CITE Research Symposium 2026
" Co-evolving Futures: Agency in Learning and Collaboration "
16 May 2026 (Saturday) – Day 2
Rayson Huang Theatre, The University of Hong Kong
Poster Session

Time	Foyer, Rayson Huang Theatre
11:30 - 12:00	Poster: A Case Study of Students' Distraction, Engagement, and Academic Performance under No-Phone Policies by Xiaotong Chen | #6 **Abstract**
	Poster: Designing a Self-Directed Learning Mathematics Project with Learning Design Studio: A Fourth-Grade Case by Shuwen Shi | #11 **Abstract**
	Poster: A Study on Teachers' TPACK Profiles and their Influence on GenAI Perceptions Using Latent Profile Analysis by Huixin Yi, Yanting Yang, Leming Liang and Yu Zhao | #17 **Abstract**
	[Cancelled] Poster: Bridging the Digital Divide: An AI-Empowered "Teacher-Student Co-Training" Model for Rural Education by Chao Ding, Bai Song and Guolin Huang | #18 **Abstract**
	Poster: The Impact of Generative Artificial Intelligence with Metacognitive Scaffolding Theory-Based Prompts on Undergraduate Students' Critical Thinking: A Mixed Methods Study by Sun Yiyao | #26 **Abstract**
	Poster: Rethinking Programming Education in the GenAI Era: Designing AI-Assisted Assessment for Higher Education by Zhihan Guo | #31 **Abstract**
	Poster: AI Scaffolding Agent (Alice) Integration in STEM Classroom in Hong Kong: MIND-Edu Architecture by Mian Muneeb, Ali Zain, Hans Platinus and Hein Htet Nay | #39 **Abstract**
	Poster: Beyond the Sandbox: An Ecological Exploration of Feedback Literacy and Transfer Friction in AI-Enhanced Design Education by Ruinan Xue | #40 **Abstract**
	Poster: An AI-Driven Multisensory Approach to Traditional Chinese Character Learning for SEN Students in Hong Kong | by Tak Ching Hung and Kam Shing Tam | #41 **Abstract**

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Abstracts

A Case Study of Students' Distraction, Engagement, and Academic Performance under No-Phone Policies

Xiaotong CHEN - Hong Kong Baptist University;

Amid pervasive smartphone use, this study investigates the effects of no-phone policies on distraction, engagement, and academic performance in schools. It analyses enforcement strategies balancing instructional use and compliance; assesses impacts on anxiety, classroom behavior, and outcomes; and examines leaders', teachers', and students' perceptions of effects and implementation. Using a case-study design, the research offers evidence-based account of enactment and consequences, culminating in recommendations for sustainable, effective restrictions that enhance learning.

Designing a Self-directed Learning Mathematics Project with Learning Design Studio: A Fourth-Grade Case

Shuwen SHI - Avenues Shenzhen;

As a mathematics teacher, I redesigned four Grade 4 units to integrate math into project-based learning. This poster focuses on the map unit, designed using Learning Design Studio. Students created floor plans applying relevant math knowledge, guided by self-directed learning and engineering practice. Student work demonstrates mathematical growth and differentiation, illustrating how digital tools support replicable interdisciplinary learning designs.

A Study on Teachers' TPACK Profiles and their Influence on GenAI Perceptions Using Latent Profile Analysis

Huixin YI - Guangdong Polytechnic Normal University; Yanting YANG - Guangdong Polytechnic Normal University; Leming LIANG - Guangdong Polytechnic Normal University; Yu ZHAO - Guangdong Polytechnic Normal University;

Based on data from 2,865 teachers in underdeveloped regions in Guangdong Province, this study uses Latent Profile Analysis (LPA) to classify TPACK profiles and examines how distinct profiles impact on perceptions of Generative AI. Results suggest four profiles of teachers' TPACK combination, i.e., underdeveloped, developing, proficient, advanced profiles. The findings further report that teachers of both underdeveloped and advanced profiles experience greater GenAI anxiety.

Bridging the Digital Divide: An AI-Empowered "Teacher-Student Co-Training" Model for Rural Education

Chao DING - Xidian University; Bai SONG - Xidian University; Guolin HUANG - Xidian University;

This paper presents an AI-empowered Teacher-Student Co-Training (TSCT) model for rural programming education. By integrating Generative AI as a teacher co-pilot and Machine Learning for student creation, we aim to bridge the digital divide. Our proposed blended instructional design provides a scalable blueprint for enhancing digital wellbeing and achieving educational equity in marginalized communities.

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The Impact of Generative Artificial Intelligence with Metacognitive Scaffolding Theory-Based Prompts on Undergraduate Students' Critical Thinking: a Mixed Methods Study

SUN Yiyao - The University of Hong Kong;

This mixed methods study examines how metacognitive scaffolding prompts in generative AI tools (ChatGPT, DeepSeek) affect undergraduate students' critical thinking. A quasi-experiment with 135 students compares three groups: AI with scaffolding prompts, AI without prompts, and a control group. Pre/post-test CCTST assessments and semi-structured interviews will be conducted. The study aims to provide evidence-based strategies for AI integration that promote deep cognitive engagement.

Rethinking Programming Education in the GenAI Era:Designing AI-Assisted Assessment for Higher Education

Zhihan GUO - The University of Hong Kong;

Generative AI is challenging the validity of conventional programming assessments in higher education. This study presents Assessment Studio, a design-based prototype that redesigns programming tasks into structured interactive formats and captures learner interaction data. Initial pilot results suggest these assessments are less directly answerable by AI tools which remain pedagogically useful, supporting more traceable and learning-oriented assessment in programming education.

AI Scaffolding Agent (Alice) Integration in STEM Classroom in Hong Kong: MIND-Edu Architecture

Mian MUNEEN - The University of Hong Kong; Ali ZAIN - The University of Hong Kong; Hans PLATINUS - The University of Hong Kong; Hein Htet NAY - The University of Hong Kong;

MIND-Edu Architect uses Design-Based Research (DBR) to create an AI-supported platform for STEM classrooms in Hong Kong. Built on the Alice scaffolding agent, the platform delivers adaptive, "human-in-the-loop" support for lesson delivery, timely feedback, and large-class teaching. Drawing on learner personas, pedagogical frameworks, and child-centered privacy safeguards, the platform analyses student work and emoji responses to reduce frustration, strengthen autonomy, and enhance STEM learning during pilot implementation in primary school settings.

Beyond the Sandbox: An Ecological Exploration of Feedback Literacy and Transfer Friction in AI-Enhanced Design Education

Ruinan XU - The University of Hong Kong;

Within higher education, this study examines "transfer friction" in feedback literacy when transitioning from GenAI interactions to human stakeholders. Using an ecological perspective and qualitative case study, findings reveal a "low-resistance emotional feedback loop" that accelerates cognitive iteration but neglects essential emotional labor. This "transfer failure" signifies an ecological barrier where AI-cultivated agency struggles in human realities, necessitating explicit pedagogical guidance for future readiness in human-centered innovation.

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An AI-Driven Multisensory Approach to Traditional Chinese Character Learning for SEN Students in Hong Kong

Tak Ching HUNG - The University of Hong Kong; Kam Shing TAM - Hong Kong Polytechnic University;

Digital-driven system re-engineers Traditional Chinese character learning for SEN students. By integrating Scaffolding and Motor Learning Theory, the platform replaces rote copying with real-time AI error detection and VAKT (Visual-Auditory-Kinesthetic-Tactile) multisensory feedback. This approach transforms conscious effort into muscle memory while providing learning analytics for educators. By shifting from result-oriented marking to process-oriented AI guidance, the project democratises high-quality, data-driven writing therapy for neurodivergent learners.