Contexts Shyh-Jian Tang and Yang Cheng Kuang Chen 👤 Yang Cheng Kuang Chen, WuFeng University, Taiwan	
CZ-0049 14:45-15:00	Human-AI Synergy in Oral Presentation Training: When ASR Meets Human Insight Pauli Lai, Christy Chan, Julia Chen, Irene Song and Chiho Chan 👤 Pauli Lai, The Hong Kong Polytechnic University, Hong Kong	
CZ-0036 15:00-15:15	Large Language Models in Higher Education: A Systematic Review of Adoption, Impacts, and Governance Sameeruddin Mohammed, Shengdong Chang, Fan Wu and Baiyun Chen 👤 Fan Wu, Tuskegee University, United States	
CZ-0163 15:15-15:30	An Agentic Architecture for Personalized Language Tutoring: Multi-Agent Orchestration, Teacher Amplification, and Learning Analytics Benedikt Perak and Dragana Spica 👤 Benedikt Perak, Filozofski fakultet, Sveuciliste u Rijeci, Croatia	



ONSITE ORAL SESSION 3

◆ Topic: Intelligent Learner Modeling and Learning Support

 **Session Chair: Prof. Dr. Dagmar Archan, CAMPUS 02 University of Applied Sciences, Austria**

 16:00-18:15 30 JULY		 Room: RAPID (mezzanine)
CZ-0112-A 16:00-16:15	Exploring the Effects of Response Time–Integrated CAT Design on Ability Estimation in Diagnostic Assessment Minjung Kim and Hyun Sook Yi  Minjung Kim, Konkuk University, Republic of Korea	
CZ-0137 16:15-16:30	Engagement Patterns in Student-AI Interactions in the Colearner Platform by TUMO Marieta Khachatryan  Marieta Khachatryan, American University of Armenia, Armenia	
CZ-0095 16:30-16:45	AI-Enabled Predictive System: An Approach to Enhancing Student Engagement in Engineering Education Habiba Akter and Shihab Shah  Habiba Akter, Queen Mary, United Kingdom	
CZ-0120 16:45-17:00	Evaluating the Impact of AI Chatbot Interventions on Student Learning Behaviors and Performance using the ICAP Framework Guan-Yun Wang and Chia-Te Yang  Guan-Yun Wang, Fu Jen Catholic University, Taiwan	
CZ-0050 17:00-17:15	Modeling and Classifying Student Behaviour in Higher Education LMS Using Markov Matrices Pauline Chiquet, François Lecellier and Philippe Carré  Pauline Chiquet, University of Poitiers, France	
CZ-2017-A 17:15-17:30	Problematic overstudying and study engagement: Associations with substance use among university students Bartosz Atroszko, Oliwia Kosecka and Paweł Atroszko  Bartosz Atroszko, University of Gdańsk, Poland	
CZ-0104 17:30-17:45	The Impact of Theory-Guided Prompt Modules on the Instructional Effectiveness of Virtual Scientific Inquiry Tutors (SIVT): An Experimental Study Integrating Scaffolding Theory and the CER Framework Hao-Chang Lo, Chun-Jung Lin and Guan-Hsiu Lin  Hao-Chang Lo, Department of Digital Content and Technology, National Taichung University of Education, Taiwan	
CZ-0108 17:45-18:00	A Prerequisite-Aware Multi-Objective Question Sequencing Algorithm Based on Learner State Transitions for Intelligent Tutoring Systems Mansoor Alghamdi and Wajih ABDALLAH  Mansoor Alghamdi, University of Tabuk, Saudi Arabia	



ONSITE ORAL SESSION 4

◆ **Topic: AI-Enabled Contextualized Learning and Skill Development**

👤 **Session Chair: Researcher Marina Ernst, University of Koblenz, Germany**

🕒 16:00-18:15 30 JULY		📍 Room: FLOW (mezzanine)
CZ-2030 16:00-16:15	A Study on the Acquisition of Teaching Methods for Information Design Topics -Through Analysis of Lesson Plans by Prospective Information Science Teachers- Atsushi Imanaka, Yoshiko Furusho, Shutaro Omachi, Yumi Hoshi and Hayato Ishizuka 👤 Atsushi Imanaka, Teikyo Heisei University, Japan	
CZ-0027 16:15-16:30	Design-Based Research for Intelligent Design Systems: Integrating AI in Architectural Workflow Edwin González Meza, Barbara Pierpaoli, María Guadalupe Estrada Meza, Giancarlo Di Marco and Jessica L. Aguilar Calvillo 👤 Edwin Gonzalez Meza, Fundacion Universidad De Las Americas Puebla, Mexico	
CZ-0097 16:30-16:45	Teaching Human Skills in a Virtual Environment: A Synchronous Virtual Course on Business Related Emotional Competences for a Diverse International Cohort Andreas Zehetner and Diana E. Woolfolk Ruiz 👤 Andreas Zehetner, University of Applied Sciences Upper Austria, Austria	
CZ-0159-A 16:45-17:00	Exploring scaffolding patterns in conversational AI-preschooler story retelling: An interaction analysis Xingyu Liu 👤 Xingyu Liu, South China Normal University, China	
CZ-2008 17:00-17:15	AI Literacy of Higher Education Students and Its Consideration in Teaching Beata Kreetta Sofia Taijala, Juhani Allan Aarne Palomäki, Tiina Katariina Wakaume and Kim Arto Mikael Leppänen 👤 Beata Taijala, Seinäjoki UAS, Finland	
CZ-0088 17:15-17:30	Evaluating AISkillForge: A Mixed Methods Study of Student AI Literacy, Safety Awareness, and Tool Selection Confidence Helena Bukovac and Mario Perić 👤 Helena Bukovac, Mario Perić, Algebra Bernays University, Croatia	
CZ-2009-A 17:30-17:45	Measuring the Development of Students' AI Competencies Through Iterative, Case Based Assessment in Higher Education Tiina Wakaume and Beata Taijala 👤 Tiina Wakaume, Seinäjoki UAS, Finland	
CZ-0119 17:45-18:00	Student Readiness in the AI Age: The Role of AI Awareness in Shaping Career Adaptability No L. Pham, Uyen T. Truong, Trang N. Q. Quach, Tran P. T. Ha and Ngoc T. D. Nguyen 👤 Uyen T. Truong, FPT University, Vietnam	



ONSITE ORAL SESSION 4

CZ-0109 18:00-18:15	Using AI-based Learning Assistants in Higher Education: A Large-Scale Descriptive Analysis Kristina Schaaff, Quintus Stierstorfer and Valerie Hekkel  Kristina Schaaff, IU International University of Applied Sciences, Germany
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ONSITE ORAL SESSION 5

◆ **Topic: AI Governance, Ethics, and Social Responsibility in Education**

👤 **Session Chair: Prof. Dr. Ana Cecilia Vidaña Montes, Tecnológico de Monterrey, Mexico**

🕒 16:00-18:15 | 30 JULY

📍 Room: MOTION (mezzanine)

CZ-0052 16:00-16:15	Campus-Wide AI Adoption in Higher Education: Implications From Faculty, Students, and Staff Surveys Chientzu Candace Chou, Marian Stephnie Fernando, Anne Kathleen Dockendorf, Karen Harthorn and Jonathan Keiser 👤 Chientzu Candace Chou, University of St. Thomas, United States
CZ-0089 16:15-16:30	Beyond AI Acceptance: Verification, Redesign, and Rejection in Student Mathematical Modeling Ana Cecilia Vidaña Montes 👤 Ana Cecilia Vidaña Montes, Tecnológico de Monterrey, Mexico
CZ-0102 16:30-16:45	Trust in AI Across Domains: Education's Unique Trust Architecture Indrit Kello, Alischa Rosenstein, Marc-Andre Heidelmann and Kristina Schaaff 👤 Indrit Kello, IU International University of Applied Sciences, Erfurt, Germany & University of Library Studies and Information Technologies, Sofia, Bulgaria
CZ-2010-A 16:45-17:00	AI Enabled Academic Misconduct and Emerging Prevention Strategies in Higher Education Kim Arto Mikael Leppänen and Beata Kreetta Sofia Taijala 👤 Kim Arto Mikael Leppänen, Seinäjoki UAS, Finland
CZ-0031-A 17:00-17:15	From Information Asymmetry to Contextual Intelligence: AI-Supported Innovation Learning for Social Impact in Environmental Governance Shao-Chang Wei, Cheng-Hung Tsai and Chun-Wang Wei 👤 Chun-Wang Wei, Kaohsiung Medical University, Taiwan
CZ-0091-A 17:15-17:30	Ethical Challenges and Strategies in AI-enabled EFL Instruction in the Context of China's Senior High Schools Yaohuan Lu and Lizhong Zhu 👤 Yaohuan Lu, Shaanxi Normal University, China
CZ-0129-A 17:30-17:45	Digital Orphanhood: A systematic review of the landscape of digital citizenship and civic outcomes in Latin America Guillermo Zaracho-Mármol, Emilián González-Rubalcava, Andrés Sandoval-Hernández and Eliana Osorio-Saez 👤 Guillermo Zaracho, University of Bath, United Kingdom
CZ-0157-A 17:45-18:00	From "Being Seen" to "Being Understood": A Phenomenological Critique and Ethical Reconstruction of AI-Driven Early Childhood Education Assessment Yuanyuan Han 👤 Yuanyuan Han, South China Normal University, China



ONSITE ORAL SESSION 5

CZ-0160-A 18:00-18:15	From Unidirectional Empowerment to Collaborative Symbiosis: The Integration and Application of AI Technology in Early Childhood Education Jiali Zhou  Jiali Zhou, South China Normal University, China
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ONLINE ORAL SESSION 1

◆ **Topic: AI-Enabled Teaching Innovation, Professional Education, and Learning Support**

👤 **Session Chair: Dr. Marion Hersh, University of Glasgow, UK**

🕒 10:05-12:05 | 31 JULY | UTC+2

Meeting ID: 898 7975 6176 Pwd: 2931

CZ-2035-A 10:05-10:20	AI-Driven Innovations in Medical Education: Practices in Chinese-Foreign Cooperation in Running Schools Yanan Guo, Sirong Li, Yugeng Feng and Yi Zhang 👤 Yanan Guo, CQMU-UoL Joint Institute, China
CZ-0069 10:20-10:35	Continuous Assessment (CA) for Micro and Nano Electronics in the Open Distance e-Learning Context Patrice Umenne 👤 Patrice Umenne, University of South Africa, South Africa
CZ-0140 10:35-10:50	Multi-Agent System Supported Human-AI Collaboration for Interdisciplinary Learning: Paradigm Construction and Application Validation Jirong Ruan and Wenzheng Yang 👤 Jirong Ruan, Yunnan Normal University, China
CZ-0073 10:50-11:05	Improved particle swarm optimization-based academic resource recommendation system for postgraduate students' informal learning in smart learning environments Tingyu Li 👤 Tingyu Li, Shenyang University, China
CZ-2034 11:05-11:20	Weights and Countermeasures of Factors Influencing the Performance of Rural College Students in School-----Analysis Based on Analytic Hierarchy Process Feng Wang and Shan Wang 👤 Feng Wang, Pingxiang University, China
CZ-2037-A 11:20-11:35	From Classroom to Clinic: A Comparative Analysis of Clinical Medical Talent Cultivation Models and Career Development Pathways in China,the UK, and the USA Yugeng Feng, Sirong Li and Yi Zhang 👤 Yugeng Feng, CQMU-UoL Joint Institute, China
CZ-0166 11:35-11:50	Programming Practice with AI: A Comparison of Guided and Unguided Use Jericho Llerin, Nazarene Ron Mozo, Anthony Sebastian Chu and Thomas James Tiam-Lee 👤 Thomas James Tiam-Lee, De La Salle University, Philippines
CZ-0162-A 11:50-12:05	From Monitoring to Ownership of Learning: An Open AI-Supported Practice Platform for Autonomous Learning in Higher-Education Mathematics Biana Shteinbuch-Fridman and Hadar Spiegel 👤 Biana Shteinbuch-Fridman, Azrieli College of Engineering Jerusalem, Israel

🔔 Please enter this session 10 minutes before session start, and stay online for this whole session.



ONLINE ORAL SESSION 2

◆ **Topic: Generative AI-Enhanced Language Learning and Translation Education**

👤 **Session Chair: Dr. Haixia Wang, Xi'an Jiaotong Liverpool University, China**

🕒 10:05-11:50	31 JULY UTC+2	<u>Meeting ID: 841 8441 1962</u> Pwd: 2931
CZ-0012-A 10:05-10:20	Incorporating generative AI into the L2 curriculum: a guide for student speaking practice Raluca Cristina Tat, Catherine Oki, Sean E.K.P. Gay and Thomas P. Stones 👤 Raluca Cristina Tat, Doshisha Women's College of Liberal Arts, Japan 👤 Sean E.K.P. Gay, Kyoto University of Foreign Studies, Japan	
CZ-0051 10:20-10:35	Human Plus AI: Constructing an LLM-Driven Collaborative Translation Pedagogy for Chinese Students Chen Yang and Peng Keming 👤 Peng Keming, Guangdong University of Foreign Studies, China	
CZ-0059 10:35-10:50	LLM-Augmented Framework for Benchmarking Writing Maturity in Urdu Educational Systems Muhammad Imran Taj, Saman Iftikhar, Talha Farooq Khan and Majid Hussain 👤 Saman Iftikhar, Arab Open University, Saudi Arabia	
CZ-0098 10:50-11:05	Co-Intelligence and AI+ in Translation and Interpreting Education: A Transformative Perspective Venus Chan, William Ko Wai Tang and Jessie Ming Sin Wong 👤 Venus Chan, Hong Kong Metropolitan University, Hong Kong	
CZ-0117 11:05-11:20	Understanding Student Acceptance of AI-Generated Images for Descriptive Writing Tasks: An Integrated CAC-TAM Model Study Haixia Wang and Henghua Su 👤 Haixia Wang, Xi'an Jiaotong Liverpool University, China	
CZ-0141-A 11:20-11:35	From Knowledge to Experience: How Teacher Interaction Shifts the Metacognitive Pathways of Generative AI in Translation Learning Pengbiao Zhang, Yi Zhu, Chan Huan, Fengjunzi Wang, Yin Zhang, Jiahui Huang and Lingwen Wang 👤 Pengbiao Zhang, Hubei Business College, China	
CZ-0064 11:35-11:50	Human and AI-Generated Feedback in German: A Comparative Study with Pre-Service Teachers Rahim Senturk 👤 Rahim Senturk, Trakya University, Turkey	

🔔 Please enter this session 10 minutes before session start, and stay online for this whole session.



ONLINE ORAL SESSION 3

◆ **Topic: AI Literacy, Teacher Adaptation, and Learner Self-Regulation**

👤 **Session Chair: Prof. Maria Mavri, University of the Aegean, Greece**

🕒 10:05-12:05 31 JULY UTC+2	<u>Meeting ID: 828 7505 4222</u> Pwd: 2931
CZ-0039 10:05-10:20	Teacher Perceptions of AI-Driven Differentiation Learning: A Step Towards Personalised and Adaptive Learning Liow Zhengping and Fiona Tan 👤 Fiona Tan, Singapore Polytechnic, Singapore
CZ-0040 10:20-10:35	Learning about AI without AI: Implementation of Unplugged Activities for AI Literacy in Greek Primary Education Ioanna Kasampa and Maria Mavri 👤 Maria Mavri, University of the Aegean, Greece
CZ-0072 10:35-10:50	Teacher AI Literacy for Multilingual Learner Instruction: Scale Development and Initial Validity Evidence Showrav Chowdhury and Nweli Sain 👤 Showrav Chowdhury, University of Louisiana at Lafayette, United States
CZ-2018 10:50-11:05	Digital Transformation in Albanian Education: An Analysis of Teacher Adaptation, Institutional Support, and Well-Being During and Beyond COVID-19 Ernas Kerbizi 👤 Ernas Kerbizi, Aleksander Moisiu University Durres, Albania
CZ-0004 11:05-11:20	The Potential of ChatGPT in Bridging the Digital Divide for Marginalised Pre-service Teachers Nyarai Tunjera and Agnes Chigona 👤 Nyarai Tunjera, Cape Peninsula University of Technology, South Africa
CZ-0086 11:20-11:35	Prompt, Process, Reflect: Students' Self-Regulated Learning and Feedback Engagement in Generative AI Use 👤 Keisha Kanaiela Jansen, Bina Nusantara University, Indonesia
CZ-0085 11:35-11:50	Beyond the Length Heuristic: Negotiating Pedagogical Trust and Discernment in the Era of AI Teammates Ayman A. Alghamdi 👤 Ayman A. Alghamdi, Ummul Al Qura University - Makkah, Saudi Arabia
CZ-0168 11:50-12:05	Improving the Public Speaking Performance of EFL Students with Generative AI: Impacts on Self-Regulated Learning and Speaking Anxiety Xinyu Yuan 👤 Xinyu Yuan, Shaanxi Normal University, China

🔔 Please enter this session 10 minutes before session start, and stay online for this whole session.



ONLINE ORAL SESSION 4

◆ **Topic: GenAI-Supported Learning Mechanisms and Teaching Innovation**

👤 **Session Chair: Assoc. Prof. Dr. Yan Yu, Wuhan Institute of Technology, China**

👤 **Session Chair: Dr. Kim Hung Lam, The Hong Kong Polytechnic University, Hong Kong, China**

🕒 14:00-15:30 | 31 JULY | UTC+2

Meeting ID: 898 7975 6176 Pwd: 2931

CZ-2012 14:00-14:15	From Prompts to Decisions: Tracing GenAI-Supported Collaborative Learning in a Book Cover and Layout Design Course Bili. Duan and Xi. Zhu 👤 Bili Duan, Guangzhou Institute of Science and Technology, China
CZ-0020 14:15-14:30	Students' Perception of Flipped Approach to Support University Science Education Kim Hung Joe Lam, Koon-kay Choi, Wai-tong Tang, Xiaofeng Huang, Yanxiang Zhao, Ming-cheung Larry Chow, Laura Zhou and Chi-ming Wong 👤 Kim Hung Lam, The Hong Kong Polytechnic University, Hong Kong
CZ-0124 14:30-14:45	Beyond Urban-Centric Generative AI: Preservice Teachers Co-Authoring Place-Responsive Foot and Ankle Health Materials for a Rural Primary School in Taiwan Yih-Shyuan Chen, Tong-Hsien Chow and Yu-Horng Chen 👤 YIH-SHYUAN CHEN, Department of Education, National Pingtung University, Taiwan
CZ-0167 14:45-15:00	Fostering integration, preventing misuse, cultivating discernment: A tripartite framework for reforming operating system experimental teaching in the era of large language models Jialiang Lin 👤 Jialiang Lin, School of Computer Science and Engineering, Guangzhou Institute of Science and Technology, China
CZ-0139 15:00-15:15	What Does Instructor Feedback Reveal About Student Struggles in Evaluating Artificial Intelligence? Jessie Ming Sin Wong, Michael Man Ho Lui, Chenggui Duan and Kam Cheong Li 👤 Jessie Ming Sin Wong, Hong Kong Metropolitan University, Hong Kong
CZ-0133 15:15-15:30	Heuristic or Shortcut? How Generative AI Usage Strategies Shape College Students' Learning Outcomes Yan Yu, Nana Zhang, Wenbing Gao, Yan Lin and Qingsong Tian 👤 Yan Yu, Wuhan Institute of Technology, China

🔔 Please enter this session 10 minutes before session start, and stay online for this whole session.



ONLINE ORAL SESSION 5

◆ **Topic: AI Governance, Ethics, and Assessment in Education**

👤 **Session Chair: Prof. Dr. Nyarai Tunjera, Cape Peninsula University of Technology, South Africa**

🕒 14:00-15:30 | 31 JULY | UTC+2

Meeting ID: 841 8441 1962 Pwd: 2931

CZ-2025 14:00-14:15	A Three-Dimension Model to Evaluate Interdisciplinary Sustainable Development Ability Yan Xia 👤 Yan Xia, Shanghai Education Evaluation Institute, China
CZ-0058 14:15-14:30	Institutional Divergence in Generative AI Governance Across Higher Education Systems Simon Baradziej 👤 Simon Baradziej, University of Tromso, Norway
CZ-0025 14:30-14:45	Research Mapping in Educational Data Mining: Analysis of Open Access Web of Science Ayşegül AYYILDIZ ASİL and Abdurrahman ASİL 👤 Abdurrahman Asil, Hakkari University, Turkey
CZ-0071 14:45-15:00	Construction of the Quality Evaluation System for Innovation and Entrepreneurship Education in Applied Undergraduate Colleges in the Digital Age Xiaoshi Chen 👤 Xiaoshi Chen, Guangzhou City University of Technology, China
CZ-0060-A 15:00-15:15	Between Innovation and Responsibility: A Critical Examination of GenAI Ethics in Higher Education Golan Carmi 👤 Golan Carmi, Jerusalem College of Technology, Israel
CZ-0014 15:15-15:30	Mapping Ethics in AI-Focused Educational Research: In-sights from the Scopus Ayşegül Ayyıldız Asil and Abdurrahman Asil 👤 Abdurrahman Asil, Hakkari University, Turkey

🔔 Please enter this session 10 minutes before session start, and stay online for this whole session.



ONLINE ORAL SESSION 6

◆ **Topic: Intelligent Learning Environments and Personalized Multi-Agent Interaction**

👤 **Session Chair: Prof. Dr. YOUSSEF LAHBABI, EMAA Business School, Agadir, Morocco**

🕒 14:00-15:30	31 JULY UTC+2	<u>Meeting ID: 828 7505 4222</u>	<i>Pwd: 2931</i>
CZ-0065 14:00-14:15	Using LLMs as a Multi-Strategy Learning Environment for the Guidance of the Charging System of PHEVs during a Mechatronics Engineering Course HECTOR RAFAEL MORANO OKUNO and Guillermo Sandoval Benitez 👤 Hector Rafael Morano Okuno, Tecnologico de Monterrey, Mexico		
CZ-0126 14:15-14:30	Cognitively Adaptive Chatbot for Students Requiring Advanced Mathematical Challenge: Design and Interaction Protocol Stanka Hadzhikoleva, Emil Hadzhikolev, Zhelyazka Raykova and Kostadin Yotov 👤 Stanka Hadzhikoleva, University of Plovdiv Paisii Hilendarski, Bulgaria		
CZ-0045 14:30-14:45	Intelligent Avatars How Next-Generation AI Chatbots Create Adaptive Learning in Education Vishal Shukla, Aatam Prakash Sharma, Ashwath Suresh Hegde, Sreenivasa Reddy Hulebeedu Reddy, Surbhi Ghai and Pradnya Desai 👤 Vishal Shukla, Harvard Business School Online, United States		
CZ-0010 14:45-15:00	Design and Evaluation of User Experience (UX) in 2D Pedagogical Agent Animation within Technology-Based Learning Environments Muhammad Ihsan Rokeman, Ahmad Zamzuri Mohamad Ali and Mohd Khairulnizam Ramlie 👤 Muhammad Ihsan Rokeman, Universiti Pendidikan Sultan Idris, Malaysia		
CZ-0135 15:00-15:15	A Human-Centered Multi-Agent Architecture for Smart Schools: Integrating Adaptive Learning, IoT-Driven Classroom Intelligence, and Automated Educational Work YOUSSEF LAHBABI, Abdellah AIT OUFKIR, Lalla Touhfa BELGNAOUI and Tarik LAFOU 👤 Youssef Lahbabi, EMAA Business School, Agadir, Morocco		
CZ-0155 15:15-15:30	EduCare AI: Design, Deployment, and Early Lessons from a Privacy-Constrained, Teacher-Governed LLM Assessment System for Early Childhood Education Dinesh Kumar Kola 👤 Dinesh Kumar Kola, Ai Agent Labs, Inc, United States of America		

🔔 Please enter this session 10 minutes before session start, and stay online for this whole session.



DELEGATES

**In Alphabet Order*

ABDULAHİ AREMU AZEEZ	Aeropoint Express Logistics Hub, Nigeria
ABUBAKAR MANIRAKIZA	Jw Saints Technical College, South Africa
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Claude Djuma Niyonkuru	Ekukhanyiselweni Christian School, South Africa
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Vickson Mugenzi	Graab Educational Centre High School, South Africa



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