

2026 14th International Conference on Information and Education Technology (ICIET 2026)

With workshop

2026 3rd International Conference on Innovative Education and Learning Resources (IELR 2026)

Koriyama, Japan, | April 17-19, 2026

Co-Sponsored by



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Patrons



Venue: Koriyama City Chuo Community Learning Center (Central Community Center)

Add: 963-8876 1-8-4 Hayama, Koriyama City

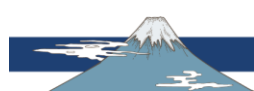
Web: <https://www-city-koriyama-lg-jp.translate.goog/soshiki/152/6366.html? x tr sl=auto& x tr tl=en& x tr hl=j>

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WELCOME MESSAGE

Dear all,

We are delighted to welcome you to these conferences 2026 14th International Conference on Information and Education Technology (ICIET 2026), along with the workshop 2026 3rd International Conference on Innovative Education and Learning Resources (IELR 2026) to be held in Koriyama, Japan, during April 17-19, 2026. The conferences are co-sponsored by Nihon University and IEEE, co-hosted by Okayama University, Japan.

The objective of the conference is to provide a premium platform to bring together researchers, scientists, engineers, academics and graduate students to share up-to-date research results. We are confident that during this time you will get the theoretical grounding, practical knowledge, and personal contacts that will help you build a long term, profitable and sustainable communication among researchers and practitioners in the related scientific areas.

This year's program is composed of 4 plenary speeches delivered respectively by Prof. from Takumi Miyoshi, Shibaura Institute of Technology, Japan; Prof. Chih-Peng Fan, from National Chung Hsing University, Taiwan; Prof. Alexander Kusenko, from Department of Physics and Astronomy, UCLA, Los Angeles, USA & Kavli Institute for the Physics and Mathematics of the Universe (WPI), UTIAS The University of Tokyo, Japan and Prof. Yue Chen, from Queen Mary University of London, UK; 12 invited speeches delivered respectively by Asst. Prof. Osman SELVİ, Prof. Shin'ichi Warisawa, Asst. Prof. Ronel Ramos,, Asst. Prof. Anthony Kong, Assoc. Prof. Sheng-Shiang Tseng, Prof. David W. Del Testa, Dr. Lauri Valtonen, Assoc. Prof. Hideaki Yoshida, Assoc. Prof. Paul Arjanto, Assoc. Prof. John Blake, Asst. Prof. Xiaoyu Zhang and Assoc. Prof. Yazilmiwati Yaacob; 3 onsite special sessions, 11 onsite sessions, 6 online oral session and 1 online special session. We would like to express our gratitude to all the speakers in these conferences. Special thanks to all of our committee members, all the reviewers, the attendees for your active participation. We hope the conferences will be proved to be intellectually stimulating to us all. Finally, we wish you very successful conferences!

Conference Organizing Committee

ICIET 2026

Ms. Ching Cao

Email: icietconf@vip.163.com

IELR 2026

Mrs. Yumiko

Email: ielr_conf@outlook.com

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(in no particular order)

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GENERAL INFORMATION

A Conference Venue

Venue: Koriyama City Chuo Community Learning Center (Central Community Center)

Add: 963-8876 1-8-4 Hayama, Koriyama City

Web: https://www-city-koriyama-lg-jp.translate.goog/soshiki/152/63978.html? x_tr_sl=auto& x_tr_tl=en& x_tr_hl=ja

On foot, approximately 20 minutes from JR Koriyama Station

Nearest bus stop: Koriyama Station, Line 11, get off at "Koriyama Central Library" and walk 3 minutes

Conference on April 17/18

Koriyama City Chuo Community

Learning Center (Central Community
Center)

Banquet on Aril 18

Koriyama City Koriyama
Public Hall Center)

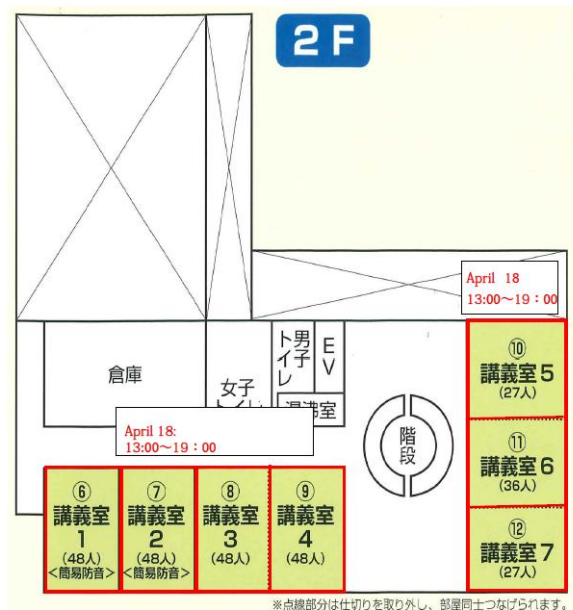


郡山市立中央公民館平面図

【 1 階 】



【 2 階 】



B On-site Registration

Registration desk→ Inform the staff of your paper ID→ Sign-in→ Claim your conference kits.

C Devices Provided by the Organizer

Laptop (with MS-Office & Adobe Reader) / Projectors & Screen / Laser Sticks

D Materials Provided by the Presenter

Oral Session: Slides (pptx or pdf version). Format 16:9 is preferred.

Presentation Language: English only.

E Duration of Each Presentation

Plenary Speech: 35min, including Q&A.

Oral Session: 15min, including Q&A.


Invited Talk: 25min, including Q&A.

F Notice

※ Please wear your delegate badge (name tag) for all the conference activities. Lending your badge to others is not allowed.

※ Please take good care of your valuables at any time during the conferences. The conference organizer does not assume any responsibility for the loss of personal belongings of the participants during conference day.

G Zoom Meeting

 ✦ Conference Banner ✦ Zoom Background	Meeting ID	Link
	Room A: 853 7808 5132	https://us02web.zoom.us/j/85378085132
	Room B: 861 0834 4262	https://us02web.zoom.us/j/86108344262
	Room C: 871 0920 5301	https://us02web.zoom.us/j/87109205301

Note:

1. We recommend to install the Zoom platform beforehand. New users can login the Zoom meeting **without registration**.
2. Please set your display name before joining the online meeting. For instance,

Author/Presenter: Paper ID_Name < C001_Full Name >

Delegate: Delegate_Name < Delegate_ Full Name >



AGENDA OVERVIEW

Session Time	Friday, April 17, 2026 Pre-Test/Registration (UTC+9)	Venue
10:00-12:00 13:00-17:00	On-site Registration	In front of the Multipurpose Hall at the Koriyama Central Community Center; 1 st Floor
14:00-18:00	Zoom Pre-test, See below:	Room A: 853 7808 5132
14:00-14:30	C153&C157, C046, C162, C132, C225&C217, C284, C353-01A, C406, C411, C272	
14:30-15:00	C693, C097, C287, C181, C170, C369, C182, C058, C141, C381	
15:00-15:30	IS-John Blake, C148-A, C200, C063, C673, C117, C189-A, C283, C070, C661, C198-A	
15:30-16:00	IS-Xiaoyu Zhang, C694, C254, C020, C155, C337, C054, C425, C137 C441, C429	
16:00-16:30	C616, C689, 109, C105, C140-A, C255-01A, C281, C402, C374, C409, C323	
16:30-17:00	C062, C111, C216, C312, C169, C072, C687, C442, C412, C431-03	
17:00-17:30	IS-Hideaki Yoshida, C246-02, C314-02A, C290-02, C366-02, C435-02, C384-02, C333-02, C367-02, C212, C292-02, C658-A, C295-02	
17:30-18:00	For other online participants, includes but not limited to Invited speakers, session chairs, committee members, delegates, etc.	

Presenters are required to join the rehearsal in Zoom on Friday, April 17, 2026 Duration: 2~3min apiece. Feel free to leave after you finish the test.

Session Time	Saturday, April 18, 2026 (UTC+9) Plenary Meeting	
<i>Host- Conference General Co-Chair</i> Prof. Kiyoshi Ueda , Nihon University, Japan		Multipurpose Hall <1F>
09:00-09:10	<i>Welcome Speech</i> Prof. Kiyoshi Ueda , Nihon University, Japan	
09:10-09:45	<i>Plenary Speech I</i> Title: Toward Scalable Urban Digital Twins: Integrating Point Cloud Sensing and Real-Time Traffic Simulation Prof. Takumi Miyoshi , Shibaura Institute of Technology, Japan	
09:45-10:20	<i>Plenary Speech II</i> Title: OpenPose Based Yoga Exercise Learning Assistant Design with User-Instructor Synchronization and Pose Difficulty Evaluation Technologies for Dynamic and Static Yoga Self-Practice Assistant System on the GPU-Based Platform Prof. Chih-Peng Fan , National Chung Hsing University, Taiwan	
10:20-10:50	Group Photo & Coffee Break	
10:50-11:25	<i>Plenary Speech III</i> Title: Effective, evidence-based use of AI in physics courses at UCLA Prof. Alexander Kusenko , Department of Physics and Astronomy, UCLA, Los Angeles, USA & Kavli Institute for the Physics and Mathematics of the Universe (WPI), UTIAS The University of Tokyo, Japan	
11:25-12:00	<i>Plenary Speech IV</i> Title: Rethinking Teaching Excellence in the Age of AI: What Does "Good Teaching" Mean When Machines Can Do So Much? Prof. Yue Chen , Queen Mary University of London, UK	
12:00-13:00	Lunch Time: Lecturer Rooms <2F>	

AGENDA OVERVIEW

Saturday, April 18, 2026 (UTC+9) Parallel Session (Onsite)		Venue
<p>13:15-15:40(2h35min)</p> <p>Special Session 1 Trustworthy Digital Credentialing in Higher Education: Emerging Architectural Models, Data Privacy, and Global Interoperability</p> <p>Invited Talk- Osman SELVÍ C318-01, C066, C064, C095, C218, C349, C1012-A, C230</p>	<p>16:00-18:25(2h25min)</p> <p>Onsite Session 6 Educational Transformation in the AI Era: Policy, Ethics, and System Restructuring</p> <p>Invited Talk-Lauri Valtonen C215, C626-A, C211-A, C030-A, C310, C059</p>	Lecture Room 1 <2F>
<p>Special Session 2-Onsite-A Artificial Intelligence in Teaching and Learning Innovation</p> <p>Invited Talk- Shin'ichi Warisawa; Ronel Ramos C410-02A, C250-02A, C239-02, C274-02, C372-02</p>	<p>Special Session 2-Onsite-B Artificial Intelligence in Teaching and Learning Innovation</p> <p>Invited Talk- Yazilmiwati Yaacob C243-02, C326-02, C296-02, C249-02, C301</p>	Multipurpose Hall <1F>
<p>Special Session 3 Digital Wellbeing in Education, Entertainment and Humanity</p> <p>Invited Talk-Anthony Kong C368-03, C171, C078, C176, C042, C179, C245</p>	<p>Onsite Session 7 Digital Language Acquisition and Technology-Enhanced Learning</p> <p>C651, C015-A, C022-A, C068, C313, C192, C039, C631, C160-A</p>	Lecture Room 2 <2F>
<p>Onsite Session 1 Game-Based Learning and Serious Games in Education</p> <p>C618, C610, C076, C304, C142, C228, C247-A, C620, C188</p>	<p>Onsite Session 8 Educational Information Systems, Platforms, and Digital Infrastructure</p> <p>Invited Talk-Paul Arjanto C258, C219, C276, C253, C240-A, C604, C161-A, C343</p>	Lecture Room 3 <2F>
<p>Onsite Session 2 Generative AI and Large Language Models in Education</p> <p>Invited Talk- Sheng-Shiang Tseng C029, C016-A, C328, C096, C133, C152, C190, C277</p>	<p>Onsite Session 9 Project-Based Learning and Technology Empowerment in Innovative Education</p> <p>C001, C280-A, C364-A, C269, C692, C264, C657</p>	Lecture Room 4 <2F>
<p>Onsite Session 3 Intelligent Agents and AI-Powered Personalized Support</p> <p>C183, C043, C164-A, C285, C339, C086, C187-A, C040, C289, C344</p>	<p>Onsite Session 10 Pedagogical Innovation in Mathematics and STEM Education</p> <p>C603, C615, C632, C098, C267, C667, C298-A, C262, C403</p>	Lecture Room 5 <2F>
<p>Onsite Session 4 AI-Driven Learning Analytics: From Intelligent Monitoring to Educational Assessment</p> <p>C373, C021, C256, C645, C087, C257, C261, C270, C044</p>	<p>Onsite Session11 Digital Innovation and Cross-Disciplinary Practices in Education</p> <p>C130-A, C099-A, C067-A, C330, C611, C617, C621, C635, C241-A</p>	Lecture Room 6 <2F>
<p>Onsite Session 5 Immersive Learning Environments and Virtual Simulation Applications</p> <p>Invited Talk-David W. Del Testa C073, C083, C156-A, C421, C375, C681, C336</p>		Lecture Room 7 <2F>



19:00-21:00 Banquet Dinner

Host: Prof. Kiyoshi Ueda, Nihon University, Japan

7:00 PM: Banquet begins
Opening remarks by the conference chair, toast: Prof. Nobuo Funabiki, Okayama University, Japan

7:10 PM: ICIET 2026 Conference Award Announce

- ✧ Best Paper Award
- ✧ Best Student Papers Award
- ✧ Best Reviewer Award

7:20 PM: Dinner and drinks begin
8:20 PM: Performers arrive
8:30 PM: Entertainment begins
8:40 PM: Entertainment ends
8:40 PM: Banquet ends
9:00 PM: Venue locked

Venue:
Koriyama City
Koriyama Public
Hall

Saturday, April 18, 2026 (UTC+9) | Parallel Session (Online)

Room A: [853 7808 5132](#)

Room B: [861 0834 4262](#)

13:15-15:45

Online Session 1

Data-Driven Learning Analytics and Intelligent Decision Support in Education

C153, C046, C162, C132, C225, C284, C353-01A, C406, C411, C272

Online Session 2

Immersive Technologies and Multimodal Interaction for Learning

C693, C097, C287, C181, C170, C369, C182, C058, C141, C381

16:00-19:10

Online Session 3

Human-Centered Educational Technology: Cognition, Affect, and Reflective Practice

[Invited Talk -John Blake](#)

C148-A, C200, C063, C673, C117, C189-A, C283, C070, C661, C198-A

Online Session 4

AI-Empowered Education: From Learning Companions to Generative AI Applications

[Invited Talk-Xiaoyu Zhang](#)

C694, C254, C020, C155, C337, C054, C157, C425, C137, C441, C429

Sunday, April 19, 2026 (UTC+9) | Parallel Session (Online)

Room A: [853 7808 5132](#)

Room B: [861 0834 4262](#)

Room C: [871 0920 5301](#)

09:00-12:25

Online Session 5

Cognition, Pedagogy, and Professional Development in the Digital Age

C616, C689, C109, C105, C140-A, C255-01A, C281, C402, C374, C409, C323

Online Session 6

Teaching and Learning in the AI Era: Student Experience, Mental Health, and Technology Empowerment

C217, C062, C111, C216, C312, C169, C072, C687, C442, C412, C431-03

Special Session 2-Online

Artificial Intelligence in Teaching and Learning Innovation

[Invited Talk-Hideaki Yoshida](#)

C246-02, C314-02A, C290-02, C366-02, C435-02, C384-02, C333-02, C367-02, C212, C292-02, C658-A, C295-02



INTRODUCTION OF PLENARY SPEAKER

Time: 09:10-09:45 April 18 Venue: Multipurpose Hall



Prof. Takumi Miyoshi

Shibaura Institute of Technology, Japan

Toward Scalable Urban Digital Twins: Integrating Point Cloud Sensing and Real-Time Traffic Simulation

Abstract: Smart cities are emerging as a new paradigm enabled by the integration of cyber and physical spaces, where digital twins play a key role in supporting data-driven urban services. This talk presents an approach to constructing spatial digital twins using 3D point cloud data collected through mobile crowdsensing (MCS) with LiDAR-equipped devices. The collected data are efficiently integrated through registration techniques while addressing challenges such as noise, varying density, and data reliability. We also introduce a traffic digital twin framework using the CARLA simulator, where real-world vehicle trajectories are utilized to reproduce dynamic traffic conditions. By combining sensing-based spatial digital twins and simulation-based traffic digital twins, we demonstrate a unified approach for scalable urban digital twin construction.

Biography: Takumi Miyoshi received the B.E., M.E., and D.E. degrees in electronic engineering from the University of Tokyo, Tokyo, Japan, in 1994, 1996, and 1999, respectively. He is presently a professor at College of Systems Engineering and Science, Shibaura Institute of Technology, Saitama, Japan. He was a research associate at Global Information and telecommunication Institute, Waseda University, from 1999 to 2001, and a research fellow at Telecommunications Advancement Organization of Japan from 1998 to 2003. He was a visiting scholar at Laboratoire d'Informatique de Paris 6 (LIP6), Sorbonne University, Paris, France, from 2010 to 2011. His research interests include multimedia communication, overlay networks, sensor networks, machine learning, smart city, and digital twin. He is a member of IEEE and a senior member of IEICE.



INTRODUCTION OF PLENARY SPEAKER

Time: 09:45-10:20 April 18 Venue: Multipurpose Hall



Prof. Chih-Peng Fan

National Chung Hsing University, Taiwan

OpenPose Based Yoga Exercise Learning Assistant Design with User–Instructor Synchronization and Pose Difficulty Evaluation Technologies for Dynamic and Static Yoga Self-Practice Assistant System on the GPU-Based Platform

Abstract: Yoga is popular across all age groups because of its benefits for physical and mental health. To assist beginners with yoga self-practice. In this keynote talk, the OpenPose based yoga self-practice assistance system for dynamic and static yoga by angle-based poses matching and pose difficulty estimation on the NVIDIA Jetson Nano platform is introduced. The developed system uses the OpenPose Body25 model to extract the important information related to body key joints by evaluating the accuracy of users' poses against yoga instructor demonstrations with user-instructor synchronization on the basis of joint angle differences and total distance between adjacent video frames, and then the user's feedback with fuzzy based scoring strategy will be processed simultaneously. To prevent overly difficult yoga poses from causing injuries to beginners, the developed system includes a difficulty assessment feature that allows users to select poses according to their ability. The proposed system evaluates pose difficulty from the front and side views by estimating angular velocity, body area, body bending direction, flexibility requirements, and range of motion on the basis of joint angles and vectors. Then the information of developed Yoga difficulty estimation levels is integrated into the developed yoga self-practice system. The developed system's effectiveness was validated on over 100 yoga pose images obtained from different sources. Strong correlations were observed between the ratings provided by the system and instructor, confirming the accuracy of the system and its potential for improving safety and adaptability in yoga self-practice.

Biography: Chih-Peng Fan received the B.S., M.S., and Ph.D. degrees, all in electrical engineering, from National Cheng Kung University, Taiwan, in 1991, 1993 and 1998, respectively. During October 1998 to January 2003, he was a design engineer at Computer and Communications Research Laboratories (CCL), Industrial Technology Research Institute (ITRI), Hsinchu, Taiwan. In 2003, he joined the Department of Electrical Engineering at National Chung Hsing University in Taiwan as an Assistant Professor. He became a full Professor in 2013. He has more than 110 publications, including technical journals, technical reports, book chapters, and conference papers. His teaching and research interests include deep-learning based digital image processing and pattern recognition, digital video coding and processing, digital baseband transceiver design, VLSI design for digital signal processing, and fast prototype of DSP systems with FPGA and embedded SOC platform. He served and is serving as: General Chair of ICCE-TW 2018; Executive Conference Chair of ICCE 2024; IEEE Transactions on Consumer Electronics -Associate Editor (2022-now); Member of Editorial Board of Journal of Real-Time Image Processing; IEEE CTSoc Representative at the IEEE Systems Council's AdCom (2020-2021); IEEE CTSoc Representative at the IEEE Sensors Council's AdCom (2023-Now); Chair of IEEE CTSoc Sensors and Actuators (SEA) TC (2025-Now); He is a member of Taiwan IC Design Society (TICD), IEICE, and IEEE.

INTRODUCTION OF PLENARY SPEAKER

Time: 10:50-11:25 April 18 Venue: Multipurpose Hall



Prof. Alexander Kusenko

Department of Physics and Astronomy, UCLA, Los Angeles, USA & Kavli Institute for the Physics and Mathematics of the Universe (WPI), UTIAS The University of Tokyo, Japan

Effective, evidence-based use of AI in physics courses at UCLA

Abstract: Recent education research done at UCLA shows effectiveness of AI tools in improving the learning outcomes in undergraduate courses. A curated AI chat assistant and AI generated hints were integrated into the homework assignments, reducing or eliminating the cost to the student, in terms of time, energy, and social barriers or fear of judgment. The learning outcomes were analyzed and published in a peer-reviewed paper Y. Lu, K. Supriya, S. Shaked, E. H. Simmons, A. Kusenko, Phys. Rev. Phys. Educ. Res. 21, 010160 (2025). The results show that all the students benefit from these AI tools, and the students who had less-than-adequate preparation coming into the class receive the greatest benefit. Inspired by the results of this research, UCLA has started a program AI and Mathematical Skills (AIMS), implementing these successful interventions in a broad range of undergraduate classes. Other universities in the USA and in Japan have expressed interest in using similar AI tools in their classes. I will review the research results and their implementation at UCLA and beyond.

Biography: Alexander Kusenko is Professor of Physics and Astronomy at UCLA. He also holds an appointment of Senior Fellow at the Kavli Institute for the Physics and Mathematics of the Universe (IPMU) at the University of Tokyo. He is an Associate Editor of Reviews of Modern Physics, the most highly cited journal published by the American Physical Society. Kusenko is a Fellow of the American Physical Society (elected in 2008 “for original and seminal contributions to particle physics, astrophysics, and cosmology”). In 2021, Kusenko was named a Simons Fellow in Theoretical Physics. He received an Outstanding Referee Award from the American Physical Society (2012). He has served as a general member of the board of the Aspen Center for Physics for three five-year terms (2004-2019).

INTRODUCTION OF PLENARY SPEAKER

Time: 11:25-12:00 April 18 Venue: Multipurpose Hall



Prof. Yue Chen

Queen Mary University of London, UK

Rethinking Teaching Excellence in the Age of AI: What Does “Good Teaching” Mean When Machines Can Do So Much?

Abstract: As generative AI (GenAI) reshapes the landscape of higher education, long-established assumptions about what constitutes “good teaching” are undergoing profound transformation. When AI systems can generate explanations, offer personalised feedback, evaluate complex work, and support students’ intellectual processes at scale, traditional indicators of teaching excellence are no longer sufficient. In this talk, Prof. Chen examines how frameworks for evaluating teaching must evolve in an AI-pervasive world and what forms of educator expertise remain uniquely human and indispensable. Drawing on her experience in leading curriculum innovation, educational research, and Scholarship of Teaching and Learning initiatives, she will explore emerging criteria for meaningful teaching impact, those centred not on content transmission, but on designing powerful learning environments, cultivating students’ critical and ethical AI literacy, and fostering motivation, identity, and belonging. The session aims to stimulate global reflection on how educators can continue to create irreplaceable value in an era where machines can perform increasingly sophisticated cognitive tasks.

Biography: Prof. Yue Chen is a Professor of Telecommunications Engineering at Queen Mary University of London (QMUL), where she serves as Director of Scholarship, leading strategic initiatives in curriculum innovation, educational research, and the Scholarship of Teaching and Learning. She also acts as Senior Advisor for Transnational Education on the Joint Programme between QMUL and Beijing University of Posts and Telecommunications (BUPT), providing academic leadership across international education and quality enhancement. A Fellow of the Institution of Engineering and Technology (FIET), a Senior Member of the IEEE, and a Chartered Engineer with the IET, Prof. Chen brings deep disciplinary expertise and extensive strategic leadership experience to her work in advancing transformative teaching and learning practices in higher education.

INTRODUCTION OF INVITED SPEAKER

Time: 13:15-13:40 April 18 Venue: Lecture Room 1



Asst. Prof. Osman SELVI

Fenerbahce University, Istanbul, Turkey

The Global Credential Verification Crisis: Leveraging Blockchain's Auditability to Solve Fraud, Mobility, and the GDPR Paradox

Abstract: Academic credential verification is experiencing a global crisis as traditional paper-based systems struggle to cope with increasing international student mobility and sophisticated fraud schemes. With over 4.6 million international students enrolled in OECD countries, verification demands now exceed national capacities, creating significant risks across critical sectors including healthcare and education. This presentation examines the multifaceted nature of this crisis, exploring the tensions between technological solutions and regulatory frameworks across different jurisdictions. While blockchain technology offers promising features for enhancing security and auditability, its implementation faces substantial challenges regarding data protection regulations, interoperability, and institutional adoption. The discussion emphasizes the necessity of a multidisciplinary approach that integrates perspectives from information engineering, legal studies, educational sciences, and economics. Current initiatives across various regions demonstrate diverse strategies for addressing these challenges, yet a cohesive global framework remains elusive. Drawing from international research collaborations and stakeholder engagement, the presentation identifies key barriers to effective credential verification and highlights emerging pathways for cross-border cooperation. Particular attention is given to the role of educational institutions in navigating the complex landscape of digital credentialing while maintaining academic integrity and supporting student mobility. The analysis concludes by outlining critical research directions and policy considerations for developing sustainable, inclusive, and effective verification systems that can support the evolving needs of global education while addressing security concerns and regulatory requirements.

Biography: Dr. Osman Selvi is an Assistant Professor in the Department of Computer Engineering at Fenerbahçe University, Istanbul, Türkiye. He holds two bachelor's degrees — in Computer Systems Education from Gazi University and in Computer Engineering from Kocaeli University — and a Ph.D. in Computer Engineering from Istanbul Aydın University. His primary research focuses on Blockchain Technologies, particularly on positioning blockchain as a complementary and supportive layer to centralized systems. His work explores the use of blockchain for auditing and verification mechanisms, aiming to enhance transparency, reliability, and interoperability in digital ecosystems. He has coordinated the formation of a multidisciplinary consortium and submitted a COST Action proposal titled "Blockchain-Based Academic Credential Verification for Enhanced Trust and Transparency (BACVET)" (Proposal Reference: OC-2025-1-29022), which is currently under evaluation by the European Union. The initiative seeks to address the international challenge of academic credential verification through secure, GDPR-compliant blockchain frameworks. Prior to his current academic role, he served as a Technical Teacher at the Turkish Ministry of National Education (2007–2022) and as a lecturer at Marmara University and Fenerbahçe University. He has been a full-time faculty member at Fenerbahçe University since 2022.

INTRODUCTION OF INVITED SPEAKER

Time: 13:15-13:40 April 18 Venue: Multipurpose Hall



Prof. Shin'ichi Warisawa

The University of Tokyo, Japan

Engineering Innovative Learning: Integrating Physiological Sensing, Multisensory Approaches, and Generative AI

Abstract: The rapid shift toward digitalization and online education has highlighted the need for personalized, adaptive learning environments. However, accurately capturing learners' invisible internal states—such as cognitive load, engagement, and emotional responses—remains a major challenge in educational technology.

In this presentation, I will introduce the "Human-Environmental Informatics" framework developed at the University of Tokyo's. I will propose a comprehensive engineering approach to measure, analyze, and optimize learning experiences by bridging the gap between human sensory perception and the digital environment.

During the presentation, I will share our latest empirical findings focused on the following three key areas. First, I explored the visualization of learner engagement through biometric and behavioral sensing, such as eye-tracking and emotion recognition derived from facial expressions and voice data. Second, I analyzed how an instructor's presence and gaze in video-based classes influence learners' comprehension and preferences, and discuss the optimization of online learning environments. Finally, I will introduce cutting-edge technological interventions designed to enhance learning outcomes. These include multisensory approaches that provide vibration feedback synchronized with the instructor's voice to convey enthusiasm, as well as the integration of generative AI to support spatial memory techniques such as the method of loci.

By creating a feedback loop between biometric sensing and innovative technological interventions, I aim to design a next-generation adaptive learning ecosystem that maximizes human learning potential

Biography: Shin'ichi Warisawa is a professor in the Department of Human and Environmental Studies at the Graduate School of Frontier Sciences, The University of Tokyo. After earning a Bachelor of Engineering in Mechanical Engineering from The University of Tokyo in 1989, he received a Master of Engineering from the same university in 1991 and a Doctor of Engineering in 1994.

He began his career in 1994 as a research assistant at the Institute of Precision Engineering at the Tokyo Institute of Technology, where he remained until 2000. He then returned to the University of Tokyo, serving as a lecturer in the Department of Mechanical Engineering (2000–2003) and as an lecturer/associate professor (2003–2012), before becoming an associate professor at the Graduate School of Frontier Sciences (2012–2015). Additionally, from 2010 to 2011, he conducted research as a visiting researcher at the Massachusetts Institute of Technology (MIT) Electrical Engineering Laboratory.

His research background spans precision engineering, medical robotics, and nano- and micro-machines (NEMS), and he has previously worked on projects such as tele-surgical robotic systems and nanofabrication for nanomechanical resonators. Building on this solid expertise in advanced sensing and mechanical systems, his current research explores the intersection of engineering and human well-being. His specific research interests include stress monitoring, emotion monitoring, human behaviour monitoring, and blood pressure monitoring. By deeply analyzing these physiological and behavioural indicators, his laboratory aims to optimize human-environment interactions and actively applies these engineering methods to the development of innovative educational technologies and adaptive learning environments.

INTRODUCTION OF INVITED SPEAKER

Time: 13:40-14:05 April 18 Venue: Multipurpose Hall



Asst. Prof. Ronel F. Ramos

FEU Institute of Technology, Philippines

ResAI for GenAI: Fostering Integrity, AI Literacy, and Innovation in Higher Education

Abstract: The rapid transformation of teaching, learning, and scholarly processes brought about by generative AI raises serious concerns regarding academic integrity and responsible use in higher education. ResAI for GenAI, a useful framework that helps organizations promote the adoption of ethical AI while facilitating significant educational innovation, is presented in this talk. Three main aspects are the focus of the framework: innovation, AI literacy, and integrity. First, by rethinking tests and encouraging open, responsible use of AI tools, it outlines ways to maintain academic integrity. Second, it highlights how crucial AI literacy is becoming and outlines the necessary skills for teachers and students to assess generative AI critically and use it effectively. Third, it looks at creative methods to incorporate AI to improve access, customization, and learning experiences.

Biography: Ronel Francisco Ramos is an Assistant Professor II at the FEU Institute of Technology, where he specializes in information technology education, artificial intelligence in learning, and game-based instructional design. He is currently completing his Doctor of Information Technology at the University of the East and holds a Master's degree in IT from the Technological University of the Philippines. A multi-certified educator, Ronel has earned multiple Microsoft Innovative Educator Expert (MIEE) designations and IT Specialist certifications in Java, Python, HTML, and CSS. He is an active researcher and presenter, contributing studies on AI integration, sentiment analysis, optimization algorithms, and educational game development to prominent international conferences. Beyond teaching and research, he also serves as adviser to the FEU Tech Tamaraw Esports Club and frequently delivers talks on emerging technologies, AI tools in education, and digital innovation.

INTRODUCTION OF INVITED SPEAKER

Time: 13:15-13:40 April 18 Venue: Lecture Room 2



Asst. Prof. Anthony Kong

The Hong Kong Polytechnic University, China

From Relics to Reality: Designing Technology-Enabled Learning for Living Heritage

Abstract: This speech introduces "The Lion Dance VR Revival" a research-through-design project that moves cultural heritage education from passive viewing to active, embodied practice. The innovative Tri-Modal Design Framework, which structures immersive learning into three progressive stages: Meaning (understanding context and narrative), Motion (gamified skill acquisition with motion feedback), and Mastery (synthesizing skills in a dynamic ritual scenario). By using VR not as a showcase but as an interactive tutor (digital sifu), this approach transforms learners from spectators into practitioners. The talk will demonstrate how this model fosters deeper cultural connection, knowledge retention, and empathy, offering a replicable blueprint for the experiential revitalization of intangible heritage globally.

Biography: Prof Dr Anthony Kong is an Assistant Professor in Design at The Hong Kong Polytechnic University, Fellow of Royal Society of Arts. He is a transdisciplinary academician and professional with profound knowledge and expertise in an interdisciplinary area of design, computing, and service. His research interests lie in AI for Entertainment, Cultural Arts Technology, Design for Hospitality & Tourism, Design for Sports, Edutainment and X-Reality.

INTRODUCTION OF INVITED SPEAKER

Time: 13:15-13:40 April 18 Venue: Lecture Room 4



Assoc. Prof. Sheng-Shiang Tseng

National Chengchi University, Taiwan

From Generator to Partner: Reframing GenAI in Education

Abstract: Generative Artificial Intelligence (GenAI) has rapidly entered educational contexts. While there is nothing wrong with using GenAI in education, its current application remains limited to information retrieval, lacking contextual sensitivity and deeper pedagogical value. This presentation explores the use of GenAI in education beyond passive content delivery toward supporting active, reflective, and higher-order learning. It highlights the crucial role of human teachers and instructional design in transforming GenAI into a meaningful scaffold. Drawing on three AI modalities such as conversational agents, robotic agents, and pedagogical agents, the presentation demonstrates their roles in promoting comprehension, emotional intelligence, and reflective teaching practice. Study 1 developed a collaborative reflection model in which in-service teachers received feedback from a teacher educator, peer teachers, and ChatGPT. The study examined how these feedback sources contributed to teachers' reflective thinking. Study 2 employed a three-group experimental design with 100 preservice teachers, comparing three GenAI models to examine how GenAI can scaffold teacher metacognition. Results showed that contextualized GenAI significantly outperformed the standard GenAI in improving metacognitive knowledge. The presentation concludes by advocating for AI-empowered learning that positions educators as designers of learning objectives and instructional tasks, while GenAI may serve as a context-sensitive, reflective partner providing scaffolding and feedback.

Biography: Dr. Sheng-Shiang Tseng is an Associate Professor in the Department of Education at National Chengchi University, Taiwan. He earned his Ph.D. in Learning, Design, and Technology from the University of Georgia, where his research focused on technology-enhanced language learning and teacher professional development. His current work explores how generative artificial intelligence (GenAI) can serve as a learning companion in education rather than a mere content generator. Dr. Tseng has led and collaborated on several projects funded by the National Science and Technology Council, including a distinguished young scholar project on developing online gamified bilingual teacher communities. His research has been published in international journals such as Educational Technology & Society, Interactive Learning Environments, and the International Journal of Educational Technology in Higher Education. A recipient of the Wu Ta-You Memorial Award for young scholars, Dr. Tseng also serves as a guest editor, editorial board member, and reviewer for international journals in educational technology. His long-term goal is to advance the meaningful integration of technology into learning environments that foster higher-order thinking, emotional intelligence, communication, and creativity.

INTRODUCTION OF INVITED SPEAKER

Time: 13:15-13:40 April 18 Venue: Lecture Room 7



Prof. David Willson Del Testa

Bucknell University in Lewisburg, USA

Can video games offer off-the-shelf solutions to accessibility in educational digital twins for the humanities and social sciences? The case of the Digital Sojourns Project

Abstract: Hyperrealistic immersive digital twins offer exciting opportunities for humanities and social sciences educators to help their students visualize and analyze historical and contemporary spaces and places with unparalleled depth and accuracy. Not only can educators narrate their students' travel through these immersive spaces, but students can guide themselves through them, satisfying their individual curiosity in the context of collective learning. However, accessibility remains an important challenge. Groups such as the Web Accessibility Initiative of the World Wide Web Consortium (W3C) and Accessible Development for XR of XR Access have developed guidelines and best practices for the architecture, implementation, and accessibility of user experience in digital twins. And yet, universal standards for interaction with digital twins as educational environments do not exist, despite noble efforts by important hosts of digital twins such as ESRI, Unity, Unreal, and Microsoft to promote such accessibility. A natural reliance on keyboards, mice, or joysticks for virtual maneuvering creates barriers for those with low vision and mobility limitations. This presentation illustrates the work of the Digital Sojourns Project at Bucknell University in Lewisburg, Pennsylvania, United States. Digital Sojourns are large-area, accessible, immersive travel experiences that complement traditional university study abroad programs by allowing students who cannot travel for reasons of physical or other challenges to do so in engaging and content-rich virtual recreations of real spaces overseas, with the possibility of earning college course credits as they do so. The first Digital Sojourn uses Matsuo Bashō's 1692 Narrow Road the Deep North as the basis for its digital twin. The Digital Sojourns Project imitates the approaches to spatial accessibility used in popular video games, arguing that thoughtful replication of widely-tested solutions originating from the video game industry offer educators modifiable, off-the-shelf solutions without the need to produce custom solutions that may tax already slim development budgets.

Biography: Prof. David Del Testa has taught at Bucknell University since 2004. He teaches courses on modern Europe and Southeast Asia as well as methodology courses. He has written widely on labor history in French colonial Indochina, with a particular emphasis on railroad workers. More recently, he has turned his full attention to the Digital Sojourns Project, an effort to create large-area, accessible, and inclusive virtual travel experiences that complement traditional university study abroad programs or virtual journeying of any kind. Besides his work as a professor, he advocates for migraine-related and special education causes.

INTRODUCTION OF INVITED SPEAKER

Time: 16:00-16:25 April 18 Venue: Lecture Room 1



Dr. Lauri Valtonen

Aalto University, Finland

Education for an Industry that Wants Expertise Without the Experts? AI Hype and PhD Researcher Pessimism in Finland's Doctoral Pilot

Abstract: Employers report difficulty finding enough AI professionals to hire, yet AI PhD researchers consistently express pessimism about their post-graduation employment prospects in Finland. This talk examines the paradox through Finland's doctoral pilot program on AI (AI-DOC) — a nationally funded training program that competitively selected 100 AI researchers across ten universities for three years of funding.

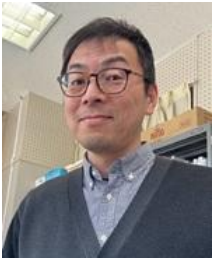
The talk draws on perspectives from organisational studies and futures education to reflect on this apparent paradox: Are PhD researchers overly pessimistic, or is this simply an issue of experts not finding the right positions? The argument is that PhD researchers are noticing a genuine phenomenon: industry wants AI for its symbolic promise of expertise without needing the experts, and AI professionals pose a risk of bursting that symbolic bubble with realities.

The implications for education are raised as an open question: What does it mean to educate experts when only expertise is wanted? The talk poses this moment as an opportunity to decouple education from its marketisation focus and orient instead toward fostering expert agency for creating societally desirable futures.

Biography: Lauri Valtonen is a postdoctoral researcher in the Department of Computer Science at Aalto University and a member of the coordinating team of a national doctoral pilot programme in artificial intelligence initiated by Finland's Ministry of Education and Culture. Previously, he served as Research Team Lead at IdeaSquare, the innovation space at the European Organization for Nuclear Research (CERN), where he studied a pilot programme in transformative innovation education. His research examines how conceptualizations of emerging technologies—such as artificial intelligence—shape future-oriented decision-making, particularly within interdisciplinary educational contexts.

INTRODUCTION OF INVITED SPEAKER

Time: 09:00-09:25 April 19 Room C: [871 0920 5301](tel:87109205301)



Assoc. Prof. Hideaki Yoshida

Morioka University, Japan

Designing Educational AI Guidelines for Responsible and Formative Use: Insights from the Japanese Context

Abstract: Generative artificial intelligence (AI) is rapidly transforming education, creating an urgent demand for governance systems that balance innovation and accountability. While international organisations have proposed normative principles for responsible AI use, operational governance architectures remain under specified. This study examines the rapid revision of Japan's Generative AI Guidelines for Primary and Secondary Education from Version 1.0 to Version 2.0 and conceptualises the process as an evolution of structured governance rather than an administrative update. Policy document analysis identified layered transformations, including limited pilot experimentation, institutionalised feedback loops, stakeholder reclassification, and checklist-based operational encoding. From these elements, the Rapid Iterative Governance Model (RIGM) is extracted as a governance design template, demonstrating how normative principles can be translated into implementable and revisable policy architecture. The findings suggest that short-cycle policy refinement becomes feasible when experimentation, feedback, and responsibility encoding are embedded within institutional mechanisms.

Biography: Dr. Yoshida received his Ph.D. in Education from Tohoku University in 2024. Before entering academia, he served as public elementary school teacher in Iwate Prefecture for approximately 20 years, working in classroom instruction, curriculum design, formative assessment practice, and student guidance. His long classroom experience informs his research and enhances the practical relevance of his scholarly work. His research interests include self-regulated learning co-regulation evaluative judgement and formative feedback design. He also studies the integration of generative AI into educational assessment and teacher–AI collaborative learning processes. He is advancing research on AI-supported assessment models and teacher–AI collaboration frameworks that support responsible and pedagogically meaningful AI use in schools.

INTRODUCTION OF INVITED SPEAKER

Time: 16:00-16:25 April 18 Venue: Multipurpose Hall



Assoc. Prof. Yazilmiwati Yaacob

Sunway College Kuala Lumpur, Malaysia

Breaking Language Barriers with AI: Transforming Academic Writing in Higher Education

Abstract: This study examines the level of use and effectiveness of Generative Artificial Intelligence (Generative AI) tools among students of higher education institutions, especially in the context of learning General Subjects (MPU). A total of 1,222 students from various faculties were involved in this study. Findings show that ChatGPT (90.8%) is the most widely used tool, followed by Quillbot (39.9%) and Grammarly (36.8%). This study focuses on two main domains, namely translation and grammar improvement. All domains recorded high mean scores (3.64-3.79), indicating a high level of acceptance and effectiveness. Reliability analysis indicates that Cronbach's Alpha values exceed 0.95 for each domain, supporting the validity of the study instrument. This study found that generative AI has great potential to empower the MPU learning process by improving understanding through translation and improving grammar use. This study also recommends integrating AI into teaching strategies to support the achievement of student learning outcomes.

Biography: Assoc. Prof. Dr. Yazilmiwati Yaacob is the Director of the Centre for Continuing Education at Sunway College Kuala Lumpur. Her expertise spans entrepreneurship, educational technology, social sciences, Islamic studies, and General Studies. She actively contributes to global academic discourse through presentations and publications at renowned conferences, including CETA 2023 in Istanbul, ICETC 2024 at the University of Porto, and ICETC 2025 at the University of Barcelona, where she served as co-chair. Her research focuses on leveraging Generative AI to overcome language barriers and enhance academic writing, advocating for inclusive and future-ready education in the digital era.

INTRODUCTION OF INVITED SPEAKER

Time: 16:00-16:25 April 18 Venue: Lecture Room 3



Assoc. Prof. Dr. Paul Arjanto

Pattimura University, Indonesia

Learning Management Systems as Infrastructure for Educational Leadership: A Bibliometric Analysis

Abstract: The rapid digitalization of education has made learning management systems (LMS) core infrastructure for instruction, assessment, analytics, and professional learning, expanding educational leadership from technology adoption to data-informed organizational change. This study maps how LMS scholarship intersects with educational leadership by profiling contributors and the field's conceptual structure. We conducted a bibliometric performance analysis and science mapping of Scopus-indexed publications, 2004–2024. From 342 records, 93 met inclusion criteria. Performance indicators were combined with co-authorship, co-citation, bibliographic coupling, and co-word analyses. Results show an early plateau (≤ 4 papers/year through 2015), a step-up from 2018, and a 2024 peak; 69% of output appears in 2018–2024. The United States (25.7%) and Australia (9.2%) lead contributions, with Indonesia among the top ten. Co-word networks reveal three clusters: (i) leadership–organization–professional development; (ii) teaching–students (including disciplinary implementations); and (iii) LMS–e-learning–learning systems. Overlay visualization highlights the recency of digital leadership. Highly cited anchors concentrate influence, consistent with long-tail and core–periphery regularities. The field is maturing from tool-centric adoption toward leadership-enabled, pedagogy-grounded, analytics-informed transformation. Practically, institutions should pair LMS investments with leadership development, change management, and robust data governance. Future research should operationalize digital-leadership competencies, advance ethical and privacy-sensitive analytics, and broaden context-diverse evaluations, especially in non-Anglophone systems.

Biography: Dr. Paul Arjanto is an Associate Professor in Educational Management at Pattimura University, Indonesia. He holds a Doctorate (Dr.) in Educational Management from the State University of Malang, with scholarly expertise in educational leadership, school management, policy implementation, and educational innovation. His research interests focus on educational leadership development, education quality improvement, technology in education (including digital transformation and digital literacy), financial education, and moral leadership in schools. Through interdisciplinary collaborations, he has contributed to research integrating technology, well-being, and leadership development to strengthen institutional effectiveness and student success. He welcomes international research collaborations on educational leadership development, digital transformation in education, and evidence-based strategies to enhance student engagement within sustainable and inclusive educational systems

INTRODUCTION OF INVITED SPEAKER

Time: 16:00-16:25 April 18 Room A: [853 7808 5132](tel:85378085132)



Assoc. Prof. John Blake

University of Aizu, Japan

Authorship Analysis in the Age of AI: From Expert Reasoning to Multi-Agent Pipelines

Abstract: Authorship analysis is a challenging computational and linguistic task, which harnesses linguistic evidence to profile, verify, or attribute authorship. In forensic contexts, this task is complicated by limited and non-representative data, adversarial writing conditions (e.g. stylistic obfuscation), cross-genre comparison, and the requirements imposed by legal frameworks such as the Daubert criteria. A three-tier taxonomy of approaches is introduced, comprising expert-driven interpretive approaches, analytical similarity-based approaches, and predictive modelbased approaches. Within this taxonomy, nine core methods are identified, ranging from expert linguistic reasoning and rule-based analysis to statistical, stylometric, machine-learning, deep-learning, LLM-based, and multi-agent pipeline approaches. The framework is sufficiently flexible to accommodate emerging analytical techniques. The paper concludes by arguing for an eclectic, evidence-aware approach to authorship analysis that prioritizes transparency and contextual validity.

Biography: Dr John Blake is a multidisciplinary scholar whose expertise spans applied linguistics, education, computer science, mathematics education, and business administration. He began his career teaching English in Hong Kong, Thailand, and Japan before moving into teacher training, assessment, and materials development. His professional journey—grounded in applied linguistics and evolving through computational design—has culminated in a distinctive research focus that bridges language, logic, and technology. At the University of Aizu, he teaches and supervises across both the Center for Language Research and the Graduate School of Computer Science and Engineering. His courses reflect his dual disciplinary grounding, ranging from authorship analysis using Python and expert systems to information ethics and thesis writing. As an educator, he integrates corpus linguistics, computational analysis, and AI-driven methods to create research-informed, technology-enhanced learning experiences that are both rigorous and engaging. A self-described corpus-computational linguist, he leads interdisciplinary teams in developing bespoke tools for language analysis and learning. His research centres on forensic authorship analysis and the development of explainable, AI-supported systems for identifying distinctive stylistic and linguistic signatures in texts. His projects combine corpus-based precision with computational modelling to advance methods that are transparent, interpretable, and defensible in forensic contexts. His work has contributed to the growing intersection between forensic linguistics and artificial intelligence, exploring how stylometric features, language models, and statistical profiling can throw light on the hidden patterns of authorship. His ongoing research pushes toward explainable AI systems that balance linguistic theory, computational robustness, and forensic validity.

INTRODUCTION OF INVITED SPEAKER

Time: 16:00-16:25 April 18 Room B: [861 0834 4262](#)



Asst. Prof. Xiaoyu Zhang

City University of Hong Kong, Hong Kong, China

From Human to AI and Back: Knowledge and Education in the AI Era

Abstract: The recent rapid integration of AI in education has sparked a critical question: where do human cognition and machine intelligence converge? In this talk, I will share our latest explorations into the mutual inspiration between human and machine learning processes, and the effort to find their common ground. I will discuss how understanding human learner's status, such as tracking their cognitive load via EEG or moderating textual aids for reading, can inform more empathetic education technology design, and how Large Language Models (LLMs) can be used to simulate human learners to provide teachers with novel pedagogical insights. Meanwhile, I will demonstrate how machine-centric knowledge structures can be translated back to humans through interactive visualization technologies. By examining these intersections across various real-world educational scenarios, I will show the possibility to align machine logic with human mental models and thus move further than streamline information transfer. Our ultimate goal is create a productive feedback loop that improves both human learning and model training.

Biography: Xiaoyu Zhang is a tenure-track Assistant Professor at School of Creative Media, City University of Hong Kong. Her research interests lies broadly in data visualization, education technology, human-computer interaction (HCI), human-AI collaboration, and explainable AI. She particularly focuses on integrating data visualization and artificial intelligence (AI), especially natural language processing (NLP), to explore and exploit knowledge for varies applications in education, smart manufacturing, and human well-being. Xiaoyu directs the KnowVis lab at CityU and her work has been published at top-tier journals and conferences including International Journal of Artificial Intelligence in Education, IEEE TVCG, IEEE VIS, ACM CHI, ACM IUI, IEEE PacificVis, ACL. She also received the Honorable Mention Best Paper Award at IEEE VIS 2022 and has been granted multiple US patents. Xiaoyu has been recognized as the Best Graduate Researcher in the Department of Computer Science at UC Davis. She also served on the organization committee of AI and the Future Factory at AI House Davos 2024 and the 6th Workshop on Visualization for AI Explainability at IEEE VIS 2023. Before joining CityU, Xiaoyu was a Postdoctoral Fellow at the ETH AI Center, ETH Zurich. She received her Ph.D. degree in Computer Science from University of California, Davis, her Master's degree in Computer Science from Zhejiang University, and her bachelor's degrees in Digital Media Art (Major) and Advertising (Minor) from Xiamen University. In addition to her academic pursuits, Xiaoyu has profound industrial internship and collaboration experience with leading organizations such as Meta, Microsoft Research Asia, Bosch Research, Netease Games, EthonAI, and the US National Institute of Standards and Technology (NIST).

SPECIAL SESSION 1

Time	13:15-15:40 (April 18, 2026)
Venue	Lecture Room 1, 2F
Topic	Trustworthy Digital Credentialing in Higher Education: Emerging Architectural Models, Data Privacy, and Global Interoperability
Chair	Asst. Prof. Osman SELVİ, Fenerbahce University, Istanbul, Turkey

Time	Paper ID	Paper Detail
13:15-13:40	Invited Talk	The Global Credential Verification Crisis: Leveraging Blockchain's Auditability to Solve Fraud, Mobility, and the GDPR Paradox Osman SELVİ , Fenerbahçe University, Faculty of Engineering and Natural Sciences, Türkiye
13:40-13:55	C318-01	Assessing Tertiary Learners' Readiness for Industry Revolution 5.0: A Comparative Study of Science and Technology and Non-Science Disciplines Surindar Kaur Gurmukh Singh , Universiti Tunku Abdul Rahman, Malaysia
13:55-14:10	C066	Exploring the Differences: Concept Map Reading, Concept Map Construction, and Concept Map Recomposition in a Basic Computer Networking Course Arief Prasetyo , Hiroshima University, Japan
14:10-14:25	C064	RKRGST Mismatching to Detect Contract Cheating and Automated Obfuscation in Academia Oscar Karnalim , Maranatha Christian University, Indonesia
14:25-14:40	C095	Statement-level Evaluation of C Programs with Tree Edit Distance on Normalized AST Wataru Tatsukawa and Toshifusa Sekizawa , Nihon University, Japan
14:40-14:55	C218	Interpretable Machine Learning for Academic Risk Detection and Adaptive Support in Education Ibrahim Ahmed Gashim , Jazan University, Saudi Arabia
14:55-15:10	C349	Comparing Human and LLM in Evaluating Social Aspect of Mathematical Word Problems Ika Qutsiati Utami , National Central University, Taiwan and Universitas Airlangga, Indonesia
15:10-15:25	C1012-A	Education and Information Technology for Assessment Purposes Phillip Rowles , Tokyo University of Science, Japan
15:25-15:40	C230	C230 Feature Engineering for Behavioral Analytics: Regression-Based Detection of Tinkering Patterns in C/C++ Learning Environments Elisa V. Malasaga , FEU Institute of Technology, Philippines

SPECIAL SESSION 2-ONSITE-A

Time	13:15-15:20 (April 18, 2026)
Venue	Multipurpose Hall, 1F
Topic	Artificial Intelligence in Teaching and Learning Innovation-Onsite A
Chair	Assoc. Prof. Yazilmiwati Yaacob, Sunway College Kuala Lumpur, Malaysia

Time	Paper ID	Paper Detail
13:15-13:40	Invited Talk	Engineering Innovative Learning: Integrating Physiological Sensing, Multisensory Approaches, and Generative AI Shin'ichi Warisawa , The University of Tokyo, Japan
13:40-14:05	Invited Talk	ResAI for GenAI: Fostering Integrity, AI Literacy, and Innovation in Higher Education Ronel Ramos , FEU Institute of Technology, Philippines
14:05-14:20	C410-02A	Advancing Self-Regulated Learning and Dialogic Feedback Through AI-Facilitated Viva Practice in Higher Education Kok Keong Chai , Queen Mary University of London, UK
14:20-14:35	C250-02A	Empowering Sustainable Design Thinking and Engineering Judgment through AI-Augmented Learning in Thermodynamics Betul Bilgin , University of Illinois Chicago (UIC), USA
14:35-14:50	C239-02	Investigating the Effects of Multi AI Agents on Students' Programming Problem-Solving, Cognitive Load, and Learning Performance Chiang Yu-Chen , Yuan Ze University, Taiwan
14:50-15:05	C274-02	Design of a Scalable AI-powered Tutoring System with Adaptive, Error-aware Prompting Built on Automated Programming Assessment Li-Wen Lin and Man-Rong Lin , National Taitung University, Taiwan
15:05-15:20	C372-02	Examining the Influence of Co-Creation Perception in Associative Creation with Generative AI on Memory Consolidation Shunki Tsumagari and Satori Hachisuka , The University of Tokyo, Japan

SPECIAL SESSION 3

Time	13:15-15:40 (April 18, 2026)
Venue	Lecture Room 2, 2F
Topic	Digital Wellbeing in Education, Entertainment and Humanity
Chair	Asst. Prof. Anthony Kong, The Hong Kong Polytechnic University, China

Time	Paper ID	Paper Detail
13:15-13:40	Invited Talk	From Relics to Reality: Designing Technology-Enabled Learning for Living Heritage Anthony Kong , The Hong Kong Polytechnic University, China
13:40-13:55	C368-03	Immersive VR-Based Mindful Walking for Student Wellbeing in Higher Education: Psychological Outcomes and Experiential Qualities Mengru Liu , The Hong Kong Polytechnic University, Hong Kong, China
13:55-14:10	C171	Investigating the Washback Effect on Generative AI Strategies: Insights from Engineering Students Troels Peter Mourits Jensen , Technical University of Denmark - DTU, Denmark
14:10-14:25	C078	Revisiting K-12 Education through the Lens of General System Theory: A Systematic Review of Image Recognition Technologies in Education (IRTED) Fenglin JIA , The Hong Kong Polytechnic University, Hong Kong, China
14:25-14:40	C176	Exploring Changes in EFL Learners' Epistemic Curiosity and Reading Anxiety Through AI-Assisted Summarization in Extensive Reading Chia-Yu Cho , National Taiwan Normal University, Taiwan
14:40-14:55	C042	Latent Profiles of AI Tool Usage, Cognitive Load, and Fatigue Among Filipino College Students Jovita G. Rivera , Pampanga State University, Philippines
14:55-15:10	C179	A Preliminary Exploration and Experimental Protocol Concept for VR Biophilic Terrarium Teaching Modules for Assessing Cognitive and Stress Adjustment Benefits in Junior High Students Chin-Yi Li , Chaoyang University of Technology, Taiwan
15:10-15:25	C245	Isn't this considered plagiarism?: Perceived Risks and Anxiety among Filipino College Students in Using ChatGPT Samson G. Melitante , National University, Philippines
15:25-15:40	C184-A	An LLM-Based AI Chatbot Integrating Psychometric and People-Centered Strategies for Anxiety Detection in Educational Settings Jia-Yu Lin , National Tsing Hua University, Taiwan

ONSITE SESSION 1

Time	13:15-15:30 (April 18, 2026)
Venue	Lecture Room 3, 2F
Topic	Game-Based Learning and Serious Games in Education
Chair	Assoc. Prof. Hiroko Kanoh, Yamagata University, Japan

Time	Paper ID	Paper Detail
13:15-13:30	C618	Gamification in English Language Learning: A Systematic Literature Review of Language Skill Development Suci Fadilla , Universitas Pendidikan Indonesia, Indonesia
13:30-13:45	C610	From Environmental Awareness to Inclusion: Evaluating a Serious Game for Sustainability Education Jurica Babic , University of Zagreb Faculty of Electrical Engineering and Computing, Croatia
13:45-14:00	C076	Design and Validation of a Gamified Mobile Simulator (GMS) for Global Warming Education: A Learning Facilitator Supporting SDG 17 Fatma Sukmawati , Universitas Sebelas Maret, Indonesia
14:00-14:15	C304	Fact-Check-Game for Cognitive Defense: Log-Based Evidence and Pedagogical Design Implications for AI-Age Information Literacy Hiroko Kanoh , Yamagata University, Japan
14:15-14:30	C142	A Game Design Approach to x86 Assembly Instruction: Engineering an Intrinsically Integrated Educational Video Game Using Interactive Visual Metaphors Ernesto Rivera-Alvarado , Costa Rica Institute of Technology, Costa Rica
14:30-14:45	C228	Designing Game Mechanics to Mask Repetitive Handwriting Practice: A Design-Based Research Study with Thai CFL Learners Qiyuan He , Chiang Mai University, Thailand
14:45-15:00	C247-A	The Effects of Team Games Tournament (TGT)-Based Instruction Integrated with an Application on Learning Achievement and Learning Satisfaction in Health Education among Grade 5 Students Kanoksak Khummok , Naresuan University, Thailand
15:00-15:15	C620	The Implementation of Discovery Learning Integrated with Game-Based Learning to Enhance Students' Mathematical Literacy Nadya Rahmah , Yogyakarta State University, Indonesia
15:15-15:30	C188	Integrating Digital and Physical Learning: The Development of 'Tax Tycoon' for Tax Education in Middle School Students Nurazizah , Institute for Innovative Learning, Mahidol University, Thailand

ONSITE SESSION 2

Time	13:15-15:40 (April 18, 2026)
Venue	Lecture Room 4, 2F
Topic	Generative AI and Large Language Models in Education
Chair	Prof. Yukari Shirota, Gakushuin University, Japan

Time	Paper ID	Paper Detail
13:15-13:40	Invited Talk	From Generator to Partner: Reframing GenAI in Education Sheng-Shiang Tseng , National Chengchi University, Taiwan
13:40-13:55	C029	Educational Effects of Animated Output and Application-Specific Commands in Programming Classes in the Age of Generative AI Kazunari Ito , Aoyama Gakuin University, Japan
13:55-14:10	C016-A	Enhancing preservice teachers' TPACK through generative AI feedback: A comparative study using lesson planning as an evaluation instrument Nai-Tzu Chen and Sheng-Shiang Tseng , National Chengchi University, Taiwan
14:10-14:25	C328	Deductive Reasoning Paths in Solving Graphical IGCSE Problems: A Comparative Analysis of ChatGPT's Algebraic and Visual Inference Strategies Yukari Shirota , Gakushuin University, Japan
14:25-14:40	C096	Transforming student assignments through GenAI innovation in higher education Jihye YOO , Independent Researcher, Japan
14:40-14:55	C133	Learning Motivation and Achievement in AISupported Project-Based Learning: A Comparison of a Pedagogical AI Agent and ChatGPT Meng-Wei Lin , Asia University, Taiwan
14:55-15:10	C152	Prompt Literacy in Higher Education: A Systematic Review of Core Components and Assessment Approaches Parichart Sisaeng , Chulalongkorn University, Bangkok, Thailand
15:10-15:25	C190	Acceptance of AI Tools for Clinical Case Writing in Nursing Education: A TAM3-Based Analysis Rhiziel P. Manalese , Pampanga State University, Philippines
15:25-15:40	C277	Automated Assessment System Based on Large Multimodal Models for Clinical Reasoning Evaluation of Surgical Resident Yu-Wei Chou , Chaoyang University of Technology, Taiwan

ONSITE SESSION 3

Time	13:15-15:45 (April 18, 2026)
Venue	Lecture Room 5, 2F
Topic	Intelligent Agents and AI-Powered Personalized Support
Chair	Prof. Alexander Kusenko, UCLA, USA & Kavli Institute for the Physics and Mathematics of the Universe (WPI), UTIAS The University of Tokyo, Japan

Time	Paper ID	Paper Detail
13:15-13:30	C183	Combining Mixture-of-Experts with Large Language Model for Holistic and Analytic Scoring in Japanese Language Essays Dyah Lalita Luhurkinanti , Shizuoka University, Japan
13:30-13:45	C043	Stress-Aware Feedback Generation with LLMs: Evaluating Linguistic and Affective Alignment from a Simulated Dataset of Student Stress Responses Aulia Akhrian Syahidi , Thai-Nichi Institute of Technology, Thailand
13:45-14:00	C164-A	An AI-Powered Learning Companion for Guided Goal Setting in Higher Education Yi Hsuan Huang , National Tsing Hua University, Taiwan
14:00-14:15	C285	IntelliDSA: An LLM-Enabled Interactive Learning System for Data Structures and Algorithms Education Hanh Tran , Ho Chi Minh University of Technology (HCMUT), Vietnam National University Ho Chi Minh City (VNU-HCM), Vietnam
14:15-14:30	C339	Designing Adaptive Digital Learning Buddies for Inclusive Vocational Education: Cognitive and Motivational Requirements Jan Spilski , Center for Cognitive Science, University of Kaiserslautern-Landau (RPTU), Germany
14:30-14:45	C086	Scaffolding Learning with AI - Chatbot Support for In-Company Projects Azroy Saiyadi and Mohamed Faiz Mustaqim Mohamed Foad , Institute of Technical Education, Singapore
14:45-15:00	C187-A	Innovative Applications of Large Language Models in Media Literacy Education Wei-Xuan Zeng , National Tsing Hua University, Taiwan
15:00-15:15	C040	Personalized Learning Activity Recommendations Through Learning Analytics and GPT-4: A Study on Assignment Log Data from Google Classroom Aulia Akhrian Syahidi , Thai-Nichi Institute of Technology, Thailand
15:15-15:30	C289	Integrating Google Gemini Veo 3 for AI-Generated Educational Videos in Blended Learning vironmentsEn Roman De Angel , FEU Institute of Technology, Philippines
15:30-15:45	C344	An Ensemble Learning Approach for a Student Policy Conversational Agent Angelo C. Arguson , FEU Institute of Technology, Philippines

ONSITE SESSION 4

Time	13:15-15:30 (April 18, 2026)
Venue	Lecture Room 6, 2F
Topic	AI-Driven Learning Analytics: From Intelligent Monitoring to Educational Assessment
Chair	

Time	Paper ID	Paper Detail
13:15-13:30	C373	Pedagogical Design and Academic Equity: An Intersectional Learning Analytics Study Isiwu Chukwuemeka Paul , The University of Aizu, Japan
13:30-13:45	C021	Speech Dynamics in Face-to-Face vs. Online Workshops: A Teamwork Science Perspective Tsuyoshi Aburai , Aichi Gakuin University, Japan
13:45-14:00	C256	Hierarchical Bayesian Model Based on The Structure of Item Response Theory for Training Evaluation Data with Multiple Evaluation Items Ryota Kozakai , AKKODiS Consulting. Ltd, Japan
14:00-14:15	C645	Grammatical Moods in Synchronous Online Classroom Matthew Mark D. Obregon , Mapúa Malayan Colleges Mindanao, University of Immaculate Conception, Philippines
14:15-14:30	C087	Estimating Break Necessity during VDT Tasks in Educational Settings Ryota Ochi , Kyushu Institute of Technology, Japan
14:30-14:45	C257	Enhancing Classroom Monitoring in Science Experiments Using Synthetic Videos Yufei Li and Edwin Chng , Nanyang Technological University, Singapore
14:45-15:00	C261	Library Seat Hogging Detection Using Hybrid Real and AI-Generated Data Natchanon Viwatanawatanakarn , Chulalongkorn University, Thailand
15:00-15:15	C270	A Multi-Stage Deep Learning and Computer Vision Framework for Robust Child Identification in Kindergarten Tiya Bisla , Kyushu Institute of Technology, Japan
15:15-15:30	C044	AI for Assessment in Art Education: Using NLP for Analyzing Thai Reflective Writing Suphitcha Chanrueang , Nakhon Pathom Rajabhat University, Thailand

ONSITE SESSION 5

Time	13:15-15:25 (April 18, 2026)
Venue	Lecture Room 7, 2F
Topic	Immersive Learning Environments and Virtual Simulation Applications
Chair	Prof. David W. Del Testa, Bucknell University, United States

Time	Paper ID	Paper Detail
13:15-13:40	Invited Talk	Can video games offer off-the-shelf solutions to accessibility in educational digital twins for the humanities and social sciences? The case of the Digital Sojourns Project David W. Del Testa , Bucknell University, United States
13:40-13:55	C073	Evaluating a Simulation-Based Digital Environment for Distance Science Learning: Impact on Student Outcomes, Engagement, and Self-Regulated Learning Jovita Ridhani , Universitas Sebelas Maret, Indonesia
13:55-14:10	C083	Engage, Don't Overwhelm: A BOPPPS & 6E Framework for Scaffolding AIGC and XR in Interdisciplinary Design Education Che-Yu Hsu , Chaoyang University of Technology, Taiwan
14:10-14:25	C156-A	THE EFFECTS OF A SOCIAL CONSTRUCTIVIST VIRTUAL REALITY BASED COLLABORATIVE LEARNING MODEL ON EARTH SCIENCE LEARNING ACHIEVEMENT AND STUDENT PERCEPTIONS Bing-Chen Jiang , Yuan Ze University, Taiwan
14:25-14:40	C421	Development of a Low-Cost Motion Visualization System for Gait Training: Enhancing Running Symmetry through Lissajous-based Feedback Kazuyuki Kojima , Shonan Institute of Technology, Japan
14:40-14:55	C375	A Multi-Layered Scaffolding Model for Creative Coding Education in Non-IT Art Students Pei-Ying Lin , National Tsing Hua University, Taiwan
14:55-15:10	C681	Development of a Shaking Table Prototype to Enhance Engineering Competencies through Active and Project-Based Learning Iyari Alejandro Nava-Télez , School of Engineering and Sciences Tecnológico de Monterrey, Mexico
15:10-15:25	C336	Implementation and Benefits of a Remote Access-Based Physical PLC Laboratory to Increase the Flexibility and Intensity of Vocational Higher Education Students' Practice Petrus Sutiyasadi , Sanata Dharma University, Indonesia

ONSITE SESSION 6

Time	16:00-17:55 (April 18, 2026)
Venue	Lecture Room 1, 2F
Topic	Educational Transformation in the AI Era: Policy, Ethics, and System Restructuring
Chair	Dr. Lauri Valtonen, Aalto University, Finland

Time	Paper ID	Paper Detail
16:00-16:25	Invited Talk	Education for an Industry that Wants Expertise Without the Experts? AI Hype and PhD Researcher Pessimism in Finland's Doctoral Pilot Lauri Valtonen , Aalto University, Finland
16:25-16:40	C215	Role of Social Influence and Perceived Credibility in Students' Use of ChatGPT for Learning Jeruel B. Canceran , National University, Philippines
16:40-16:55	C626-A	A Classroom for All: How Cambridge are Embedding Accessibility Across Teaching and Assessment Lilian Dogiama , Cambridge University Press & Assessment, UK
16:55-17:10	C211-A	Structural Recalibration in Higher Education in the AI Era: A Comparative Study of Knowledge-Skill Prioritization of Curriculum Content Guanhong Li , Kyoto University of Foreign Studies, Japan
17:10-17:25	C030-A	A Study on School Strategies for Handling Parental Complaints: Identifying Effective Remedial Approaches Yi-Gean Chen and Jao-Nan Cheng , 1. National University of Tainan, Taiwan; 2. National Taitung University, Taiwan
17:25-17:40	C310	Perceptions of EFL Students Toward Using Chat GPT in English Language Learning Diem Kieu Bui , FPT University – Can Tho campus, Viet Nam
17:40-17:55	C059	Enhancing Blended Learning through AI-Generated Visuals: A Framework for Hybrid Classroom Integration Ronel Ramos , FEU Institute of Technology, Philippines

SPECIAL SESSION 2-ONSITE B

Time	16:00-17:40 (April 18, 2026)
Venue	Multipurpose Hall, 1F
Topic	Artificial Intelligence in Teaching and Learning Innovation-Onsite B
Chair	Assoc. Prof. Yazilmiwati Yaacob, Sunway College Kuala Lumpur, Malaysia

Time	Paper ID	Paper Detail
16:00-16:25	Invited Talk	Breaking Language Barriers with AI: Transforming Academic Writing in Higher Education Yazilmiwati Yaacob , Centre for Continuing Education, Sunway College Kuala Lumpur, Malaysia
16:25-16:40	C243-02	From Tools to Intelligent Learning Partners: AI-Driven Assistants for Personalized Learning in Blended Environments Yen Dang Ngoc , FPT University, Vietnam
16:40-16:55	C326-02	Sustainable Human-AI Synergy in Education: Decoding Student Continuance Through the Beliefs-Action-Outcome Framework Khang Huynh Thai , FPT University, Vietnam
16:55-17:10	C296-02	The Potential of Generative AI in Supporting Learning Nur Izzati Mustamam , Sunway University, Kuala Lumpur, Malaysia
17:10-17:25	C249-02	Biometric Recognition Systems for Evaluating Learning Quality in Engineering Courses: Comparing Physical and Digital Twin Laboratories Adara Luisa Pulido Sánchez , Tecnologico de Monterrey, Mexico
17:35-17:40	C301	Exploring university students' AI literacy in applying AI tools in learning: a focus group study Dang Lam Ngoc Dieu , FPT University – Can Tho campus, Viet Nam

ONSITE SESSION 7

Time	16:00-18:15 (April 18, 2026)
Venue	Lecture Room 2, 2F
Topic	Digital Language Acquisition and Technology-Enhanced Learning
Chair	Prof. Markus Westner, OTH Regensburg, Germany

Time	Paper ID	Paper Detail
16:00-16:15	C651	Gloss Use by International Students Learning Japanese IT Vocabulary: A Nine-Month Longitudinal Study Hiroki Matsuyama , Japan Advanced Institute of Science and Technology (JAIST); Shumei University, Japan
16:15-16:30	C015-A	From Classroom to Kitchen: Students' Views on How Authentic Materials Build Cultural and Industry-Specific Skills in ESP Cindy Radita , Universitas Negeri Malang, Indonesia
16:30-16:45	C022-A	Using Visible Thinking Method to Enhance Students' Reading Comprehension and Narrative Writing Capabilities in Military Academies Tina Pingting Tsai , Center for General Education, R.O.C. Military Academy, Taiwan
16:45-17:00	C068	Tailored LMS-Ukiuki Tadoku Website on Japanese Reading Learning: Exploring the Impact on Instruction, Learner Engagement, and Enjoyment Desak Made Sri Mardani , Universitas Negeri Yogyakarta, Indonesia
17:00-17:15	C313	Enhancing Grammatical Accuracy Through Dynamic Text Enhancement in an English Reading-to-Write Task Koichi Kawamura , Kagoshima Immaculate Heart University, Japan
17:15-17:30	C192	Social Media Use and Speaking Self-Assessment in EFL Speaking Classrooms Novalina Br Sembiring SPD , Universitas Negeri Yogyakarta, Indonesia
17:30-17:45	C039	Good Practices in Communication, Pedagogy, and Technology for International Student Success Markus Westner , OTH Regensburg, Germany
17:45-18:00	C631	The Effects of Using Paper Trail on Pupils' Reading Comprehension Mohd Syaubari Othman , Sultan Idris Education University, Malaysia
18:00-18:15	C160-A	The Effectiveness of Multimodal Technology Assistance on Korean Beginners' TOPIK I Listening Comprehension Szu-Chi Chang , Soochow University, Taipei, Taiwan

ONSITE SESSION 8

Time	16:00-18:25 (April 18, 2026)
Venue	Lecture Room 3, 2F
Topic	Educational Information Systems, Platforms, and Digital Infrastructure
Chair	Dr. Elisa V. Malasaga, FEU Institute of Technology, Philippines

Time	Paper ID	Paper Detail
16:00-16:25	Invited Talk	Learning Management Systems as Infrastructure for Educational Leadership: A Bibliometric Analysis Paul Arjanto , University of Pattimura, Indonesia
16:25-16:40	C258	Profile, Usage Patterns, and Purposes of a Ubiquitous Fitness Tracking Application for Everyday Exercise Among Filipino Undergraduates John Paul P. Miranda , Pampanga State University, Philippines
16:40-16:55	C219	Cloud-Integrated Enhancements of Answer Interface for Programming Learning Assistant System Huiyu Qi , Okayama University, Japan
16:55-17:10	C276	STAN: Self-Training Assistance of Nonprofit for Cloud Computing Huai-Sheng Huang , National Taipei University, Taiwan
17:10-17:25	C253	The Use of Learning Management System in Self-Paced Learning with Process Writing to Enhance Creative English Writing Skills and Learner Autonomy for upper secondary students Butchanan Monthian , Naresuan University, Thailand
17:35-17:40	C240-A	Development of a Student Evacuation Status Reporting System during Disaster Situations for Schools in Chiang Rai Province Pawitchaya Jaimatoon , Naresuan University, Thailand
17:40-17:55	C604	Development of Desmos Classroom Activities Learning Media to Facilitate Student Understanding of Trigonometric Ratios in Right Triangles Margaretha Ivana Angeline , Yogyakarta State University, Indonesia
17:55-18:10	C161-A	Assisting Speech Therapy for Children with Hearing Impairments: Design and Implementation of an AI-Driven Gamified Learning System Po-Lin Li , Feng Chia University, Taiwan
18:10-18:25	C343	An AI-Based Digital Platform for Sustainable Livestock Lifecycle Management Dinargul Mukhammejanova and Assel Mukasheva , Al-Farabi Kazakh National University, Kazakhstan

ONSITE SESSION 9

Time	16:00-17:45 (April 18, 2026)
Venue	Lecture Room 4, 2F
Topic	Project-Based Learning and Technology Empowerment in Innovative Education
Chair	

Time	Paper ID	Paper Detail
16:00-16:15	C001	The Effect of the 5E Cycle Learning Model Assisted by Liveworksheets on Improving Students' Creative Thinking Skills Aprilianata , Yogyakarta State University, Indonesia
16:15-16:30	C280-A	Building Teacher Competencies for Flood Risk Reduction Education: A Case Study of Chiang Rai Province Thailand Jakkrit Jantakoon , Naresuan University, Thailand
16:30-16:45	C364-A	Bridging Ethics and Analytics: Enhancing Data Science Competency through a Service-Learning Based Classroom Action Research Thanet Chitsuphaphan , King Mongkut's University of Technology Thonburi, Thailand
16:45-17:00	C269	Structured Prototyping based on Classroom-Laboratory applied to Pre-College Engineering Projects José Antonio Fuentes-Gómez , Tecnológico de Monterrey, Mexico
17:00-17:15	C692	Innovative Education and Outcomes-Based Reform: Predicting Student-Centered Practices in Mathematics Instruction Dynah Dawa Soriano , Pampanga State University, Philippines
17:15-17:30	C264	AI-Assisted Scaffolding in a Project-Based High School Engineering Course Emiliano Castorena-Solache , Tecnológico de Monterrey, Mexico
17:30-17:45	C657	Design-based learning in university makerspace through collaboration, reflection and critical thinking Georgy Laptev , Lomonosov Moscow State University, Russia

ONSITE SESSION 10

Time	16:00-18:15 (April 18, 2026)
Venue	Lecture Room 5, 2F
Topic	Pedagogical Innovation in Mathematics and STEM Education
Chair	Assoc. Prof. Nurul Farhana Jumaat, Universiti Teknologi Malaysia, Malaysia

Time	Paper ID	Paper Detail
16:00-16:15	C603	The Effect of Self-Explanation Strategy Based on Worked Examples on Transfer and Cognitive Load in Lower Secondary Mathematics Hilda Widia Rita Hamid , Yogyakarta State University, Indonesia
16:15-16:30	C615	Integrating Differentiated Discovery Learning: Effects on Students' Conceptual Understanding in Mathematics Puja Asti Ananta , Yogyakarta State University, Indonesia
16:30-16:45	C632	The Lived Experiences of Students Exposed to Phenomenon-Based Learning with Formula Derivation Remelyn A. Cheng , Mapúa Malayan Colleges Mindanao, Philippines
16:45-17:00	C098	Causal Effects of Data Science and AI Education for Students in Healthcare Fields Tomoko Nagai , International University of Health and Welfare, Japan
17:00-17:15	C267	The Effectiveness of Blended Peer-Tutoring Learning Strategy towards Students' Performance and Problem-Solving Ability among Diploma Students in Learning Mathematics Nurul Farhana Jumaat , Universiti Teknologi Malaysia, Malaysia
17:15-17:30	C667	Embedding Values Education in Mathematical Word Problems: A Qualitative Comparison of GPT, Gemini, and DeepSeek for Creating Educational Resources Chung Kwan Lo , The Education University of Hong Kong, China
17:30-17:45	C298-A	Exploratory Factor Analysis and Reliability of a Mathematical Thinking Instrument among Malaysian Mathematics Undergraduates Nur Raidah Salim , Institute for Mathematical Research, Universiti Putra Malaysia, Malaysia
17:45-18:00	C262	Machine Learning Algorithms for Prediction and Sentiment Classification for Graduate Tracer Data: A KDD Methodology Comparative Study Kirk Alvin S. Awat , FEU Institute of Technology, Philippines
18:00-18:15	C403	Quantifying model uncertainty in fine-grained image classification for veterinary training applications Dina Koishiyeva and Aidos Anel , 1. Kazakhstan's Leading Technical University (KBTU), Kazakhstan; 2. Nazarbayev University, Kazakhstan

ONSITE SESSION 11

Time	16:00-18:15 (April 18, 2026)
Venue	Lecture Room 6, 2F
Topic	Digital Innovation and Cross-Disciplinary Practices in Education
Chair	Prof. Mei-Ying Liao, Chaoyang University of Technology, Taiwan

Time	Paper ID	Paper Detail
16:00-16:15	C130-A	Factors of ICT-Related and Socio-Educational Influences on Creative Thinking Among Thai Adolescents Using PISA 2022 Data Sirirut Jumnaksarn , Sukhothai Thammathirat Open University, Thailand
16:15-16:30	C099-A	Digitalization of Art-Based Training for Preschool Teachers: Challenges, Experiences, and Educational Implications Elok Wardha Sofiana , Universitas Negeri Malang, Indonesia
16:30-16:45	C067-A	Challenges and Strategies in Promoting Aesthetic Education through Music in Taiwanese Preschools under the Current Curriculum Guidelines: A Focus Group Study of Teachers, Principals, and Experts Mei-Ying Liao , Chaoyang University of Technology, Taiwan
16:45-17:00	C330	Democratizing Piano: Enabling Non-Expert Facilitators through an Interactive Piano Assistant System Satoshi Obata , Yamaha Corporation, Japan
17:00-17:15	C611	Language Beyond Classroom: Academic Resilience, Subjective well-being and Learning Achievements Supported by Engagement Chenrui Miao , Curtin University, Australia
17:15-17:30	C617	Culturally Responsive Teaching in Action: A Systematic Literature Review of Curriculum Design and Learning Practices in Formal Education and Diverse Classrooms Tresa Febrianita , Universitas Pendidikan Indonesia (Indonesia University of Education), Indonesia
17:30-17:45	C621	Trade-offs in Increased Futures Consciousness in Transformative Futures Innovation Education: A Case Study of CERN IdeaSquare Planet Giulia Gaddi , Université Paris Nanterre and CERN IdeaSquare, France
17:45-18:00	C635	Correlating Student Perceptions of Technology Integration and Engagement in College Courses Anna Marielle D. Ramos , Polytechnic University of the Philippines-Sto. Tomas Campus, Philippines
18:00-18:15	C241-A	Development of a Learning Management Model Based on Constructivist Theory Integrated with Self-Regulated Learning Strategies to Enhance Critical Reading Ability among Grade 11 Students Pattamaphorn Phorndaungkum , Naresuan University, Thailand

ONLINE SESSION 1

Time	13:15-15:45 (April 18, 2026)
Venue	Room A: 853 7808 5132; link: https://us02web.zoom.us/j/85378085132
Topic	Data-Driven Learning Analytics and Intelligent Decision Support in Education
Chair	Dr. Jeneffer Sabonsolin, FEU Institute of Technology, Philippines

Time	Paper ID	Paper Detail
13:15-13:30	C153	Learning Analytics System Using Machine Learning and LLM-Based Report Generation <i>Ho Wai Yuen</i> , Asia University, Taiwan
13:30-13:45	C046	Determining the Impact of Online Meeting and Collaboration Platforms: A Comparative Analysis of Students, Professionals, and Employees Preference of Collaboration Tools in the Philippines using AHP-TOPSIS <i>Christian Elie Talag</i> , Mapua University, Philippines
13:45-14:00	C162	Beyond Accuracy: A Multi-Dimensional Evaluation of AI Models Using the Portuguese Secondary School Math Performance Dataset <i>Sachini Gunasekara</i> , University of Jyvaskyla, Finland
14:00-14:15	C132	Language Models in Education: Students Opinion on Opportunities and Obstacles <i>Ioannis Patias</i> , Sofia University "St. Kl. Ohridski", Faculty of Mathematics and Informatics, Bulgaria
14:15-14:30	C225	Open University Learning Analytics Using Machine Learning Algorithms: A KDD-Based Approach <i>Jeneffer Sabonsolin</i> , FEU Institute of Technology, Philippines
14:30-14:45	C284	Optimization of Children's Blended Learning Service System: A Data-Driven Approach Integrating AHP and HCD <i>Songhua Guo</i> , Universiti Sains Malaysia, Malaysia
14:45-15:00	C353-01A	Conceptual Model for Knowledge Base Organization in University Enquiry Response Systems <i>Jerome Louise Valenzuela</i> , Jose Rizal University, Philippines
15:00-15:15	C406	Enhancing Sentiment Prediction in Multilingual and Code-Mixed Filipino Faculty Evaluations using Transformer-based Architectures <i>Kent Levi A. Bonifacio</i> , Technological Institute of the Philippines, Philippines
15:15-15:30	C411	Structural Alignment and Semantic Divergence in Culturally Configured AI Evaluation of Scientific Titles Using BERT and QAP Network Analysis <i>LI Xiangming</i> , Macao Polytechnic University, China

15:30-15:45	C272	A data-driven learning analytics framework for personalized course adaptation in cyber-physical educational systems Konstantinos Sakkas , University of Ioannina, Greece
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ONLINE SESSION 2

Time	13:15-15:45 (April 18, 2026)
Venue	Room B: 861 0834 4262; link: https://us02web.zoom.us/j/86108344262
Topic	Immersive Technologies and Multimodal Interaction for Learning
Chair	Asst. Prof. John O. Briones, National University, Philippines

Time	Paper ID	Paper Detail
13:15-13:30	C693	Beyond the Page: A Needs Assessment of Mixed Reality Sign Language Picture Books for Diverse Hearing Abilities Yu-Ju Chen , National Taichung University of Science and Technology, Taiwan
13:30-13:45	C097	3D Holographic Visualization for Electromagnetism Education and Research Applications S D Yukthi Shree , PES University, India
13:45-14:00	C287	Augmented Reality for Advancing Reflective Learning in Architectural Education: A Site-Specific Design-Build Approach Mona Azadian , Xi'an Jiaotong- Liverpool University, China
14:00-14:15	C181	StructEase: An Interactive Visualization Platform for Enhancing Structural Analysis Learning in Civil Engineering John O. Briones , National University, Philippines
14:15-14:30	C170	Bridging the Gap in AI Healthcare Education: Enhancing Student Engagement and Communication Skills through Interactive Learning and Virtual Reality Gholamreza Rafiee , Queen's University in Belfast, United Kingdom
14:30-14:45	C369	A VR-Game Framework for Educational Heritage Tourism: A Case Study of Historic Jeddah (Beit Nassif) Rahaf Alharbi , King Abdulaziz University, Saudi Arabia
14:45-15:00	C182	Development of GeoLab Desktop: Geotechnical Analysis in Civil Engineering Education and Practice Quennie Mae Estrella , National University, Philippines
15:00-15:15	C058	Enhancing Object-Oriented Programming Education Through Visual and Interactive Learning: A Case Study of the CodeTheory Platform Antonela Abičić , Algebra Bernays University, Croatia
15:15-15:30	C141	Vibe-coding Interactive Teaching Tools: Narrowing the AI-Literacy Gap for Non-Technology Educators Frode Eika Sandnes , Oslo Metropolitan University, Norway
15:30-15:45	C381	Design and User Acceptability of a Low-Cost Raspberry Pi-Based Digital Microscopy System for Instructional Use in Resource-Limited Universities Gil P. Conde , National University, Philippines

ONLINE SESSION 3

Time	16:00-18:55 (April 18, 2026)
Venue	Room A: 853 7808 5132; link: https://us02web.zoom.us/j/85378085132
Topic	Human-Centered Educational Technology: Cognition, Affect, and Reflective Practice
Chair	Dr. Zachariah John Belmonte, Technological University of the Philippines, Philippines

Time	Paper ID	Paper Detail
16:00-16:25	Invited Talk	Authorship Analysis in the Age of AI: From Expert Reasoning to Multi-Agent Pipelines <i>John Blake</i> , University of Aizu, Japan and Aston University, UK
16:25-16:40	C148-A	Students' Research Experiences and Skills in Developing Research Questions for IMRAD Papers: A Qualitative Content Analysis <i>Ain Gabrielle B. Alvarado</i> , National University, Philippines
16:40-16:55	C200	Digital Narrative to Strengthen Interculturality in Early Childhood <i>Cristián Londoño-Proañón</i> , Universidad Tecnológica Indoamérica, Ecuador
16:55-17:10	C063	Community-Based AI Integration in Cultural Heritage Education: Co-Designing the Tiger Sheng Lesson with Practitioners and Students <i>Xiaoyu Zhou</i> , Chuxiong Normal University, China
17:10-17:25	C673	Navigating Artistic Pedagogy in Chinese Medium Schools: Integrating Tradition, Technology, and Global Perspective <i>Narro Roldan Navarro</i> , National University, Philippines
17:35-17:40	C117	Opinion Mining for Educational Data-Driven Decision-Making in Computing-Supported Interventions for Children with Autism <i>Muslihah Wook</i> , National Defence University of Malaysia, Malaysia
17:40-17:55	C189-A	Integrating Social Media into Social Science Teaching to Enhance Students' Civic Engagement <i>Aldrin John Bernales</i> , National University, Philippines
17:55-18:10	C283	Current State and Characteristics of the Online Learning Support Tools for Western Art Provided by Libraries, Museums, and Art Universities <i>Kanae Suzuki</i> , University of Tsukuba, Japan
18:10-18:25	C070	Research on the influencing factors of university teachers' use of artificial intelligence technology in teaching <i>Zhangli Yao</i> , China West Normal University, China
18:25-18:40	C661	Narratives of Mathematical Pedagogical Practice: Educator Reflections on Sustainability and Culture <i>Divina M. Estacio</i> , National University – Philippines, Philippines
18:40-18:55	C198-A	Integrating Digital Tools to Support STS Learning through Student Research and Presentations in Engineering Education <i>Rio Jane Diaz</i> , National University, Philippines

ONLINE SESSION 4

Time	16:00-19:10 (April 18, 2026)
Venue	Room B: 861 0834 4262; link: https://us02web.zoom.us/j/86108344262
Topic	AI-Empowered Education: From Learning Companions to Generative AI Applications
Chair	

Time	Paper ID	Paper Detail
16:00-16:25	Invited Talk	From Human to AI and Back: Knowledge and Education in the AI Era Xiaoyu Zhang , City University of Hong Kong, Hong Kong, China
16:25-16:40	C694	Functional Requirements for an AI-Based Digital Study Companion in Higher Education: A Quantitative Analysis Marvin Tessitore , Technical University of Applied Sciences Wuerzburg-Schweinfurt (THWS), Faculty of Computer Science and Business Informatics, Germany
16:40-16:55	C254	AI-Generated Participant Video Showing Teen Idol for Getting Motivated to Watch Video Lectures Masahiro Ishii , Sapporo City University, Japan
16:55-17:10	C020	Utilizing Generative AI in Foreign Language Education: A Qualitative Study on the Application of the Music-Generation AI 'Suno' for Beginner Japanese Learners Pei-Ling Chien , Kyushu University, Japan
17:10-17:25	C155	From AI Tool to Learning Companion: A Human-Centred Framework for AI-Supported Flipped Social Studies Learning I Nyoman Laba Jayanta , Univeristas Pendidikan Ganesha, Indonesia
17:35-17:40	C337	Conversational Agent with Emotional Intelligence for Foreign Language Learning Ilias Maglogiannis , University of Piraeus, Piraeus, Greece
17:40-17:55	C054	Programming with Generative AI: A Pre-University Pilot Study Su-Ting Yong , University of Nottingham Malaysia, Malaysia
17:55-18:10	C157	Development of a Prototype Q&A System for University Freshmen Based on Large Language Models Ho Wai Yuen , Asia University, Taiwan
18:10-18:25	C425	LATEE: An Intelligent Tutoring System with AI Assistant and Virtual Patients for Clinical Diagnostic Reasoning Training Tan Dang , Ho Chi Minh University of Technology (HCMUT), Vietnam National University Ho Chi Minh City (VNU-HCM), Vietnam

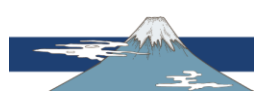
18:25-18:40	C137	Mapping Stakeholder Views on Generative AI in Education: A Review of 45 Studies Mirka Saarela , University of Jyväskylä, Finland
18:40-18:55	C441	From Digital Skills to Digital Reasoning: Reframing Leadership Competence in the Age of Artificial Intelligence Rusudan Makhachashvili , Borys Grinchenko Kyiv Metropolitan University, Ukraine
18:55-19:10	C429	Personalized Mathematics Learning Determinants: A Systematic Literature Review Based on UTAUT-2 Model Mausooma Mohamed , Universiti Putra Malaysia / The Maldives National University, Republic of Maldives

ONLINE SESSION 5

Time	09:00-11:45 (April 19, 2026)
Venue	Room A: 853 7808 5132; link: https://us02web.zoom.us/j/85378085132
Topic	Cognition, Pedagogy, and Professional Development in the Digital Age
Chair	

Time	Paper ID	Paper Detail
09:00-09:15	C616	Accounting Professionals' IT Learning: Gender and Age Differences in Technological Factors and Lifelong IT Upskilling and Reskilling Intentions Thunyane Pothisarn , Thammasat University, Thailand
09:15-09:30	C689	Constructivist Education in Technology-Enhanced Contexts: Designing Thematic and Differentiated Learning Experiences Greetings Yun Zeng , The University of Queensland, Australia
09:30-09:45	C109	The Impact of an AI-Resume Integrated Flipped Learning (AIR-FL) approach on Vocational Nursing Students' Career Awareness: A Quasi-Experimental Study Yongqiao Li , Guangdong Maoming Health Vocational College, China
09:45-10:00	C105	Cognitive-Structure Classification for a Deterministic Error-Generation Simulator Toru Kawamura , Sapporo City University, Japan
10:00-10:15	C140-A	Linking Technological Skills and Academic Engagement in the Pilot Implementation of the Strengthened Senior High School Program: Basis for Enhancing Technology Integration in Pedagogy Jessel Pineda , National University, Philippines
10:15-10:30	C255-01A	Cultivating Future Regional Industrial Talents through Digital Experimental Education: A Case Study of the Hsinchu Digital Experimental High School Pin-Shan Chang , National Taiwan Normal University, Taiwan
10:30-10:45	C281	Digital Pedagogical Shifts in Science Education: A Narrative Study of Teachers' Transition to Spiral Progression Gian Del N. Atalia , National University, Philippines
10:45-11:00	C402	E-Learning Adoption and Learning Effectiveness in E-Vehicle Education: An Extended Technology Acceptance Model Tested Using PLS-SEM June Raymond L. Mariano , Technological University of the Philippines-Taguig, Philippines
11:00-11:15	C374	Challenges in Qualitative Research in Digital Environments Winnie W. Galingana , National University, Philippines

11:15-11:30	C409	<p>Factors Affecting Faculty Adoption of E-Vehicle E-Learning Modules for Classroom–Laboratory Integration in Government-Owned Higher Education Institutions: A PLS-SEM Approach</p> <p>Rexmelle F. Decapia Jr, Technological University of the Philippines-Taguig, Philippines</p>
11:30-11:45	C323	<p>Resilience in English Oral Proficiency: Language Anxiety, Self Efficacy, and AI-Assisted CEFR Assessment in a Mixed-Methods Study of Filipino College Students</p> <p>Merry Jaine Liwanag, National University, Philippines</p>

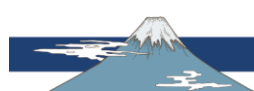


ONLINE SESSION 6

Time	09:00-11:45 (April 19, 2026)
Venue	Room B: 861 0834 4262; link: https://us02web.zoom.us/j/86108344262
Topic	Teaching and Learning in the AI Era: Student Experience, Mental Health, and Technology Empowerment
Chair	Assoc. Prof. Muslihah Wook, National Defence University of Malaysia, Malaysia

Time	Paper ID	Paper Detail
09:00-09:15	C217	Integrating Hybrid Pre-Processing Strategies to Optimize Classification Algorithm Performance Jeneffer Sabonsolin , FEU Institute of Technology, Philippines
09:15-09:30	C062	A Language Teacher in an AI Literacy Course: Bridging Disciplines with Pedagogies Qing Wen , University of Electronic Science and Technology of China, China
09:30-09:45	C111	Cybersecurity Clinic: A Framework for Competency-Based Education Mousumi Munmun , Metro State University, USA
09:45-10:00	C216	A Study on the Impact of DeepSeek on the Foreign Language Writing Behavior and Emotions of Rural Secondary School Students in China's Ethnic Minority Regions Zhao Li , Chengdu Jincheng College, China
10:00-10:15	C312	CIVICA: A Citation-Grounded Retrieval-Augmented System for Consumer Law Arushi Katta , PES University, India
10:15-10:30	C169	Enhancing Reflective Writing Through Combined AI and Teacher Feedback Using Gibbs' Reflective Cycle Siyun Lin , University of Electronic Science and Technology of China, China
10:30-10:45	C072	Enhancing Student Attributes through Digital Technology-Embedded Outdoor Experiential Learning (DITOE): A Preliminary Analysis Seng Tong Chong , Universiti Tenaga Nasional, Malaysia
10:45-11:00	C687	Numbers That Nurture: Students' Narratives of Learning Mathematics Through Real-Life Sustainability Projects Jessica Mae Baclagan , National University – Philippines, Philippines
11:00-11:15	C442	Learning Analytics and Machine Learning Approaches for Predicting Student Performance Indika Wickramasinghe , Prairie View A&M University, USA

11:15-11:30	C412	Technological Affordances, Social Pressure, and AI Chatbot Reliance in Philippine Higher Education: A Dual-Path Mediation Model Alvin B. Roque , Pampanga State University, Philippines
11:30-11:45	C431-03	Examining Students' Fatigue-Related Narratives on AI Chatbot Use: An Affinity Propagation-Based Text Mining Approach Emmanuel B. Parreño , Pampanga State University, Philippines



SPECIAL SESSION 2-ONLINE

Time	09:00-12:25 (April 19, 2026)
Venue	Room C: 871 0920 5301; Link: https://us02web.zoom.us/j/87109205301
Topic	Artificial Intelligence in Teaching and Learning Innovation
Chair	Dr. Rozaini Ahmad, Sunway College Kuala Lumpur, Malaysia

Time	Paper ID	Paper Detail
09:00-09:25	Invited Talk	A Rapid Iterative Governance Model for Educational Generative AI Policy: Evidence from Japan's Guideline Revision Hideaki Yoshida , Morioka University, Japan
09:25-09:40	C246-02	Exploring the Impact of AI-generated Feedback on EAP Writing: Writing Performance, Self-Regulation, and AI Literacy Yanqiu Shen , University of Electronic Science and Technology of China, China
09:40-09:55	C314-02A	The Role of AI-Driven Scenario Teaching in Business Education Bridging Digital Skills and Practical Decision Making Mei-Chuan Cheng and Jyun-Hao Jian , Department of Information Management, Fu Jen Catholic University, Taiwan
09:55-10:10	C290-02	The Impact of AI-Assisted Learning on Non-Native Graduate Students in Overseas Study Programs: A Qualitative Analysis of Learning Anxiety, Classroom Interaction, and Knowledge Construction Shing-Tsyrr Wei , National Tsing Hua University, Taiwan
10:10-10:25	C366-02	Developing a Proof-of-Concept Automarker for Handwritten Mathematics Assessments Ntsako Mahlaola , University of Cape Town, South Africa
10:25-10:40	C435-02	NLP-Based Mapping of Adversity Quotient and Bloom's Taxonomy in Higher Education Jyoti Mudkanna Gavhane , MIT Art Design and Technology University, India
10:40-10:55	C384-02	Not a Replacement, But a Companion: The Paradigm Shift in AI-Assisted Learning Among Engineering Students in Bangladesh Marufa Akter , Department of Robotics and Mechatronics Engineering, University of Dhaka, Bangladesh
10:55-11:10	C333-02	AI Inclusive co-Design: A RAG-Enhanced Generative AI co-Designer for UDL-Aligned Lesson Planning in Inclusive Classrooms Thitanat Na Songkhla , Chulalongkorn University, Thailand
11:10-11:25	C367-02	Prompt Engineering for Automated Essay Scoring with Large Language Models: Improving Teacher-Aligned Rubric Scoring of EFL Essays on DREsS Rahaf Al-shareef , King Abdulaziz University, Saudi Arabia

11:25-11:40	C212	<p>Learning By Teaching: Designing and Implementing a Teachable AI Bot for Software Development Education</p> <p>Siyuan Du and Jiayang Shi</p> <p>¹American Heritage Schools, Palm Beach, FL, USA ²Carnegie Mellon University, USA</p>
11:40-11:55	C292-02	<p>Students Cognitive Engagement Through the Concerns and Applications of Generative AI in Higher Education</p> <p>Muhamad Safwan, Sunway University, Kuala Lumpur, Malaysia</p>
11:55-12:10	C658-A	<p>Ensuring Online Exam Integrity in Distance Learning: An AI Driven Proctoring Framework with a Myanmar Case Study</p> <p>Ohnmar Nyunt, Kobe Institute of Computing, Japan</p>
12:10-12:25	C295-02	<p>Students' Perceptions of Generative AI Use in Teaching and Learning in Higher Education</p> <p>Rozaini Ahmad, Sunway University, Kuala Lumpur, Malaysia</p>

DELEGATES&CO-AUTHOR ATTENDEES

(in no particular order)

Angkana Onthanee	Naresuan University, Thailand
Anh Huynh	Ho Chi Minh University of Technology (HCMUT), Vietnam National University Ho Chi Minh City (VNU-HCM), Vietnam
Aumporn Lincharoen	Naresuan University, Thailand
Heejun Roh	Inha University, South Korea
Ingvar Tjostheim	NLA Høgskolen, Norway
Wichian Thamrongsoththisakul	Naresuan University, Thailand
Yi-Shan Tsai	Tamkang University, Taiwan
Viremina Christie C. Cariaga,	FEU Institute of Technology, Philippines
Thunyanee Pothisarn,	Thammasat University, Thailand
Shinobu Hasegawa	Japan Advanced Institute of Science and Technology, Japan
Kun Chang Lee	Sungkyunkwan University, South Korea

