

# Research Postgraduate Conference 2020-2021

**May 29, 2021 (Saturday)**

**via Zoom**



**FACULTY OF EDUCATION**

**THE UNIVERSITY OF HONG KONG**

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# Programme for the Research Postgraduate Conference (RPC) 2020-21 – May 2021

Time	<b>Day 2 – May 29, 2021 (Saturday)</b> Event by Zoom			
10:00 – 11:30	<p style="text-align: center;"><b><u>Forum</u></b></p> <p style="text-align: center;"><b>Overcoming Struggles in Academic Life and Career</b></p> <p style="text-align: center;"> <b>Professor Lena WONG, Professor, Faculty of Education, HKU</b>  <b>Dr Timothy HEW, Associate Professor, Faculty of Education, HKU</b>  <b>Dr Peter COBB, Assistant Professor, Faculty of Education, HKU</b> </p> <p style="text-align: center;">(Moderator: Dr Anthony WOO)</p>			
11:30 – 12:00	<b>Break</b>			
	<b>Zoom Meeting Room 1</b>	<b>Zoom Meeting Room 2</b>	<b>Zoom Meeting Room 3</b>	<b>Zoom Meeting Room 4</b>
12:00 – 12:30	<p><b><u>RESEARCH REPORT</u></b></p> <p><b>Ms LEUNG Yuk Tin Yvette</b> (PhD – SCAPE)</p> <p><b>Lighting up the black-box: Datafication of private supplementary tutoring in Hong Kong</b></p> <p>Chairperson: Ms SHCHEPETYLNYKOVA Ielyzaveta</p>	<p><b><u>RESEARCH REPORT</u></b></p> <p><b>Ms WANG Zhaoxuan</b> (MPhil – Beijing Normal University)</p> <p><b>Study on the Guidance Mode for Intern Teachers' Learning — A Case Study of A Practicum Program in M University</b></p> <p>Chairperson: Dr LI Zhen</p>	<p><b><u>CONFIRMATION SEMINAR</u></b></p> <p><b>Mr CHAN Ka Lai Kelly</b> (EdD – TELL)</p> <p><b>Can the school-based gifted curriculum in Liberal Studies identify higher-order thinking talents? A study of two secondary schools in Hong Kong</b></p> <p style="text-align: center;"><u>Q &amp; A session</u></p>	<p><b><u>RESEARCH REPORT</u></b></p> <p><b>Mr NG Tsz Kit</b> (PhD – TELL)</p> <p><b>Motivating Students to Learn STEM via Engaging Flight Simulation Activities</b></p> <p>Chairperson: Mr GALLIGAN Michael Allen</p>
12:45 – 13:15	<p><b><u>RESEARCH REPORT</u></b></p> <p><b>Mr ROS Vutha</b> (PhD – SCAPE)</p> <p><b>Research capacity building on the periphery: Strategic resource allocation and university research productivity in Cambodia and Kazakhstan</b></p> <p>Chairperson: Mr LI Xiaoshi</p>	<p><b><u>RESEARCH REPORT</u></b></p> <p><b>Ms WU Xiaoshi</b> (MPhil – Beijing Normal University)</p> <p><b>Children with low effortful control benefit in positive home learning environment: Evidence for differential susceptibility in Chinese preschoolers</b></p> <p>Chairperson: Ms LI Wing Kwan</p>	<p>Supervisory Panel:                      Dr D C L FUNG (Primary Supervisor)                      Dr C K CHEUNG (Co-supervisor)                      Dr M T YUEN (Convenor)</p> <p>Chairperson: Dr M T YUEN</p>	<p><b><u>RESEARCH REPORT</u></b></p> <p><b>Ms LEE Hyun Kyung</b> (PhD – CDIS)</p> <p><b>Neural Correlates of Inhibitory Control in Children with Autism</b></p> <p>Chairperson: Ms XIAO Nan</p>

# Programme for the Research Postgraduate Conference (RPC) 2020-21 – May 2021

Time	<b>Day 2 – May 29, 2021 (Saturday)</b> Event by Zoom			
13:15 – 14:15	Lunch Break			
	Zoom Meeting Room 1	Zoom Meeting Room 2	Zoom Meeting Room 3	Zoom Meeting Room 4
14:15 – 14:45	<u><b>RESEARCH REPORT</b></u>  <b>Ms SHCHEPETYLNKOVA Ielyzaveta</b> (PhD – SCAPE)  <b>Issues in qualitative research: peer interviewing in the post-Soviet context</b>  Chairperson: Ms LEUNG Yuk Tin Yvette	<u><b>RESEARCH REPORT</b></u>  <b>Ms XU Shiyu</b> (MPhil – Beijing Normal University)  <b>The Relationship between Adolescent Learning Motivation and Academic Achievement during the COVID-19 Pandemic: Moderating Effect of Security</b>  Chairperson: Ms HU Xiao	<u><b>RESEARCH REPORT</b></u>  <b>Ms LI Mengting</b> (PhD – TELL)  <b>Self-esteem and college adjustment: The roles of personal, relational, and collective self-esteem</b>  Chairperson: Ms ZHU Yanzhen	<u><b>CONFIRMATION SEMINAR</b></u>  <b>Mr BAI Zichen</b> (MPhil – CDIS)  <b>Deep Learning and Automatic Archaeological Site Detection in the South Caucasus</b>  <p style="text-align: center;"><u>Q &amp; A session</u></p>
15:00 – 15:30	<u><b>RESEARCH REPORT</b></u>  <b>Ms CHAN Kim Lui Raise</b> (PhD – CDIS)  <b>Impact of child-centered play therapy intervention on children with ASD as reflected by brain EEG activity</b>  Chairperson: Mr ROS Vutha	<u><b>RESEARCH REPORT</b></u>  <b>Ms OMAR Halima</b> (PhD – United Arab Emirates University) (May 29, 11:00 GST)  <b>UAEU Graduate Students' Experience with Distance Learning and Its Influence on Their Academic Achievement</b>  Chairperson: Dr LUK Yun Yung Lillian	<u><b>RESEARCH REPORT</b></u>  <b>Ms XIE Zhengli</b> (PhD – TELL)  <b>Work motivation and organizational commitment among inclusive education teachers: the mediating role of job crafting</b>  Chairperson: Ms LI Wing Kwan	<u>Supervisory Panel:</u> Dr P COBB (Primary Supervisor) Dr P LUO (Co-supervisor) Dr C S COHRSEN (Convenor)  Chairperson: Dr C S COHRSEN
15:30 – 16:00	Break			

# Programme for the Research Postgraduate Conference (RPC) 2020-21 – May 2021

<u>Time</u>	<b>Day 2 – May 29, 2021 (Saturday)</b> Event by Zoom		
	Zoom Meeting Room 1	Zoom Meeting Room 2	Zoom Meeting Room 3
16:00 – 16:30	<p><b><u>RESEARCH REPORT</u></b></p> <p><b>Ms XIAO Nan</b> (PhD – CDIS)</p> <p><b>Does boarding predict better social adjustment of rural preschoolers? Context matters</b></p> <p>Chairperson: Ms XIE Xiujuan</p>	<p><b><u>RESEARCH REPORT</u></b></p> <p><b>Mr YOUSIF Mohammed Madi. A.</b> (PhD – United Arab Emirates University) (May 29, 12:00 GST)</p> <p><b>Examining university stakeholders' perception of the implementation of internationalization in higher education institutions in the UAE</b></p> <p>Chairperson: Mr GALLIGAN Michael Allen</p>	<p><b><u>RESEARCH REPORT</u></b></p> <p><b>Ms CAO Zhuoxi</b> (PhD – TELL)</p> <p><b>English teachers' emotions and teacher identities in rural primary schools in mainland China: a critical narrative ethnographic study</b></p> <p>Chairperson: Dr FARID Md Shaikh</p>
	Meeting by Zoom		
16:45 – 17:15	<p><b>MPhil/PhD/EdD Student Consultation Meeting</b></p> <p><b>(Chairperson: Dr Timothy HEW)</b></p>		

***Research Postgraduate Conference (RPC), Faculty of Education, HKU – May 29, 2021***

**Forum**

**Overcoming Struggles in Academic Life and Career**

Professor Lena WONG, Professor  
Dr Timothy HEW, Associate Professor  
Dr Peter COBB, Assistant Professor  
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Forum  
10:00 – 11:30

(To be announced)

**Confirmation Seminar**

**Deep Learning and Automatic Archaeological Site Detection in the South Caucasus**

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Zoom Meeting Room 4  
14:15 – 15:30

**Keywords:** *Artificial Intelligence, Machine Learning, Remote Sensing, South Caucasus*

The archaeological community has recently begun to deploy automatic site detection algorithms on satellite data and imagery. These algorithms leverage advances in the fields of computer vision and machine learning. Specifically, Convolutional Neural Networks (CNN), a subfield of Deep Learning, have become the standard. My thesis will survey the current state of Deep Learning applications in archaeological remote sensing, with the goal of experimenting with the analysis of visual datasets, thereby moving beyond the current predominant research focus on only geomorphological data. For most regions of the world, visual satellite imagery is more available than high-quality elevation datasets. My research, therefore, aims to test the efficacy of CNN-based automatic site detection on visual satellite data, while using the South Caucasus region as a case study. The research will develop and test CNN-based workflows to identify suitable types of targets for automatic detection and assess the effectiveness of different algorithms, architectures, and models for this task. My dataset includes current and historic satellite and aerial imagery as well as some medium-quality geomorphological data. Remote sensing has been an integral part of many recent research projects in the South Caucasus, despite the lack of high-quality geomorphological data. The research will address the current methodological challenges in the field such as limited data availability and variation in target scales, while simultaneously providing a foundational framework for researchers working in this area who wants to better utilize available data.



**Research Report**

**English teachers' emotions and teacher identities in rural primary schools in mainland China: a critical narrative ethnographic study**

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Zoom Meeting Room 3  
16:00 – 16:30

**Keywords:** *English teachers, teacher emotions, teacher identity, rural China, primary school*

Emotions are said to be the 'glue' of teacher identity, whose lives are shaped by how teachers invest their values in teaching and experience various emotions in sociopolitical and sociocultural contexts. An investigation on English teachers' emotions and teacher identity in rural China is necessary. Although English plays a key role in social mobility in China, English resources are inadequately distributed in rural China which involves educational inequity and social injustice. Moreover, the dominant discourses about English teachers in rural schools are based on a deficit term which view rural education as a fixed and unitary category and urban's "other". In order to challenge the taken-for-granted stories about English teachers and English education in rural China, this study adopts a critical narrative ethnographic research design and focuses on how English teachers construct their emotional experiences in relation to the formation of language teacher identity in rural primary schools in mainland China.

The study examines the ways in which English teachers navigate their institution's emotional geographies in relation to emotional rules (Zembylas, 2002) and their emotion labor (Benesch, 2017), and how English teachers' emotions and emotional experiences constitute and shape their English teacher identities. In this presentation, I will share the results of the preliminary study, which lasted for a week for each school, involving data generation of emotion diaries, conversations, participant observation, as well as documents and visual materials. The analysis of the preliminary study explored the dynamics of power relations which constitute teacher emotions. English teachers' emotions are governed by rules such as expressing negative emotions for harmony between colleagues, instrumentalizing negative emotions to discipline students.

**References:**

- Benesch, S. (2017). *Emotions and English language teaching: Exploring teachers' emotion labor*. New York: Routledge.
- Zembylas, M. (2002). "Structures of Feeling" in Curriculum and Teaching: Theorizing the Emotional Rules. *Educational Theory*, 52(2), 187-208.  
doi:10.1111/j.1741-5446.2002.00187.x

### **Confirmation Seminar**

#### **Can the school-based gifted curriculum in Liberal Studies identify higher-order thinking talents? A study of two secondary schools in Hong Kong**

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Zoom Meeting Room 3  
12:00 – 13:15

**Keywords:** *Liberal Studies, School-based Curriculum Development, Gifted Education, Curriculum Implementation, Curriculum Evaluation*

The purpose of the following research plan presentation is to invite feedback before applying for ethical approval.

Gifted education is one of the curriculum development directions proposed by the Hong Kong Education Bureau (EDB). Every subject should try to cater for the gifted students in the lessons by using school-based curriculum. EDB stated that “higher-order thinking, creativity and personal-social competence” are the three main perspectives in gifted education. This study aims to look at the curriculum implementation in terms of the integration of gifted education in regular daily teaching. According to the Three-tier implementation Model (Level 1 to 3) for the gifted education (adopted by EDB), the purpose of Level 1 is to use pedagogies that could tap the potential of students in the regular classroom. Studies on gifted education were mainly focus on pull-out program by using quantitative methods but seldom on the process of locating talented students before joining the pull-out program. This study will fill the gap in understanding the process to differentiate between the gifted students and normal students in regular classroom. It is important to examine the implementation of the Level 1 because the accuracy of finding out the gifted students will have an impact on the effectiveness of Level 2 (School-based pull-out program) and Level 3 (Off-school support such as Program from the HKAGE). Liberal Studies (LS), as a subject based on issue-enquiry approach, should have the responsibility to cater for the higher-order thinking (HOT) talents. Qualitative Case study will be used as the research approach to study the school-based gifted curriculum implementation in LS normal lessons. The two targeted schools are carefully selected to avoid extreme cases. Collective lesson preparation will be arranged to understand the design of school-based LS gifted curriculum in the two cases. Lessons observations and qualitative interviews will be the main data collection methods. The teacher should be able to differentiate

between talented HOT students and normal students through different learning and teaching activities in the lesson while the researcher, as an observer, could do the same by observing the students’ performance in the lessons. The identified student participants by the researcher and teachers may not be the same but the two lists can serve the purpose of triangulation. All the proposed participants will be invited to have the qualitative interviews to see if they are talented in HOT. The instrument to assess the HOT talents used in the qualitative interviews will be designed by referring to the literatures and pilot study. It is expected that the effectiveness of the school-based LS gifted curriculum in differentiating between HOT talents and normal students can be assessed after the analysis of the data and findings. The approach enables the development of an understanding of the curriculum implementation of gifted education in regular classroom.

**Research Report**

**Impact of child-centered play therapy intervention on children with ASD as reflected by brain EEG activity**

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Zoom Meeting Room  
15:00 – 15:30

**Keywords:** *Child-centered Play Therapy, Autism Spectrum Disorder, Electroencephalogram Activity*

Autism spectrum disorders (ASD) is a neurodevelopmental disorder that involves challenges in social functioning and communication. These behavioural and social deficits in ASD may be related to neurological disturbance in brain activity and functional connectivity (Dawson, 2008). Child-centered play therapy (CCPT) has been one of the most widely used therapies which has been shown to be effective in improving the overall social interaction and communication ability in children with ASD (Hillman, 2018). However, the potential impacts of the CCPT have usually been examined at behavioural level, the neural effects have not been explored directly. The goal of this study is to examine the impact of CCPT intervention on children with ASD as reflected by brain EEG activity.

Forty children with ASD, 6 to 10 years of age, will be randomly assigned to experimental or waitlist group. Children in experimental group will receive eight-week CCPT intervention. EEG brain activity and parent-rated behavioural measurements will be analysed and compared for all experimental, waitlist, and typically developing group. After CCPT intervention, children are expected to show improvement in social interaction and communication at both behavioural and neurological level. They are also expected to show more similar functional EEG activity with typically developing children. The data to be collected in the study will contribute to the research concerning how CCPT can promote neural changes and its relationship with social and communication behaviour.

**References:**

- Dawson, G. (2008). Early behavioral intervention, brain plasticity, and the prevention of autism spectrum disorder. *Development and psychopathology*, 20(3), 775-803.
- Hillman, H. (2018). Child-centered play therapy as an intervention for children with autism: A literature review. *International Journal of Play Therapy*, 27(4), 198.

**Research Report**

**Neural Correlates of Inhibitory Control in Children with Autism**

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Zoom Meeting Room 4  
12:45 – 13:15

**Keywords:** *Autism, Executive Function, Inhibition, ERP*

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder in which altered brain connectivity impairs the efficient management of cognitive function processes. This, in turn, impacts higher-order executive functions (EF) such as the ability to execute goal-directed behaviours, including shifting, updating, and inhibitory control. Executive dysfunction has been regarded as a promising endophenotype for autism (Craig et al., 2016), and altered functioning within brain regions is responsible for socioemotional and executive function processes in autism (e.g., Dichter et al., 2009). Especially, inhibitory control is important in processing and regulation of emotion as processing resources are shared between cognition and emotion. Higher demands in emotion processing may interfere with effective inhibitory control. The current study aims to examine whether children with autism show impairments in inhibitory control when compared to their typically-developing peers and whether this inhibition deficit is moderated by emotion types and face types. Thirty Hong Kong children with autism and thirty controls conducted emotional Go/NoGo tasks that assessed their inhibitory control ability with emotional biases. Event-related potentials (ERPs) method was used, especially focusing on the N2 and the P3 components that are known to index conflict detection and response inhibition. Great difference in N2 negativity and P3 positivity was observed between NoGo and Go trials in the autism group than the controls, and negative emotion was shown to have greater interference on inhibition processing than positive or neutral emotions. The results suggest that neural processing of inhibitory control in children with autism is less efficient and more disrupted during negative emotion processing.

**References:**

Craig, F., Margari, F., Legrottaglie, A. R., Palumbi, R., De Giambattista, C., & Margari, L. (2016). A review of executive function deficits in autism spectrum disorder and attention-deficit/hyperactivity disorder. *Neuropsychiatric Disease and Treatment*, 12, 1191.

Dichter, G. S., Lam, K. S., Turner-Brown, L. M., Holtzclaw, T. N., & Bodfish, J. W. (2009). Generativity abilities predict communication deficits but not repetitive behaviors in autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 39(9), 1298-1304.

**Research Report**

**Lighting up the black-box: Datafication of private supplementary tutoring in Hong Kong**

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Zoom Meeting Room 1  
12:00 – 12:30

**Keywords:** *learning analytics, educational data, shadow education*

The growth of digital data generation and processing in education has been constructing a new reality in education by using numbers to present students' learning progress and outcomes (Williamson, 2017). Such phenomenon is also expanding rapidly in private supplementary tutoring contexts as the use of artificial intelligence and data analytics are often marketed as the most personalised products for tutees' learning (Williamson & Hogan, 2020).

Previous research focuses on the sociotechnical aspect on data analytics, raising questions around ethics, digital surveillance and the rippling effect on education accountability. Yet, limited research scrutinises how data analytics systems operate in tutoring companies and how the important stakeholders - tutees and parents- see such use of analytics in tutees' learning.

In a mixed method study, this research will unpack the data analytics systems used in tutoring companies by investigating two tutoring centres that offer data analytics as their products in Hong Kong. Based on interviews with tutors and company representatives, the research will deconstruct how data analytics operate to cater tutees' individual needs and improve learning outcomes. Additionally, the research will also explore the perceptions of parents and tutees, who are often under-represented in similar studies, towards the use of analytics in tutoring classes. This research will contribute to an emerging and urgent topic of interest in shadow education research by shedding lights on how data analytics may change the ecosystem of private tutoring in Hong Kong in the post-covid context.

**References:**

Williamson, B. (2017). *Big Data in Education: The digital future of learning, policy and practice*. SAGE Publication Ltd.

Williamson, B., & Hogan, A. (2020). *Commercialisation and privatisation in/of education in the context of Covid-19*. Retrieved from [https://issuu.com/educationinternational/docs/2020\\_eiresearch\\_gr\\_commercialisation\\_privatisation?fr=sZDJkYjE1ODA2MTQ](https://issuu.com/educationinternational/docs/2020_eiresearch_gr_commercialisation_privatisation?fr=sZDJkYjE1ODA2MTQ)

**Research Report**

**Self-esteem and college adjustment: The roles of personal, relational, and collective self-esteem**

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Zoom Meeting Room 3  
14:15 – 14:45

**Keywords:** *academic adjustment, social adjustment, personal self-esteem, relational self-esteem, collective self-esteem*

During the high school-to-college transition, first-year college students are experiencing great changes and challenges, including leaving the familiar social and academic environment, making new connections to their college peers, and adapting to college life. Previous studies have shown that self-esteem is an important predictor of college adjustment. However, the majority of research has focused on the contributions of personal self-esteem, but has mostly neglected the influence of social self-esteem (i.e., relational and collective self-esteem) on college adjustment. Given that individuals in collectivistic cultures value greatly on cultural groups and significant relationships, the influence of social self-esteem should be highlighted in the Chinese context.

The present study investigated whether social self-esteem could statistically predict academic and social adjustment beyond personal self-esteem among Chinese first-year college students. The participants were 283 first-year college students from Shanghai, mainland China. They completed measures of social desirability, personal self-esteem, relational self-esteem, collective self-esteem, academic adjustment, and social adjustment. Results showed that when social desirability was controlled, academic adjustment was positively predicted by personal self-esteem and collective self-esteem; social adjustment was positively predicted by personal self-esteem and friend self-esteem. The present study provided empirical evidence for the contributions of relational self-esteem and collective self-esteem to college adjustment. Based on the research findings, practical implications are provided for students, parents, and school counselors on how to help college students go through this challenging transition period smoothly.

**Research Report**

**Motivating Students to Learn STEM via Engaging Flight Simulation Activities**

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Zoom Meeting Room 4  
12:00 – 12:30

**Keywords:** *Aviation, STEM education, Science motivation, Confirmatory factor analysis*

Aviation is an interdisciplinary subject that has influenced human development over the last century. Learning about aviation exposes students to principles of flight, language, earth science, aeronautical engineering, flight training and airmanship. In K-12 education, educators have started to encourage children to learn science, technology, engineering and mathematics (STEM) subjects via aviation-themed activities to develop future scientists and engineers. This study investigated upper primary students' motivations to learn STEM via engaging in flight simulation experiences. The sample consisted of 345 10- to 13-year-old Hong Kong students from 8 primary schools. A modified version of the 31-item Science Motivation Questionnaire II (SMQ II) with four subscales with a focus on aviation was used. The relationships between intrinsic motivation, extrinsic motivation, self-efficacy and peer support across gender and performance were examined. The data obtained were analysed using factor analysis and a regression model. According to our model, students are most strongly motivated by peer support, followed by intrinsic motivation, and they are least motivated by self-efficacy. As expected, our results indicate that a gender gap exists in aviation-themed STEM learning. These findings can help educators to better understand students' perceptions of aviation science and further develop related learning activities.

### **Research Report**

#### **UAEU Graduate Students' Experience with Distance Learning and Its Influence on Their Academic Achievement**

Ms OMAR Halima  
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Zoom Meeting Room 2  
15:00 – 15:30

**Keywords:** *graduate students, distance learning, academic achievement.*

In an attempt to control the spread of the COVID-19 pandemic, nearly 138 countries around the globe have locked schools and higher education institutions nationwide, impacting over 1.3 billion children and young adults, among them 1.1 million in the United Arab Emirates (UAE) (UNESCO, 2020). Many governments including the UAE government, have decided to transition into distance learning, defined as the education that excludes the physical presence of the teacher and students (Dhawan, 2020), in an attempt to allow for an uninterrupted virtual verification of knowledge and educational activities that have commenced right after the winter break on early 2020. The current study aimed to examine the influence of students' engagement and ease of communication with distance learning on the students' academic achievement. Self-reported measures of learning experience, students' engagement (SE) and ease of communication (EC) during distance learning were obtained from 138 post-graduate students from United Arab Emirates University. Pearson's correlation coefficient showed significant correlation between SE and EC with students' academic achievement including cumulative GPA. In addition, generalized linear model revealed positive and significant effect of SE and EC on students' academic achievement. The implications of fostering students' engagement and enhancing ease of communication during distance learning are discussed.

#### **References:**

Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*, 49(1), 5-22.  
doi: 10.1177/0047239520934018

United Nations Educational, Scientific and Cultural Organization UNESCO. (2020). *Global Monitoring of School Closures caused by COVID-19*. <https://en.unesco.org/covid19/educationresponse>

### **Research Report**

#### **Research capacity building on the periphery: Strategic resource allocation and university research productivity in Cambodia and Kazakhstan**

Mr ROS Vutha  
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Zoom Meeting Room 1  
12:45 – 13:15

**Keywords:** *research capacity building, university, Cambodia, Kazakhstan*

Research universities become key players in national innovation systems when industry can benefit from scientific discovery. Aspiration to escape peripheral positions also urges many innovation-concerned societies to invest in building university research capacity. However, due to their legacies some countries prefer their universities to train specialists for specific industries as well as shape loyal citizenry. In the post-totalitarian societies higher education systems have been placing research missions into government-controlled institutions rather than in the universities. The post-totalitarian (and post-colonial at the same time) contexts of Cambodia and Kazakhstan present good cases for comparative analysis as they seek to build research capacities of their universities and experience multiple challenges while moving away from the legacy of the Soviet Union. This presentation delves into dilemmas of comparing the data of the two countries' R&D which are reported by UNESCO Institute for Statistics, World Bank and the Web of Science. The data analysis is placed against the framework of performance in their respective regions and neighbor countries such as Kyrgyzstan, Malaysia, Singapore, Vietnam, and Uzbekistan. The preliminary findings suggest that knowledge production at universities in Kazakhstan stresses prestigious international publications, while Cambodian universities tend to pay more attention to local problems. The findings give insight into differences between national and institutional strategies on mobilizing individual scientists' participation in knowledge production that result from different trajectories of research capacity building.

**Acknowledgement:** The research and presentation is sponsored by the GRF project "De-Sovietization of Higher Education: Legacy-Innovation Tensions and Cumulative (Dis)Advantages in Cross-Cultural Perspective" (PI: Anatoly Oleksiyenko)

**Research Report**

**Issues in qualitative research: peer interviewing in the post-Soviet context**

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Zoom Meeting Room 1  
14:15 – 14:45

**Keywords:** *qualitative research, peer interviews, methodological reflections, post-Soviet space, higher education*

An interview is a common qualitative method employed in studies focused on researching past events and individual experiences. While in structured interviews the role of a researcher may be of a technical nature, in-depth semi-structured interviews require the researcher's reflexivity, ability to build trust and rapport with an interviewee, formulate relevant questions (Merriam & Tisdell, 2016). Young researchers faced with a need to develop interviewing skills are facing an even more challenging situation since the COVID-19 pandemic significantly limits opportunities for in-person interviews. Thus, early career researchers navigate a rapidly developing landscape of virtual interviewing along with the development of interviewing skills. This proposal focuses on methodological reflections on conducting peer interviews in the post-Soviet context during the global pandemic. The author will reflect on the experience of studying the perspectives of early career researchers on intellectual leadership. The presentation will address issues of identifying and gaining access to participants of the study. The challenge of ensuring the maintenance of ethical practices in the context unfamiliar with Hong Kong policies on research involving human subjects will be addressed. Reflections on building trust and rapport with interview participants in the post-Soviet context during the COVID-19 pandemic will be presented.

**Acknowledgement:** This presentation is sponsored by the GRF project #17615419 "Reimagining Intellectual Leadership in Post-Soviet Higher Education" (PI: Anatoly Oleksiyenko)

**Reference:**

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative Research: A Guide to Design and Implementation*. (4th ed.). San Francisco, CA: Jossey-Bass.

**Research Report**

**Study on the Guidance Mode for Intern Teachers' Learning — A Case Study of A Practicum Program in M University**

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Zoom Meeting Room 2  
12:00 – 12:30

**Keywords:** *intern teacher's learning, teacher educator, guidance mode*

Nowadays, the movement of teaching professionalization poses greater challenges to preservice teacher education. While educational internship has a great influence on teacher candidates' professional development in a long term, relatively little attention is paid to the teacher educators' guidance for intern teacher's learning. Given that teacher educators vary in educational context have different focus, it is timely to understand a little more about the university-based teacher educators and school-based teacher educators collaboratively guide intern teacher's learning. Using a mature internship program of M University in the United States as a case, this study traces the teacher educators' guidance for intern teacher's learning in a semester. Drawing on data from in-depth interviews, field observation, and informal communication, the findings demonstrate how teacher educators (including mentor, field instructor, and course instructor) guide intern teacher's learning. What tools do they use? What rules do they follow? How do they divide labor and cooperate? And what impact do teacher educators' guidance have on intern teacher's learning? The findings provide insights into the under-researched area of teacher educators collaboratively guide intern teacher's learning and offer useful implications on how to improve teacher internship program. It also highlights important considerations for the training of teacher educators as well as for their guidance mode in order to prepare qualified teacher candidates for the twenty-first century.



### **Research Report**

#### **Children with low effortful control benefit in positive home learning environment: Evidence for differential susceptibility in Chinese preschoolers**

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Zoom Meeting Room 2  
12:45 – 13:15

**Keywords:** *home learning environment, effortful control, language and cognitive development, preschool-aged children*

Numerous studies have indicated that home environment impacts individual development, and effortful control frequently modulates these associations. However, most of studies specifically examining the moderating role of effortful control on the relation between “parental mental health” or “parenting practices” and child development, limited research focused on effortful control in the association between other constructs of home environment such as “home learning environment” and children’s outcomes. The present study examined whether effortful control moderates the longitudinal association between home learning environment and child development during the preschool years. 326 Chinese parent-child dyads (167 boys; at baseline:  $M_{age} = 63.36$  months,  $SD = 9.87$ ) were included in this 10-month follow-up study. Maternal self-reports on home learning environment and parental self-reports on child effortful control were obtained at Time 1 (T1). Parental self-reports and standard assessments on child development (i.e., language and cognitive development, early math skills, receptive vocabulary and social competence) were acquired both at T1 and Time 2 (T2). Controlling for demographic variables and children’s previous development, results revealed that home learning environment at T1 only positively predicted language and cognitive development at T2 ( $\beta = 1.23$ ,  $p < .10$ ), and this association was significant among children with low effortful control ( $\beta = 3.52$ ,  $p < .001$ ) but not among children with high effortful control ( $\beta = -1.06$ ,  $p > .10$ ). Results were discussed in the light of the differential susceptibility model with possible implications for preschoolers with low effortful control who were more sensitive to the positive environment.

**Statement:** This research was conducted in collaboration with Prof. Xiaowei Li and Miss Qianqian Liu.

### **Research Report**

#### **Does boarding predict better social adjustment of rural preschoolers? Context matters**

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Zoom Meeting Room 1  
16:00 – 16:30

**Keywords:** *boarding preschool, social competence, problem behavior, caregiver-child relationship, rural China*

In China, some children aged as young as 3-year-old attend boarding preschools, a type of residential childcare. They stay at school for four to five consecutive days and nights per week. Early residential childcare experience might lead to behavior problems. While for school-age boarders, the effect of boarding on social adjustments was mixed. The study explored (1) does boarding make a difference in teacher-reported and caregiver-reported social adjustment for rural preschoolers? (2) does boarding interact with caregiver-child relationships in predicting social adjustment? (3) do the results for (1) and (2) vary with sex or in-care history? The study involved 240 rural preschoolers (Mean age = 50.7 months,  $SD = 6.6$ ; 129 boarders and 111 non-boarders), children’s primary caregivers, and their teachers. Their social competence and problem behaviors were measured twice using the parent form and teacher form of the Social Skills Improvement System–Rating Scales at T1 and T2, with a one-year gap in between. Caregiver-child relationships were based on the primary caregiver report. Boarding status was associated with increased teacher-reported social competence and decreased internalizing behavior problems but was unrelated to caregiver-reported social adjustments. Thus, the effect of boarding seemed to be context-specific and did not transfer to non-school contexts. Caregiver-child relationships predicted the social competence of boarders, but not that of non-boarders. While a positive caregiver-child relationship helps boarders cope with the socially demanding boarding environment, a negative relationship imposes additional risk on the boarder’s social competence. No moderation effects were noted for sex or in-care history.

**Research Report**

**Work motivation and organizational commitment among inclusive education teachers: the mediating role of job crafting**

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Zoom Meeting Room 3  
15:00 – 15:30

**Keywords:** *work motivation, job crafting, organizational commitment, inclusive education teachers*

Teachers' organizational commitment has long been recognized as a critical factor in school effectiveness. As a new group of teachers emerging with inclusive education, inclusive education teachers (IETs) are facing a huge number of challenges in teaching students with disabilities. This motivates researchers to study IETs' organizational commitment. The present study pioneered the investigation of the mediating role of job crafting in the relationship between work motivation and organizational commitment among IETs. Five hundred and thirty-four IETs from 64 primary schools in Beijing, mainland China, participated in this study. The participants responded to three self-report inventories, including the Multidimensional Work Motivation Scale, the Teacher Job Crafting Inventory, and the Organizational Commitment Inventory. Results suggested that IETs' work motivation statistically predicted organizational commitment both directly and indirectly through job crafting after age, experience in teaching students with disabilities, subject taught, and training having been considered. Specifically, controlled motivation positively predicted maladaptive commitments, whereas autonomous motivation positively predicted adaptive commitments. Furthermore, skill crafting was the major mediator in the positive relationships between autonomous motivation and adaptive commitments. Task crafting and role crafting fully mediated the negative relationships between autonomous motivation and maladaptive commitments. The findings enriched the literature on work motivation, job crafting, and organizational commitment in inclusive education context. Moreover, the findings have practical implications for how to stimulate IETs' work motivation and job crafting behaviors to enhance their adaptive commitments, which in turn, should improve the effectiveness of inclusive schools.

**Research Report**

**The Relationship between Adolescent Learning Motivation and Academic Achievement during the COVID-19 Pandemic: Moderating Effect of Security**

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Zoom Meeting Room 2  
14:15 – 14:45

**Keywords:** *COVID-19, adolescents, learning motivation, security, academic achievement*

During the COVID-19 pandemic, 180 million elementary and middle schools in China switched to online education in response to the "Classes Suspended but Learning Continues" promotion as schools across the country gradually reopened starting early April. However, some news reported that adolescents who returned to school showed negative learning behaviors, and some research predicted that the academic achievement of young people would show a negative trend. For understanding the relationship among adolescents' learning motivation, security and academic achievement during the COVID-19 pandemic, a survey was conducted on 654 adolescents from 10 junior high schools in Changsha City, Hunan Province, China, using the learning motivation scale and the security questionnaire. Data analysis with parametric and moderating effect tests found that: the security scores of adolescents were low, and the scores of learning motivation and security were significantly different under many demographic variables. The learning motivation and security of adolescents were positively correlated with academic achievement, and the role of intrinsic motivation and interpersonal security was more significant. Interpersonal security efficiently moderated the relationship between intrinsic motivation and academic achievement. Interpersonal security promoted the positive effects of intrinsic motivation on academic achievement, and the higher the level of interpersonal security, the more significant the promoting effect. In the context of major public health emergencies, our findings can provide new and effective ideas for maintaining students' psychological security and improving their academic achievement.

**Research Report**

**Examining university stakeholders' perception of the implementation of internationalization in higher education institutions in the UAE**

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Zoom Meeting Room 2  
16:00 – 16:30

**Keywords:** *Internationalization, Higher Education, Stakeholders, Perception*

The globalization of economies and societies worldwide, has brought massive transformations in the field of higher education, creating a context to include an 'international' dimension in higher education institutions (HEIs). Global learning is essential in the development of cognitive skills, as well as for increased success among academics, hence institutional stakeholders such as administrators, faculty, and students are key participants in initiatives to internationalize academia. The current study examines the perspectives of institutional stakeholders (top administrators, faculty, and students) concerning the process and implementation of internationalization of higher education in the UAE, revealing its potential benefits and challenges. In a mixed method study, data was collected using online questionnaires and semi-structured interviews with the institutional stakeholders from eight top-ranked institutions in the UAE. To assess the process of internationalization within the 'internationalization cube' framework, official documents regarding policies and strategies were sought from these institutions. The overall findings suggest that institutional stakeholders mainly view internationalization as a significant phenomenon which serves as a tool for the creation and dissemination of knowledge, ultimately to improve the quality of education. The study categorized the institutions under study based on their internationalization efforts, offering decision-makers a rich source of information for beneficial use in planning and implementation of internationalization at their institutions.