



New Appointments of Co-Editors in Chief of Prestigious Journals in Educational Technology



Prof. Morris Jong
Director of CLST



**International Journal of
Educational Technology
in Higher Education**

SSCI—

Impact Factor: **16.7**

Rank: **1/762** in Education &
Educational Research



Prof. Thomas Chiu
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**Interactive Learning
Environments**

SSCI—

Impact Factor: **5.3**

Rank: **23/762** in Education &
Educational Research

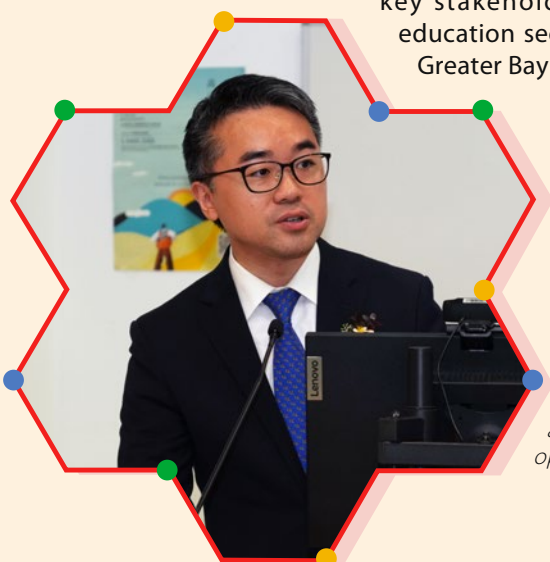
The 3rd GHM STEAM Education Conference: STEAM Education in the AI Era



Group photo of the opening ceremony

As one of the celebratory events for the 60th Anniversary of the Faculty of Education, the Centre for Learning Sciences and Technologies (CLST) hosted the 3rd Guangdong–Hong Kong–Macao (GHM) STEAM Education Conference, themed “STEAM Education in the AI Era”, held on 4–5 July 2025 at Yasumoto International Academic Park (YIA), CUHK. Jointly organised by CLST, the Hong Kong Association for Computer Education (HKACE), South China Normal University, and the China Association for Educational Technology, with the support of the Education Bureau and partner organizations from Hong Kong, Macao, Guangdong, the conference aimed to strengthen crossregional collaboration in STEAM education.

The opening ceremony featured remarks by Professor FAN Xitao, Dean of the Faculty of Education; Dr. SZE Chun-Fai Jeff, Under Secretary for Education, Education Bureau of the HKSAR; Professor LI Ke-Dong, South China Normal University; and Professor JONG Siu-Yung, Director of CLST. The ceremony set a collaborative and forward-looking tone for the conference, drawing together key stakeholders from the education sector across the Greater Bay Area.



Dr. SZE Chun-Fai Jeff delivered an officiating speech at the opening ceremony.

The two-day conference brought together 508 participants and attracted over 177 submissions of abstracts and lesson plans. The programme featured 4 keynote addresses by Professor CHAI Ching-Sing, Professor KE Qing-Chao, Professor ZHONG Bai-Chang, and Professor FAN Chun-Wai, as well as 65 abstract presentations, 63 poster presentations, 3 principals’ forums, 3 workshops and 10 student project showcases.



Professor ZHANG Xin-Hua presented her research at the conference.

The significance of the conference was also recognised through HK01, underscoring its role in advancing STEAM education across the Greater Bay Area. The event concluded with a shared vision for deepened collaboration in STEAM education, reaffirming the commitment of educators and researchers to innovation in the AI era.

Chinese Culture Immersion Activities – Excursion to Beijing with EduVenture-VR®

In collaboration with the Lab of Learning Sciences of Peking University, CLST launched the Chinese Culture Immersion Activities – Excursion to Beijing with EduVenture-VR®, involving over 470 students from Secondary 1–3 and 24 teachers. The initiative aimed to deepen students’ understanding of Chinese history and culture while fostering national identity through a blend of lectures, immersive experiences, and technical training.

The programme began with a cultural lecture at CUHK by Dr. Raymond Tang, Deputy Director of the Art Museum of CUHK, offering insights into Chinese history, art, and heritage. Students then engaged in immersive virtual explorations using EduVenture-VR® with Meta Quest headsets, allowing them to experience iconic cultural and historical sites in Beijing—such as the prestigious Peking University, the scenic Summer Palace, and the city’s traditional hutongs—through an interactive, inquiry-based learning journey. A training workshop was also conducted to equip participating teachers with skills in EduVenture-VR® and EduVenture Meta® content development, enabling them to integrate VR resources into their teaching.

Post-programme evaluation showed that over 95% of the students reported enhanced cultural knowledge, enriched learning experiences, and greater interest in cultural exploration.



Students immersed themselves in the virtual cultural tour using EduVenture Meta®.

Selected Recently Funded Projects

Project Title	Period	Fund Source	Principal Investigator
Professional Development Programmes on Technical Support: Management, Security and Maintenance of School IT Facilities	2025–2026	Education Bureau	Prof. Morris Jong
Provision of Services for Information Technology in Education Professional Development Programmes for School Teachers: Teaching Mathematics with Artificial Intelligence	2025–2027	Education Bureau	Prof. Morris Jong
Provision of Services for Information Technology in Education Professional Development Programmes for School Teachers: Teaching Chinese with Artificial Intelligence	2025–2027	Education Bureau	Prof. Morris Jong
Provision of Services for Information Technology in Education Professional Development Programmes for School Teachers: Teaching English with Artificial Intelligence	2025–2027	Education Bureau	Prof. Morris Jong
Provision of Services for Information Technology in Education Professional Development Programmes for School Teachers: Effective Use of AI Technologies to Facilitate Learning and Teaching	2024–2026	Education Bureau	Prof. Morris Jong
EduVenture® Self-directed Learning Resources Programme: General Studies in Primary Education and Citizenship and Social Development in Secondary Education	2023–2026	Quality Education Fund (QEF)	Prof. Morris Jong

Project Title	Period	Fund Source	Principal Investigator
I Believe My Students Can Fly: Educational Design Research (EDR) on Teachers' Learning Facilitation for Scaffolding Students to Conduct Drone-supported Inquiry-aimed Geo-fieldwork in Natural Environments	2023–2025	Research Grants Council (RGC)	Prof. Morris Jong
Increasing STEM Equity, Access, and Engagement in Amgen Communities Through the Amgen Biotech Experience	2023–2025	Amgen Foundation	Dr. Victor Lau Prof. Hon-Ming Lam Prof. Morris Jong
Provision of Services for Resource Development and Teacher Training on Strategic Questioning to Foster Scientific Reasoning in Science (Primary 1-6)	2025	Education Bureau	Prof. Morris Jong
EduVenture-VR®: Innovating and Promoting Experiential Learning with Immersive and Interactive Virtual Reality in Hong Kong and Beyond	2025	Faculty of Education, CUHK	Prof. Morris Jong

Selected Recent Publications in Journals

- Gao, L., Jong, M. S. Y., Chai, C. S., & Li, K. (2026). STEM education: Understanding secondary students' epistemic cognition in the design process with the support of a personalized multi-agent system. *Computers & Education*, 242, 105504. <https://doi.org/10.1016/j.compedu.2025.105504>
- Gao, L., Jong, M. S. Y., Chai, C. S., & Ng, O. L. (2025). Undergraduate engineering students' epistemic cognition and changes in the course of being engineering design mentors. *International Journal of STEM Education*, 12, 42. <https://doi.org/10.1186/s40594-025-00564-0>
- Huang, B., Jong, M. S. Y., Tsai, C. C., & Shang, J. J. (2025). Unlocking students' creative potential in designing technological-enriched design solutions. *Journal of Research on Technology in Education*, 57(5), 1044–1060. <https://doi.org/10.1080/15391523.2024.2342915>
- Nalipay, M. N., Chai, C.S., Jong, M. S. Y. & King, R. B. (2025). Teacher mental health literacy: A narrative review of qualitative studies. *School Mental Health*. <https://doi.org/10.1007/s12310-025-09808-4>
- Wu, S. H., Jong, M. S. Y., & Tsai, C. C. (2025). The impact of teachers' TK and TPACK in their composed SVVR on students' active learning and learning engagement: A multilevel structural equation modeling analysis. *Journal of Research on Technology in Education*, 1–19. <https://doi.org/10.1080/15391523.2025.2529200>
- Tong, Y., Chen, G., & Jong, M. S. Y. (2025). Video-based analytics-supported formative feedback for enhancing low-achieving students' conception of collaboration and classroom discourse engagement. *Computers & Education*, 227, 105215. <http://dx.doi.org/10.1016/j.compedu.2024.105215>
- Pei, L., Jong, M. S. Y., Shang, J. J., & Ouyang, G. (2025). Design and validation of an electroencephalogram-supported approach to tracking real-time cognitive load variations for adaptive video-based learning. *British Journal of Educational Technology*, 56(4), 1553–1572. <https://doi.org/10.1111/bjet.13535>
- Shen, B., Weng, F., Jiang, M. Y. C., Zou, D., & Jong, M. S. Y. (2025). Harnessing spherical video-based virtual reality to enhance EFL learners' writing performance and self-regulated learning strategy use. *Computer Assisted Language Learning*, 1–46. <https://doi.org/10.1080/09588221.2025.2482148>
- Wu, J. Y., Jong, M. S. Y., & Kwok, O. M. (2025). Application and research of generative AI in education. *Educational Technology & Society*, 28(3), 1–3. [https://doi.org/10.30191/ETS.202507_28\(3\).SP01](https://doi.org/10.30191/ETS.202507_28(3).SP01)
- Yue, M., Jong, M. S. Y., Dai, Y., & Lau, W. W. F. (2025). Students as AI literate designers: A pedagogical framework for learning and teaching AI literacy in elementary education. *Journal of Research on Technology in Education*, 1–22. <https://doi.org/10.1080/15391523.2025.2449942>
- Wu, S. H., Jong, M. S. Y., Tsai, C. C. (2025). Effects of teacher-developed spherical video-based virtual reality types on student learning engagement: A hierarchical linear modeling approach. *Education and Information Technologies*, 30, 8847–8876. <https://doi.org/10.1007/s10639-024-13142-8>
- Pei, L., Jong, M. S. Y., Huang, B., Pang, W. C., & Shang, J. J. (2025). Formally integrating generative AI into secondary education: Application of ChatGPT in EFL writing instruction. *Educational Technology & Society*, 28(3), 281–297. [https://doi.org/10.30191/ETS.202507_28\(3\).TP05](https://doi.org/10.30191/ETS.202507_28(3).TP05)
- Zhou, X., Chai, C. S., Jong, M. S. Y., & Feng, H. (2025). Needs satisfaction and online self-regulated learning among Chinese undergraduates. *PLOS ONE*, 20(4), e0321781. <https://doi.org/10.1371/journal.pone.0321781>
- Chen, Y., Li, M., & Jong, M. S. Y. (2025). Engaging young students in effective writing development: An augmented reality-based peer assessment approach within a self-regulated learning context. *Journal of Educational Computing Research*, 63(6), 1364–1401. <https://doi.org/10.1177/07356331251342672>
- Cui, Z., Ng, O. L., Jong, M. S. Y., & Weng, X. (2025). Middle school students' in-moment engagement in synchronous online learning: An activity–community of inquiry approach. *Journal of Computer Assisted Learning*, 41(4), e70081. <https://doi.org/10.1111/jcal.70081>
- Lo, C. K., Hew, K. F., Xu, S., Song, Y., Chen, G., & Jong, M. S. Y. (2025). Recommendations based on experiences of pandemic-led remote mathematics teaching in pre-K–12 contexts: A systematic review from the activity theory perspective. *Journal of Computer Assisted Learning*, 41(3), e70005. <https://doi.org/10.1111/jcal.70005>
- Shen, B., Xing, W., Lin, Z., Jiang, M. Y. C., Zou, D., & Jong, M. S. Y. (2025). The effects of spherical videobased virtual reality (SVVR) on Chinese university EFL learners' writing complexity. *The Asia-Pacific Education Researcher*, 34, 1385–1399. <https://doi.org/10.1007/s40299-024-00952-0>
- Nalipay, M. N., Chai, C. S., Jong, M. S. Y., & Bajal, M. G. (2025). Teachers' experiences of handling students with mental health issues: Implications for school mental health programs. *School Mental Health*, 17(1), 217–233. <https://doi.org/10.1007/s12310-024-09720-3>
- Chen, Y. T., Wang, X. X., Li, M., Cukurova, M., & Jong, M. S. Y. (2025). Understanding the dynamics of motivation and learning behaviors in augmented-reality-based writing courses. *Education and Information Technologies*, 30(6), 6951–6985. <https://doi.org/10.1007/s10639-024-13093-0>