

Professional and Vocational Education Conference 2025

Building Bridges between Theory and Practice for Vocational Excellence

5-6 December, 2025 | Hong Kong





Professional and Vocational Education Conference 2025 Website



Please scan the QR code provided to access detailed information about the conference, including the program schedule and other relevant details.

請掃描提供的二維碼，
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包括會議排程和其他相關詳情。

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包括會議日程安排和其他相關詳情。





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Welcome Message

Welcome to the Professional and Vocational Education (PVE) Conference 2025. It is a great pleasure to convene this distinguished community of educators, scholars, policymakers, industry professionals, and students from around the world for meaningful dialogue and collaborative exchange.

The theme of the conference, “Building Bridges between Theory and Practice for Vocational Excellence,” underscores our commitment to advancing vocational education amid complex global challenges. As rapid technological change and evolving workforce needs reshape the landscape, vocational education remains vital in equipping individuals with the skills, knowledge, and adaptability required to succeed. This conference offers a platform to explore innovative, evidence-based approaches that address these urgent demands.

Over two days, we will focus on five key themes: Lifelong Learning, Talent Development, Social Mobility, Micro-Credentials, and Industry-University-Research Cooperation. Together, these themes reflect the multifaceted role of vocational education in fostering inclusivity, promoting economic advancement, and opening pathways to personal and professional growth.

We are honored to feature keynote addresses from leading experts, including Professor Stephan Abele (Technische Universität Dresden, Germany), Professor Stephen Billett and Professor Sarojni Choy (Griffith University, Australia), Professor Beena Giridharan (Curtin University Malaysia), Professor Joyce Hwee Ling Koh (University of Waikato, New Zealand), and Professor Jin Yang (East China Normal University, Shanghai). Their invaluable expertise and diverse perspectives will enrich our collective understanding and inspire actionable solutions.

I would like to express my heartfelt gratitude to all distinguished guests, keynote speakers, panelists, presenters, and participants for your unwavering support. Your thoughtful involvement, generous sharing of ideas, and the development of strong professional connections will undoubtedly enhance this event and strengthen the wider PVE community. I wish you all fruitful discussions and a successful conference.

Professor John Chi-Kin Lee

Director of Academy for Educational Development and Innovation (AEDI)
UNESCO Chair in Regional Education Development and Lifelong Learning
Director of UNESCO-UNEVOC Centre (Hong Kong)
The Education University of Hong Kong





The Professional and Vocational Education Conference (PVE) 2025

Conference Synopsis

The PVE Conference 2025 is designed to foster international exchange and interdisciplinary dialogue, aiming to generate and share new knowledge across various sectors of PVE. This year's themes focus on Lifelong Learning, Talent Development, Social Mobility, Micro-Credentials, and Industry-University-Research Cooperation," captures the essence of our goal: to forge stronger connections between academic insights and practical applications in vocational education (Joyce & Cartwright, 2020). These themes explore the role of PVE in addressing global challenges, fostering inclusivity, and ensuring individuals are equipped to thrive in an ever-changing world. With a vision to bridge the gap between researchers, policymakers, and practitioners, the conference will serve as a platform to discuss and disseminate innovative practices and educational methodologies.

This conference is an invaluable opportunity for PVE educators, policymakers, scholars, researchers, industry professionals, and students across the globe. It offers a unique platform to gain expert insights, stay updated with the latest trends, and engage in networking that could lead to impactful collaborations and partnerships. By participating, you can influence educational practices and engage in interdisciplinary exchanges that enhance educational outcomes. We invite you to share your work, gain feedback, and contribute to shaping a more innovative and equitable educational landscape. Join us in making a difference in the area of PVE.

Goals of conference

- Promote international exchange among educators, professionals, industry practitioners, and students from around the globe.
- Serve as a platform for dialogue across various fields of PVE, facilitating interdisciplinary discussions among scholars, practitioners, policymakers, and students.
- Foster a collaborative environment to share research findings, innovative practices, and educational methodologies, generating and disseminating new knowledge.

Organizers

- Academy for Educational Development and Innovation (AEDI), The Education University of Hong Kong (EdUHK)
- Institute of Professional and Vocational Education and Lifelong Learning (IPVELL), The Education University of Hong Kong (EdUHK)

Conference's key themes

Lifelong Learning:

Lifelong learning and vocational education are interconnected as both emphasize continuous skill development and adaptability. Vocational education provides structured experiences to prepare individuals for employment, while lifelong learning encompasses all forms of learning throughout life. Together, they ensure individuals remain competent and responsive to evolving industry demands, benefiting both personal growth and community needs.

Talent Development:

Talent development and vocational education both focus on nurturing specialized skills and individual potential through personalized instruction, practical application, and long-term growth. They emphasize hands-on learning, tailored guidance, and real-world experiences to align education with professional goals.

Social Mobility:

Social mobility and vocational education are closely linked, as vocational education equips individuals with skills and knowledge for socially valuable employment, enabling upward mobility. By providing organized and inclusive learning experiences, vocational education helps bridge gaps in access to opportunities, fostering economic advancement and reducing social inequalities.

Micro-Credentials:

Micro-credentials, which are short, focused, and often online courses culminating in digital badges, complement vocational education's hands-on training by providing flexible upskilling and reskilling opportunities. Together, they modernize vocational education, enhancing employability and aligning with industry needs.

Industry-University-Research Cooperation:

Industry-University-Research cooperation significantly enhances vocational education by aligning curricula with cutting-edge research and industry needs. By bridging theory with practical applications and fostering continuous professional growth, these partnerships create a dynamic and responsive educational environment that prepares a skilled, adaptable workforce ready to meet both current and future industry demands.

Organizing Committee

Committee Chair



Professor John Chi-Kin LEE

Director of Academy for Educational Development and Innovation (AEDI)
UNESCO Chair in Regional Education Development and Lifelong Learning
Director of UNESCO-UNEVOC Centre (Hong Kong)
The Education University of Hong Kong

Committee Co-Chair



Dr Maxwell Chun-Sing HO

Associate Co-Director, Academy for Educational Development and Innovation (AEDI);
Assistant Professor, Department of Education Policy and Leadership (EPL),
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Committee Member



Dr Patrick Pui-Ho YUN

Executive Co-Director, Institute of Professional and Vocational Education and Lifelong Learning (IPVELL);
Senior Lecturer I, Department of Curriculum and Instruction (C&I),
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Dr Chrysa Pui-Chi KEUNG

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Secretariat



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Dr HO Yan-Lam

Post-doctoral Fellow, Academy for Educational Development and Innovation (AEDI),
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Ms Carlee Tsz-Yan LUI

Project Officer, Academy of Educational Development and Innovation (AEDI),
The Education University of Hong Kong (EdUHK)

Programme Overview

Date: 5-6 December 2025 (Friday – Saturday)

Time: 09:00-18:00

Venue: The Education University of Hong Kong Taipo Campus

Date / Time	5 December 2025 (Friday)	6 December 2025 (Saturday)
A.M.	Registration	
	Welcome and Opening Ceremony	Parallel Session
	Keynote Speech 1	
	Keynote Speech 2	
	Break	
	Keynote Speech 3	Parallel Session
Keynote Speech 4		
P.M.	Lunch Break	
	Roundtable	Keynote Speech 5
		Keynote Speech 6
	Break	
	Parallel Session	Keynote Speech 7
Closing Remarks & Farewell		
Evening	Gala Dinner (Guests, Speakers and Presenters only)	/

Room No.:

Keynote Speech	C-LP-11
Roundtable	C-LP-11
Parallel Session	1) B2-LP-14 2) B2-LP-21 3) B1-LP-03 4) D3-LP-15 5) D3-LP-01 6) D1-G/F-03 7) D4-G/F-01 8) B3-G/F-06

Programme Schedule

Event Day 1: 5 December 2025 (Friday)

Time	Details Description
9:00AM - 9:30AM	Registration
9:30AM - 9:50AM	Welcome and Opening Ceremony
9:50AM - 10:00AM	Photo
10:00AM - 10:35AM	<p>Keynote Speech 1 “Professional and Vocational Education: Building Education Futures”</p> <ul style="list-style-type: none"> Professor LEE Chi-Kin John Director of Academy for Educational Development and Innovation (AEDI); UNESCO Chair in Regional Education Development and Lifelong Learning; Director of UNESCO-UNEVOC Centre (Hong Kong), The Education University of Hong Kong
10:35AM - 11:10AM	<p>Keynote Speech 2 “Lifelong Learning for Evolving Skills and Workforce Needs: Purposes of Professional and Vocational Education and localised engagements”</p> <ul style="list-style-type: none"> Professor Stephen BILLET Professor of Adult and Vocational Education, Griffith University, Australia
11:10AM - 11:25AM	Tea Break
11:25AM - 12:00AM	<p>Keynote Speech 3 “Stackable Learning through Micro-credentials – Approaches and Implementation Considerations for Higher Education”</p> <ul style="list-style-type: none"> Professor Joyce Hwee Ling KOH Professor of Education at the School of Education, University of Waikato, New Zealand
12:00PM - 12:35PM	<p>Keynote Speech 4 “The nature of industry 4.0 and it’s demand for a competent labour force”</p> <ul style="list-style-type: none"> Professor YANG Jin (楊進教授) Representative of China’s Permanent Mission to UNESCO; Part-time Professor, East China Normal University, Shanghai
12:35PM - 2:00PM	Lunch Break
2:00PM - 3:30PM	<p>Roundtable</p> <ul style="list-style-type: none"> Convener: Dr HO Chun-Sing Maxwell Associate Co-Director of AEDI, Co-Chairperson of the PVE Conference 2025, EdUHK Panelists: <ul style="list-style-type: none"> Professor LEE Chi-Kin John Director of Academy for Educational Development and Innovation (AEDI); UNESCO Chair in Regional Education Development and Lifelong Learning; Director of UNESCO-UNEVOC Centre (Hong Kong), The Education University of Hong Kong Dr WANG Jianguo Michael Deputy Executive Director, Vocational Training Council (VTC) Dr Thomas MAN Wing Yan Chief Education Officer, The Chinese YMCA of Hong Kong Ms LEUNG Lai May President, The Professional Validation Council of Hong Kong Industries (PVCHK)
3:30PM - 3:45PM	Tea Break

Time	Details Description			
3:45PM - 5:15PM	<p>C-LP-11</p> <p>Guest Speaker Sharing: Duration: 30 mins</p> <p>魯港职教协同共筑发展新篇——山东商业职业技术学院实践与探索</p> <p>• 张宗国教授 山东商业职业技术学院（鲁港澳职业院校创新联盟发起单位）院长</p>	<p>B2-LP-14</p> <p>Paper Presentation 1: Theme: Lifelong Learning</p> <p>Evaluation of Vocational Education in Enhancing Career Development for the Unemployed Dr Genevieve Ataa FORDJOUR, Dr Henry C. Y. HO, Prof Chetwyn Che Hin CHAN (The Education University of Hong Kong)</p> <p>The Balanced Scorecard: Acceptance, Importance and Usage in Higher Education. The Case of the United Arab Emirates Dr Alaa MUSHTAHA (Higher Colleges of Technology)</p> <p>Social Robotics for Vocational Inclusion: Promoting Lifelong Learning and Transferable Interview Skills in Students with Autism Spectrum Disorder Prof SIN Kuen Fung, Ms CHEN Ying Lan, Ms TAO Yu Xing, Dr FUNG Ka Yan (The Education University of Hong Kong)</p> <p>Education Quality Management for Improving Students Satisfaction: A Study of Transnational (TNE) for Lifelong Learning in Hong Kong Dr Joseph Lok-Man LEE (The Hong Kong Polytechnic University), Mr Tommy Ka-Tsun YIM (University of Warwick)</p>	<p>B2-LP-21</p> <p>Paper Presentation 2: Theme: Talent Development</p> <p>The Impact of Project-Based Learning of AI Knowledge and Technology on Vocational Education Students Mr Ka Chun WONG, Dr Yiu Chi LAI (The Education University of Hong Kong)</p> <p>Mr Chi Huy NGUYEN (An Giang University, VNU-HCMC)</p> <p>A Bridge Across the Millennia: From the Ancient Education of Governors to the Modern Training of Young Talents Prof Galina Veniaminovna SORINA (Lomonosov Moscow State University), Dr Olga SAZHINA (City University of Hong Kong)</p> <p>Empowering Future-Ready Educators: A Year-Long Mentorship Program Integrating Theory and Practice Mr Ka Shing CHUI, Ms Pui Ching LEUNG (The Education University of Hong Kong)</p>	<p>B1-LP-03</p> <p>Paper Presentation 3: Theme: Micro-Credentials / Industry-University-Research Cooperation</p> <p>Dr YUN Pui Ho Patrick, Mr LAI Yik Hin Garret (The Education University of Hong Kong)</p> <p>Agile Industry: University Collaboration for Practical Supply Chain Learning (A Case Study from Brazil) Ms Ana BOCON (Higher Colleges of Technology)</p> <p>Exploring the Feasibility of Converting a Community Event-Planning Self-Directed Learning Resource into a Micro-Credential Dr So King Kristy YIP (The Education University of Hong Kong), Dr Yan Yan Beatrice DANG (The University of the West of England)</p> <p>Dr Min JIA, Ms Yixuan ZHANG (Shanxi University)</p>
5:15PM - 6:00PM	Networking			
6:00PM - 8:30PM	Gala Dinner (Guests, Speakers and Presenters only)			

Event Day 2: 6 December 2025 (Saturday)

Time	Details Description				
9:00AM - 9:30AM	Registration				
9:30AM - 11:00AM	<p>D3-LP-15</p> <p>Paper Presentation 4: (Chinese) Theme: Lifelong Learning / Industry-University-Research Cooperation</p> <p>高职学生视角下的教学资源库应用与个性化终身学习生态构建调研报告 陈冯丽(华南师范大学), 汪波(武汉职业技术学院)</p> <p>黄嘉懿, 陈灵欣(华南师范大学)</p> <p>黄放(广东生态工程职业学院)</p> <p>創業韌性對機會識別的影響機制研究-創業學習的中介作用 Dr Yi HONG 洪屹(台企金融发展(深圳)研究院), Dr Hai Shan WANG 王海山(广汽研究院)</p>	<p>D3-LP-01</p> <p>Paper Presentation 5: Theme: Lifelong Learning Enhancement of industry-university-school-research collaborations in AI and STEM education in Hong Kong: Re-conceptualizing a complex network of knowledge transfer in lifelong and life-wide learning in the futurist era Dr Percy Lai Yin KWOK, Dr Wendy Haoyi HUANG (The Education University of Hong Kong), Mr Joe Kwong Ngai CHEN (ICT-in-Physical Education Foundation)</p> <p>The Continuous Kitchen: Embedding Lifelong Learning Pedagogies in Modern Culinary Education Mr Vishal Vishwanath APTE (University of Tourism, Macao)</p> <p>Lifelong Learning through Mentorship: 'Strengthening Teachers' Professional Development and Community Engagement Mr Sivaselwam ARULNESAN, Prof Thomas BENNY, Dr Subramani DEVIGA (Christ University, Bangalore, India)</p> <p>Integrating the Green and Digital Skills in Vocational Education for a Just Transition: A Systematic Review Mr Tilahun Adamu MENGISTIE, Dr Xiong Weiyang (The Education University of Hong Kong)</p>	<p>D1-G/F-03</p> <p>Paper Presentation 6: Theme: Talent Development</p> <p>Dr YUN Pui Ho Patrick (The Education University of Hong Kong), Dr Adeline GOH (Universiti Brunei Darussalam)</p> <p>Dr Yasmeen ABU-KHEIL (Higher Colleges of Technology)</p> <p>Rethinking Vocational Education for Inclusive Talent Development: Lessons from a blind Musician in China Ms CAO Junyi (The Education University of Hong Kong)</p> <p>Fostering informed VPET choices through quality career guidance in Hong Kong secondary schools Dr Ellie CHEUNG, Dr YIP Yam Wing Stephen, Mr Derek Chun (The Education University of Hong Kong)</p>	<p>D4-G/F-01</p> <p>Paper Presentation 7: Theme: Lifelong Learning From Competency to Problem Solving: A Hybrid Approach to Lifelong Learning in Computer Networking Vocational Education Dr Athelege Don Asela Indunil GUNESEKERA (Higher Collages of Technology (HCT), UAE) Ms ZHOU Yan (Victoria University, Melbourne, Australia)</p> <p>From Classroom to Career - Embedding Lifelong Learning Habits through Competency-Based Education Dr Senka Zavisic, Dr Emad Masoud (Higher Colleges of Technology, UAE)</p> <p>Continued Education & Training in Germany - Ready for Labour Market Shifts? Ms Julia OLESEN (Federal Institute for Vocational Education and Training Germany (BIBB))</p>	<p>B3-G/F-06</p> <p>Panel Discussion: Theme: 中國職業教育教師專業發展的路徑與創新</p> <p>先进制造业中心建设背景下职业院校产教融合路径探析 樊俞均、王靖霄(香港教育大学)</p> <p>校企合作视角下职业院校教师实践社区(CoP)参与度量表开发及与跨职业身份认同的关联机制研究 潘家佳(产教融创研究所(IIIE))、夏薇(广州市旅游商务职业学校)、钟燕(佛山市顺德区中等专业学校)</p> <p>人工智能背景下高职教师技术领导力对学生创造力的影响机制研究 萧绮琪(香港教育大学)</p> <p>共生理论视角下校企双导师制构建过程与协同机制研究——基于中职白天鹅管培生专班的案例研究 夏薇(广州市旅游商务职业学校)、钟燕(佛山市顺德区中等专业学校)、潘家佳(广州华辰文旅发展有限公司)</p>
11:00AM - 11:30AM	Tea Break				

Time	Details Description				
11:30AM - 12:45PM	<p>D3-LP-15</p> <p>Paper Presentation 8: Theme: Social Mobility / Talent Development</p> <p>Dr YAN Cailing (Tongji University)</p> <hr/> <p>Expanding disadvantaged students' career and life development opportunities through VPET: A case study in a Hong Kong school Dr YIP Yam Wing Stephen, Dr Ellie CHEUNG, Mr Arnold Chow (The Education University of Hong Kong)</p> <hr/> <p>广东省中职升学路径的多维阻滞：来自教师与学生质性研究的发现 Ms WEI Junyue魏珺玥 (华南师范大学)</p>	<p>D3-LP-01</p> <p>Paper Presentation 9: Theme: Industry-University-Research Cooperation</p> <p>Dr Anissa NAOUAR (Higher colleges of Technology)</p> <hr/> <p>Comparative Study on the Integration Level of Theory and Practice in Chinese and German Vocational Education Textbooks Dr ZENG Qunfeng 曾群峰 (华南师范大学)</p> <hr/> <p>Engaging Start-ups in Dual Vocational Training in Germany: Motivations, Barriers, and Transfer Strategies Mr Frederik VULPUS, Prof Roland HAPP, Mr Robert ZANDER (University of Leipzig)</p>	<p>D1-G/F-03</p> <p>Paper Presentation 10: Theme: Talent Development</p> <p>Dr LIU Yang 刘阳, Ms WANG Li 王莉 (South China Normal University)</p> <hr/> <p>Mr Vishal Vishwanath APTE (Macao University of Tourism, Macao; Global NXT University, Malaysia)</p> <hr/> <p>Scientific Reasoning about Social Issues in Secondary Education: A Systematic Review Ms LIN Yanyu (The Education University of Hong Kong), Prog Machteld VANDECANDELAERE (KU Leuven University)</p>	<p>D4-G/F-01</p> <p>Paper Presentation 11: Theme: Talent Development</p> <p>Dr MA Siyi 马司懿 (University of College London)</p> <hr/> <p>The Impact of The Industrial Partner Role on The Complexity of the Human Performance in the Vocational Education Process. The case study of the Higher Colleges of Technology Prof Rasha ABOUSAMRA (Higher Colleges of Technology)</p> <hr/> <p>Ms Jia LI (The Education University of Hong Kong)</p>	<p>基于“双碳”目标的高职教师绿色技能发展路径研究 王靖霄 (香港教育大学)</p> <hr/> <p>胜任力模型视角下职业院校旅游类专业教师社会服务能力构建与实证研究 锤燕 (佛山市顺德区中等专业学校)、夏薇 (广州市旅游商务职业学校)、潘家佳 (广州华辰文旅发展有限公司)</p>
12:45PM - 2:15PM	Lunch Break				
2:15PM - 2:50PM	Keynote Speech 5				
	<p>“Shaping Professional and Vocational Skills & Knowledge for a Sustainable Future”</p> <ul style="list-style-type: none"> Professor Beena GIRIDHARAN Professor, Faculty of Humanities and Health Sciences, Curtin University Malaysia, Malaysia 				
2:50PM - 3:25PM	Keynote Speech 6				
	<p>“Closing the Skills Gap: Task-Centered Learning and Digital Simulations in Vocational Education”</p> <ul style="list-style-type: none"> Professor Stephan ABELE Professor, Chair of Vocational Education, Technische Universität Dresden, Germany 				
3:25PM - 3:45PM	Tea Break				
3:45PM - 4:20PM	Keynote Speech 7				
	<p>“Partnerships for supporting integration of learning in educational institutions and workplaces”</p> <ul style="list-style-type: none"> Professor Sarojni CHOY Professor of the School of Education and Professional Studies, Griffith University, Australia 				
4:20PM - 4:50PM	<p>Closing Remarks & Farewell</p> <ul style="list-style-type: none"> Dr HO Chun Sing Maxwell Associate Co-Director of AEDI, Co-Chairperson of the PVE Conference 2025, EdUHK 				
4:50PM - 5:00PM	Photo				
5:00PM - 6:00PM	Networking				



“Professional and Vocational Education: Building Education Futures”

Date: 5 December 2025 (Friday) 10:00am – 10:30am

Professor John Chi-Kin LEE

Director of Academy for Educational Development and Innovation (AEDI)
UNESCO Chair in Regional Education Development and Lifelong Learning
Director of UNESCO-UNEVOC Centre (Hong Kong)
The Education University of Hong Kong

Biography:

Professor John Lee Chi-Kin, President and Chair Professor of Curriculum and Instruction, joined The Education University of Hong Kong (the then Hong Kong Institute of Education) in 2010. He was Vice President (Academic) from 2010 to 2019, and Vice President (Academic) and Provost from 2019 to 2023. Professor Lee was previously Dean of Education and a Professor at the Department of Curriculum and Instruction at The Chinese University of Hong Kong (CUHK). He was also the Director of the Centre for University and School Partnership and served as a Fellow of United College and Morningside College at CUHK. Professor Lee was a recipient of The Vice-Chancellor’s Exemplary Teaching Award 1999 at CUHK. Before that, he worked as a secondary school teacher and as a Lecturer in the Sir Robert Black College of Education.

Abstract:

This presentation explores how Professional and Vocational Education (PVE) serves as a transformative bridge connecting learning with purpose, innovation, and societal impact. As the global landscape undergoes rapid technological and economic shifts driven by the Fourth Industrial Revolution and Sustainable Development Goals, PVE must evolve beyond traditional skill-training models to equip learners with the competence, values, and adaptability needed for lifelong success.

The presentation outlines five interconnected themes essential to contemporary PVE: (1) Lifelong Learning, which develops agency and reflective practice across the lifespan; (2) Talent Development, integrating technical skills with ethical and creative capabilities; (3) Social Mobility, expanding equitable pathways through inclusive, high-value vocational education; (4) Micro-Credentials, leveraging flexible, stackable credentials and digital systems for personalized learning; and (5) Industry-University-Research Cooperation, fostering collaborative innovation that addresses both educational and societal challenges.

Drawing on contemporary research and institutional alignment with strategic objectives, the keynote demonstrates how these five dimensions create an integrated ecosystem that transforms PVE into a catalyst for leadership, organizational renewal, and sustainable development. By anchoring education in moral character, practical application, and the integration of knowledge with action, this framework positions PVE as essential infrastructure for building resilient, inclusive, and future-ready societies.



“Lifelong Learning for Evolving Skills and Workforce Needs: Purposes of Professional and Vocational Education and localised engagements”

Date: 5 December 2025 (Friday) 10:30am – 11:00am

Professor Stephen BILLETT

Professor of Adult and Vocational Education,
Griffith University, Australia

Biography:

Dr Stephen Billett is Professor of Adult and Vocational Education at Griffith University, Brisbane, Australia. After a career in clothing manufacturing, he was a vocational educator, teacher educator, professional educator and policy work in Queensland. Since 1992, he has researched and published widely in fields of learning for occupations, vocational education, workplace learning, work, higher education and conceptual accounts of learning for occupational purposes. He was a Fulbright scholar (1999), National Teaching Fellow (2009-11), ARC Future Fellow (2011-16) recipient of honorary doctorates from Jyväskylä University, Finland (2013), University of Geneva (2020) and University West, Sweden (2024), elected Fellow of the Academy of Social Sciences of Australia (2015), research fellow at Oxford University (2019-22), adjunct professor at University of Stavanger, Norway (2019-23) and University Väst, Sweden (2019-2023). His current projects focus on: the standing of vocational education, integration of work experiences to promote employability, alignments between learning and innovations at work, resilience in healthcare workers, worklife learning, continuing education and training, developing adaptability through internships in Singaporean post-secondary educational institutions, wisdom in practice and widening access to mature ages students. He is the founding and editor in chief of the journal *Vocations and Learning*, and the Professional and practice-based learning book series.

Abstract:

In the current era, there are five key purposes for Professional and Vocational Education (PVE) to secure the social, economic and environment needs of the communities it serves. These are: i) engaging young people with VET; ii) assisting them identify occupations to which they are suited; iii) preparing them for occupations; iv) continuing education across working life to meet changing needs and goals; and v) aligning workplace innovations with workers' learning. To realise these purposes requires: i) being responsive to the communities served by those systems and ii) play a role in bring about change in those communities through supporting innovations, extending existing economic activities, and building capacities at the local level. Given the scope of these roles, VET, perhaps for more than any other educational sector, requires effective localised social, administrative, and educational infrastructures to achieve such outcomes. Social infrastructure includes partnerships that support work placements, work experiences, employment opportunities and articulate local enterprises' requirements. Administrative infrastructure includes the intentional organisation and enactment of vocational educational provisions and their certification. Educational infrastructure includes the provision and alignment of expertise and resources to achieve these outcomes, including those of teachers and the ability to extend their efforts beyond the educational institution. These forms of local infrastructure are proposed as being essential for achieving five contemporary purposes of PVE. In making this case, presentation draws on the findings from a three-decade long program of research in VET provisions in countries with both developed and developing economies.



“Stackable Learning through Micro-credentials – Approaches and Implementation Considerations for Higher Education”

Date: 5 December 2025 (Friday) 11:30am – 12:00nn

Professor Joyce Hwee Ling KOH

Professor of Education at the School of Education,
University of Waikato, New Zealand

Biography:

Joyce is currently a Professor at the School of Education of the University of Waikato, New Zealand. Prior to joining academia, Joyce held professional and consulting positions in adult education and learning design. As a teacher educator at the National Institute of Education, Nanyang Technological University of Singapore from 2008 - 2018, Joyce has successfully collaborated with Singapore schools and teachers to develop research and professional development programmes by infusing technological pedagogical content knowledge (TPACK) with design thinking. From 2018 to 2024, she led research-informed teacher professional development programmes for educational technology at the University of Otago’s Higher Education Development Centre in New Zealand. Joyce is an active and well-cited researcher with more than 80 research publications in the form of peer-reviewed articles, academic books, and academic book chapters for topics such as TPACK, educational technology in higher education, and design thinking. She currently serves as a Senior Associate Editor of the *Asia-Pacific Educational Researcher*.

Abstract:

The academic rigour of awarding degrees through ‘stacking’ micro-credentials has been a subject of intense debate in higher education. Designed as small and independent learning units targeted at the achievement of specific competencies, micro-credentials can be accumulated in the form of digital badges and ‘stacked’ together as formal qualifications. This kind of stackable learning through micro-credentials has been controversial in higher education because of how it potentially disrupts the credit-based and time-driven structures of traditional degrees through a more flexible, self-regulated, and possibly cost-effective pathway for upskilling. However, there may be a need to consider synergies between micro-credentials and traditional degrees. While employers tend to use degree completion as a benchmark of theoretical preparation, they are also making use of micro-credentials to determine applicants’ industry-relevant skills and commitment to continual upskilling in recent years. Micro-credentials can potentially have a strategic role for enhancing the industry relevance of higher education programmes and the quality of student experiences. This presentation therefore examines the concept of stackable learning with micro-credentials and how this learning approach can be integrated more deeply within higher education programmes. It also discusses the critical implementation considerations for micro-credentialing and what this could mean for future higher education pedagogical practices.



“The Nature of Industry 4.0 and it's Demand for a Competent Labour Force”

Date: 5 December 2025 (Friday) 12:00nn – 12:30pm

Professor YANG Jin (楊進教授)

Representative of China's Permanent Mission to UNESCO;
Part-time Professor, East China Normal University, Shanghai

Biography:

Prof YANG Jin has developed his career as both a civil servant and a researcher in the education system of China. He has worked progressively in different branches of the Ministry of Education of China, as Director of Division of Teaching and Learning Support of Department of Vocational and Adult Education, Deputy Director-General of Department of Basic Education, and then as Director-General and Research Professor of the Central Institute for Vocational and Technical Education (CIVTE). He was appointed as a member of the 10th session of the National Inspectorate of Education of China, and elected as Vice President of both the Chinese Adult Education Association and the Chinese Society for Technical and Vocational Education.

He obtained substantial international experience in three successive positions as senior programme specialist in UNESCO Institute for Lifelong Learning (UIL), Minister Counsellor for Education in the Embassy of China to France, and then Ambassador and Permanent Delegate of China to UNESCO.

He holds a B.Sc degree in mechanical engineering from Xi'an Jiaotong University in China, an M.Ed degree in comparative education and a PhD in economics of education from the University of Manchester in the U.K., and an honorary doctorate of education from the University of Bolton in the U.K.

Abstract:

Industry 4.0 has become one of the hotly discussed topics among scholars and practitioners around the world. This speech will highlight the essence of Industry 4.0, analyze and discuss the impact of Industry 4.0 on the labor market, internal labor organization of enterprises and workers' skills, clarify some misunderstandings about Industry 4.0 in society, and explore how to cultivate human resources that meet the needs of Industry 4.0 through the development of competence-based basic education, the transformation of pedagogy of vocational and higher education, as well as the establishment of learning organizations.



“Shaping Professional and Vocational Skills & Knowledge for a Sustainable Future”

Date: 6 December 2025 (Saturday) 2:15pm – 2:45pm

Professor Beena GIRIDHARAN

Professor, Faculty of Humanities and Health Sciences,
Curtin University Malaysia, Malaysia

Biography:

Professor Beena Giridharan is a higher degree by research supervisor at the Faculty of Humanities and Health Sciences at Curtin University Malaysia after completing tenure as the Dean for Learning and Teaching at Curtin Malaysia, and a five- year tenure (2016-2021) as Deputy Pro Vice-Chancellor at Curtin University, Malaysia. She attained a doctoral degree in Applied Linguistics and Education from Curtin University, Western Australia. She has a first class Masters’ degree in English Language and Literature, and a first class Bachelor’s Degree in Science. Her research and academic interests include: vocabulary acquisition in ESL, educational administration and leadership; higher education practices, transnational education (TNE) multi-disciplinary micro-credentialing in higher education (MdmC) and, and social and cultural studies. As a member of an OLT (Office of Learning and Teaching, Australia) funded project entitled ‘Learning without Borders’ she has investigated leadership roles in Trans-National Education (TNE) and internationalization of the curriculum. Beena Giridharan is a Fellow of the Curtin Academy, a prestigious active, honorary network of exceptional leaders committed to and passionate about the collaboration and dissemination of teaching excellence at Curtin University. Beena Giridharan is also a Fellow of the Higher Education Research and Development Society of Australasia (HERDSA) since 2006. Beena Giridharan won the 2006 Carrick Australian Award for Excellence and Innovation in University Teaching, and the 2006 Curtin University, Australia, Excellence in Teaching and Innovation award, and was a visiting professor at the Virginia Commonwealth University, Richmond, Virginia, USA between 2007- 2008. She is a recognized global leader in higher education and is appointed as Country Director (Malaysia) for International Higher Education Teaching and Learning (HETL- USA). Dr Giridharan is an associate editor for the IAFOR Journal of Education, and Journal of Literature and Librarianship, USA, and an editorial board member of the Journal of Applied Research in Higher Education. Her publications include a book on Microcredentials, *Introducing Multidisciplinary Micro-credentialing: Rethinking Learning and Development for Higher Education and Industry*, Emerald Publishing: London(2023), a book on *Vocabulary Acquisition Patterns in Adult Tertiary (ESL) Learners* (2013), an international handbook on *Transnational Education: Leadership in transnational education and internationalization of curriculum* (2012), several book chapters, publications in journals, and refereed conferences. She is often invited as keynote speaker and plenary speaker at a number of higher education conferences regionally, and internationally.

Abstract:

Technological advancements and the global aspiration to transition to a more sustainable economy is paving the way for increased investments in upskilling, re-skilling, and knowledge gains, for enabling a diverse and dynamic employee base. The World Economic Forum reports that over the next five years, 22% of today’s global jobs are bound to change rapidly with the labour market shifting and demanding significant skills with over 60% of employees requiring upskilling by 2030. How are universities and higher education institutions, including Vocational and Educational Training (VET) Institutions preparing for this shift? The rise of artificial intelligence, social media and digital online tools have invariably transformed student engagement and learning spaces. University and higher education institutions must innovate or risk becoming irrelevant. Rethinking higher education through innovative solutions such as multi-disciplinary micro-credentialing and stackable modular learning may offer the opportunity for flexible upskilling and a competitive future workforce.



“Closing the Skills Gap: Task-Centered Learning and Digital Simulations in Vocational Education”

Date: 6 December 2025 (Saturday) 2:45pm – 3:15pm

Professor Stephan ABELE

Professor, Chair of Vocational Education,
Technische Universität Dresden, Germany

Biography:

Stephan Abele is Professor of Vocational Education at Technische Universität Dresden, Germany. Holding a diploma in Mechanical Engineering and teacher training for vocational schools, he received both his doctorate and habilitation in Vocational Education, each recognized with academic awards. His research focuses on vocational teacher education, vocational teaching and learning, and technology-based assessment of vocational competences, with a strong emphasis on empirical-quantitative, hypothesis-testing methods. Professor Abele has secured about €3 million in third-party funding and authored around 80 publications, many of them peer-reviewed. His international experience includes research stays at ETS (Princeton), Maastricht University, the University of Luxembourg, and the University of Melbourne. For the OECD, he chaired the expert group that developed the competence assessment framework for automotive vocational training in PISA-VET and continues to serve on its international expert panel. His current projects explore digital, simulation-based assessments in final examinations in vocational education as well as enrolment, dropout, and knowledge development in vocational teacher education.

Abstract:

The purpose of vocational education is to equip learners with the competences (knowledge, skills, and attitudes) needed to perform occupational tasks at a high level of quality. Such competences enable individuals to secure employment, adapt to technological, societal, and ecological change, and lead a decent life. However, evidence shows that many learners fail to acquire these competences, resulting in a persistent skills-labour mismatch with far-reaching consequences for labour markets, social participation, and lifelong learning. Rapidly changing demands in occupational fields, driven by digital transformation, demographic shifts, and the ecological transition, further intensify this challenge. In this keynote, I will examine why vocational education often falls short of its goals and explore ways to close this gap. Drawing on theory and empirical evidence from research on learning and instruction, I will argue that task-centered learning supported by digital simulations for fostering and assessing vocational competences can significantly strengthen competence development in vocational education. This approach has the potential to enhance employability, reduce the skills-labour mismatch, and better align vocational education with the evolving demands of work and society, offering valuable implications for researchers, practitioners, and policymakers.

At the same time, I will highlight challenges in implementing this approach, discuss how digital simulations might help to address them, and point to future directions for research on task-centered learning in vocational education.



“Partnerships for Supporting Integration of Learning in Educational Institutions and Workplaces”

Date: 6 December 2025 (Saturday) 3:15pm – 3:45pm

Professor Sarojni CHOY

Professor of the School of Education and Professional Studies,
Griffith University, Australia

Biography:

Professor Sarojni Choy is a distinguished academic with expertise in workforce development and vocational and continuing education and training policy and practice. She has strong leadership in research, teaching, management, industry engagement, and policy at national, state, and international levels. Her research interests include workplace learning, practice-based learning, continuing education and training, and the integration of learning across various contexts.

Prof. Choy’s evidence-based work explores how adults acquire skills and knowledge for productive work, with significant implications for enhancing learning and workforce sustainability in emerging economies. She has collaborated with various industry partners to bridge the gap between academic research and its practical applications. These collaborations have been instrumental in ensuring that her research has a tangible impact on improving educational outcomes and supporting workforce development. Her extensive publication record highlights her contributions to these fields, showcasing her commitment to advancing educational practices and supporting professional growth.

Abstract:

There are increasing demands from both, students and employers for vocational education and training to appropriately prepare graduates – fully skilled and ready to contribute to high levels of productivity. Such demands underscore the importance of incorporating authentic learning experiences within workplaces as a fundamental feature of the curriculum designed to prepare graduates for transition into employment. Expectations associated with such a curriculum requires methodical approaches to integrate learning in educational institutions and workplaces - regardless of the variations in national systems of education and training.

This presentation outlines the context and promise of VET, emphasising the integration of learning across diverse sites. It elucidates the concept of integration and posits that while learners are the main actors for integration, pedagogical affordances are contingent upon effective partnerships. Various models of partnership are listed, with a focus on five premises and practices that underpin partnerships for work-integrated learning. The presentation concludes with a summary of the fundamentals of VET – Industry partnerships.



“Building Partnerships for a Resilient Future: Creative Industries and Green-Blue Business Opportunities”

Date: 5 December 2025 (Friday) 2:00pm – 3:30pm

Convener:



Dr Maxwell Chun-Sing HO

Associate Co-Director of AEDI,
Co-Chairperson of the PVE Conference 2025, EdUHK

Panelists:



Professor John Chi-Kin LEE

Director of AEDI, UNESCO Chair in Regional Education
Development and Lifelong Learning, Director of
UNESCO-UNEVOC Centre (Hong Kong), EdUHK



Dr Michael Jianguo WANG

Deputy Executive Director,
Vocational Training Council (VTC)



Dr Thomas Wing-Yan MAN

Chief Education Officer,
The Chinese YMCA of Hong Kong



Ms May Lai LEUNG

President, The Professional Validation Council of
Hong Kong Industries (PVCHK)

鲁港职教协同 共筑发展新篇 —山东商业职业技术学院实践与探索

日期：2025年12月5日（星期五） 3:45pm – 4:15pm



张宗国教授
山东商业职业技术学院（鲁港澳职业院校创新联盟发起单位）院长

简介：

张宗国，博士、教授，山东商业职业技术学院党委副书记、院长，山东省教学名师。先后获得国家教学成果奖4项，主持国家社科基金课题1项、省级教改课题4项。

主要内容

山东商业职业技术学院党委副书记、校长张宗国在香港教育大学专业及职业教育研讨会上，首先介绍山东省职业教育的发展规模、产教融合成果及人才培养成效，汇报鲁港澳职业院校创新联盟的进展，随后围绕“研究先行、专业筑基、治理保障、国际交流”四大核心，详细分享该校的创新实践与阶段性成果，最后强调鲁港职教优势互补、合作潜力巨大，期待进一步深化课程共建、学生交流等多领域合作，共促两地职教高质量发展。

摘要

聚焦鲁港职教协同发展，首先概述了山东作为职业教育大省的整体情况，包括院校规模、政策支持、产教融合探索及人才培养成果，凸显其与香港职教的契合点。接着介绍了鲁港澳职业院校创新联盟的成立背景与阶段性成果，涵盖校际合作项目、交流活动及学生互访计划等。随后，以山东商业职业技术学院为例，从研究先行（搭建科研平台、推进产学研融合）、专业筑基（打造专业群、建设核心课程与教材、提升教师能力、构建实训体系）、治理保障（强化党建引领、推进数智校园建设、深化综合改革）、国际交流（引进国际职教标准、开展海外办学）四个维度，分享了该校在技能人才培养、服务区域经济等方面的创新实践。最后，发言指出鲁港职教合作顺应国家战略与区域需求，呼吁两地进一步拓展合作领域，共筑职教发展新未来。

关键字：

职业教育创新；鲁港职教合作；产教融合

中国职业教育教师专业发展的路径与创新

日期：2025年12月6日（星期六）9:30am – 12:00nn

主持人：曾国权博士

摘要：

1) 先进制造业中心建设背景下职业本科院校产教融合路径探析

樊俞均（香港教育大学）、王靖霄（香港教育大学）

基于构建的“先进制造业——产教融合”二元分析框架，采用内容分析法，对30个职业本科院校质量年报内容进行编码、归类和分析，探究先进制造业中心建设背景下职业本科院校产教融合路径。研究发现：（1）职业本科院校产教融合举措聚焦“平台搭建”“项目牵引”与“机制落地”，校企共建各类平台是衔接教育与产业的核心载体；（2）先进制造业建设背景下的产教融合具有“人才赋能”主导的特征；（3）职业本科院校“技术支撑”维度举措相对薄弱，与先进制造业集群化发展需求存在一定差距。上述发现为优化职业本科产教融合路径与模式提出了新的思路和经验证据。

关键词：职业本科、产教融合、先进制造业

2) 校企合作视角下职业院校教师实践社区（CoP）参与度量表开发及与跨职业身份认同的关联机制研究

潘家佳（产教融创研究所（IIIE））、夏薇（广州市旅游商务职业学校）、钟燕（佛山市顺德区中等专业学校）

针对职业院校“双师型”教师培养中校企协同薄弱、实践社区（CoP）育人功能不足的问题，本研究结合教师专业发展特性，以校企合作场景下的 CoP 为核心，采用“先质性后定量”混合研究法，开展量表开发与关联机制探讨。研究基于 CoP 理论三大核心要素，通过文献梳理与半结构化访谈，提炼出校企合作 CoP 参与度四大核心维度：校企协同实训共研、双元知识共建、社群互动联结、资源教学转化，各维度均锚定理论内核。据此生成初始量表条目，经专家评审、预测试与正式施测，通过因子分析检验信效度，最终形成适用量表。同时，结合职业教育“双师型”教师的跨身份认同，探讨 CoP 参与度与跨职业身份认同的关联机制，揭示前者通过“领域深耕、知识共享、社群信任、实践转化”塑造后者，及成熟跨身份认同反哺 CoP 协同活力的逻辑。研究成果可为优化教师发展平台、深化相关理论提供参考。

关键词：职业院校教师、校企合作、实践社区（CoP）、量表开发、职业身份认同

3) 人工智能背景下高职教师技术领导力对学生创造力的影响机制研究

萧绮琪（香港教育大学）

本研究立足人工智能赋能职业教育数字化转型背景，聚焦中国职业教育教师专业发展创新路径，深入探究高职教师技术领导力对学生创造力的影响机制。基于教育技术与认知心理学交叉视角，构建“技术——心理——环境——能力”整合框架，探究在现代化辅助教学的高职课程中，教师技术领导力对学生人工智能应用能力与创造力发展的跨层次调节作用。研究拟通过大数据文献循证法梳理理论基础，采用问卷调查与结构方程模型验证。研究成果可为高职教师数字领导力培养、人机协同教学模式创新及职业教育教师专业化发展提供理论支撑与可操作实践策略。

关键词：教师技术领导、创造力、人工智能

4) 共生理论视角下校企双导师制构建过程与协同机制研究——基于中职白天鹅管培生专班的案例研究

夏薇（广州市旅游商务职业学校）、钟燕（佛山市顺德区中等专业学校）潘家佳（产教融创研究所（IIIE））

校企双导师制是中职教育深化产教融合的关键实践形式，但其构建过程中常面临目标错位、权责模糊等协同困境。本文基于共生理论视角，以广州市旅游商务职业学校高星级酒店运营与管理专业白天鹅管培生专班为案例，通过深度访谈、参与式观察及文本分析等质性研究方法，系统探究校企双导师制的构建逻辑与协同机制。研究发现，专班依托校企四十余年共生基础，通过“平台共创——标准共建——人才共育——文化共融”的四阶段构建过程，形成了以“共生单元互嵌、共生模式协同、共生环境适配”为核心的协同机制，有效解决了职业教育中双导师权责分配、教学资源整合及育人目标统一等一系列关键问题，切实提升了人才培养质量。本研究为职业教育领域中校企双导师制的优化提供了理论支撑与实践范式，同时丰富了共生理论在职业教育领域的应用场景。

关键词：共生理论、职业教育、校企双导师、白天鹅宾馆、案例研究

5) 基于“双碳”目标的高职教师绿色技能发展路径研究

王靖霄（香港教育大学）

“双碳”目标的提出重构了我国产业升级与教育改革的逻辑关联，高职教育作为技术技能人才培养的核心载体，高职教师的绿色技能水平直接决定着复合型绿色技术人才的供给质量。本研究聚焦高职教师绿色技能发展的现状，解析“双碳”目标对高职教师技能发展提出新的要求，梳理当前教师绿色技能发展所面临的困境。研究提出高职教师绿色技能“三维协同”发展路径：（1）个体赋能：构建“绿色知识+跨学科技术+教学转化”的能力提升体系；（2）组织支撑：“校企双元”培养平台，深化产教融合共建绿绝实践基地，建立教师参与企业低碳生产实践的常态化机制；（3）生态优化：以评价体系为“指挥棒”，将绿色教学贡献作为衡量教师绩效的关键尺度；以职业发展通道为“引擎”，为教师的绿色转型提供核心动力；共同构建“学习、实践、反馈、提升”的专业发展闭环。

关键词：“双碳”目标、高职教师、绿色技能、产教融合

6) 胜任力模型视角下职业院校旅游类专业教师社会服务能力构建与实证研究

钟燕（佛山市顺德区中等专业学校）、夏薇（广州市旅游商务职业学校）、潘家佳（产教融创研究所（IIIE））

本研究旨在构建职业院校旅游类专业教师社会服务胜任力模型，以破解该群体在社会服务中面临意识薄弱、能力结构不清、激励机制缺失等现实困境。研究基于胜任力理论，采用行为事件访谈与德尔菲专家咨询法，针对粤港澳大湾区教师群体，构建了包含“技术服务能力”、“培训与资源开发能力”、“沟通协调力”及“社会责任感与市场意识”四个维度的模型。通过案例分析及深度访谈，提出“积分制激励”与“校企服务共同体”等实施路径。该研究实现了社会服务能力从概念泛化向行为标准化的转变，为职业院校教师社会服务能力的培养与评价提供了实证依据，对深化产教融合、提升职业教育社会贡献力具有重要实践意义。

关键词：胜任力模型、职业院校教师、社会服务能力、旅游类专业、实证研究

“Evaluation of Vocational Education in Enhancing Career Development for the Unemployed”

Date: 5 December 2025 (Friday) 3:45pm – 5:15pm

Venue: B2-LP-14

Author(s):

- **Dr Genevieve Ataa FORDJOUR**

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Chair Professor, Department of Psychology, The Education University of Hong Kong

Abstracts:

With the rising unemployment rate in Hong Kong, which largely impacts low-skilled and unskilled workers, promoting their ability to cope with the changing economic structure and facilitating their re-entry into the job market is becoming increasingly important. While numerous vocational and professional education and training programmes are offered to support the unemployed in acquiring industry-specific skills, their effectiveness in promoting career development remains largely unknown. This study examines the impact of employment-related vocational education on unemployed individuals' career development using a pre- and post-training design. A total of 182 trainees completed measures of career development (career growth, satisfaction, orientation, adaptability, engagement, and resources) before and after training. Training quality was assessed using the Training Evaluation Inventory, which measured perceived usefulness, knowledge gain, and attitudes toward training. Results showed that all aspects of career development improved significantly following the vocational education with moderate to large effect sizes (partial η^2 : 0.605–0.888), with the most substantial improvement observed in career resources ($F = 93.04$). Training evaluation scores were consistently high (Mean: 4.0 out of 5), indicating that trainees found it relevant, useful, informative, and applicable. Moreover, results showed that training effectiveness ratings were significantly associated with greater gains in career engagement, adaptability, orientation, and overall career development ($p < 0.01$). The findings underscore the effectiveness of vocational education on career development of the unemployed, encouraging wider utilization of this resource to increase labour force participation and strengthen Hong Kong's economic growth.

Key Words:

vocational education, career development, career growth, career engagement, career resources

“The Balanced Scorecard: Acceptance, Importance, and Usage in Higher Education. The Case of the United Arab Emirates”

Date: 5 December 2025 (Friday) 3:45pm – 5:15pm

Venue: B2-LP-14

Author(s):

- **Dr Alaa MUSHTAHA**

Assistant Professor, Higher Colleges of Technology

Abstracts:

The balanced scorecard (BSC) has been implemented across various industries, including education, manufacturing, the public sector, banking and insurance, hospitality, and healthcare. However, previous studies provide limited information regarding BSC design and its implementation, specifically in the education sector. Furthermore, none have examined BSC implementation in the United Arab Emirates (UAE), highlighting a gap in understanding the use of the BSC's integrative theories framework within the education field. This study is among the first to investigate the critical success factors (CSFs) associated with BSC adoption.

The research explores the link between CSFs for BSC implementation and organizational performance indicators such as innovation, quality management, corporate social responsibility (CSR), and competitiveness. The proposed model is evaluated using both qualitative and quantitative methods. Data collection involved a survey questionnaire and interviews with key stakeholders, including the Chancellor, Dean of Academic Operations, College Deans, Associate Deans, and Division Chairs, to gather their perspectives on BSC deployment. The findings contribute to the development of a theoretical BSC framework and are highly relevant to the education sector in the UAE and worldwide, as well as to anyone interested in BSC implementation within educational institutions. The insights gained will assist executive management in achieving successful BSC adoption and improving educational standards in the UAE.

Key Words:

critical success factors, balanced scorecard, organizational performance, education, quality management, innovation, corporate social responsibility

“Social Robotics for Vocational Inclusion: Promoting Lifelong Learning and Transferable Interview Skills in Students with Autism Spectrum Disorder”

Date: 5 December 2025 (Friday) 3:45pm – 5:15pm
Venue: B2-LP-14

Author(s):

- **Prof SIN Kuen Fung**
Professor, Institute of Special Needs and Inclusive Education (ISNIE), The Education University of Hong Kong
- **Ms CHEN Ying Lan**
Research Assistant, Institute of Special Needs and Inclusive Education (ISNIE), The Education University of Hong Kong
- **Ms TAO Yu Xing**
Research Assistant, Institute of Special Needs and Inclusive Education (ISNIE), The Education University of Hong Kong
- **Dr FUNG Ka Yan**
Post-doctoral Fellow, Institute of Special Needs and Inclusive Education (ISNIE), The Education University of Hong Kong

Abstracts:

Students with Autism Spectrum Disorder (ASD) often face post-graduation challenges. These are especially apparent in job interviews (Adiani et al., 2022; Zhou et al., 2025) due to social-communication deficits and anxiety (Dubois-Sage et al., 2024; Migovich et al., 2024). Traditional interview training, while providing support, often lacks interactivity and engagement. It fails to address the characteristic lack of initiative in communication among students with ASD (Kumazaki et al., 2022). To improve this, we develop an adaptive job interview training system. This system uses a social robot as a low-pressure mediator. Compared with traditional training, the robot-empowered system provides interactive and multi-sensory elements. These features include instant communication with generative AI, animations, preprogrammed gestures, and movement. The goal is to meet the specific needs of students with ASD (Fung et al., 2025; Fung et al., 2024; Dubois-Sage et al., 2024). The system encourages self-directed learning for vocational readiness and lifelong learning (LLL). In this pilot study, seven participants with ASD, aged from 21 to 23, participate in two conditions. They complete four days of human-led (professional trainers) interview training. Then, they experience four days of robot-simulated interview training. Before implementation, all human trainers receive structured orientation sessions on the interview protocols. They also learn individualized communication strategies for learners with ASD to ensure training consistency. We evaluate the impact on learning engagement and motivation. Results show greater improvement after robot-simulated training (motivation: +10.98%; emotional engagement: +4.76%) than after human-led training (motivation: +2.27%; emotional engagement: -4.35%). Qualitative feedback indicates that the robot’s adaptive and interactive approach reduces anxiety and improves self-confidence and social competence. These findings support long-term human-robot interaction as a promising educational technology for LLL adaptation. Future research will focus on a larger, more diverse group, longer studies, and further model optimization for broader industry applications.

Key Words:

Human-robot Interaction, Lifelong Learning, Autism Spectrum Disorder, engagement, job interview

“Education Quality Management for Improving Students Satisfaction: A Study of Transnational (TNE) for Lifelong Learning in Hong Kong”

Date: 5 December 2025 (Friday) 3:45pm – 5:15pm

Venue: B2-LP-14

Author(s):

- **Dr Joseph Lok-Man LEE**

Senior Lecturer, College of Professional and Continuing Education, The Hong Kong Polytechnic University

- **Mr Tommy Ka-Tsun YIM**

WMG School for Professional Development, University of Warwick

Abstracts:

Purpose – This study aims to examine how educational quality management may improve student satisfaction with transnational education (TNE) in Hong Kong. It identifies the various variables influencing student satisfaction through continuous improvement of the educational programme. This study also focuses on testing the relationship among student perceived value, student integration, academic self-efficacy, and student satisfaction.

Design/methodology/approach – This study utilizes the quantitative research method to collect around 200 samples through surveys of undergraduate students. Data was analyzed using path analysis through SmartPLS software.

Findings – Student perceived value is positively related to student integration. Student integration is positively related to academic self-efficacy. Academic self-efficacy is positively related to student satisfaction. Student integration has a partial mediation effect between student perceived value and academic self-efficacy.

Practical implications – Both the university and local tuition providers should assign adequate resources to strengthen student satisfaction. This study indicates that investing more resources in fostering student integration may be beneficial to both service providers and users. This study also reveals the antecedents of student satisfaction in transnational education (TNE) in the higher education market of Hong Kong.

Key Words:

Transnational education, Student perceived value, Student integration, Academic self-efficacy, Student satisfaction

“The Impact of Project-Based Learning of AI Knowledge and Technology on Vocational Education Students”

Date: 5 December 2025 (Friday) 3:45pm – 5:15pm
Venue: B2-LP-21

Author(s):

- **Mr Ka Chun WONG**
Doctor of Education (EdD) Student, The Education University of Hong Kong
- **Dr Yiu Chi LAI**
Associate Professor, The Education University of Hong Kong

Abstracts:

Academic institutions have integrated practical AI-related knowledge and skills into various curricula in response to the growing integration of Artificial Intelligence (AI) across different industries. Following this trend, vocational education institutions are increasingly incorporating AI-related content into their curricula to equip students with the necessary knowledge. This study examines the use of Project-Based Learning (PBL) as a pedagogical approach to introduce AI knowledge and skills to vocational education students. Two research questions will be addressed: 1. Does AI-Based PBL create a positive impact on learning? 2. How to design and implement this project?

The research will be conducted with selected vocational programs through real-time classroom implementation. Students will participate in an AI-focused project designed to simulate basic workplace scenarios, with a total of 85 participants. The study examines whether such an intervention can cultivate students' dispositions toward lifelong learning and talent development and provide early insights into career readiness. The research is conducted as a case study, and a mixed-methods approach will be adopted. The research instruments include student survey and semi-structured interviews in sequence. It implies that a Sequential Explanatory Design is used. A thematic analysis will be conducted on the collected data.

Key elements — lifelong learning and talent development will be operationalized through student reflections, project deliverables assessed via competency rubrics, and classroom observations. While the scope does not extend to measuring long-term outcomes such as social mobility, the study will identify instructional challenges, student engagement levels, and potential implications for curriculum enhancement.

This exploratory effort contributes to understanding how AI-integrated PBL can be adapted to vocational settings and offers practical insights for educators seeking to align teaching strategies with evolving industry demands.

Key Words:

Project-based Learning, Artificial Intelligence, Vocational Education, Lifelong Learning, Talent Development

Theme: “Talent Development”

Date: 5 December 2025 (Friday) 3:45pm – 5:15pm

Venue: B2-LP-21

Author(s):

- **Mr Chi Huy NGUYEN**

Student, An Giang University, VNU-HCMC

Abstracts:

Public speaking is increasingly recognized as a strategic pathway for talent development, fostering communication competence, leadership, and cognitive flexibility. This proposed study investigates how structured public speaking training can enhance individuals' expressive, persuasive, and reflective capacities, thereby contributing to holistic personal and professional growth. The objectives of the research are: (1) to examine the impact of public speaking training on communication skills, confidence, and self-efficacy; (2) to identify pedagogical strategies that optimize talent development; and (3) to explore participants' perceptions of public speaking as a tool for personal and professional advancement. Grounded in transformative learning and social mobility frameworks (Joyce & Cartwright, 2020), the study employs a mixed-methods design, integrating quantitative surveys with qualitative reflective journals and semi-structured interviews. Instruments include standardized communication competency scales, self-efficacy surveys, performance-based assessment rubrics, and guided reflection prompts. Data will be analyzed using descriptive and inferential statistics alongside thematic coding to capture both measurable skill development and experiential insights. By bridging theoretical perspectives with practical, evidence-based approaches, this proposed research positions public speaking as a catalyst for sustainable talent development, equipping individuals with the adaptability, agency, and communicative proficiency required to thrive in complex and dynamic professional and social contexts.

Key Words:

Talent Development, Public Speaking, Professional Competencies, Transformative Learning, Pedagogical Strategies

“A Bridge Across the Millennia: From the Ancient Education of Governors to the Modern Training of Young Talents”

Date: 5 December 2025 (Friday) 3:45pm – 5:15pm
Venue: B2-LP-21

Author(s):

- **Prof Galina Veniaminovna SORINA**

Deputy Dean for Research, Professor of the Department of Philosophy of Language and Communication, Lomonosov Moscow State University

- **Dr Olga SAZHINA**

Teaching Consultant, City University of Hong Kong

Abstracts:

This presentation is structured around two main objectives. Firstly, it aims to identify and present the features of education for future statesmen in ancient Greece, referencing Plato's 'Republic'. Secondly, it seeks to highlight how the primary ancient educational goals of forming professional statesmen intersect with key concepts from the Methodology for Expert Text Analysis (META).

The key presenter, Professor Sorina, developed and patented the Methodology for Expert Text Analysis, while co-presenter Dr Sazhina has applied its theoretical and methodological principles in classroom settings and has hands-on experience with it in her research activities.

The presentation posits that one of the most important tools for establishing a general methodology of the educational process in antiquity was the use of games. It demonstrates that the game-like nature of the education system remains significant in modern contexts, particularly within the framework of the Methodology for Expert Text Analysis. This methodology's educational platform makes it possible to structure instruction in a gamified format, in accordance with previously established rules, while enabling students to assume the role of researcher from their first year at university.

The presentation illustrates the importance of the Methodology for Expert Text Analysis for young talents' theoretical and practical activities by presenting responses from students at various universities in Russia and abroad, showcasing how the methodology's platform impacted their work.

Key Words:

Education, the Methodology for Expert Text Analysis, Gamification, Educational Methodology

“Empowering Future-Ready Educators: A Year-Long Mentorship Program Integrating Theory and Practice”

Date: 5 December 2025 (Friday) 3:45pm – 5:15pm

Venue: B2-LP-21

Author(s):

- **Mr Ka Shing CHUI**
Doctor of Education (EdD) Student, The Education University of Hong Kong
- **Ms Pui Ching LEUNG**
Student, The Education University of Hong Kong

Abstracts:

This presentation outlines a comprehensive mentorship model for pre-service teachers, based on the consolidation of experience, from The Scholars Development Programme 2024/25 Mentorship Scheme at The Education University of Hong Kong, synthesizing personal experiences and theoretical insights to enhance educational practice.

Nurturing young learners in mentorship programs has gained significant attention recently. However, the most suitable mentorship model for pre-service teachers remains unclear. This research consolidates experiences and discusses a potential model tailored for pre-service teachers. The model emphasizes the integration of personal passions, values, and professional development, aiming to foster both personal growth and a sustainable work-life balance for future educators.

At the core of this mentorship model is the cultivation of educators' passions for teaching, which can drive effective practice in diverse classroom settings. The model encourages reflective practices that align pre-service teachers' values with their instructional methodologies, providing a framework for translating theoretical knowledge from university coursework into actionable classroom strategies.

Personal experiences, such as attending cultural performance and the practice of work life balance, highlight the value of lifelong learning and community engagement in shaping effective mentorship.

By consolidating these elements, this mentorship model serves as a reference for educators and institutions seeking to enhance their mentorship programs. It aims to prepare pre-service teachers not only for the challenges of the profession but also to instill a passion for educational excellence and community involvement, ultimately contributing to their development as well-rounded educators.

Key Words:

Mentorship programme, pre-service teachers, professional development, mentorship model, teachers' passion for education

Theme: “Micro-Credentials”

Date: 5 December 2025 (Friday) 3:45pm – 5:15pm
Venue: B1-LP-03

Author(s):

- **Dr YUN Pui Ho Patrick**
Executive Co-Director, Institute of Professional and Vocational Education and Lifelong Learning (IPVELL),
The Education University of Hong Kong
- **Mr LAI Yik Hin Garret**
Lecturer, Department of Curriculum and Instruction (C&I), The Education University of Hong Kong

Abstracts:

This paper provides a detailed review of micro-credentials within Professional and Vocational Education (PVE), highlighting their emergence as flexible, responsive alternatives to traditional qualifications in adapting to rapid technological advancements and evolving labour market demands. Through a systematic literature review, the paper examines the conceptual foundations, defining features, and historical evolution of micro-credentials, focusing on their stackability, industry alignment, and digital portability. Case studies from regions including Europe, North America, Oceania, and Asia illustrate diverse approaches to integrating micro-credentials into national qualification frameworks, ensuring quality assurance, and achieving international recognition.

The paper also explores different delivery models, from fully online and MOOC-based formats to hybrid and employer-endorsed programmes, demonstrating their adaptability to various learner needs. Special attention is given to PVE learners' perceptions, with factors such as digital literacy, socioeconomic background, and employer recognition shaping their uptake and perceived value. Challenges, including inconsistent quality standards, low awareness, and employer scepticism, are critically addressed, alongside the potential of emerging technologies like AI and blockchain to enhance security, scalability, and recognition. Ultimately, the paper argues that micro-credentials hold great promise for promoting lifelong learning, workforce adaptability, and inclusive education. Recommendations are provided for policymakers and educators to advance their implementation, ensuring alignment with the global workforce and learner needs.

Key Words:

micro-credentials, professional and vocational education, workforce development, national qualifications framework, learner perceptions, upskilling

“Agile Industry: University Collaboration for Practical Supply Chain Learning (A Case Study from Brazil)”

Date: 5 December 2025 (Friday) 3:45pm – 5:15pm
Venue: B1-LP-03

Author(s):

• **Ms Ana BOCON**

Lecturer, Higher Colleges of Technology

Abstracts:

Industry-University collaboration plays a great role in bridging academic education with businesses' changing needs. In this article, we give an example of a large pharmaceutical company in Latin America. To bring university students closer to real-life business challenges, the company started a social innovation program with structured competitions between real-life business challenges and university students.

In the initiative, business executives from different areas identified real problems to be solved, with every participant acting as challenge leader. Students were brought together to participate, with a view to creating interdisciplinary teams to formulate solutions. In preparation for the grand finale competition, shortlisted students underwent a tough one-week course in the company's Agile lab. For four hours every day, they learned how to solve problems and prototype using Agile ways of working. Teams, after presenting their solution prototypes to the leaders of the companies, were identified and given prizes to go with offers for recruitment of trainees.

These achievements of the initiative reflect the value of structured collaboration between academia and industry in widening practical skills, encouraging innovation, and promoting employability. In addition, the project further promoted social mobility through presenting students with equal access to mentoring from industry specialists, facilities, and jobs.

This is one example of vocational and higher education working together with business to establish real-life learning experiences that prepare students for future working environments. Industry-University collaboration can revitalize education and enable construction of innovative, equitable, and adaptive professional education systems through introducing agile practices and real-case problems to education.

Key Words:

Industry–University collaboration, Agile practices, Social innovation program, Interdisciplinary teams, Employability

“Exploring the Feasibility of Converting a Community Event-Planning Self-Directed Learning Resource into a Micro-Credential”

Date: 5 December 2025 (Friday) 3:45pm – 5:15pm
Venue: B1-LP-03

Author(s):

- **Dr So King Kristy YIP**
Senior Lecturer II, SSPS, The Education University of Hong Kong
- **Dr Yan Yan Beatrice DANG**
School of Education and Childhood, The university of the West of England

Abstracts:

Micro-credentials are short, focused learning experiences that certify assessed skills or competencies, often aligned with industry needs and verified through digital certification. (Brown, 2021, Oliver, 2019). This paper explores the potential of developing a self-directed learning (SDL) resource package into a formal micro-credential to support students in the Bachelor of Social Sciences (Honours) in Sociology and Community Studies at The Education University of Hong Kong (EdUHK).

In a small-scale departmental project, a range of SDL tools was created to enhance students' preparedness for community event planning, a key component of their upcoming internships. The learning package included gamified online simulations, an instructional e-booklet featuring real-world case studies, and recorded scholar sharing sessions. These were designed to bridge the gap between theoretical classroom knowledge and practical fieldwork skills.

This study adopted a qualitative research approach. Data were gathered through student feedback surveys (n=20), reflective journals, and focus group interviews, to evaluate user engagement, perceived learning outcomes, and applicability to real-world contexts. Preliminary findings suggest that interactive and context-rich resources foster student motivation, confidence, and a clearer understanding of how academic knowledge translates into community-based practices.

This study also explores the feasibility of transforming the SDL package into a micro-credential. Micro-credentials are increasingly popular in higher education as a flexible tool for job-relevant upskilling and reskilling. Many universities now deliver such courses via online platforms, expanding access for diverse learners. As noted by Dang and Tang (under review), micro-credentials align with Hong Kong's growing emphasis on lifelong learning and flexible education pathways. Recognizing students' competencies in community event planning through a digital badge offers a scalable, skills-based supplement to formal curricula. This initiative supports the conference theme by promoting innovative, vocationally aligned education that enhances employability and lifelong professional growth.

Key Words:

Self-Directed Learning, Community Event Planning, Micro-credentials, Flexibility

Theme: “Micro-Credentials”

Date: 5 December 2025 (Friday) 3:45pm – 5:15pm
Venue: B1-LP-03

Author(s):

- **Dr Min JIA**
Professor, Shanxi University
- **Ms Yixuan ZHANG**
Student, Shanxi University

Abstracts:

Micro-credentials and their certification represent an emerging educational practice field with the potential for rapid expansion, which may spark a genuine skills revolution. The reconstruction of learning methods driven by the digital wave has promoted the transformation of learning certification approaches. Embedding micro-credentials into the traditional academic education system helps the traditional education model adapt to the development of the lifelong learning era. Based on an analysis of the connotation of micro-credentials and their certification, this study employs Actor-Network Theory to examine the logical rationale of micro-certification from three dimensions: actors, translation, and networks. Specifically, this logical rationale encompasses two core aspects: a relational logic founded on cooperation and trust, and an action logic reflected in the recognition, accumulation, and conversion of learning outcomes. To optimize the implementation framework of micro-credentials and their certification, three key principles should be adhered to. Firstly, design leadership should be maintained to meet the needs of stakeholders. Secondly, quality orientation should be followed to pursue authoritative certification of learning outcomes. Thirdly, integration support should be adopted: this includes strengthening awareness of lifelong learning and enhancing the promotion of micro-credentials, among other measures.

Key Words:

Actor-Network Theory, Micro-credential, Micro-certification, Learning Outcomes

“高职学生视角下的教学资源库应用与 个性化终身学习生态构建调研报告”

日期：2025年12月6日（星期六）9:30am – 11:00am

地点：D3-LP-15

作者：

- **陈冯丽**
在读硕士研究生，华南师范大学旅游管理学院
- **汪波**
武汉职业技术学院

论文摘要：

面向职业教育产业链向数字化转型升级的需求，以学生、教师、企业、社会学习者四类资源库用户为研究对象，以职业教育空中乘务专业教学资源库建设为纽带，面向25所主持、参建院校、660师生、12家企业、48名社会学习者开展调研。对资源库在建设与应用中存在的学生学习成果转化机制不畅、教师数据智慧能力亟待提升、资源库协同服务开放性受到局限、社区普适普惠功能未得到充分发挥等问题进行调研分析，结合校、行、企、社多元主体，从明确学生服务主体性、发挥院校及教师驱动力、加强行业企业参与度、拓展社区教育新领域四个维度提出有效的应对策略，促进资源库建设的升级完善和创新发展。

关键词：

数字化、职业教育、教学资源库

主题：产学研合作

日期：2025年12月6日（星期六）9:30am – 11:00am

地点：D3-LP-15

作者：

- **黄嘉懿**
研究生，华南师范大学旅游管理学院
- **陈灵欣**
研究生，华南师范大学旅游管理学院

论文摘要：

本研究通过对广西四所中、高职院校的实地调研与小组访谈，剖析“双师型”教师在校企合作中的现实困境与发展路径。研究发现，政策推动下仍存在标准僵化、协作惰性与评价单一等问题，导致产教融合浅层化与教师“有证无能”。研究提出“六能力三维度”成长模型（有证、有能力、有认同），强调教师应具备专业知能、技术技能、行业经验、创新力、国际化与科研能力，并通过身份认同激发教师内驱力发展。建议构建“政——校——企——师”协同生态，推动教师从“双证持有”向“动态适配”转型，为职教师资高质量发展提供系统解决方案。

关键词：

双师型教师、职业教育政策、教师能力发展

主题：产学研合作

日期：2025年12月6日（星期六）9:30am – 11:00am

地点：D3-LP-15

作者：

- 黄放

广东生态工程职业学院

论文摘要：

本研究探究高职酒店管理专业学生于高星级酒店集中实习后留任率低的困境及其成因，并构建协同解决机制。采用混合研究方法，通过问卷和访谈发现，困境源于学生职业认同低下与心理落差、企业“重使用轻培养”与薪酬管理滞后、院校课程脱节与支持不足等多维因素。基于“校——企——生”利益共同体视角，研究构建了包含前置选拔与预期管理、过程培养与动态激励、沟通疏导与情感支持、发展导向与生涯锚定四大模块的协同机制，以系统化打通从实习到就业的转化路径，为提升人才质量与行业人力效能提供理论参考与实践指导。

关键词：

高职酒店管理专业、集中实习、留任困境、协同机制

“創業韌性對機會識別的影響機制研究—— 創業學習的中介作用”

Entrepreneurial Resilience and Opportunity Identification: The Mediating Role of Entrepreneurial Learning

日期：2025年12月6日（星期六）9:30am – 11:00am

地點：D3-LP-15

作者:

- **Dr Yi HONG 洪屹**
高級研究院，台企金融發展（深圳）研究院
- **Dr Hai Shan WANG 王海山**
高級管家，廣汽研究院

論文摘要:

隨著市場的不確定性增加，創業者的發展面臨挑戰，創業者的心理韌性是應對危機、逆勢成長所需的關鍵能力。創業者能正確的把握識別機會是持續發展的重要因素。本研究旨在探究創業者的創業韌性對機會識別的影響，以創業學習為中介，驗證了環境不確定性為調節之間的關係。論文首先通過文獻瞭解創業學習的多維度對創業者的作用。其次，通過創業環境分析、創業者訪談、問卷調查的方式，研究創業韌性對機會識別的影響。基於社會學習理論，研究並檢驗創業韌性對機會識別的影響，以創業學習為中介，環境不確定性為調節的機制和邊界研究。通過對中國地區的344位青年創業者的實證研究發現，本文得出以下研究結論：1.創業韌性對機會識別具有顯著正向影響。2.創業學習在創業韌性和機會識別之間具有顯著的中介作用。3.環境不確定性的調節變量對創業韌性對機會識別具有顯著正向影響。4.環境不確定性的調節變量對創業韌性以創業學習為中介對機會識別產生顯著正向的影響。本研究的結論證實了，創業韌性對機會識別的價值前提，當創業者在高環境不確定下，創業韌性通過創業學習對機會識別產生更積極的影響。

關鍵字:

創業韌性、機會識別、創業學習、環境不確定性



“Enhancement of industry-university-school-research collaborations in AI and STEM education in Hong Kong: Re-conceptualizing a complex network of knowledge transfer in lifelong and life-wide learning in the futurist era”

Date: 6 December 2025 (Saturday) 9:30am – 11:00am
Venue: D3-LP-01

Author(s):

- **Dr Percy Lai Yin KWOK**
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- **Dr Wendy Haoyi HUANG**
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- **Mr Joe Kwong Ngai CHEN**
ICT-in-Physical Education Foundation

Abstracts:

During and after the COVID-19 pandemic, several common trends have emerged in an endless quest for hybrid modes of lifelong and life-wide learning in AI/STEM education beyond K-12 schooling hours. Through action research projects co-researched by the three groups of edupreneurs, university lecturers/researchers, and K-12 students/teachers, a two-way knowledge transfer model was adopted to vindicate new faces of lifelong and life-wide learning from local and international perspectives under the impacts of AI. Unlike the traditional knowledge exchange/transfer models, an interactive flow of knowledge was mediated among the three groups without any unidirectional or authoritative epistemic orientations. New digital leadership models and cross-, inter-, and trans-curricular frameworks were developed to suit the diverse learning and teaching needs of participating K-12 children and teachers through triangulation of collected e-survey, interview, and observational data from 2021 to 2025. In lifelong and life-wide learning, AI plays multiple roles, assisting, enhancing, and co-creating new knowledge with the three stakeholder groups. International research literature and local empirical case studies are utilized to conceptualize a complex network of attitudes, creations/intelligence, skills, and knowledge in the new two-way knowledge transfer model between AI and the three groups in the project. Implications for further research and policymaking in lifelong and life-wide learning are finally drawn in the futurist era. Finally, some conceptual indicators for the accessibility, connectivity, employability, extensibility, and generalizability of lifelong and life-wide K-12 education are articulated to depict new elements of AI-induced professional and vocational education (PVE) in local and international perspectives.

Key Words:

AI & STEM education, complex network, knowledge transfer, futurism, lifelong learning





“The Continuous Kitchen: Embedding Lifelong Learning Pedagogies in Modern Culinary Education”

Date: 6 December 2025 (Saturday) 9:30am – 11:00am
Venue: D3-LP-01

Author(s):

- **Mr Vishal Vishwanath APTE**

Lecturer at Macao University of Tourism, Macao; PhD candidate at Global NXT University, Malaysia

Abstracts:

Purpose: This conceptual paper aims to propose a paradigm shift in culinary vocational education, moving from a terminal training model to a lifelong learning framework that prepares chefs for continuous adaptation in a rapidly evolving industry.

Methodology: The study employs a systematic literature review, synthesizing theoretical frameworks from vocational education (Farran & Nunez, 2024) and adult learning theory. It analyzes existing pedagogical models to identify core principles for fostering self-directed learning.

Results: The analysis yields a proposed integrative model for culinary education. The findings suggest that curricula embedding metacognitive skill development, digital badging for micro-credentials, and formalized professional mentorship networks successfully foster a lifelong learning mindset. These elements equip graduates with the tools for independent upskilling.

Implications: The implications are significant for culinary educators and institutional policymakers. Adopting this model would require restructuring program outcomes and faculty development to prioritize learning-to-learn skills. This transformation is crucial for ensuring individual career resilience and maintaining the broader industry's capacity for innovation and responsiveness to global trends.

Key Words:

Lifelong Learning, Vocational Education and Training (VET), Culinary Education, Mentorship, Curriculum Design





“Lifelong Learning through Mentorship: ‘Strengthening Teachers’ Professional Development and Community Engagement”

Date: 6 December 2025 (Saturday) 9:30am – 11:00am

Venue: D3-LP-01

Author(s):

- **Mr Sivaselwam ARULNESAN**
PhD Scholar, School of Education, Christ University, Bangalore, India
- **Prof Thomas BENNY**
Professor, Department of Computer Science, Christ University, Bangalore, India
- **Dr Subramani DEVIGA**
Assistant Professor, Department of Psychological Sciences, Christ University, Bangalore, India

Abstracts:

This investigation examines the role of mentorship as a facilitator of lifelong learning for teachers, thereby enhancing their professional growth and interaction with the school community. The study aims to investigate how structured mentoring relationships support teachers’ ongoing learning, development of leadership, and ability to meet the changing needs of education and the community. The proposal is based on the assumption that mentorship is a framework that is not only sustainable but also very effective in helping teachers acquire reflective practices and transformative leadership skills. A qualitative empirical design was chosen for this research. Teachers from the current staff were interviewed in great detail through semi-structured interviews to obtain a direct insight into their experiences with mentorship. The data resulting from the interviews were analyzed through thematic analysis in order to pinpoint and connect the underlying patterns of mentoring practices with the characteristics of lifelong learning, collaborative work, and professional relevance. The results suggest that the role of good mentorship is double: on the one hand, it refines the teachers’ professional identity and self-efficacy and, on the other hand, it allows them to be flexible and withstand the challenges of the times, such as, for instance, the introduction of new curricula, the promotion of student welfare, and the community involvement. The researchers assert that mentorship is not merely a method for professional development but also a key process in the continuous learning of teachers and the emergence of their leadership. These findings are, of course, relevant to both teacher education policy and professional learning activities within the community.

Key Words:

Lifelong Learning, Teacher Mentorship, Professional development, Community Engagement, Transformative Leadership



“Integrating the Green and Digital Skills in Vocational Education for a Just Transition: A Systematic Review ”

Date: 6 December 2025 (Saturday) 9:30am – 11:00am
Venue: D3-LP-01

Author(s):

- **Mr Tilahun Adamu MENGISTIE**
PHD student, The Education University of Hong Kong
- **Dr Xiong Weiyan**
Assistant Professor, The Education University of Hong Kong

Abstracts:

Today's economic landscape is characterised by a "twin transition," a simultaneous shift toward both environmental sustainability and widespread digitalisation, which has made green and digital skills crucial for organisational competitiveness and for addressing labour market issues like unemployment. Despite this urgency, there is a significant lack of research on how vocational education systematically incorporates these skills to foster an equitable transition that benefits all societal groups. This review study addresses that gap by investigating the regional distribution and methodological approaches of existing research, its primary objectives and target populations, and the various strategies for integrating digital and green skills into vocational training. A central goal is to identify the obstacles that must be overcome to ensure this societal shift is just and fair. Adhering to PRISMA guidelines, the study employed a systematic literature review, searching the Scopus and Web of Science databases and using thematic and content analysis to synthesise the results. The findings revealed a range of strategies for skill integration at the policy, curriculum, teacher, labour market, and school administration levels, while also highlighting the significant internal and external challenges that vocational institutions face. The study concludes that although methods for integrating these skills exist, their practical implementation is hindered by substantial difficulties that risk exacerbating social inequalities. The paper also acknowledges its limitations and proposes directions for future research.

Key Words:

vocational education, green skills, digital skills, technological training, social justice, sustainability

Theme: “Talent Development”

Date: 6 December 2025 (Saturday) 9:30am – 11:00am
Venue: D1-G/F-03

Author(s):

- **Dr YUN Pui Ho Patrick**
Executive Co-Director, Institute of Professional and Vocational Education and Lifelong Learning (IPVELL),
The Education University of Hong Kong
- **Dr Adeline GOH**
Sultan Hassanal Bolkuah Graduate School of Education (SHBIE), University Brunei Darussalam

Abstracts:

This comparative study investigates the professional development (PD) experiences and needs of Professional and Vocational Education (PVE) teachers in Brunei and Hong Kong amidst rapid global digitalisation. Grounded in sociocultural and equity frameworks, the research explores how teachers in these distinct Asian contexts access, experience, and envision PD for digital innovation. Using a mixed-methods approach—including surveys, interviews, and document analysis—the study reveals both shared and context-specific challenges. Teachers in both regions recognize the importance of PD for digital innovation but face barriers such as limited time, uneven access to high-quality offerings, and inadequate contextualisation. Enablers include peer support, leadership commitment, and culturally relevant PD. The findings highlight the critical role of culture, history, and policy in shaping PD experiences, with teachers expressing the need for programs that honour local wisdom and support their agency. Effective PD is described as collaborative, flexible, and inclusive, moving beyond technical skills to foster equity, critical consciousness, and future-ready competencies. The study contributes rare empirical insights from non-Western contexts and offers actionable recommendations for designing equity-oriented, culturally responsive PD. It underscores the importance of empowering teachers as co-designers of PD, thus cultivating conditions for sustainable digital innovation and collective educational flourishing in PVE.

Key Words:

professional and vocational education, professional development, digital innovation, teacher agency, Brunei and Hong Kong

Theme: “Talent Development”

Date: 6 December 2025 (Saturday) 9:30am – 11:00am
Venue: D1-G/F-03

Author(s):

- **Dr Yasmeen ABU-KHEIL**

Assistant Professor, Faculty of Engineering, Higher Colleges of Technology

Abstracts:

This paper describes how the 5E instructional model (Engage, Explore, Explain, Elaborate, and Evaluate) was integrated with automated feedback systems across vocational courses such as robotics technology, programming, and project management to enhance professional and vocational education. The same approach was also applied in training students for the Emirates Skills National Competition, aligned with WorldSkills standards.

The 5E instructional model was embedded into lesson planning and delivery, with each stage supported by automated feedback tools. For example, in robotics lessons on robotic arm kinematics, students were engaged by analyzing a real-world industrial task such as a pick-and-place operation. During the Explore stage, students used simulation software to experiment with joint movements and coordinate transformations, receiving instant, system-generated feedback on positioning errors. In the Explain stage, automated quizzes and rubric-based exercises were used to reinforce key concepts. During the Elaborate stage, students were required to design their own robotic motion sequences, with automated rubric feedback highlighting precision and efficiency. Finally, in the Evaluate stage, automated feedback reports provided learners with timely, personalized insights into strengths and areas for improvement.

After implementation, three major benefits were observed: (i) increased student motivation and participation, particularly during the Engage and Explore stages; (ii) reduced instructor workload and faster, more consistent delivery of formative and summative feedback; and (iii) improved student performance, evidenced by higher success rates in assessments and enhanced readiness for the Emirates Skills National Competition.

Key Words:

Vocational education, 5E instructional model, automated feedback, talent development, lifelong learning



“Rethinking Vocational Education for Inclusive Talent Development: Lessons from a blind Musician in China”

Date: 6 December 2025 (Saturday) 9:30am – 11:00am

Venue: D1-G/F-03

Author(s):

- **Ms CAO Junyi**

Student, The University of Hong Kong

Abstracts:

This qualitative case study investigates how vocational education policies in China shape opportunities for marginalized learners in the arts. Focusing on the experience of a blind musician, the study draws on interviews, observations, and document analysis to examine how musical talent is developed outside elite conservatory systems. Findings show that national vocational frameworks prioritize technical and industrial skills while offering limited recognition for artistic pathways. Community-based initiatives and informal mentorship often compensate for these gaps, providing training and performance opportunities that foster competence, identity, and social participation. Yet stigma, fragmented support, and uneven resource allocation continue to restrict access. The paper argues that vocational education policy in China must broaden its scope to include creative and cultural domains, integrating artistic training with employability frameworks to advance inclusive talent development and social mobility.

Key Words:

vocational education policy, musical talent development, disability, inclusion education





“Fostering informed VPET choices through quality career guidance in Hong Kong secondary schools”

Date: 6 December 2025 (Saturday) 9:30am – 11:00am

Venue: D1-G/F-03

Author(s):

- **Dr Ellie CHEUNG**
Chief Advisor (Schools), CLAP@JC project, The Education University of Hong Kong
- **Dr YIP Yam Wing Stephen**
Director (Schools), CLAP@JC project, The Education University of Hong Kong
- **Mr Derek Chun**
Data and Evaluation Manager, CLAP@JC project, The Education University of Hong Kong

Abstracts:

Career guidance is vital in helping students navigate complex information to make informed decisions (Ravichandran, 2025), and is especially impactful when it counters stereotypes and raises awareness of Vocational and Professional Education and Training (VPET) pathways early in schooling (Zelloth, 2014). This study investigates the impact of the Hong Kong Benchmark for Career and Life Development (HKBM) (Yip, Wu & Chun, 2024)—a quality framework defining effective career guidance—which includes fostering students’ choices of VPET pathways.

A survey was conducted with 597 students from 37 schools that had completed their first HKBM self-evaluation cycle by the 2021/22 school year. The adoption of HKBM required schools to holistically review and improve their career and life development provisions. Specifically, Benchmark 3, which mandates providing good-quality information on multiple pathways, prompts schools to systematically enhance their guidance services beyond a purely academic focus to include the full spectrum of VPET options. Analysis of student pathway choices revealed a significant outcome: following the implementation of these enhanced guidance practices, the percentage of students pursuing VPET pathways increased from 23% to 31%.

These findings demonstrate that quality career guidance, as defined by frameworks like HKBM, is crucial for ensuring students are aware of and can confidently pursue all available pathways. By mandating the provision of full-spectrum information, such frameworks effectively support students in making informed choices, including the pursuit of VPET in line with their own interests and aspirations.

Key Words:

Career guidance, Vocational and Professional Education and Training (VPET), Hong Kong, Hong Kong Benchmark for Career and Life Development (HKBM)



“From Competency to Problem Solving: A Hybrid Approach to Lifelong Learning in Computer Networking Vocational Education”

Date: 6 December 2025 (Saturday) 9:30am – 11:00am
Venue: D4-G/F-01

Author(s):

- **Dr Athelege Don Asela Indunil GUNESKERA**

Faculty of Computer & Information Science, Al-Ain Campus, Higher Collages of Technology (HCT), UAE

Abstracts:

Lifelong learning has become increasingly complex in a rapidly evolving technological landscape, particularly within the field of computer networking where vocational education must continually adapt to emerging industry demands. This study examines the integration of Competency Based Learning (CBL) and Problem Based Learning (PBL) in vocational computer networking education and investigates how the combined use of these pedagogical approaches supports learners' skill development. A systematic literature review was conducted following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, covering studies published between 2014 and 2024 across IEEE Xplore, Scopus, Web of Science, and Google Scholar. Inclusion criteria focused on empirical research addressing CBL, PBL, and their intersection within vocational and technical education. Forty relevant studies were identified and analyzed to determine the pedagogical benefits, challenges, and practical implications. Findings indicate that integrating CBL which emphasizes measurable skill mastery with PBL which prioritizes solving authentic, real world problems provides complementary advantages for developing transferable competencies and enhancing critical thinking in learners. However, challenges remain in designing curricula and assessments that effectively capture both competency attainment and problem solving processes. The review highlights the need for curriculum frameworks that align networking competencies with complex problem solving tasks, structured assessment tools, and targeted instructor training to ensure effective implementation. These insights offer practical guidance for strengthening vocational computer networking programs and supporting sustainable lifelong learning.

Key Words:

Competency Based Learning, Problem based Learning, Vocational Education, Computer Networking

Theme: “Lifelong Learning”

Date: 6 December 2025 (Saturday) 9:30am – 11:00am
Venue: D4-G/F-01

Author(s):

- **Ms ZHOU Yan**
Victoria University, Melbourne, Australia

Abstracts:

Recognition of Prior Learning (RPL) in Australian Vocational Education and Training (VET) aims to promote the recognition of knowledge and skills gained by individuals through formal, informal, and nonformal learning. RPL is expected not only to play a significant part in enhancing human capital, supporting lifelong learning, and improving labour market outcomes, but also to serve as a tool for social justice, equity, and inclusion, fostering learner participation and skills recognition. Discouragingly, the low uptake of RPL in VET suggests that RPL has not been as successful in fulfilling its potential. Misuse of RPL has frequently been reported in government documents and the media. The Australian Skills and Quality Authority identified RPL as one of the regulatory risk priorities due to improper practices found in the assessment of various vocational courses (ASQA, 2025).

This doctoral research explores the pivotal role of RPL assessors and their approaches, challenges, and strategies. Research methods include a document analysis of RPL policies and procedures from 6 Registered Training Organisations (RTOs), a qualitative survey of 42 assessors, and 11 semi-structured one-on-one interviews with RPL experts. Stephen Ball’s policy enactment and Mark Priestley’s teacher agency theories are employed to interpret and analyse the findings.

Findings indicate that, although RTOs generally have RPL policies and procedures that align with legislative requirements, resources for RPL implementation, such as quality tools and guidelines, are often lacking. Assessors operate within a range of contextual dimensions and navigate power and authority issues throughout the assessment processes in the enactment of the RPL policy.

There is a pervasive sense of exhaustion, frustration, and disappointment among RPL assessors, stemming from a lack of training, limited resources and guidance, time constraints, and pressures from stakeholders. Nonetheless, assessors recognise and highly value the positive outcomes of RPL. They demonstrate agency and autonomy, actively seeking strategies to overcome challenges in their practices.

This study provides empirical evidence to help understand the suboptimal outcomes of RPL from the perspective of assessors. Their voices need to be heard and amplified by the VET industry to inform policy review, assessor training, and workplace professional learning.

Key Words:

Recognition of Prior Learning (RPL), Vocational Education and Training (VET), RPL assessors, Policy enactment, Teacher agency

“From Classroom to Career - Embedding Lifelong Learning Habits through Competency-Based Education”

Date: 6 December 2025 (Saturday) 9:30am – 11:00am
Venue: D4-G/F-01

Author(s):

- **Dr Senka ZAVISIC**
Higher Colleges of Technology, UAE
- **Dr Emad MASOUD**
Higher Colleges of Technology, UAE

Abstracts:

This research investigates how Competency-Based Education (CBE) can foster lifelong learning habits among Emirati students enrolled in vocational education programs. The study aims to identify how reflective learning, mentorship, and project-based instruction within CBE frameworks contribute to sustainable skill development beyond formal qualifications. Employing a longitudinal mixed-method design, data were collected through classroom observations, student reflections, and follow-up interviews with graduates employed across key UAE industries. Findings indicate that embedding structured reflection and self-assessment practices within competency-based learning outcomes enhances learners' motivation to pursue continuous upskilling after graduation. Furthermore, mentorship programs connecting students with industry professionals reinforce essential transferable competencies, including communication, adaptability, and critical thinking. The study concludes that fostering a lifelong learning mindset must be an intentional goal of competency-based PVE curricula rather than a peripheral result. Recommendations include introducing personalized “lifelong learning portfolios” as a form of micro-credentialing and integrating AI-supported career navigation tools to track competency progression. This research offers practical insights for educators, policymakers, and employers seeking to strengthen the alignment between CBE frameworks and the UAE's national vision for a resilient, future-ready workforce.

Key Words:

Competency-Based Education, Lifelong Learning, Reflective Learning, Industry Collaboration

“Continued Education & Training in Germany - Ready for Labour Market Shifts?”

Date: 6 December 2025 (Saturday) 9:30am – 11:00am
Venue: D4-G/F-01

Author(s):

- Ms Julia OLESEN

Federal Institute for Vocational Education and Training Germany (BIBB)

Abstracts:

Germany is facing drastic changes in its labour market structure, with 1.1 million of jobs in the manufacturing industry vanishing until 2040, while new jobs are created, but in completely different economic sectors, for example healthcare and social services. This falls together with a slightly decreasing and drastically ageing population (Maier et al. 2024). The impact is already visible today: Germany is facing a shortage in skilled workforce in almost all economic sectors, ranging from healthcare to logistics and technicians of all kinds. This development requires a new approach to lifelong learning in order to prepare the working population for different demands of the private sector.

This paper considers recent studies on labour market and workforce development in Germany, for example by the Federal Institute for Vocational Education and Training (BIBB) in cooperation with the Institute for Employment Research (IAB). It documents how the current policies like the National Strategy for Continued Education respond to these demands and formulates recommendations for this challenging environment. So far, the share of participation in continued training is at 54% of the working population in 2022, while the EU target is 65% in the year 2030 (BMBF 2022). Of course, this figure has to be put in relation to other indicators and studies, indicating for instance that 42% of companies offer continued trainings to their employees or the fact that the participation of employees in continued training offers differs hugely between their level of tasks: it is two times more likely that persons in complex occupations participate in continued training, than persons with low skilled jobs (BIBB 2024).

Key Words:

Continued Training, Labour Market Analysis, TVET, Policy

Theme: “Social Mobility”

Date: 6 December 2025 (Saturday) 11:30am – 12:45pm
Venue: D3-LP-15

Author(s):

- **Dr YAN Cailing**
Assistant Professor, Tongji University

Abstracts:

Vocational education plays a vital role in promoting social mobility, making the stereotypes surrounding it and its students a matter of significant concern. This study investigates these stereotypes from the perspective of vocational students, focusing on their content, characteristics, and potential strategies for addressing them. A mixed-methods design was employed, combining interviews with the stereotypic explanatory bias (SEB) questionnaire. Forty vocational students participated in interviews, 87 completed SEB questionnaires on employment opportunities and professional development, and 215 responded to SEB questionnaires on academic learning ability. The findings reveal that vocational students largely share society’s negative stereotypes about employment prospects and career development, but they do not exhibit significant stereotypes regarding their own academic learning abilities. This indicates that vocational students do not internalize beliefs of academic inferiority or engage in self-deprecation. The study enriches understanding of stereotypes related to vocational education, though further research with larger and more diverse data is needed to deepen the analysis. Practically, the findings provide insights for reducing negative stereotypes, challenging the prevailing “degree supremacy” mindset, and enhancing societal recognition of vocational education. By shifting attention from stereotypes of gender, race, and occupations to education, this research offers new perspectives and extends existing literature. Ultimately, its insights may contribute to breaking down societal stereotypes and fostering greater social mobility.

Key Words:

Stereotypes, SEB, Vocational education, Vocational students, Empirical study

“Expanding disadvantaged students’ career and life development opportunities through VPET: A case study in a Hong Kong school”

Date: 6 December 2025 (Saturday) 11:30am – 12:45pm

Venue: D3-LP-15

Author(s):

- **Dr YIP Yam Wing Stephen**
Director (Schools), CLAP@JC project, The Education University of Hong Kong
- **Dr Ellie CHEUNG**
Director (Schools), CLAP@JC project, The Education University of Hong Kong
- **Mr Arnold CHOW**
Hub Convenor, CLAP@JC project, The Education University of Hong Kong

Abstracts:

Education is a recognized mechanism for reducing inequality (United Nations, 2023). For students from disadvantaged backgrounds, equitable support through quality education integrated with Information and Communication Technology (ICT) is essential to improve their career and life chances (OECD, 2022). This case study examines an initiative at a Hong Kong secondary school serving predominantly low-SES students and academically less-inclined students.

Over the last five years, the school strives to enhance its career and life development (CLD) provisions through a continuous planning, implementation and evaluation (P-I-E) process under CLAP@JC’s Hong Kong Benchmarks for CLD (Holman & Yip, 2020). Graduate exit surveys revealed a positive trend: the proportion of students pursuing VPET pathways increased from 62% (2020/21) to 77% (2023/24). However, a critical challenge persisted—55% of these students consistently failed to qualify for higher-level post-secondary VPET programmes (QF Level 4 or above) due to inadequate results in the academic-oriented Hong Kong Diploma of Secondary Education (HKDSE), limiting them to foundational courses programmes (QF Level 3) only.

In response, the school introduced the Diploma of Vocational Education (DVE) in ICT at S4, alongside the HKDSE curriculum in the 2024/25. The DVE programme, which is a pilot initiated by the government provides a dual qualification, integrating VPET into the mainstream framework. Preliminary outcomes after one year are highly promising: the initiative received strong parental support for widening pathways, teachers observed enhanced student motivation and attitude among DVE participants, and the number of S3 students intending to select DVE with ICT as an elective has doubled. The case study concludes that the initiatives of DVE effectively diversifies learning, enhances employability, and expands critical life opportunities for its students especially those with disadvantaged backgrounds, under a CLD-rich school context.

Key Words:

Diploma of Vocational Education, Career and life development, Hong Kong Diploma of Secondary Education, Information and Communication Technology

“广东省中职升学路径的多维阻滞： 来自教师与学生质性研究的发现”

Date: 6 December 2025 (Saturday) 11:30am – 12:45pm

Venue: D3-LP-15

Author(s):

- **Ms WEI Junyue 魏珺玥**
华南师范大学

Abstracts:

The maturation and improvement of the pathway in secondary vocational schools is of great significance to the construction of the modern vocational education system, and it is of vital importance to the growth and development of secondary vocational school students. Graduates from secondary vocational schools have a strong desire for further education. Guangdong Province has provided diverse pathways for further education for them. However, current research lacks a thorough review and summary of this issue, and certain problems have also emerged in practice. This study first, through literature and data analysis, sorts out the types of further education paths for graduates of secondary vocational schools in Guangdong Province and the proportion of students in each path in practice. Secondly, an interview survey was conducted with 12 teachers and 15 students from secondary vocational schools in Guangdong Province. Based on the theoretical guidance of Smith's policy implementation model, the problems and causes existing in the practice of the further education path of secondary vocational schools in Guangdong Province were mainly analyzed from four aspects: policy, school, student and society. Finally, targeted optimization strategies for the current further education paths of graduates from secondary vocational schools in Guangdong Province are proposed.

Key Words:

Secondary vocational schools, pathways to higher education, The Smith Model of Policy Implementation



Theme: “Industry-University-Research Cooperation”

Date: 6 December 2025 (Saturday) 11:30am – 12:45pm

Venue: D3-LP-01

Author(s):

- **Dr Anissa NAOUAR**

Assistant professor, Higher colleges of Technology

Abstracts:

This case study examines the strategic transformation of First Abu Dhabi Bank (FAB), the UAE’s largest financial institution, as it navigates the dual challenge of sustaining profitability while aligning with the country’s Net Zero by 2050 strategy. Anchored in Sustainable Finance Theory, the study explores how FAB has embedded ESG principles into its risk frameworks, product innovation, and governance structures. The case highlights FAB’s pioneering role in developing regionally tailored instruments such as Green Sukuk and ESG-linked loans, while also benchmarking its performance against global leaders like HSBC and DBS. Through this lens, the study illustrates the strategic dilemma facing FAB: whether to consolidate its leadership in regional sustainable finance or invest aggressively to close the technology, transparency, and verification gap with global competitors. Ultimately, FAB’s experience offers valuable insights into the complexities of financing a low-carbon transition in oil-dependent economies and the evolving role of banks as both market leaders and agents of systemic change.

Key Words:

ESG Integration, Green Finance, Sustainable Banking, Competitive Strategy



“Comparative Study on the Integration Level of Theory and Practice in Chinese and German Vocational Education Textbooks”

Date: 6 December 2025 (Saturday) 11:30am – 12:45pm

Venue: D3-LP-01

Author(s):

- **Dr ZENG Qunfeng 曾群峰**

华南师范大学 教育科学学院（汕尾）博士研究生

Abstracts:

Vocational education is a crucial pathway for cultivating highly skilled talent, and textbooks, as core teaching tools, directly influence educational quality. With ongoing curriculum reform, the integration of theory and practice in textbooks has become essential, aiming to strengthen application, enhance students' comprehensive abilities, and align vocational education with global standards. Evaluating and improving this integration carries significant theoretical and practical value.

This study, based on the Analytic Hierarchy Process (AHP), develops an evaluation index system for the integration of theory and practice in vocational education textbooks. Through expert interviews, four key dimensions are identified: logicity, contextuality, transferability, and operability. Two textbooks? One from China and one from Germany? Are compared in chapters on sales decisions and planning, using text analysis and case studies supplemented by expert opinions. Medical and engineering textbooks are also referenced for cross-disciplinary insights.

Findings show that German textbooks excel in contextual simulations, practical operations, and interactive feedback, achieving deeper integration of theory and practice. Chinese textbooks demonstrate clarity in knowledge structure and task specificity but show limitations in contextual design and flexible knowledge transfer. German materials emphasize reflection and improvement, while Chinese ones stress task execution. Overall, German textbooks align more closely with vocational education's aim of cultivating comprehensive practical abilities.

Key Words:

Vocational Education, Textbooks, Theory Practice Integration, Sino-German Comparison

“Engaging Start-ups in Dual Vocational Training in Germany: Motivations, Barriers, and Transfer Strategies”

Date: 6 December 2025 (Saturday) 11:30am – 12:45pm

Venue: D3-LP-01

Author(s):

- **Mr Frederik VULPUS**
Research Associate, University of Leipzig - Institute of Business Education and Management Training
- **Prof Roland HAPP**
Professor and Chair of Business Education, University of Leipzig - Institute of Business Education and Management Training
- **Mr Robert ZANDER**
Lecturer and Research Associate, University of Leipzig - Institute of Business Education and Management Training

Abstracts:

Start-ups represent an untapped potential for dual vocational training systems, yet their participation in Germany remains minimal (Wagner et al., 2022). The Start2train project, funded through Germany's InnoVET PLUS Excellence Initiative (BMBF, 2023), addresses this gap through industry-university-research cooperation involving start-up hubs, entrepreneurship initiatives, and inter-company training centers, developing strategies to attract start-ups and transfer apprenticeship training structures to them.

This multi-perspective study examines three research goals: First, using qualitative interviews with five currently training start-ups, analyzed through qualitative content analysis (Kuckartz & Rädiker, 2024), we identify motivations and influencing factors behind their apprenticeship decisions. Results reveal economic considerations, start-up-specific strategic advantages, and value-driven commitments. Prior contact with the dual system and stable business models facilitate adoption, while limited resources and regulatory inflexibility pose barriers. Second, ongoing interviews with start-ups interested in future training explore barriers and necessary support mechanisms. Third, a systematic literature review (Snyder, 2019) examines reasons for non-participation.

This comprehensive approach informs tailored support strategies through collaborative industry-university-research cooperation. Practical implications include differentiated outreach strategies, experiential training formats, and flexible regulatory frameworks acknowledging start-up realities while maintaining quality standards. While Germany's dual system has specific characteristics, SME engagement challenges transcend national boundaries, with intermediary support structures and specialized incentives identified as critical enablers globally (ILO, 2024; OECD, 2013). The findings offer transferable insights for vocational systems worldwide seeking to integrate innovative enterprises as training providers and strengthen talent development pathways for future workforce readiness.

Key Words:

Start-ups, Dual Vocational Training, Industry-University-Research Cooperation, SMEs Engagement



“Stigma, Resilience, and Growth: Exploring Narratives from Chinese Vocational School Students and Teachers”

Date: 6 December 2025 (Saturday) 11:30am – 12:45pm

Venue: D1-G/F-03

Author(s):

- **Dr LIU Yang 刘阳**

Monitor of Vocational Teacher Education (职业教育师范英语专业负责人),
School of Education (Shanwei), South China Normal University

- **Ms WANG Li 王莉**

Doctoral candidate, School of Education (Shanwei), South China Normal University

Abstracts:

The low status of vocational education is a global phenomenon, and there is growing international interest in the psychological predicament of vocational school students. Secondary vocational education is a significant component of the vocational education system in China, but students in secondary vocational schools are often stigmatized with negative labels such as “educational failures” and “academic slackers”, which severely impact their mental health. Drawing on qualitative data from our interviews of secondary vocational students and teachers on experiences of learning “out of normal route”, informed and analyzed with Goffman’s stigma theory, we want to explore how students narrate and cope with the tension between “learning skills for livelihood” and “self-identity construction” under stigmatization. The findings show that under the awareness of the stigmatized challenges, they construct self-identity through devices like ambivalence, in-group alignments, and out-group alignments; and by seeking guidance from professionals and being engaged in self-planning, they finally achieved personal growth.

Key Words:

Stigma, Vocational Schools, Students, Teachers, Narratives



Theme: “Talent Development”

Date: 6 December 2025 (Saturday) 11:30am – 12:45pm
Venue: D1-G/F-03

Author(s):

- **Mr Vishal Vishwanath APTE**

Lecturer at Macao University of Tourism, Macao; PhD candidate at Global NXT University, Malaysia

Abstracts:

Purpose: This paper develops a comprehensive, systemic framework for talent development within vocational culinary education. It argues for a necessary paradigm shift from standardized, competency-based training models towards a holistic approach designed to intentionally identify, nurture, and accelerate individual student potential, creativity, and artistic identity, thereby fostering the next generation of industry innovators and leaders.

Methodology: Employing a robust conceptual analysis methodology, this research synthesizes seminal and contemporary literature from the fields of talent development (e.g., Gagné, Subotnik), educational psychology (e.g., Dweck, Ericsson), and vocational education (e.g., Billett, Graf). It integrates these with pedagogical theories of creativity (Amabile, Csikszentmihalyi) and situated learning (Lave & Wenger), applying them to the specific context of gastronomic arts.

Results: The synthesis yields a multi-tiered, interdependent Talent Development Framework for Culinary Education (TDF-CE). Its core components include: 1) Personalized Learning Pathways, initiated by diagnostic assessment and Individualized Development Plans (IDPs); 2) Structured Deliberate Practice, re-engineering skill acquisition; 3) Authentic Creative Experiences, such as innovation challenges and pop-up restaurants; and 4) Integrated Mentorship & Community, forming a supportive ecosystem. The framework demonstrates a pedagogical transition from replication to cultivation.

Implications: The TDF-CE provides a practical, evidence-based blueprint for culinary institutions to fundamentally redesign curriculum, pedagogy, and assessment. It calls for significant investment in faculty development and resource allocation. For the industry, it promises a new cohort of graduates who are not only technically proficient but also innovative, adaptable, and capable of driving sustainable and ethical gastronomic trends, thereby enhancing long-term employability, entrepreneurial capability, and career fulfillment.

Key Words:

talent development, vocational education and training (VET), culinary education, pedagogy, curriculum design



“Scientific Reasoning about Social Issues in Secondary Education: A Systematic Review”

Date: 6 December 2025 (Saturday) 11:30am – 12:45pm

Venue: D1-G/F-03

Author(s):

- **Ms LIN Yanyu**

Research Assistant, Faculty of Education and Human Development, The Education University of Hong Kong

- **Prog Machteld VANDECANDELAERE**

Associate Professor, KU Leuven University

Abstracts:

Scientific reasoning as a 21st-century skill is central to the future citizenship and employability development of all talents. The development of scientific reasoning (SR) about social issues in secondary education will prepare future talents to be practical thinkers, which is a common goal of both professional and vocational education and academic education. Focusing on the under-researched area of SR about social issues in secondary education, this systematic review inquired into the conceptualization, interventions, and challenges of such reasoning ability within existing research. Framed by a comparison of educational domains, the results synthesized from 28 selected studies published between 2000 and 2023 reveal that the natural sciences domain demonstrates a stronger research emphasis on SR about social issues than the social sciences domain. Regarding conceptualization, research in both domains emphasizes the key competencies, including a solution-focused mindset, open-ended solutions, self-reflection, and critical evidence scrutiny, while the main difference lies in domain-specific knowledge and methodology applied. Challenges of cultivating SR about social issues are identified at both the teacher and student levels. Four types of interventions are mapped: instructional design and development, learning environment design, teaching practice, and learning tools for students. Drawing on these findings, this paper outlines the implications for teacher education, education policy, and classroom teaching to develop SR about social issues in secondary education.

Key Words:

scientific reasoning, social issues, practical thinker, talent development



Theme: “Talent Development”

Date: 6 December 2025 (Saturday) 11:30am – 12:45pm
Venue: D4-G/F-01

Author(s):

- Ms Jia LI

The Education University of Hong Kong

Abstracts:

Higher vocational education plays a crucial role in preparing a future-ready workforce, especially in an era of rapid technological advancements and dynamic industrial structures (OECD, 2023). As the interest in graduate employability grows worldwide, this study examines the graduate employability of China’s vocational undergraduates through the lens of Tomlinson’s Graduate Capital Model (2017).

This study employed a mixed-method approach with an explanatory sequential design to quantitatively validate the translated and adapted Graduate Capital Scale (Tomlinson et al., 2021) in the context of China’s vocational undergraduate education, and then to assess their undergraduates’ employability across five interconnected dimensions of the Graduate Capital (Tomlinson, 2017) by online survey among 1415 final-year vocational undergraduate students and graduates through random sampling. It has been supplemented and concluded by semi-structured interviews with 30 vocational undergraduate students and graduates. The results show that the Graduate Capital Model significantly explains the graduate employability of China’s vocational undergraduates, and different forms of the Graduate Capital closely interrelate with each other. Individually, they have a significant influence on vocational undergraduates’ graduate employment. The findings of the interviews with final-year students and graduates through thematic analysis additionally explain the strengths and deficiencies of China’s vocational undergraduate employability in the form of the Graduate Capital.

This study contributes to the generalization of Tomlinson’s Graduate Capital Model into a new cultural and educational setting. The translated and adapted Scale shows great potential to be transferred into a practical toolkit for China’s vocational undergraduates to better navigate in graduate labor markets.

Key Words:

Graduate employability, Vocational undergraduate education, Graduate capital scale, Mixed-method



Theme: “Industry-University-Research Cooperation”

Date: 6 December 2025 (Saturday) 11:30am – 12:45pm
Venue: D4-G/F-01

Author(s):

- **Dr MA Siyi 马司懿**

University of College London

Abstracts:

This study interrogates the institutional feature of Chinese skill formation system. Specifically, it examines the extent to which, and how China’s industrial policy strategically reconstructs vocational education systems. The focus is on emergent governance mechanisms in the electric vehicle (EV) sector. It uses Employing a case study approach of the ev sector., the paper examines the coordination mechanism between industrial policy and skill formation. The Ddata is drawn from twenty face-to-face interviews conducted with ministerial, provincial, and municipal-level officials, and as well as with administrative members from vocational colleges who participated in or witnessed the decision-making and implementation of EV industrial policy–related programmes. The interview data is analysed using process tracing method. and Ttriangulationed with relevant government and school-level documents through a mapping process is also applied. The purpose of triangulation washelped to clarify relationships and patterns, such as identifying overlaps and gaps between what is said in the interviews and what is written in the government industrial policy reports. This facilitated better understanding of how policy, practice and perceptions may align or diverge. The findings have identified two mechanisms of industrial policy that strategically reconstruct vocational education systems, and hence are applied in reconstructing the Chinese skill formation system. The findings also further confirm a shift away from a previously rigid, hierarchical approach in skill formation. This emerging approach appears to stimulate responsiveness of vocational schools to the demand for skilled labour in the EV sector. However, it appears to this coordination lacks the deep-rooted tradition and institutional legacy typically associated with established professional associations.

Key Words:

vocational education, industrial policy, EV, coordination





“The Impact of The Industrial Partner Role on The Complexity of the Human Performance in the Vocational Education Process.

The case study of the Higher Colleges of Technology”

Date: 6 December 2025 (Saturday) 11:30am – 12:45pm
Venue: D4-G/F-01

Author(s):

- **Prof Rasha ABOUSAMRA**
Higher Colleges of Technology

Abstracts:

This is a predictive analysis and quantitative research to measure the direction and amount of influence of certain criteria on the metrics of performance of the human components in the educational process. The literature review of the research covers the sources from which the independent variables are derived. The multiple regression modeling is used to find the magnet of change in the performance of the human components represented by the teacher and the student mainly as a result of the impacts of the chosen criteria. The originality of the contribution of this research is represented by the ability to predict future performance and to control it significantly. SEM is then applied after the MR to test the moderating impact of the industrial partner who provides requirements and evaluates results. The sample of the research consists of HCT students, teachers, and industrial partners. Measurement of research variables depends on ratios and experimenting metrics. Data collection is implemented by real data collection and surveys. The implications of this research enhance the understanding of the impact of the industrial partner role on the complexity of the human component performance in the educational process.

Key Words:

Educational performance management, productivity, task complexity, predictive analysis and modeling, industrial moderation





Notes





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