Sponsors:

INTERNATIONAL CONFERENCE 2026

ADVANCING EXCELLENCE IN HIGHER EDUCATION LEADERSHIP AND MANAGEMENT: TOWARD AI-DRIVEN PRACTICE AND INNOVATION

PROCEEDINGS

SEAMEO RETRAC | October 14-15, 2026

Sponsors:

INTERNATIONAL CONFERENCE 2026

ADVANCING EXCELLENCE IN HIGHER EDUCATION LEADERSHIP AND MANAGEMENT: TOWARD AI-DRIVEN PRACTICE AND INNOVATION

PROCEEDINGS

SEAMEO RETRAC | October 14-15, 2026

TABLE OF CONTENTS

Welcome Message 06

Conference Organizer

- SEAMEO 08
- SEAMEO RETRAC 09

Co-Organizers

- Alberta Bureau for International Education (ABIE) 12
- British Columbia Council for International Educational (BCCIE) 13
- Canadian Bureau for International Education (CBIE) 14
- Curtin University 15
- SEAMEO RIHED 17

Conference Purposes, Themes and Participants 19

Keynote Speakers

- AI Adoption in Higher Education 22
- From Artificial Intelligence to Entrepreneurial Intelligence: The Role of the Global University in an AI-Driven World 23
- Human-Led, AI-Enhanced: Transformational Higher Education Leadership and Management Through Applied and Responsible AI 25
- The GEDI Paradox: Navigating Interdisciplinary Curriculum and Automated Bias in the AI Age 27

Presenters

- From Knowing to Doing: Design Propositions for Simulation-Based Learning Across Feedback Paradigms 30
- The Employability Paradox: Artificial Intelligence's Effect on Critical Thinking and Cross-Cultural Competencies 33
- A School-Based Approach to Understanding Risk Factors of Polyendocrine Metabolic Ovarian Syndrome Among Adolescents with Overweight and Obesity: Implications for Preventive Health Strategies 35
- Artificial Leadership: Thinking about AI in Institutional Administration 39
- Leading Research Transformation in the AI Era: Reframing Stem Innovation for Equity, Cultural Diversity, Sustainability and Regional Impact 40
- Closing the Loop: AI-Driven Leadership Across the Global Student-to-Talent Pipeline 42
- Designing AI for Critical Thinking: A Question-Based Agent for Personalised Learning in Higher Education 43
- From AI Detection to Inquiry Governance: The ALPE Framework for Quality Assurance in AI-Mediated Higher Education 45
- Rethinking Technology Education in the AI Era: Human Agency, Ethical Judgment, and Curriculum Transformation 46
- The Three-Phase Case Sequence: Integrating AI and Inclusive Pedagogy 47
- Designing AI-Enhanced Experiential Learning in Applied Science Education: A Multi-Disciplinary Study 48
- Chatgpt Feedback Literacy, Feedback Engagement, and Perceived Writing Improvement among First-Year English Majors at Vinh Long University of Technology Education 50

AI as a Cognitive Partner: Exploring the Impact of Generative AI Dependence on Divergent Thinking Among University Students 52
AI will Change How Universities Operate. Leaders Must Decide What Cannot Change: Keeping Mission at the Center of AI Ethical Transformation 54
Enduring Partnerships through the Human Factor 55
Leveraging AI-Integrated Robotics to Transform Higher Education Leadership and Workforce Readiness 57
Leadership in an AI-World – What Leadership Choices Do We Need to Make Because of AI, Transnational Education, and Lifelong Learning 58
Measuring Learning in the AI Era: Rethinking Authentic Assessment for Higher Education 59
From Safety Culture to AI Readiness: Adapting Aviation's Operational Practices for Faculty AI Governance in Higher Education 62
From Data to Quality: An AI-Enabled Internal Quality Assurance Framework for Evidence-Based Leadership in Higher Education 64
Data-Driven Internal Quality Assurance Management in Higher Education: A Case Study of Can Tho University 66
Generative AI Adoption on Workplace Productivity: The Mediating Role of AI-Induced Metacognitive Laziness 68
AI as a Strategic Sector: Language for Specific Purposes as Infrastructure for Talent Development 70
Blended Thinking Intelligence to Enhance Faculty Readiness for Skilful Purposeful Thinking in AI Era 71
Generative AI-Enhanced Role-Play for Interactive and Authentic Learning in Higher Education 72
Deliberate AI-Assisted Programming: A Five-Stage Classroom Workflow and Platform for First-Year Computing 74
How University Lecturers Adapt to Students' Use of Generative AI: Pedagogical, Ethical, and Supervisory Responses 76
Leadership Practices and the Implementation of English-Medium Instruction in Taiwanese Higher Education: A Qualitative Case Study 79
A Proposed Management Model for Digital Competence Development of University Academics in the Artificial Intelligence Era 81
Herbarium Digitisation Database Development as a Teaching and Learning Tools: The Case of Herbarium SEAMEO BIOTROP (BIOT) 83

Presenters and Participants Information 85

Useful Information

Conference Venue 91
Lunch Venue 92
House Keeping Information 92
Public Transportation 93
Exchange Rate 94
Climate and Attire 95
Electricity 95
Shopping 96
Food and Beverage 98
Attractions and points of interest 102
Useful website 102

WELCOME MESSAGE FROM SEAMEO RETRAC DIRECTOR



Distinguished Guests,

Ladies and Gentlemen,

It is my great honor and pleasure to warmly welcome you to the International Conference 2026 on *"Advancing Excellence in Higher Education Leadership and Management: Toward AI-Driven Practice and Innovation"* held on October 14 – 15, 2026, in Ho Chi Minh City, Vietnam.

The Conference is organized by SEAMEO Regional Training Center (SEAMEO RETRAC) in collaboration with the Alberta Bureau for International Education (ABIE), British Columbia Council for International Education (BCCIE), Canadian Bureau for International Education (CBIE), Curtin University, and SEAMEO Regional Center for Higher Education and Development (SEAMEO RIHED).

As Artificial Intelligence continues to transform higher education, institutions are facing new opportunities and challenges in leadership, management, teaching, learning, and institutional development. This Conference provides a valuable platform for educational leaders, academics, researchers, and practitioners to share knowledge, practical experiences, and innovative approaches to AI – driven practices in higher education.

While technology is changing the way we lead, teach, and learn, education remains fundamental about people. AI can strengthen our work and open new possibilities, but its value lies in how we use it to support educators, empower learners, and create more inclusive and meaningful learning opportunities. As educational leaders, our responsibility is not only to embrace innovation, but also to ensure that technology serves the needs of our institutions, learners, and communities.

I hope this Conference will offer meaningful opportunities for participants to exchange ideas, learn from one another, build new connections, and explore future collaboration. May the knowledge and experiences share during these two days inspire new approaches to leadership and management and contribute to more innovative, responsive, and sustainable higher education.

I would like to express my sincere appreciation to our co-organizers and sponsors for their valuable collaboration and support. My heartfelt thanks also go to our keynote speakers, moderators, presenters, participants, the Conference Organizing Committee, and SEAMEO RETRAC staff for their valuable contributions and dedicated efforts.

I warmly welcome you to SEAMEO RETRAC and wish you a meaningful, inspiring, and productive Conference.

Warm regards,
Le Thi Thuy Duong
SEAMEO RETRAC Director
Conference Organizing Committee Chair

CONFERENCE ORGANIZER

Southeast Asian Ministers of Education Organization (SEAMEO)

On 30 November 1965, the Ministers of Education of Southeast Asian countries established the Southeast Asian Ministers of Education Organization (SEAMEO) for the development of the region through regional co-operation in education, science and culture.

The organization's highest policy-making body is the SEAMEO Council, which comprises the 11 Southeast Asian education ministers, including Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand, Timor Leste, and Vietnam. The SEAMEO Secretariat is located in Bangkok, Thailand.

Associate Member Countries: Australia, Canada, France, Germany, Kingdom of Morocco, Netherlands, New Zealand, Spain, United Kingdom (UK).

Affiliate Members: International Council for Open and Distance Education (ICDE), Norway; University of Tsukuba, Japan; British Council (UK), UK; China Education Association for International Exchange (CEAIE), China; Asia-Pacific Centre of Education for International Understanding (APCEIU), Republic of Korea; British Columbia Council for International Education (BCCIE), Canada; Southeast Asia One Health University Network (SEAOHUN), Thailand; and Education University of Hong Kong (EdUHK), Hong Kong.



SEAMEO Regional Training Center in Vietnam (SEAMEO RETRAC)

Vietnam, readmitted as a SEAMEO Member State on February 10, 1992 by the SEAMEO Council, hosts the SEAMEO Regional Training Centre (SEAMEO RETRAC) in Ho Chi Minh City, as one of the 26 SEAMEO Centers in the Region.

VISION

To be a center of excellence in education in Southeast Asia and beyond.

MISSION

To assist SEAMEO Member Countries in identifying and addressing issues of education.

ORGANIZATIONAL STRUCTURE

The SEAMEO Regional Training Center in Vietnam (SEAMEO RETRAC), located in Ho Chi Minh City, is one of the 26 SEAMEO Centres in the region.

The SEAMEO RETRAC Governing Board is the main policy – making body of the Centre. The Governing Board comprises one representative from each of the 11 SEAMEO Member Countries. The Centre is headed by a Director who is nominated by the Ministry of Education and Training of Vietnam, approved by the Governing Board, and officially appointed by the SEAMEO Council President. The Deputy Director is officially appointed by the Ministry of Education and Training of Vietnam.

The Centre is staffed by qualified professional, administrative, and service personnel, organized into the following divisions and departments:

- Division of Education
- Division of Foreign Studies
- Department of International Development
- Department of Research and Project Development
- Department of Personnel and Legal Affairs
- Department of Planning and Finance
- Department of Administration

In addition, experts from different partners, governments, international organizations and exchange programs from affiliated countries complement the permanent staff under partnership agreements.



OPERATIONS AND FUNCTIONS

SEAMEO RETRAC assists SEAMEO Member Countries – particularly Cambodia, Lao PDR, Myanmar and Vietnam – in addressing issues of educational leadership and management at all levels. The Centre directs its efforts towards implementation of innovative and relevant programs through research, training, consultancy, staff exchange, and the promotion of regional and international partnerships.

In cooperation with local, regional, and international organizations, SEAMEO RETRAC carries out a wide range of activities, including:

- Training courses, seminars, and conferences
- Research and project development
- Accreditation and quality assurance
- Language training, testing, and assessment
- Teacher training and professional development
- Development and promotion of educational models and best practices
- Personnel, faculty, and student exchanges for educational, scientific, and cultural purposes
- Community outreach and development initiatives

Website: https://www.vnseameo.org/ Email: contact@vnseameo.org











CO-ORGANIZERS



The Alberta Bureau for International Education (ABIE) is a vital catalyst for enhancing Alberta's global reputation and engagement in international post-secondary education. As a province with 26 publicly funded post-secondary institutions committed to academic excellence and student success, Alberta is a dynamic hub for learning, research, and innovation.

ABIE supports the development of sustainable and inclusive international education strategies, connecting students, institutions, and international partners with Alberta's post-secondary network. Through strategic collaboration, ABIE ensures that educational offerings align with local labour market needs—helping international students succeed while strengthening Alberta's communities and economy.

By fostering global partnerships and prioritizing impactful education and research, ABIE positions Alberta as a leading destination for international talent, contributing to innovation, workforce development, and long-term economic growth.

Website: www.albertainternational.ca Email: info@albertainternational.ca









ABOUT BCCIE

BCCIE is a provincial Crown Corporation committed to supporting the internationalization efforts of the Province of British Columbia's public and independent K-12, public and private post-secondary and language schools.

MANDATE

BCCIE's purpose is to promote International Education in and for the Province of British Columbia, to promote and enhance BC's international reputation for education, and to support the International Education activities of the Government of British Columbia.

In support of this mandate, BCCIE serves the needs of all International Education sectors of British Columbia – public and independent K-12, public and private post-secondary, and language schools – in three core service areas:

Internationalization – Working with the Province and BC's public and private post-secondary and K-12 sectors and language schools to internationalize the BC education system. This is accomplished by the provision of a leadership role and includes sharing best practices, fostering positive relationships for the benefit of BC's diverse International Education sectors, and by promoting a culture of quality and excellence in internationalization.

Market Support – Supporting BC's International Education sector in positioning BC as the leading quality destination for international learners from around the globe. This is accomplished by creating and maintaining international networks and providing a coordinating function for a variety of activities that support the sector and Province.

Communication and Professional Development – Enhancing expertise in the International Education sector by providing services including effective professional development offerings and communications to and for BC's international education stakeholders.

VISION

To profile British Columbia as the education destination of choice for learners from around the globe and to promote global citizenry and internationalization at all levels in BC's education system.

ORGANIZATIONAL STRUCTURE

Board of Directors – BCCIE is overseen by an 11-member Board of Directors who ensures our operations reflect our mandate, direction and the interests of all stakeholders. Our Board reflects BC's diverse International Education sector, with representatives from public and private post-secondary universities and colleges, public and private K-12 schools, private English language and career training institutions, and the Ministries of Education, Advanced Education and International Trade.

BCCIE staff – BCCIE is staffed by a small team of subject matter experts in fields related to International Education, government relations, programs and events, marketing and communications, finance, administration and human resources.

For more information on BCCIE and its activities, please visit https://bccie.bc.ca/

CANADIAN BUREAU FOR INTERNATIONAL EDUCATION (CBIE)

Canadian Bureau for International Education

Canadian Bureau for International Education (CBIE) is the national voice of Canada's international education sector. CBIE's pan-Canadian membership comprises more than 155 institutions and represents Canada's full spectrum of education. Members are Anglophone and Francophone, including colleges, cégeps, institutes, polytechnics, universities, school boards, and language schools. Since 1966, CBIE has managed over 100 Canadian and global capacity-building projects spanning 60 countries, with a value worth over CAD $2.5 billion. CBIE has extensive experience designing and delivering customized programs in partnership with the Government of Canada, regulatory agencies, foreign governments, and institutions. These programs currently include several flagship scholarship programs of the Government of Canada. CBIE also offers professional development training, conducts research, and undertakes advocacy efforts within the international education space, and also mounts Canada's international education conference on an annual basis.





Curtin University

BACKGROUND

Curtin is an innovative, global university known for its high-impact research, strong industry partnerships, and commitment to preparing graduates for the jobs of the future. With an expanding global footprint that includes locations in Western Australia, Malaysia, Singapore, Dubai, Mauritius and Sri Lanka, Curtin boasts a rich diversity of cultures among its students and staff, and a strong commitment to international engagement. In recent years, the University has established itself among the top one per cent of universities in the world (ARWU 2025).

Founded in 1966 and gaining university status in 1987, Curtin is now one of Australia's largest universities, delivering education and research across five faculties — the Centre for Aboriginal Studies, and the Faculties of Business and Law, Health Sciences, Humanities, and Science and Engineering — with a long-standing commitment to Indigenous education and culture through the Centre for Aboriginal Studies. Beyond its main campus in Perth, Curtin operates a growing network of international campuses and partnerships across Asia and the Middle East, extending accessible, high-quality education across the Indian Ocean Rim and Southeast Asia. Curtin was also the first university in the world to offer the International Baccalaureate option at an undergraduate level.

Curtin offers a broad range of industry-aligned undergraduate and postgraduate courses in business, humanities, health, engineering and science, delivered on campus, online and in a variety of study modes. Select courses are also delivered through specialist regional locations, including the WA School of Mines in Kalgoorlie, which holds an international reputation for excellence in mining education and research.

Exposure to business and industry throughout their studies means Curtin graduates leave career-ready, equipped with the knowledge, skills and practical experience employers value most. Students also benefit from engaging with Curtin research that is making a genuine difference to industry and the community, both nationally and internationally.

VISION

Working in partnership, we will make a difference for people and our planet.

MISSION

Transform lives and communities through education and research.

VALUES

- Integrity – to act ethically, honestly and with fairness
- Respect – to listen, value and acknowledge
- Courage – to lead, take responsibility and question
- Excellence – to strive for excellence and distinction
- Impact – to empower, enable and inspire

RESEARCH

Areas of Strength

Our research is broad in scope, encompassing a range of fields in science, engineering, health, society, business and more. Across all our research areas, we aim to strike a balance between demand-driven research, which solves defined problems for industry and society, and researcher-driven research, which is characterised by a desire to push the limits of understanding.

Curtin's researchers hold national and international competitive grants across a wide range of disciplines, and the University's work is consistently recognised for its real-world impact, translating research into outcomes for industry, government and communities across our regions of engagement.

In recent years, Curtin has risen rapidly up the international university rankings, and as an institution that never settles, continues to build new partnerships and strengthen existing ones across teaching, research and industry engagement.







SEAMEO RIHED – Brief Overview

The Regional Institute of Higher Education and Development (RIHED) was originally conceived in 1959 in Singapore through a joint initiative of UNESCO and the International Association of Universities, with support from the Ford Foundation. It was established to strengthen higher education planning and development in Asia during a period of rapid post-independence expansion. In 1993, following a decision to reconstitute the Institute under the Southeast Asian Ministers of Education Organization (SEAMEO), and with the approval of the Royal Thai Government, RIHED was re-established in Bangkok as the SEAMEO Regional Centre specialising in higher education and development, known as SEAMEO RIHED.

Mandate and Core Functions

SEAMEO RIHED's mandate positions the Centre as a regional catalyst for higher education development. Its work is guided by three core functions:

1. **Policy and Systems Support**

Assisting Member Countries in strengthening the efficiency and effectiveness of their higher education systems, with a focus on policy and planning processes, administrative and management systems. This includes professional development and policy oriented research that is responsive to national priorities and contextual realities.

2. **Regional Knowledge Exchange**

Serving as a clearing-house for higher education information, research and documentation, promoting the exchange and dissemination of knowledge on higher education planning and management, both within and beyond the region.

3. **Regional Collaboration and Institutional Linkages**

Promoting cooperation among Member Countries for establishing institutional linkages, and to assist their cooperation for the strengthening of institution-building and development.

Strategic Direction

SEAMEO RIHED operates with a dual mission: To advance the development and resilience of Southeast Asia's higher education systems and to strengthen the contribution of higher education to the region's sustainable socio-economic transformation. As the lead SEAMEO Centre for higher education development, SEAMEO RIHED focuses on delivering high-impact regional initiatives that enhance talent development, workforce relevance and the sustainable socio-economic development of the region.

Strategic Focus Areas

To deliver sustained impact, SEAMEO RIHED concentrates its work across four mutually reinforcing focus areas:

- Higher Education Policy
- Leadership (Human and Institutional Capabilities)
- Regional Harmonisation
- Learning and Knowledge Exchange

Implementation Strategies

To operationalise these focus areas, SEAMEO RIHED pursues three overarching strategies:

1. **Forming and Managing Strategic Alliances**

Proactively engaging ministries, universities, regional bodies, private sector partners and international organisations to ensure inclusive, coordinated and region-owned initiatives.

2. **High-Impact Collaborative Programmes**

Prioritising scalable and sustainable programmes that demonstrate clear regional value and deliver tangible benefits to Member Countries and institutions.

3. **Communicating and Connecting Stakeholders**

Acting as a convening platform that connects stakeholders, fosters dialogue and amplifies regional knowledge exchange, thereby generating benefits that extend beyond direct activities and support broader regional collaboration.

Sponsors:

International Conference 2026

ADVANCING EXCELLENCE IN HIGHER EDUCATION LEADERSHIP AND MANAGEMENT: TOWARD AI-DRIVEN PRACTICE AND INNOVATION

SEAMEO RETRAC | October 14-15, 2026

INTRODUCTION

With the increasing emergence, development and massive use of artificial intelligence (AI) across global landscapes, higher education leaders are facing both unprecedented opportunities and challenges in leveraging AI in strategical leadership and management, ethical decision making, and innovative practices. This conference is organized with the purposes of creating a vital global platform for educational leaders, researchers, policy-makers and practitioners to share cutting-edge perspectives and hands-on experience, to explore transformative AI and related digital applications, and to address issues as well as develop collaborations and networks.

The conference builds on the evolving role of digitalization, especially AI development and integration, in enhancing excellence in leadership and management, fostering resilient and forward-thinking leaders and entrepreneurs in the new era of changes. Specific objectives of the Conference, therefore, include disseminating hands-on experienced and research-based AI information, insights and perspectives, sharing practical innovations and initiatives in AI driven practices, and cultivating enduring global networks for sustainable development.

OBJECTIVES

Particularly, specific objectives of the Conference include:

- ✓ To create an educational platform for educational professionals and practitioners in sharing information, updating knowledge, exchanging up-to-date research-based results and embedding innovations, practices and strategies in leadership and management in higher education internationalization;
- ✓ To explore top-issues and concerns related to challenges affecting leadership and management practices of internationalization as well as identify solutions for coping with these issues; and,
- ✓ To promote and facilitate global networks and linkages among policy makers, educators, leaders and researchers as well as professionals in the field of international and higher education for future development.

KEY THEME:

Advancing Excellence in Higher Education Leadership and Management: Toward AI-Driven Practice and Innovation

SUBTHEMES:

- Educational policy, leadership, management and administration
- Innovative teaching, personalized learning and inclusion in the AI and digitalization era
- Design, implementation and assessment of emerging and innovative technologies
- Curriculum design and assessment
- Quality assurance and accreditation in higher education
- Research in technological integration in education
- Assessment and evaluation of student learning performance
- Readiness of faculty and continuing professional development for AI practices

PARTICIPANTS

We welcome participation from local, regional and international individuals including:

- Educational practitioners;
- Educational leaders;
- Educational administrators/managers;
- University academics, researchers; and,
- Others with an interest in education and training.

KEYNOTE SPEAKERS

AI ADOPTION IN HIGHER EDUCATION

Dr. Justin Williams is a result-oriented international educator with two decades of post-secondary experience in Canada, Asia, Africa and South America. Justin's academic leadership has allowed him to work or present in over 25 countries. Justin is an astute, results-oriented professional with a passion for delivering dynamic educational experiences. He has expertise in leadership, strategic planning, and organizational development.

Justin Williams is currently the Associate Vice President, Academic at the British Columbia Institute of Technology. Previously Justin held the position of Dean, Business at Douglas College, Dean, Business and Tourism and Director of Global Education and Partnerships at Niagara College.

He also served in the following capacities: Director for Student Services and Enrollment at the University of Calgary, Faculty Lead- Human Resource Management Program at the College of the North Atlantic, Qatar and faculty at Royal Roads University where he taught in the MBA program on leadership and change management.



Dr. Justin Williams
Associate Vice President,
British Columbia Institute of
Technology, Canada

Justin has led a number of global development projects in Africa, the Caribbean and South America through the United Nations (UNESCO), Global Affairs Canada and the Caribbean Development Bank. He has spent nearly a decade working in the middle east in Iran and Qatar. Justin continues to present and publish on leadership and international development and most recently published a book chapter on international leadership. Justin's graduate credentials include a Doctor of Philosophy in International Management and an MBA in Management.

ABSTRACT

November 30th 2022 was the release date of ChatGPT, a tool that has revolutionised how we think about Artificial Intelligence (AI). The tool was so revolutionary that within five days it had one million users (Marr, 2023). As the uses of AI became readily apparent, from booking travel to writing essays, the implications emerged equally swiftly.

Writers, coders, and white-collar workers felt a seismic shift in the way they were performing everyday tasks. The effects were no less profound for educators. Students immediately harnessed the efficacy of AI and the implications were felt in classrooms around the world.

The implications for education are clear, AI is here to stay, and educational institutions must now be forced to adapt to it (Sanusi et al., 2022). While some educators suggested that AI be banned in an educational setting, others embraced it completely. What became increasingly evident in the education for employment (EFE) sector, was that employers had already adapted AI into the workplace. If educators wanted to prepare their graduates for the workplace, AI must be integrated into the institution.

The British Columbia Institute of Technology is based in Burnaby, British Columbia, Canada. With five speciality campuses and 45,000 students, it is widely recognised as one of the top educational institutions in Canada for preparing students for the workplace. BCIT's recognised the need to deploy AI competencies in its faculty, staff and most importantly, its students.

This paper outlines the story of a planned, thoughtful integration of AI into the BCIT ecosystem. Building on best practices, leaders and faculty shared the responsibility of developing and implementing AI into all aspects of the institution. From policy review and adaptation, to building competencies in a comprehensive framework, BCIT is adapting to generative AI in a way that is both inclusive and comprehensive.

Keywords: *AI, leadership, faculty*

FROM ARTIFICIAL INTELLIGENCE TO ENTREPRENEURIAL INTELLIGENCE: THE ROLE OF THE GLOBAL UNIVERSITY IN AN AI-DRIVEN WORLD



Prof. Dr. Xiaotian Zhang
Deputy Vice-Chancellor Global,
Curtin University, Australia

Prof. Dr. Xiaotian Zhang is the Deputy Vice-Chancellor Global, a member of the senior leadership team at Curtin University in Australia. In this role, he oversees the DVC Global Portfolio, which is responsible for shaping and delivering the university's global strategy. This includes Curtin's internationalization and global initiatives, international student recruitment and admissions, global student mobility, transnational education and partnerships, Curtin English, and the operations of Curtin's five global campuses in Singapore, Malaysia, Mauritius, Dubai, and Sri Lanka.

Professor Zhang is an expert in the internationalization of higher education and has held several senior executive positions at the world's leading universities in Asia, Europe, and Oceania, including Deputy Vice President (International) of Shanghai University among others. In the past decade, he has successfully chaired and led large-scale multinational education and research initiatives across the globe.

As an academic, Professor Zhang is the SHU Distinguished Professor of International Business and he held academic positions at the University of Southern Denmark, Stockholm University, University of Oulu, and the University of Tartu. He is also a former Rajawali Fellow of John F. Kennedy School of Government, Harvard University and a Visiting Fellow of Said Business School, University of Oxford.

Professor Zhang is passionate about the strategic development of global entrepreneurial universities.

ABSTRACT

Artificial intelligence is transforming higher education at a speed and scale that challenges universities to reconsider not only how we teach, research and operate, but also what it means to prepare graduates for an increasingly complex and interconnected world. The question for university leaders is therefore no longer simply how we adopt AI, but how we ensure that AI strengthens human capability, creativity, judgement and our capacity to create positive impact.

Drawing on Curtin University's experience as a global university operating across Australia, Malaysia, Singapore, Dubai, Mauritius and Sri Lanka, this keynote will explore how universities can approach AI transformation across different educational, cultural and economic contexts. Curtin's approach recognises AI as a transformative and complementary tool, while placing ethical practice, critical thinking, academic integrity and human judgement at the centre of its adoption.

The keynote will argue that the next stage of AI transformation requires universities to move beyond developing AI literacy towards cultivating entrepreneurial intelligence: The ability to recognise opportunities, connect knowledge across disciplines and cultures, experiment with emerging technologies, navigate uncertainty, and translate ideas into solutions that create economic and societal value.

This perspective is reflected in Curtin's broader entrepreneurship and innovation ecosystem, which connects students, researchers, industry, entrepreneurs, mentors and investors through initiatives spanning entrepreneurship education, accelerators, venture development, commercialisation and investment. Such ecosystems demonstrate how universities can provide environments in which AI-enabled ideas move beyond the classroom or laboratory and become innovations with real-world impact.

For global universities, this opportunity is particularly powerful. International campuses and partnerships can become interconnected innovation ecosystems where ideas, technologies and entrepreneurial talent move across borders. AI can accelerate these connections, but technology alone cannot create them. They depend on trusted partnerships, responsible leadership and people capable of combining technological capability with creativity, cultural intelligence and purpose.

The keynote concludes by proposing that the defining responsibility of universities in the AI era is not to compete with artificial intelligence, but to develop the distinctly human capabilities that make intelligence valuable. The universities that thrive will be those that connect AI capability, human judgement, global collaboration and entrepreneurial action to prepare graduates not simply for the future of work, but to actively shape the future itself.

HUMAN-LED, AI-ENHANCED: TRANSFORMATIONAL HIGHER EDUCATION LEADERSHIP AND MANAGEMENT THROUGH APPLIED AND RESPONSIBLE AI



Dr. Airini
President and Vice-Chancellor, Thompson Rivers University, Canada

Dr. Airini serves as President and Vice-Chancellor of Thompson Rivers University (TRU), where she leads an institution at the forefront of human-centered digital transformation, applied innovation, and ethical AI governance. Under her leadership, TRU has launched TRU horaizon—a groundbreaking framework that grounds emerging technologies in Secwépemc Indigenous values, responsible AI policies, and international collaboration. TRU is on track to be a national leader in applied and responsible AI by 2030.

A global educational leader with a distinguished career spanning policy, research, and executive leadership, Dr. Airini brings a deeply international perspective to the evolving higher education landscape. Her professional journey encompasses success as an international student in Canada, and roles as international scholar, and policy leader, alongside significant contributions to global development. She has served with UNESCO, worked as an advisor to the Food and Agriculture Organization of the United Nations (UNFAO), and served communities across the Pacific region.

An award-winning researcher and educator in two countries, Dr. Airini has held academic appointments across multiple international jurisdictions, currently serving as an adjunct professor across three institutions. A Fulbright Scholar educated in Aotearoa New Zealand, her work bridges policy formulation, higher education management, and Indigenous-grounded innovation.

At the SEAMEO RETRAC International Conference 2026, Dr. Airini champions a vision of higher education leadership where technology serves humanity—advancing a transition from "humans-in-the-loop" for AI integration to "AI-in-the-loop" for realizing human potential. Higher Education is vital to this agenda, providing we transform. Values and practices advancing applied and responsible AI innovation in Higher Education leadership and management will be shared.

ABSTRACT

As global higher Education navigates digital transformation, academic leaders, policy-makers, and international educators face a critical mandate: ensuring rapid technological integration serves, rather than side-steps, our shared human purpose. For higher Education leaders, AI cannot be a siloed IT initiative, but an opportunity for institutional transformation, requiring modern governance, cultural grounding, and visionary executive management.

This keynote introduces TRU horizon, Thompson Rivers University's pioneering framework for applied and responsible AI. Underpinned by Secwépemc indigenous values, TRU horizon moves beyond technical deployment to offer policy-makers a model for proactive, values-grounded governance that respects context and sovereignty. Rather than positioning humans as oversight within machine workflows, TRU champions a vision of higher education where technology serves humanity — from "humans-in-the-loop" for AI integration, to "AI-in-the-loop" for realizing human potential. Higher education is vital to this human-led agenda, providing we transform.

For university executives, this session provides a practical operational blueprint for institutional readiness—highlighting TRU's Fullstack, the SafeStart initiative, a mandatory policy framework governing campus AI agents, comprehensive employee upskilling, and executive agentic AI leadership training.

Crucially, for international education leaders, "AI-in-the-loop" serves as a bridge for equitable global collaboration. It ensures that cross-border partnerships and AI tools honor local, Indigenous, and regional contexts rather than imposing one-size-fits-all digital frameworks.

To thrive tomorrow, higher Education institutions must transform today. This session is about how higher Education should lead in the AI-era. A call to action is provided for leaders and managers in higher Education from Canada, Southeast Asia, and beyond: Together we can build international networks that prioritize responsible AI governance, safeguard distinct local contexts, and empower leaders to leverage technology in service of humanity. Attendees will leave with actionable strategies for embedding applied and responsible AI into institutional leadership and management, policy creation, and cross-border partnerships to co-create applied, responsible, human-first AI.

THE GEDI PARADOX: NAVIGATING INTERDISCIPLINARY CURRICULUM AND AUTOMATED BIAS IN THE AI AGE



Dr. Lai Suat Yan
Coordinator, Master of Gender Studies Program, Universiti Malaya (UM), Malaysia

Dr. Lai Suat Yan is a social scientist with interdisciplinary training in gender studies attached to the Gender Studies Programme, Faculty of Arts and Social Sciences, Universiti Malaya (UM). She is currently the Coordinator of the Master of Gender Studies Program, the first such program in Malaysia that she successfully led in establishing a few years ago. She has rich experiences in designing curriculum on gender studies including GEDI responsive curriculum and was invited as an expert to validate such curriculum that incorporates a glocal perspective in higher education institutions regionally in South East Asia. Significantly, she uses her research skills and experiences on various gender issues to advocate for better policies and laws towards building a gender equal society from the issue of gender-based violence in society to gender equality in the workplace. She was recently the lead consultant for Phase II of the Project on Strengthening Leadership with Gender Equity, Diversity and Inclusivity in Higher Education Institutions in Southeast Asia commissioned by the Southeast Asian Ministers of Education Organization (SEAMEO) Regional Centre for Higher Education and Development (RIHED). Specifically, on the topic of sexual harassment, she has contributed at the university, national and international level. She was involved in drafting the sexual harassment policy for UM in late 1990s and its review in 2021 as well as an expert panel to investigate cases of sexual harassment. She was also an expert panel of the task force to finalize the Anti-Sexual Harassment Bill from 2019-2021 under the auspices of the Ministry of Women, Family and Community Development and currently appointed as a Tribunal Member for Anti-Sexual Harassment. She has also facilitated workshops, taught, researched and published on the topic of gender-based violence and has been interviewed in the media on this topic.

ABSTRACT

The ubiquity of generative artificial intelligence in universities is undeniable, driven by its efficiency, speed, and optimization capabilities. However, AI systems act as microcosms of global social structures, frequently reproducing centuries of patriarchal, colonial, and systemic biases that exclude marginalized communities. Left unchecked, generative AI risks normalizing these historical hierarchies, masking automated discrimination as a "new objectivity." Navigating an interdisciplinary curriculum that leverages AI to advance gender equity, diversity, and inclusion requires centring the critical human factor. To achieve this, we must teach students to critically interrogate both the prompts they design and the outputs they generate. Furthermore, we must explore how advanced language models can be deployed programmatically to track and improve demographic representation—ensuring that women, Asian, Black, Indigenous, and other marginalized scholars are equitably included in our curricula.

Similarly, this technology can be leveraged to detect systemic perspective shifts within content, prompting critical inquiries into which marginalized groups and viewpoints are missing from the underlying datasets. To mirror this critique in the classroom, assessment frameworks must be redesigned to prioritize process over product. Rather than grading a final essay, educators can evaluate students on their capacity to critically audit an AI-generated draft or rewrite it entirely using a Gender, Equity, Diversity, and Inclusivity (GEDI) lens. Scaling this equity-centred approach requires systemic institutional changes: how can universities draft internal safeguarding and procurement policies that mandate AI tools uphold GEDI principles? Furthermore, on a macro level, how can regional networks cultivate transnational solidarity to dismantle algorithmic inequalities, ultimately embedding communal philosophies and local data commons directly into the architecture of the machine?

PRESENTERS

FROM KNOWING TO DOING: DESIGN PROPOSITIONS FOR SIMULATION-BASED LEARNING ACROSS FEEDBACK PARADIGMS

Assoc. Prof. Dr. Huy Pham
Sustainable Development and Consumption Research Cluster Co-Lead, The Business School
RMIT University, Vietnam

CO-AUTHORS:

Prof. Dr. Mathews Nkhoma
Associate Deputy Vice-Chancellor
(Strategy, International & Engagement)
RMIT University, Australia

Dr. Hanh Le
Lecturer in Finance
RMIT University, Vietnam

Students often learn to apply a formula or recite a legal doctrine without being able to use either in an unfamiliar situation. Simulations are a common response, but designers are rarely told what makes one work. This paper proposes five design principles for browser-based educational simulations and examines how far they travel across disciplines. The principles were derived from the Corporate Finance Lab, a platform for undergraduate finance, which serves as the primary case because it is documented here in greatest depth and is the design from which the principles were abstracted. Two further platforms were then examined to test whether the principles held where students receive feedback in a different form: ExecSim, a multi-period CFO decision simulation, and the AI Court Room, a generative-AI courtroom role-play. The five proposed principles are: give immediate feedback on what the student changes; show relationships as pictures rather than single answers; start simple and let complexity build; guide discovery rather than prescribe it; and instrument the platform so its design can be improved from evidence. Two findings stand out. First, feedback need not be instant. What matters is that students can see how their own action produced its consequence – whether that consequence appears at once, several periods later, or as a reply from an AI opponent. Second, showing relationships visually matters most when the subject is formula-based, and matters progressively less as it moves towards strategy and argument. These are proposals rather than validated conclusions. The paper reports the design phase of a design-based research programme: the platforms have not yet been through cycles of student use and redesign, and the principles were assessed by their designer rather than an independent coder.

BIOGRAPHIES



Dr. Huy Pham is an Associate Professor of Finance at RMIT University in Vietnam, founder of RMIT FinTech Crypto Hub and RMIT FinTech-Crypto Lead. He is also the Sustainable Development and Consumption research cluster lead and the APAC Sustainability Theme Lead of RMIT Sustainable Technologies and Systems Platform. He is among the very first academics who brought various knowledge on fintech, crypto and blockchain to RMIT University. He has published his research work in top-tier academic journals, including Energy Economics, Accounting and Finance, Economic Modelling, Energy Policy and Applied Economics, among many others. As a leading researcher in the fields of sustainable finance, FinTech, cryptocurrencies, asset pricing and empirical finance, Huy's research intertwines these fields to address UN SDGs (focusing on SDG 4, 6, 7, 9, 11 and 13) and create a more sustainable world. He is also one of the most sought-after sustainable finance, fintech and blockchain experts in the APAC region for advisory, research and mentoring activities whereby he has spoken at ADB and APEC events, and provide media comments from global premium news outlets such as Bloomberg, AFP, Fortune, Tech in Asia, Nikkei Asia, ThinkChina, FintechNews, Vietnam Investment Review and Vietnam Economic Times. He is the former CFO of GreenAnt, a technology startup focusing on AI and satellite technology for climate issues. He is the CFO of MoneyFi.Fund, a DeFAI platform that enables non-DeFi users to seamlessly monetise their stablecoin assets across various protocols and blockchains, with everything fully automated and AI-driven.

Dr. Hanh Le is an experienced educator in the field of Banking and Finance. Prior to joining RMIT, she taught at renowned institutions such as the University of Rennes 1 in France and leading universities in Vietnam. With a keen interest in research, Dr. Hanh has actively participated in numerous national-level projects. Her research expertise lies in corporate finance, behavioral finance, and risk management. She has published extensively in several A/A* journals such as Energy Economics.





Professor Mathews Nkhoma is a globally recognised higher education leader with a reputation for turning ambitious ideas into transformative outcomes. As Associate Deputy Vice-Chancellor (Strategy, International & Engagement) at RMIT University, Melbourne, he drives global growth, builds industry partnerships, and leads initiatives that strengthen RMIT's position as a leader in international education. Strategic higher education leader with a global footprint. He drives international growth, forges powerful industry partnerships, and leads transformative change in universities. Currently Associate Deputy Vice-Chancellor (Strategy, International & Engagement) at RMIT University, Melbourne, he shapes initiatives that expand global reach and deepen engagement across continents. His journey includes serving as Dean of RMIT Business School, Vietnam, earning the RMIT 2021 Ralph McIntosh Council Award, and stepping in as Interim Deputy Vice-Chancellor in 2023 to guide the University through a pivotal period. He thrives at the intersection of strategy, innovation, and cross-cultural leadership building partnerships that deliver lasting impact for students, industries, and communities worldwide. Beyond his professional role, he actively contributes to governance and community leadership across several organisations. As Board Chair of Afri-Aus Care, he helps guide a not-for-profit run by volunteer professionals many from migrant backgrounds committed to supporting vulnerable communities and fostering pathways for empowerment. He also serves as Secretariat of the Informing Science Institute (ISI), a global charitable association dedicated to advancing informing science, the transdisciplinary quest to discover better ways of informing and solving problems that matter. Additionally, he is a Board Member of the Australia Africa Universities Network (AAUN), connecting leading universities across both continents to address shared challenges through institutional partnerships and research collaboration. These roles reflect his passion for bridging academia, community, and international networks helping shape strategies that are inclusive, globally connected, and future focused.

THE EMPLOYABILITY PARADOX: ARTIFICIAL INTELLIGENCE'S EFFECT ON CRITICAL THINKING AND CROSS-CULTURAL COMPETENCIES

Dr. Dennis C McCornac
Lecturer in Economics, Department of Economics
Georgetown University Qatar, Qatar

CO-AUTHORS:

Dr. Anne Cullen
Asian Studies, Department of Management
Griffith University, Gold Coast Campus, Australia

Ms. Kathryn Swift
School of Arts and Sciences
Abu Dhabi University, UAE

The grumble that university graduates are insufficiently prepared for employment is not new. The complaint is a recurring feature of that relationship, predating the current policy moment by decades. Yet the institutional response to this perennial concern has taken a distinctive turn. Critical thinking and cross-cultural competence are being systematically replaced by narrowly defined vocational skills frameworks, particularly influenced by the introduction of artificial intelligence. Accreditation pressures accelerate the shift. Accountability metrics lock it in. This paper argues that this response constitutes a misdiagnosis with serious long-term consequences. We contend that critical thinking and cross-cultural competence are not alternatives to employability. They are its foundational conditions, particularly in an era shaped by artificial intelligence and accelerating globalisation. The measurable decline of Asian Studies programs in Australian universities, as documented in recent national data, for example, serves as a policy case study in how structural pressures have dismantled precisely the capacities that contemporary labour markets most urgently require. We conclude by examining a reframing of the employability conversation. We situate universities not as vocational training providers but as irreplaceable sites for the development of the cognitive and intercultural competencies that employers, accreditors, and artificial intelligence systems cannot produce independently.

BIOGRAPHIES



Dennis C. McCornac received his Ph.D. in economics from the City University of New York Graduate School and specializes in economic development and the economies of East Asia. His teaching experience includes over a decade in Japan as a lecturer in economics and close to a decade in Vietnam where he participated in market economics training and the establishment of a business school at the National Economics University. He is also a former Fulbright Scholar to Vietnam and Freeman Fellow in Asia studies. His research interests include the role of corruption in education and China-Vietnam economic relations.

Anne Cullen completed her Ph.D. in International Relations and Political Science at Griffith University Australia. Her engagement with Asia has seen her take up appointments in many Asian nations including Vietnam and Indonesia. She has also researched and published on the need to internationalize university curricula with international colleagues. She currently teaches Asian Studies and is developing regional specific research interests.





Kathryn Swift is a Senior Instructor of English in the School of Arts and Sciences at Abu Dhabi University, where she serves as Course Leader for ENG 200 (Advanced Composition) and Coordinator of the Communication Support Center. She holds an MA in TESOL from the University of Birmingham, a BA (Hons) in English from the University of Wales, a Postgraduate Diploma in Teaching in Further Education from Dundee University, and a Cambridge CELTA. She is a Fellow of the Higher Education Academy.

A SCHOOL-BASED APPROACH TO UNDERSTANDING RISK FACTORS OF POLYENDOCRINE METABOLIC OVARIAN SYNDROME AMONG ADOLESCENTS WITH OVERWEIGHT AND OBESITY: IMPLICATIONS FOR PREVENTIVE HEALTH STRATEGIES

Dr. Norhashimah Abu Seman
Research Officer
Institute for Medical Research (IMR), National Institutes of Health, Malaysia

CO-AUTHORS: 13 co-authors (See details below)

Background:

Schools provide a strategic platform for promoting adolescent health through early identification and disease prevention. In Malaysia, the increasing prevalence of overweight and obesity among adolescents has increased the risk of Polyendocrine Metabolic Ovarian Syndrome (PMOS), a common endocrine disorder with lifelong reproductive, metabolic, and psychological consequences. However, evidence to support school-based preventive strategies remains limited. This collaborative initiative between the Ministry of Health Malaysia and the Ministry of Education Malaysia aims to generate evidence that strengthens educational policy and adolescent health governance through an integrated school health approach. The study aims to identify modifiable determinants associated with PMOS and establish a comprehensive risk profile among Malaysian adolescents.

Methods:

This ongoing school-based case-control study is recruiting female secondary school students aged 13–17 years with overweight and obesity from selected public schools in Kuala Lumpur. The diagnosis of PMOS is based on internationally recommended diagnostic criteria for adolescents. Participants undergo anthropometric, clinical, biochemical, hormonal, dietary, psychosocial, and cardiometabolic assessments.

Expected Policy Implications:

Beyond identifying clinical risk factors, the study is designed to generate evidence that informs educational policy, programme management and inter-ministerial decision-making. The findings will support the Ministry of Health and Ministry of Education in strengthening existing school health policies through evidence-based preventive strategies, including targeted health education, nutrition and physical activity programme, risk-based screening, referral pathways, and coordinated follow-up for adolescents at increased risk of PMOS. The study also provides evidence to guide resource planning, capacity building among school health personnel, and the integration of adolescent reproductive health within existing school health services. By embedding health research within educational institutions, this collaborative model demonstrates how schools can contribute to early prevention of chronic diseases while promoting healthier transitions into adulthood.

Conclusion:

This study demonstrates how school-based evidence can inform educational leadership, policy development, and collaborative governance. The findings will support coordinated, evidence informed adolescent health policies that strengthen preventive healthcare within schools and improve long-term reproductive and metabolic health outcomes among Malaysian adolescents.

BIOGRAPHIES



Dr. Norhashimah Abu Seman is a Research Officer at the Institute for Medical Research (IMR), National Institutes of Health Malaysia. Her research focuses on genomics, genetics, and epigenetics of endocrine and metabolic diseases, with particular interests in obesity, diabetes, diabetic kidney disease, and cardiovascular genetics. She has led and collaborated on multidisciplinary research integrating molecular biology with clinical applications to advance precision medicine. Dr. Norhashimah is actively involved in scientific publications, conference presentations, and research capacity-building initiatives in genomic medicine.

Dr. Shazana Rifham Abdullah is a Public Health Medicine Specialist and researcher at the Institute for Medical Research, National Institutes of Health, Ministry of Health Malaysia. Her research focuses on obesity, nutritional epidemiology, women's health, polycystic ovary syndrome (PCOS), cardiometabolic diseases, and dietary interventions. She is actively involved in population-based research and clinical studies aimed at informing evidence-based public health policies and preventive strategies. Her work has been presented at national and international conferences and published in peer-reviewed journals, reflecting her commitment to advancinga research that improves population health and health outcomes.





Dr. Nur Zati Iwani Ahmad Kamil is a researcher at the Institute for Medical Research (IMR), National Institutes of Health, Malaysia. Her research focuses on pediatric obesity, lipid disorders, insulin resistance, cardiometabolic risk, and non-communicable diseases. Her work particularly emphasizes the identification and validation of accessible lipid-based biomarkers for the early detection of metabolic abnormalities in children and adolescents. Dr. Nur Zati Iwani has authored several peer-reviewed scientific publications and has presented her research at national and international scientific conferences. Her research contributes to advancing evidence-based clinical practice and public health strategies for improving pediatric metabolic health.

Dr Siti Sarah Hamzah is a biomedical researcher in the Endocrine & Metabolic Unit, Institute for Medical Research (IMR), Malaysia. She obtained her PhD in Medical Sciences from the University of Warwick, United Kingdom, in 2018. Her previous research focused on alternative pre-mRNA splicing in breast cancer metastasis and biomarker discovery in women with polycystic ovary syndrome (PCOS). Her current work investigates insulin resistance pathways in obese adolescents with PCOS, as well as the molecular regulation and function of adipose tissue using in vitro models to study obesity, adipocyte biology, metabolic health, and potential therapeutic strategies for obesity-related disorders.

Dr. Farah Huda Mohkiar is a medical officer and researcher at the Institute Medical Research (IMR), National Institutes of Health (NIH), Ministry of Health Malaysia. Her research interests include obesity, metabolic disorders, and cardiovascular diseases. She is actively involved in clinical research focusing on obesity, lipid study, metabolic health and lifestyle interventions. Her work aims to improve the understanding of cardiometabolic diseases and support evidence-based strategies for more precision prevention and management. She is committed to advancing research that translates scientific evidence into improved clinical practice and patient care.

Dr. Nur Azlin Zainal Abidin is a Medical Officer and researcher at the National Institutes of Health (NIH), Ministry of Health Malaysia. Her research interests include obesity, endocrine and metabolic disorders, and cardiovascular medicine. She is actively involved in clinical research focusing on obesity, diabetes, metabolic health, lifestyle interventions, and inherited cardiac disorders, including Brugada syndrome. Her work aims to improve the understanding of cardiometabolic diseases and support evidence-based strategies for their prevention and management. She is committed to advancing research that translates scientific evidence into improved clinical practice and patient care.

Dr. Ezarul Faradianna Lokman is a Malaysian biomedical researcher specializing in endocrinology, diabetes, metabolism, and nutritional sciences. She is a Research Officer at the Endocrine and Metabolic Unit, Nutrition, Metabolism and Cardiovascular Research Centre (NMCRC), Institute for Medical Research (IMR), National Institutes of Health (NIH), Ministry of Health Malaysia. She holds BSc (Hons.) and MSc degrees from Universiti Putra Malaysia and a PhD from the Karolinska Institute, Sweden. Her research focuses on diabetes pathophysiology, pancreatic islet biology, glucose metabolism, and nutritional interventions, with contributions to diabetes research methodologies, functional foods, and animal research ethics.

Liyana Ahmad Zamri is a Research Officer at the Institute for Medical Research (IMR), National Institutes of Health (NIH), Malaysia. Her research focuses on obesity and metabolic disorders with a strong interest in improving the prevention and management of metabolic diseases. She actively contributes to multidisciplinary research spanning clinical, translational, and public health sciences, with work on cardiometabolic health, body composition, diabetes, and weight management. Her goal is to translate scientific discoveries into evidence-based strategies that improve health outcomes and support precision medicine.

Fatin Saparuddin has experience in NMR-based metabolomics and obesity research, developed through her Master's degree work on metabolic profiling among women with obesity. Her research background includes serum metabolite analysis, statistical interpretation, and investigation of metabolic differences associated with obesity phenotypes. She is currently interested in applying NMR-based metabolomics to further explore metabolic risk profiles in adolescent health, including Polyendocrine Metabolic Ovarian Syndrome among girls with overweight and obesity. Her work reflects an interest in generating scientific evidence to support early prevention and evidence-informed health policy.

Dr. Syarifah Nortasya binti Sayed Muhamad Kamarudin is a Medical Officer in the Endocrine Unit, Nutrition, Metabolism and Cardiovascular Research Centre, Institute for Medical Research (IMR). She has 12 years of experience in clinical practice and emergency medicine and joined IMR in 2024. Her research focuses on metabolic disorders, diabetes, cardiovascular health, and women's health. She is currently preparing a review on the screening and diagnosis of gestational diabetes mellitus, emphasizing contemporary evidence and evolving diagnostic approaches. She is committed to advancing research that informs clinical practice and improves patient care.

Dr. Puteri Sofia Nadira Megat Kamaruddin is a medical doctor and public health researcher at the Institute for Medical Research (IMR), National Institutes of Health, Malaysia. She was formerly affiliated with the Department of Community Health, Universiti Kebangsaan Malaysia (UKM), where she completed her Master's degree and Doctor of Public Health (DrPH). Her research focuses on nutrition, non-communicable diseases, metabolic disorders, and cardiovascular health, with a particular interest in translating evidence into public health practice. She holds an MBBS from Monash University, Australia, and has authored more than 25 peer-reviewed publications.

Dr. B. Vimala R.M.T. Balasubramaniam holds a PhD in Nutritional Sciences from Universiti Putra Malaysia. Her research interests focus on nutrition, functional foods, and the role of bioactive compounds in promoting health and preventing chronic diseases. She is particularly interested in exploring natural ingredients and their potential to improve metabolism, reduce disease risk, and enhance overall well-being. Through her research, Dr. Vimala contributes to advancing scientific knowledge in nutrition and supports the development of evidence-based strategies for better health outcomes.

Dr. Fazliana Binti Mansor is the Manager of the National Institutes of Health, Ministry of Health Malaysia. She holds a PhD in Biomedical Sciences from the Karolinska Institute, Sweden. Her research focuses on molecular biology and endocrinology, with expertise in obesity, diabetes, metabolic surgery, metabolomics, and precision medicine. Her work investigates the molecular and metabolic effects of bariatric surgery in Malaysian patients and applies ^1H-NMR spectroscopy to identify metabolic biomarkers for obesity and type 2 diabetes. She is also involved in community lifestyle intervention research, with earlier work on the metabolic effects of Malaysian herbs.

Dr. Mohd Fairulnizal Md Noh is the Head of the Nutrition, Metabolic and Cardiovascular Research Centre at Institute for Medical Research, Malaysia. His research spans analytical food chemistry, biomarkers, and cardiovascular disease. His key achievements include developing widely used heavy metal analysis methods, updating the Malaysian Food Composition Database across 40 nutrients, and creating portable biosensors for field monitoring. He serves as the Malaysian Principal Investigator for the landmark MAVERIK myocardial infarction study. He is the past Head of the Research Officer Profession at the Ministry of Health and has served as an ASEAN FOODS Country Coordinator for the FAO since 2016.

ARTIFICIAL LEADERSHIP: THINKING ABOUT AI IN INSTITUTIONAL ADMINISTRATION

Dr. Ralf St. Clair
Professor
University of Victoria, Canada

The purpose of this paper is to stimulate discussion and interest in the ways that AI will change management in educational institutions. It is an exploratory paper based on the author's own experience since there is little published scholarly work on the topic so far. There are three assumptions shaping this discussion:

1. Educational leaders are interested in improving the quality of programs offered
2. Educational leaders have a role in management of human resources
3. AI tools will continue to improve and expand

It is possible to set aside any possibility that AI tools will not be part of the conventional management toolkit in a few years (Quaquebeke & Gerpott, 2023). While some authors are considering how this might change the nature of management most are thinking about the use of AI as a tool to conduct pragmatic components of human resource management (e.g. Walker & Larson, 2025). Educational management and leadership are complex areas. A few of the challenges include the nature of outcomes (rarely fully representable in a single data point), the high value given to creativity and individuality, and the nature of the enterprise. This last one is particularly important—how can a tool designed to replace human thinking be used to contribute to the quality of human thinking? These issues point to a standardisation problem, where areas of educational management cannot be made to conform to strict measures and predictable responses.

Looking across educational management, there are certain areas where AI could easily contribute. These include:

1. Timetabling
2. Cost calculations
3. Exam scheduling
4. Language translation

With more development, AI may be able to contribute to:

1. Credit transfer and equivalencies
2. Assessment management (but not marking)
3. Drafting policies

Areas where humans and AI need to work together:

1. Change management
2. Program planning
3. Assessments and evaluation
4. Hiring processes

Overall, this analysis suggests that for more advanced functions, there is a need for AI and humans to have shared responsibility. Each has critical contributions to make to streamlining educational management, and both are necessary. The questions remaining are not around "if" AI will come into management, but "how" we wish to use it.

BIOGRAPHIES



Dr. Ralf St. Clair is a Professor at the University of Victoria in Canada. He specialises in lifelong learning and associated policy issues. Ralf was Dean of the Faculty for eight years before returning to teaching and research. He has published papers and books on a wide range of topics in education including, most recently, a text on educational research. Ralf enjoys being in Vietnam very much and has a deep interest in Vietnamese culture and education. He knows he has much to learn!

LEADING RESEARCH TRANSFORMATION IN THE AI ERA: REFRAMING STEM INNOVATION FOR EQUITY, CULTURAL DIVERSITY, SUSTAINABILITY AND REGIONAL IMPACT

Dr. Rusmawati Othman
Deputy Director, Training and Research
SEAMEO Regional Centre for Education in Science and Mathematics (SEAMEO RECSAM), Malaysia

CO-AUTHORS:

Dr. Shazmin Kithur Mohamed - Dr. Noor Auni Noorashid - Dr. Farrah Syazana Khattulanuar
Training and Research
SEAMEO Regional Centre for Education in Science and Mathematics (SEAMEO RECSAM), Malaysia

The rapid emergence of artificial intelligence (AI) is challenging educational institutions to reconsider how research, innovation, teaching, professional learning and institutional development are led and managed. For SEAMEO RECSAM, this transformation provides an opportunity to strengthen its strategic role in advancing science and mathematics education across Southeast Asia while remaining grounded in its institutional mandate. Rather than allowing technology-driven agendas to replace established educational priorities, leadership must reframe research so that emerging technologies strengthen equity, cultural responsiveness, sustainability, meaningful learning and human capacity development. This paper presents a portfolio-level synthesis of five research and innovation initiatives undertaken by SEAMEO RECSAM in Malaysia, encompassing culturally responsive science assessment, digital mathematics pedagogy, green education, STEM education leadership and desktop virtual reality for biology learning. The portfolio is analysed to examine how research priorities, professional development, regional networking, knowledge sharing and quality assurance can be strategically connected to emerging demands in the AI era. The paper proposes a research strategic roadmap aligned with RECSAM's five Strategic Goals (SGs): Conducting research and development to generate evidence and innovation; designing professional development to translate research into educator capacity; strengthening networking to build regional collaboration and partnerships; serving as a clearinghouse to mobilise knowledge, resources and research outputs and strengthening quality assurance to support effective, sustainable and accountable implementation. Through this alignment, research is positioned not as an isolated institutional function but as a driver connecting evidence, capacity building, partnerships, knowledge mobilisation and quality improvement. The proposed leadership-oriented Research Transformation Framework emphasises four priorities: Protecting educational foundations, anticipating technological change, developing human and institutional capacity and translating research into scalable regional practice and policy. The paper argues that future-ready leadership requires balancing AI readiness with educational purpose, ensuring that technology serves learners, educators, communities and the wider Southeast Asian region.

Keywords: *educational leadership, artificial intelligence, research transformation, STEM education, professional development, regional collaboration.*

BIOGRAPHIES



Dr. Rusmawati binti Othman is the Deputy Director (Training and Research) of the SEAMEO Regional Centre for Education in Science and Mathematics (SEAMEO RECSAM), Penang, Malaysia. She has more than 20 years of experience in education, with a strong background in STEM education, educational research, academic leadership, curriculum development, and educational measurement and assessment.

Prior to her current appointment, she served as a Senior Lecturer at the Institute of Teacher Education, Darulaman Campus, and held several academic and leadership roles, including Head of the Academic Excellence Sector and Deputy Head of the Department of Science and Mathematics. She holds a PhD in Educational Measurement and Evaluation/Psychometrics from Northern University of Malaysia and a Master of Science in Chemistry Education from University of Science Malaysia. Her professional interests include STEM education innovation, teacher development, research, and strategic academic management.

Shazmin Kithur Mohamed is affiliated with SEAMEO RECSAM in Malaysia, where she is involved in research, academic publications, and activities related to science and STEM education. She serves as the Journal Manager for the Journal of Science and Mathematics Education in Southeast Asia, coordinating and managing scholarly publications in the region. Her academic and research experience includes STEM education and teacher education. Through her work at SEAMEO RECSAM, she contributes to initiatives that support research, professional development, and the advancement of science and mathematics education in Southeast Asia.





Noor Auni Noorashid is an Academic Editor at SEAMEO RECSAM in Malaysia, where she is involved in academic editing, scholarly publishing, and research-related activities. She holds a Master of Arts from Universiti Sains Malaysia and a Bachelor's degree in English Language with Communication (Hons.) from Universiti Sultan Zainal Abidin. Her professional background includes editorial experience with Penerbit USM. She has also contributed as a co-author to research on STEM education, including studies on professional development and the integration of STEM learning units into teaching and learning. Her professional interests include academic publishing, language and communication, educational research, and STEM education.

Farrah Syazana Khattulanuar is a registered pharmacist serving at Jabatan Kesihatan Negeri Kedah (JKN Kedah) under Cawangan Pengurusan Farmasi, Bahagian Perkhidmatan Farmasi. She is involved in pharmaceutical service management, programme coordination, Continuing Professional Development (CPD), administrative activities, and various pharmacy-related initiatives. With experience in both hospital and state-level pharmacy services, she is passionate about professional development, teamwork, and delivering quality pharmaceutical services. She enjoys taking on new challenges, organising programmes, and contributing positively to the pharmacy profession and the healthcare community.



CLOSING THE LOOP: AI-DRIVEN LEADERSHIP ACROSS THE GLOBAL STUDENT-TO-TALENT PIPELINE

Prof. Dr. Natalya Bürkle
Professor of Business, HRM and Entrepreneurship, Schiller International University, Heidelberg, Germany
President, Global Academy of Business and Languages (GABL), Germany

International student mobility continues to expand, yet the journey from recruitment to graduate employment is typically managed by separate actors with little coordination: Universities recruit, agencies prepare, employers hire, but no one owns the full journey. This leaves institutions unable to demonstrate the downstream outcomes, such as graduate employability and long-term talent retention, that increasingly determine which partnerships attract funding and students.

This paper presents an AI-enabled framework that closes that loop. Structured around eight interconnected stages, from attraction through matching, preparation, mobility, education, integration, employment, and long-term engagement, the framework uses AI as connective infrastructure, giving institutions, partners, and employers one continuous view of each student's progress.

The paper translates this into practical guidance: which governance structures are needed to share data and accountability across borders, how partnership agreements should be redesigned around shared ownership of outcomes, and what capabilities leadership teams must build first. The result is a working model that leaders can apply to redesign international partnerships around demonstrable, end-to-end outcomes.

Keywords: ***artificial intelligence; higher education leadership; internationalization; international student mobility; global talent management; international partnerships.***

BIOGRAPHIES



Dr. Natalya Bürkle is an International Professor of Business, HRM, Entrepreneurship and Global Management with over 15 years of experience recruiting, preparing and supervising international students across Germany, the United Kingdom and the United States. She has held academic appointments at Schiller International University, Suffolk University, Northeastern University, and Heilbronn University of Applied Sciences, and is the author of more than 50 peer-reviewed publications, including in Scopus-indexed journals, and a regular keynote speaker on cross-cultural leadership and international education. She holds two PhDs, in Business Administration from Liberty University and in Educational Leadership and Administration in Germany, and an MBA from the University of Wisconsin-Madison. In 2022, she founded the Global Academy of Business and Languages (GABL), building academic and vocational pathways connecting students across Asia and Europe with partner universities in German.

DESIGNING AI FOR CRITICAL THINKING: A QUESTION-BASED AGENT FOR PERSONALISED LEARNING IN HIGHER EDUCATION

Dr. Khanh Linh Nguyen
Lecturer, Business School
RMIT Vietnam University, Ho Chi Minh City, Vietnam

CO-AUTHORS:

Dr. Hanh Pho
Lecturer, School of Communication and Design
RMIT Vietnam University, HCMC, Vietnam

Dr. Vo Diem Trang
Lecturer, School of Communication and Design
RMIT Vietnam University, HCMC, Vietnam

The rapid adoption of gen AI in higher education has created new opportunities for personalised learning, while simultaneously raising concerns about cognitive offloading and over-reliance on AI-generated content. As AI usually provide immediate answers, an important challenge is designing learning environments that preserve student agency, critical thinking, and self-regulated learning. This study examines how AI can be designed to develop students' critical thinking. We employed a course-tailored question-based AI agent developed at RMIT Vietnam and implemented across undergraduate Public Relations, Asian Modernities, and Management courses. This low-cost agent was implemented from October 2025 until now. Built on Microsoft Copilot, the agent operates through a principle we term productive restraint. Rather than providing direct solutions, the AI responds through Socratic questioning, targeted prompts, and guided challenges. Semi-structured interviews with students (N=8) revealed that the agent's "stubborn" refusal to provide answers encouraged learners to actively evaluate evidence, defend arguments, identify weaknesses in their reasoning, and reflect on the validity of their knowledge. Students described the agent as an objective critic that challenged assumptions. Findings suggest four educational benefits. Firstly, the agent strengthened critical reasoning by requiring students to evaluate and justify their decisions. Secondly, it enhances metacognitive awareness through self-reflection and self-correction. Thirdly, it maintained disciplinary focus by reinforcing professional standards and course-specific expectations. Finally, it developed psychological preparedness for authentic professional interactions through exposure to rigorous questioning. The study proposes productive restraint as a novel AI design principle for higher education. The findings suggest that the educational value of AI depends not only on what AI can do for learners, but also on how cognitive labour is distributed between learners and AI. This project offers a scalable model for responsible AI integration that promotes deeper thinking, critical reflection, personalised learning, and meaningful student engagement in the AI era.

Keywords: *Generative AI, Critical Thinking, Metacognition, Personalized Learning, Higher Education Innovation.*

BIOGRAPHIES



Dr. Khanh-Linh Nguyen is a Lecturer in Management at RMIT Vietnam. She holds a PhD in Management from RMIT University, a Master of Science in Human Resource Management from the University of Liverpool (UK), and a Bachelor of Business (First-Class Honours) in Banking and Finance from Nanyang Technological University (Singapore). With more than ten years of industry experience, including a Relationship Manager role at an international bank, and Corporate Strategy Coordinator and Head of HR Strategy at a leading HR consulting firm, she brings practical, industry-grounded insights to her teaching and scholarship. Dr. Linh teaches at both postgraduate and undergraduate levels. Her teaching and research interests include Strategy, Organisational Behaviour and Psychology, and broader Business and Management topics, with a particular emphasis on connecting contemporary theory to real organisational challenges. She has published research as both lead author and co-author in peer-reviewed journals and international conference proceedings in these fields.

Dr. Hanh Pho completed her PhD in Education, Communication and Language Sciences and achieved MSc in International Marketing at Newcastle University, the UK. She has experiences working in agencies specialised in marketing research and strategic communication in Vietnam. Her research interests are digital intercultural communication, culture and identity and internationalisation of higher education.





Prior to joining RMIT, **Dr. Vo Diem Trang** had 5 years working in the Marketing and Communication industry in Vietnam and Australia. Trang has worked as a visiting lecturer at International University. Trang has also worked as a researcher at Deakin University (Australia) and RMIT University (Vietnam). She has written and co-written several research papers including peer-reviewed research journals and international conference proceedings. Her research interests include social media and communication, digital citizenship and AI in health communication.

FROM AI DETECTION TO INQUIRY GOVERNANCE: THE ALPE FRAMEWORK FOR QUALITY ASSURANCE IN AI-MEDIATED HIGHER EDUCATION

Assoc. Prof. Dr. Garvida Franklin
Adjunct Professor, Faculty of Natural Science
José Rizal University, Philippines

The widespread adoption of generative artificial intelligence (GenAI) has disrupted a central assumption underlying conventional academic assessment: that a student's final submission reliably represents the cognitive process that produced it. The Academic Legitimacy and Provider Evaluation (ALPE) Framework was developed as a process-based response, defining a five-stage continuum from Output Only to Agentic and Generative Inquiry. An initial validation study established conceptual coherence and preliminary inter-rater reliability (Fleiss' κ = .81) using constructed scenarios, but did not establish whether the framework remains interpretable when applied to authentic student work.

The present study extends that validation to 450 authentic course-based undergraduate outputs from José Rizal University (JRU), Philippines, distributed across three academic contexts (Humanities, STEM/Physics, and Business; 150 each). The outputs were independently classified by 18 trained external educators, with six raters assigned to each academic context based on relevant teaching backgrounds, using documented process evidence rather than final-product quality. The final dataset contained 2,697 valid ALPE ratings. Inter-rater reliability varied substantially by context: κ = .433 (Humanities, 95% CI [.378, .484]), .676 (STEM, 95% CI [.612, .734]), and .842 (Business, 95% CI [.792, .886]). Contrary to the Stage 2–3 disagreement pattern dominant in the initial constructed-scenario study, authentic-work disagreement concentrated more heavily at the lower Stage 0–1–2 boundaries, especially in STEM and Business, concerning whether the available documentation was sufficient to establish transparent and evaluable AI-mediated inquiry. A sensitivity analysis showed that the Humanities estimate was highly sensitive to two low-convergence raters; excluding them increased κ to .906, while the full six-rater estimate remains the primary result. Self-reported rater confidence did not function as a reliable warning signal for classificatory disagreement (r = −0.08 to −0.32 across contexts).

These findings indicate that the interpretability of AI-mediated inquiry is evidence- and context-dependent: before institutions can evaluate more sophisticated dimensions of inquiry such as critical verification or agentic collaboration, they must first establish a process-evidence threshold at which the inquiry becomes visible enough to classify. The study extends ALPE's validation program from conceptual and preliminary-reliability evidence toward authentic-work applicability, while identifying evidentiary, evaluator-level, and contextual boundary conditions that warrant attention before broader institutional deployment.

Keywords: ***generative artificial intelligence; AI governance; academic integrity; quality assurance; process-based assessment; AI-mediated inquiry; ALPE Framework***

BIOGRAPHIES



Dr. Franklin D. Garvida is a Filipino science educator, researcher, and curriculum innovator whose work examines artificial intelligence, epistemic integrity, and inquiry governance in education. He developed the Academic Legitimacy and Provider Evaluation (ALPE) Framework, which shifts evaluation of AI-assisted academic work from detection toward the quality of inquiry and human judgment. His research has been presented at international conferences across Southeast Asia and Europe. He is currently pursuing a PhD in Science Education major in Physics and works on responsible AI integration, research quality assurance, and science education innovation.

RETHINKING TECHNOLOGY EDUCATION IN THE AI ERA: HUMAN AGENCY, ETHICAL JUDGMENT, AND CURRICULUM TRANSFORMATION

Dr. Choon-Sig Lee
Full Professor, Department of Practical Science Education
Gyeongin National University of Education, Republic of Korea

Artificial intelligence (AI) is reshaping technology education by influencing not only how learners access information but also how problems are framed, design alternatives are generated, and decisions are evaluated. Yet many approaches to AI integration still emphasize technical proficiency and tool use, giving insufficient attention to human agency, ethical judgment, and responsibility in AI-supported learning. This conceptual study rethinks technology education in the AI era by integrating epistemic agency, design-based learning, ethical judgment, and responsible human–AI collaboration.

Drawing on research on epistemic agency, connected learning, distributed cognition, design thinking, and AI in education, and informed by the 2022 revised Korean curriculum, the study develops a three-dimensional framework for AI-supported technological inquiry: problem framing, design-space reconfiguration, and reflective judgment. The framework explains how AI can participate in knowledge construction by shaping the conditions under which learners define problems, explore alternatives, and evaluate possible solutions, while normative accountability for interpretation, ethical judgment, and final decision-making remains human.

Based on this framework, the study proposes three directions for curriculum transformation: moving from technical AI literacy toward epistemic literacy; embedding explicit ethical evaluation and justification within design-based problem solving; and preparing pre-service and in-service teachers to design learning environments in which human and AI roles are visible, negotiable, and open to critical examination. For higher education and teacher education, these directions have implications for curriculum design, pedagogy, and faculty development. Meaningful AI integration should therefore be judged not by the extent of automation, but by whether learners can question AI-generated outputs, justify technological decisions, and act responsibly within socio-technical systems. The proposed framework offers a basis for responsible curriculum innovation and teacher preparation in the AI era.

Keywords: ***Technology Education; Artificial Intelligence; Human Agency; Ethical Judgment; Curriculum Transformation***

BIOGRAPHIES



Dr. Choon-Sig Lee is a Full Professor in the Department of Practical Science Education at Gyeongin National University of Education, Republic of Korea, and a former President of the Korea Technology Education Association (KTEA). He earned his Ph.D. in Education from Seoul National University and was a Visiting Scholar at the University of Georgia, USA. Formerly a Senior Researcher at the Korea Institute of Curriculum & Evaluation, his research focuses on technology and engineering education, curriculum design, invention and maker education, and the philosophy of technology. He has authored K–12 technology textbooks, more than 10 books, and over 80 research papers.

THE THREE-PHASE CASE SEQUENCE: INTEGRATING AI AND INCLUSIVE PEDAGOGY

Dr. Jane Ali
Seasoned Educator and Strategic Consultant, Canada

Critical thinking is a vital graduate attribute, yet traditional case-based learning (CBL) often relies on isolated cases that limit students' exposure to authentic complexity and autonomous problem-framing. This paper addresses this "localized competence" trap by proposing a Three-Phase Case Sequence Model that ladders complexity and autonomy while integrating AI technology as a "practice of inclusion" rather than a mere technical tool.

The model is grounded in a framework where Diversity is recognized as a "fundamental fact" and Inclusion is an "intentional practice" shaped daily. By incorporating "Equity by Design," the curriculum proactively acknowledges "historical and systemic barriers" to ensure "equitable access" for all learners. AI integration is specifically used to "decolonize educational design," ensuring that tools represent a wide range of "diverse perspectives" rather than reinforcing a single, dominant viewpoint.

The sequence utilizes "Scenario Labs" in Phase 2 to immerse students in authentic industry problems—such as the adoption of AI writing support tools—where they must identify "invisible barriers," algorithmic bias, and accessibility gaps. The final phase promotes learner autonomy by having students generate and critique cases using "AI Ethics and Accessibility Checklists". To sustain these efforts, the paper advocates for institutional safeguards like "digital remapping" and "Inclusive Procurement Mini-Rubrics" to dismantle systemic hurdles.

Reporting baseline evidence from Phase 1, the paper demonstrates how this model develops "leadership-ready graduates" capable of "responsible citizenship in a global context". By merging CBL with DEI and AI, the model transforms the classroom into a "culture of belonging" where students are empowered to identify "equity risks" and "non-opportunities" in complex, technology-driven environments.

BIOGRAPHIES



Dr. Jane Ali is a seasoned educator and strategic consultant specializing in higher education, leadership development, and organizational growth. Most recently, she served as an Assistant Professor of Leadership and People Management at University Canada West, where she focused on cultivating the next generation of global leaders.

With a Doctorate of Leadership and Learning (minor in Organizational Leadership) from Aspen University, Dr. Ali's expertise is built on an extensive career in special education and adult education. Her professional footprint extends beyond the classroom into:

- Higher Education Consultancy: Advising institutions on program development, academic compliance, and strategic scaling.
- Corporate Operations: Leading ventures across Canada and the United States to streamline organizational efficiency.
- Governance & Research: Contributing to academic scholarship and serving as a strategic voice on various boards of directors.

Dr. Ali continues to bridge the gap between academic theory and corporate practice, helping both institutions and individuals navigate the complexities of modern leadership.

DESIGNING AI-ENHANCED EXPERIENTIAL LEARNING IN APPLIED SCIENCE EDUCATION: A MULTI-DISCIPLINARY STUDY

Dr. Pengchi Zhang
Education R&D Domain Chair
School of Applied Science, Temasek Polytechnic, Singapore

CO-AUTHORS:

Mr. Guo Ren
Senior Academic Mentor
Temasek Polytechnic, Singapore

Dr. Loh Gin Hin
Deputy Director
School of Applied Science, Temasek Polytechnic, Singapore

The rapid integration of artificial intelligence (AI) into higher education presents opportunities to enhance teaching through more experiential and technology-supported learning environments. This study examines a school-wide initiative at the School of Applied Science, Temasek Polytechnic (Singapore), where experiential learning (EL) was systematically embedded across multiple diploma programmes, alongside a targeted implementation of AI-enhanced learning within a specific interdisciplinary module.

Grounded in Kolb's experiential learning cycle and extended through Colin Beard's experiential learning framework, this study adopts a design-based research (DBR) methodology to iteratively design, implement, and evaluate learning interventions. Across the school, all courses were redesigned to incorporate at least one EL activity, focusing on authentic, hands-on, and applied learning experiences. In parallel, AI integration was piloted within the interdisciplinary subject Applied Project Skills, where students engaged in problem-solving tasks supported by AI tools for idea generation, literature synthesis, data analysis, and formative feedback.

Data were collected from multiple sources, including student surveys ($n > 500$), learning analytics, and faculty reflections. Findings indicate that EL implementation across modules contributed to improved student engagement and perceived relevance of learning. Within the AI-enabled module, students also reported increased confidence in using AI tools to support their project work. However, the variation in AI adoption across modules highlights differences in faculty readiness and the early stage of AI integration at the institutional level.

The study further identifies key challenges, including capability development, ethical considerations, and the need for clearer pedagogical frameworks to guide AI use. This paper presents a scalable, phased approach to integrating AI within a broader experiential learning strategy and offers practical insights for institutions navigating similar transitions in the AI-driven education landscape.

BIOGRAPHIES



Dr. Zhang Pengchi is the Education R&D Domain Chair at the School of Applied Science, Temasek Polytechnic, Singapore, and a lecturer with expertise in applied science education and clinical cardiology. His work focuses on integrating artificial intelligence, experiential learning, and innovative pedagogies into curriculum design and delivery. He leads initiatives to enhance teaching and learning practices, including the use of learning analytics and interdisciplinary approaches, and actively collaborates with academic and industry partners to improve student learning outcomes.

Mr. Guo Ren is a Senior Academic Mentor at Temasek Polytechnic, Singapore, and an experienced educator with a strong interest in teaching innovation and science communication. He is actively involved in advancing educational practices, with a focus on enhancing student learning through engaging pedagogies and applied approaches. As a Senior Academic Mentor, he contributes to curriculum development and supports student learning, while collaborating with colleagues on initiatives related to teaching excellence and educational innovation.





Dr. Loh Gin Hin is the Deputy Director at the School of Applied Science, Temasek Polytechnic, Singapore, where he plays a key role in advancing teaching and learning practices. He is actively involved in curriculum development, educational innovation, and the implementation of experiential learning approaches across programmes. His work focuses on enhancing student learning through applied and interdisciplinary strategies, and he collaborates closely with academic teams to drive continuous improvement in education quality and outcomes.

CHATGPT FEEDBACK LITERACY, FEEDBACK ENGAGEMENT, AND PERCEIVED WRITING IMPROVEMENT AMONG FIRST-YEAR ENGLISH MAJORS AT VINH LONG UNIVERSITY OF TECHNOLOGY EDUCATION

Mr. Pham Minh Trung
Deputy Director
Foreign Languages Center, Vinh Long University of Technology Education, Vietnam

The rapid advancement of generative artificial intelligence (AI) has introduced new opportunities for enhancing English writing instruction, with ChatGPT becoming a widely adopted tool for automated writing feedback. While previous research has demonstrated the potential of AI-assisted feedback to improve writing performance, there has been limited focus on learners' capacity to comprehend and apply such feedback, particularly within Vietnamese higher education. This study investigates first-year English majors' levels of ChatGPT feedback literacy, feedback engagement, and perceived writing improvement, and proposes a structural model to explain the relationships among these constructs. A quantitative survey was administered to 53 first-year English majors at Vinh Long University of Technology Education. Data were collected using a structured questionnaire encompassing four dimensions of ChatGPT Feedback Literacy, three dimensions of Feedback Engagement, and three dimensions of Perceived Writing Improvement, each measured on a five-point Likert scale. Descriptive statistics summarized students' perceptions, and Partial Least Squares Structural Equation Modeling (PLS-SEM) was proposed to examine the hypothesized relationships. The results show that participants reported positive perceptions across all three constructs. Ethical awareness was identified as the strongest aspect of ChatGPT feedback literacy, while cognitive engagement was the most prominent dimension of feedback engagement. Regarding writing improvement, language accuracy was perceived as the primary benefit of ChatGPT-assisted feedback. These findings indicate that students recognize the importance of responsible AI-generated feedback use and actively engage with it to enhance their English writing development.

Keywords: ***ChatGPT, feedback engagement, perceived writing improvement, English writing, PLS-SEM***

BIOGRAPHIES



Pham Minh Trung is currently the Deputy Director of the Foreign Languages Center at Vinh Long University of Technology Education, Vietnam. He earned a Master of Arts in Teaching English as a Foreign Language (TEFL) from Southern New Hampshire University, USA. He is currently pursuing a Doctor of Philosophy (PhD) in English at Lincoln University College, Malaysia.

Mr. Trung has over 15 years of experience teaching English at the tertiary level. He has contributed to English language instruction, teacher training, curriculum development, language assessment, and the integration of educational technologies. His interests include advancing innovative teaching methods to improve students' English proficiency and learning outcomes. His current research focuses on the application of artificial intelligence (AI) in English language education, particularly AI-assisted writing and feedback, as well as learner autonomy in technology-enhanced language learning. His doctoral research investigates the relationships among AI feedback literacy, feedback engagement, and writing improvement, with the aim of providing empirical evidence to support the effective integration of generative AI tools into English writing instruction.

AI AS A COGNITIVE PARTNER: EXPLORING THE IMPACT OF GENERATIVE AI DEPENDENCE ON DIVERGENT THINKING AMONG UNIVERSITY STUDENTS

Prof. Dr. Binu Thomas
Professor and Research Guide, Department of Computer Applications (Aided), Marian College Kuttikkanam (Autonomous), Kerala, India
Director, Marian Institute for Teaching Learning and Evaluation (MITLE), India

The use of Generative Artificial Intelligence (GenAI) tools is becoming widespread in higher education worldwide. It is revolutionizing the way students are searching for information, developing ideas and completing academic tasks. There have been some concerns expressed about the possible negative impacts of over-dependence on AI on creativity and independent thinking, but new thinking has emerged about GenAI's ability to serve as a cognitive companion in the thinking process. This study examines the relationship between the use of Generative AI and divergent thinking of university students. Ninety-four undergraduate and postgraduate students were surveyed, using a structured questionnaire along with the measures of genAI dependence and divergent thinking. The results of the reliability analysis showed good internal consistency for both constructs (Cronbach's α values were above the recommended value of 0.80). Data was analysed by the descriptive statistics, correlation analysis and simple linear regression. The results showed a strong positive correlation between the use of Generative AI and divergent thinking (r = 0.678, p < 0.001). The results of regression analysis also revealed that the students'; reliance on GenAI had a significant predictive effect on divergent thinking, explaining 45.9% of the variance in students'; scores on the divergent thinking test (R^2 = 0.459, p < 0.001). These findings can lead us to the conclusion that students may use GenAI tools as brainstorming, exploring different perspectives, generating creative ideas, and solving problems. The use of GenAI does not seem to limit creativity but actually helps students'; divergent thinking. By offering empirical insights into the use of Generative AI as a cognitive companion in Higher Education, the study adds to the current debate on its role in education. The findings have implications for educators, curriculum designers, and policy makers who want to take advantage of the potential benefits of AI for creativity, innovation, and thinking in meaningful ways that maintain the human cognitive experience.

Keywords: *Generative AI · Divergent thinking · Cognitive partner · Creativity · Higher education · Extended Mind Theory*

BIOGRAPHIES



Prof. Dr. Binu Thomas is a Professor and Research Guide in the Department of Computer Applications (Aided) at Marian College Kuttikkanam (Autonomous), Kerala, India, and serves as the Director of the Marian Institute for Teaching Learning and Evaluation (MITLE). With more than 25 years of experience in higher education, he has established himself as an academic leader, researcher, and innovator in the areas of educational technology, artificial intelligence in education, outcome-based education, quality assurance, and technology-enhanced learning.

He holds a Ph.D. in Computer Science from Mahatma Gandhi University, Kerala, India, where his research focused on the integration of fuzzy logic and data mining techniques for handling vagueness and uncertainty in decision-making systems. His scholarly contributions include 42 research publications including 31 in Scopus-indexed journals, Web of Science-indexed journals, international conference proceedings, and other reputed publications. His research work has attracted more than 360 citations.

Dr. Thomas has successfully led and participated in several funded research projects. He is currently the Principal Investigator of a Mozilla Foundation (USA)-funded Responsible Computing Project supported under the USAID initiative, focusing on promoting ethical and inclusive approaches to computing education. He is also associated with an ICSSR-funded research project examining financial stability, reproductive health awareness, and decision-making capabilities among Particularly Vulnerable Tribal Groups (PVTGs) in Kerala. Earlier, he completed a UGC-funded research project on data mining and employability enhancement.

A strong advocate of innovative teaching and learning practices, Dr. Thomas has developed international collaborations with the Centre for Holistic Teaching and Learning (CHTL), Hong Kong Baptist University, and the Centre for Learning Enhancement and Research (CLEAR), The Chinese University of Hong Kong (CUHK). Through these collaborations, he has contributed to faculty development initiatives, outcome-based education, digital pedagogy, and technology-enabled teaching-learning innovations. Under his leadership, MITLE has trained thousands of educators in ICT-enabled teaching-learning methodologies and Moodle-based learning management systems.

His current research interests include Artificial Intelligence in Education, Human–AI Cognitive Partnerships, Responsible Computing, Learning Analytics, Educational Data Mining, Outcome-Based Education, Learning Management Systems, and Digital Transformation in Higher Education. He continues to work on advancing the effective integration of AI and emerging technologies to enhance teaching, learning, creativity, and student success in higher education institutions worldwide.

AI WILL CHANGE HOW UNIVERSITIES OPERATE. LEADERS MUST DECIDE WHAT CANNOT CHANGE: KEEPING MISSION AT THE CENTER OF AI ETHICAL TRANSFORMATION

Dr. Hubert Benitez
President
Saint Peter's University — Jersey City, New Jersey, United States of America

Artificial intelligence will fundamentally change how universities operate. The challenge for university leaders is to ensure that this transformation does not change what universities are fundamentally called to do: educate, form, and serve. Drawing on the experience of Saint Peter's University, a mission-driven Catholic, Jesuit institution, this presentation examines how leaders can guide AI transformation while keeping human dignity, inclusion, intellectual curiosity, formation of the whole person, and the common good at the center. It will address practical questions facing institutions today: How do we implement AI responsibly? What must remain unchanged as our institutions evolve? What new challenges and opportunities does AI create, and where should leaders establish boundaries? Most importantly, how do we ensure that AI expands opportunity and strengthens institutional effectiveness while preserving human judgment, agency, and responsibility?

BIOGRAPHIES



Hubert Benitez, DDS, PhD, is the 23rd President of Saint Peter's University, the Jesuit Catholic University in New Jersey, and the institution's first Hispanic and Latino president.

As president and chief executive officer, he provides strategic vision and leadership in advancing the University's academic mission, institutional priorities, and commitment to student success.

With more than two decades of experience in higher education and an earlier 15-year career in clinical practice, Dr. Benitez has served as an academic leader, administrator, faculty member, and executive across public, private, and Jesuit institutions. His leadership is grounded in academic excellence, mission centered governance, innovation, access, and opportunity.

Prior to joining Saint Peter's, Dr. Benitez served as president and chief executive officer of American International College in Springfield, Massachusetts, and Saint Luke's College of Health Sciences in Kansas City, Missouri. Throughout his career, he has held senior leadership roles including provost and vice president for academic affairs, chief academic officer, dean of health sciences, department chair, and assistant dean.

A nationally engaged scholar and higher education leader, Dr. Benitez's work focuses on educational access and opportunity, particularly for first-generation, underrepresented, and diverse student populations. He has led initiatives addressing college readiness, developing bridge and pipeline programs, strengthening academic programs, and advancing institutional assessment and accreditation. He serves as a peer reviewer for the Middle States Commission on Higher Education and the New England Commission on Higher Education.

ENDURING PARTNERSHIPS THROUGH THE HUMAN FACTOR

Dr. Raynie Wood
Executive Director
Alberta Bureau for International Education, Canada

In a time of geopolitical upheaval and economic shifts, the need for nations to actively identify new trade partners has become more prevalent than ever. As country leaders look towards globalization to diversify their global partnerships and advance national trade agendas, leaders cultivate cross-border relations through transparency and empathy to intentionally foster trust. Economic growth remains deeply underpinned by the need for global talent – graduates that can live and work in a borderless global economy.

Internationalization of higher education serves as a key conduit to graduate preparation. Defined as "the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of postsecondary education" (Knight, 2003), internationalization is developed for the purpose of mobility, academic programs, research, or transnational education. The fundamentals of global engagement relying on reciprocating and synergistic collaboration, only built through meaningful human-centered rely on relationships that endure, whether an institution is entering a new market to pursue a new partnership or fostering the development of a global outlook required for the future.

While educational collaborations have become a powerful enabler to advance globalization and internationalization, barriers remain. For example, educational leaders must actively mitigate the digital divide, such as resource and access inequities as technology such as AI advances at an unprecedented pace. Furthermore, global collaboration requires leaders of institutions to navigate distinct contextual variables, specifically academic freedom, governance, regulatory compliance, quality assurance, and more. More specifically there are distinct pedagogical and technological considerations that impact the benefits.

Focusing on international market entry, this presentation explores considerations when delivering programs (curriculum) and selecting (deep learning) technological tools when in pursuit of an enduring international education partnership.

BIOGRAPHIES



Dr. Raynie Wood – Executive Director for the ABIE (Alberta Bureau for International Education). Established as a separate incorporated organization, reporting into a board representative of the 26-public post-secondary colleges, polytechnics, and universities in the Province of Alberta. The Bureau has been established for the purpose of advancing Alberta's engagement and capacity building specific to international education – through partnership ensuring timely response and support for post-secondary leaders/presidents, and local and global educational and industry representatives/delegates, working as partners of the Minister (and Ministry). Bringing Alberta to the world and the world to Alberta!

Raynie has more than 20 years' experience in post-secondary education holding a range of roles over her professional career. As previously the Dean of advanced digital technology with a focus on contributing to Alberta's economic diversification, preparing graduates to compete in a borderless global economy. The school offers a range of programs in information technology services and software development, security, design, artificial intelligence, film production and broadcast. As the Associate Director for International Projects, she led project engagement in Bolivia, Mozambique, Indonesia (and more) including a branch campus for energy education in Kazakhstan having over 900 students. Additionally, she was a faculty developer, the Associate Director – Curriculum Excellence, and Project Lead for an expanded scope of practice in health.

After earning a Masters in Education from the University of Calgary – Adult, Community and Higher Education, Raynie went on to complete a PhD in Education and Human Resource Studies – Leadership. Her dissertation is focused on measures of success for an international branch campus. She recently completed the ICD – Rotman School of Management – Directors program having a focus on board strategy oversight, foresight, financials, and risk management.

Raynie has engaged in not for-profit boards focusing on global education. And she is a longstanding Chair for Ontario Quality Assurance Service for quality audits, and most recently chaired a pilot audit for the SPIEQAA (Standards of Practice for International Education) for the Ontario College Education System.

LEVERAGING AI-INTEGRATED ROBOTICS TO TRANSFORM HIGHER EDUCATION LEADERSHIP AND WORKFORCE READINESS

Mr. Andy Lee
President
Innovation First International, Hong Kong

As Higher Education Institutions (HEIs) navigate the "AI-Driven" era, leadership must look beyond software-based AI to the tangible integration of AI within physical systems—specifically robotics. This session explores how educational robotics serves as a critical bridge for HEI leaders to foster "Resilient Innovation" within their campuses.

The presentation will address:

1. Strategic Integration: How university leaders can implement AI and robotics as cross-disciplinary tools rather than isolated technical subjects, enhancing institutional prestige and research output.
2. Readiness Gap: Insights into faculty professional development models used across the APAC region, specifically focusing on "train-the-trainer" initiatives that empower non-technical faculty to lead AI-driven projects.
3. Collaborative Ecosystems: A case study on the "VEX Continuum" in Southeast Asia, demonstrating how partnerships between industry (IFI), NGOs (STEAM for Vietnam), and HEIs create a sustainable pipeline for student performance and global competitiveness.

Participants will gain a strategic roadmap for managing the transition toward AI-augmented learning environments, ensuring that higher education management remains at the forefront of technological and ethical innovation.

BIOGRAPHIES



Andy Lee is the President of Innovation First International (Hong Kong). Innovation First is the parent company of VEX Robotics. VEX develops world-class educational robotics and computer science resources. Since 2010, Andy has cultivated partnerships with a wide range of industry and academic stakeholders to promote STEM Education. This has been accomplished using VEX's educator focused hardware, software, professional development certifications, and curricula throughout the Asia-Pacific region.

He has also organized national engineering design challenges, empowering students to master the balance between technical skill acquisition, creative problem-solving, and collaborative teamwork. He remains dedicated to fostering the next generation of global innovators.

Andy holds a Masters of Business Administration degree from Hofstra University. Prior to that, Andy received his undergraduate degree specializing in Law from Carleton University. He is also a VEX Certified Educator.

LEADERSHIP IN AN AI-WORLD – WHAT LEADERSHIP CHOICES DO WE NEED TO MAKE BECAUSE OF AI, TRANSNATIONAL EDUCATION, AND LIFELONG LEARNING

Ms. Mariam Riza
Director, Government Affairs – Asia Pacific
Instructure – maker of Canvas & Parchment

AI is changing how we work, the skills we need and how quickly those skills evolve. For education leaders, the question is no longer simply how do we adopt AI. A more important question is: what leadership choices we must make because of AI, Transnational Education, and Lifelong Learning.

This session explores that question drawing on emerging perspectives from government, education and industry engagement across Asia-Pacific.

1. From degrees to lifelong learning: How can institutions use AI-enabled learning environments to reduce academic workload, strengthen teaching & assessment, personalise learning, and create flexible, stackable pathways for lifelong learners? This includes considering how AI can be embedded responsibly.
2. From learning to recognition: As learning expands beyond traditional degrees into shorter courses, microcredentials & professional development, how do we ensure those skills are assessed, trusted, recognised and carried forward?
3. From institutions to connected transnational ecosystems: How can universities better connect learning, credentials, government & industry to respond to changing workforce needs, strengthen transnational education, & enable greater learner and talent mobility?

BIOGRAPHIES



Mariam Riza is the Director of Government Affairs – Asia Pacific at Instructure, working at the intersection of government, education and industry to advance lifelong learning, workforce development and talent mobility across the region. She brings more than 17 years of international experience across human-capital development, Federal and State Government employment programmes, reskilling and future-workforce initiatives, with a focus on connecting education policy with economic and workforce outcomes across Asia-Pacific. Mariam is based in Australia and was the endorsed candidate for Mayor for Melbourne in 2024

MEASURING LEARNING IN THE AI ERA: RETHINKING AUTHENTIC ASSESSMENT FOR HIGHER EDUCATION

Dr. Nguyen Thi Van Anh
Lecturer & Associate Program Manager, Bachelor of Digital Marketing
RMIT Vietnam

CO-AUTHORS:

Dr. Ebony Coletu
Senior Lecturer, Learning and Teaching
RMIT Vietnam

Dr. Hoang Ai Phuong
Senior Lecturer & Senior Program Manager,
Bachelor of Digital Marketing
RMIT Vietnam

Dr. Phung Thanh Phuong
Associate Lecturer, Business School
RMIT Vietnam

Dr. Truong Quang Huy
Senior Lecturer & Research Cluster Lead, Logistics and Supply Chain Management
RMIT Vietnam

The widespread adoption of generative artificial intelligence (AI) has challenged one of higher education's fundamental assumptions: That student-produced work provides valid evidence of learning. As AI increasingly generates sophisticated reports, analyses and creative outputs, educators can no longer infer understanding solely from the quality of assessment products. While current discussions have focused on detecting AI use, less attention has been given to a more important question: how can educators make students' thinking visible in AI-enabled assessment?

This paper investigates how authentic assessment can better capture learning in a final year capstone course. Drawing on metacognition and self-regulated learning, the study asks: (1) How do educators recognise evidence of learning when students use multiple AI systems? (2) What thinking processes should authentic assessment capture? (3) How should educators redesign assessments to reflect students' thinking and learning? An exploratory mixed-methods design combines assessment redesign experiment, interviews with educators, and descriptive student surveys.

Preliminary findings suggest that meaningful learning is reflected not by whether students use AI, but by how they strategically coordinate multiple AI systems, compare conflicting outputs, evaluate evidence, justify decisions, and reflect on their own understanding. We conceptualise these behaviours to represent an adaptive learning capability that conventional assessment rarely makes visible.

The study contributes theoretically by proposing a lens for understanding learning in AI-enabled environments and developing an initial conceptual model from an educator's perspective. Practically, it demonstrates how authentic assessment can move beyond detecting AI use towards evaluating students' reasoning through reflective process documentation, multi-AI comparison tasks, and oral defence. The paper offers a new direction for measuring learning in the AI era.

BIOGRAPHIES



Dr. Nguyen Thi Van Anh is a Lecturer and Associate Program Manager for the Bachelor of Digital Marketing at RMIT Vietnam. She holds a PhD in Business from RMIT University, where her doctoral research examined customer switching behaviour in omnichannel retailing. Her research interests span digital marketing, consumer behaviour, omnichannel retailing, digital commerce, marketing innovation, technology adoption, and scholarship of teaching and learning (SoTL). She actively collaborates on interdisciplinary research in digital transformation, AI in education, consumer behaviour, and sustainable marketing, with publications in leading journals and an authored book on customer switching behaviour.

ORCID: 0000-0001-9522-1348



Dr. Ebony Coletu is a Senior Lecturer in Learning and Teaching at RMIT Vietnam. Her work focuses on educational innovation, curriculum design, scholarship of teaching and learning (SoTL), and enhancing student learning experiences in higher education. She has extensive experience supporting educators in evidence-based teaching practices and learning design and has been mentoring learning and teaching research projects across the university, including interdisciplinary educational research.



Dr. Hoang Ai Phuong is a Senior Lecturer and Senior Program Manager for the Bachelor of Digital Marketing at RMIT Vietnam. Her research sits at the intersection of digital marketing, consumer behaviour, digital business transformation, fintech, social network analysis, and computational social science. She was previously a visiting PhD researcher at Carnegie Mellon University and has received international recognition for her research in digital marketing and e-commerce. She currently leads curriculum innovation and research initiatives in digital marketing education while supervising postgraduate and higher degree research students

ORCID: 0000-0002-4635-4838



Ms. Phuong Phung is an Associate Lecturer in The Business School at RMIT Vietnam. She has more than 25 years of experience spanning business management, technology, hospitality, and higher education. Her teaching and research interests include digital marketing, business strategy, entrepreneurship, innovation management, operations management, and human resource management. Before joining RMIT Vietnam, she taught at Foreign Trade University and gained industry experience in branding and international business.

ORCID: 0000-0001-5192-6186

Dr. Truong Quang Huy is a Senior Lecturer and Research Cluster Lead in Logistics and Supply Chain Management at RMIT Vietnam. He obtained his PhD from Kyoto University, Japan, and previously held senior industry roles in manufacturing and supply chain management. His research focuses on supply chain management, digital transformation, quality management, risk management, sustainability, and operations management. He has led multiple industry-engaged research projects and has received several awards for research excellence and impact.

ORCID: 0000-0002-0063-5335



FROM SAFETY CULTURE TO AI READINESS: ADAPTING AVIATION'S OPERATIONAL PRACTICES FOR FACULTY AI GOVERNANCE IN HIGHER EDUCATION

Ms. Nguyen Thuy Hang
Faculty member
Vietnam Aerospace University, Ho Chi Minh City, Vietnam

As universities accelerate AI adoption, readiness increasingly depends not only on technological capacity but also on how academic leaders support faculty in adapting to sustained change. This paper explores how aviation safety culture can offer a model for strengthening faculty AI readiness in higher education.

The paper draws on Vietnam Aerospace University as it expands beyond civil aviation toward a broader aerospace and multidisciplinary model. The university introduced digital learning infrastructure and a learning management system in 2020, adopted the BASE digital management system in 2021, and expanded its AI-related academic offerings in 2025, while also piloting AI-focused training and introducing internal guidance on using AI for teaching and administrative work. In 2026, the institution entered a strategic Smart University partnership and signed international MoUs for AI and UAV research. Together, these developments reflect strong institutional commitment to innovation, though translating them into sustained academic practice remains a critical challenge and opportunity.

Drawing on professional insights, publicly available institutional information, and consultations with academic and administrative colleagues, this conceptual paper examines how aviation safety culture, in which checklists, recurrent training, and open reporting are embedded in operations, can inform faculty AI readiness. Rather than treating AI guidance as a discrete policy or training activity, the proposed model frames readiness as an ongoing institutional practice supported by three elements: (1) clear criteria for appropriate AI use in teaching and assessment, (2) accessible channels for faculty to raise AI-related concerns and share practices, and (3) periodic reviews of AI-related competencies informed by recurrent training.

The paper argues that this approach can help higher education leaders move from reactive AI policymaking toward continuous institutional learning and adaptive governance. The proposed checklist offers higher education institutions beyond aviation a faculty AI readiness tool. This transferable model contributes to faculty readiness, responsible AI adoption, and AI-informed institutional leadership.

Keywords: ***AI governance, faculty readiness, aviation education, institutional leadership and management, continuing professional development***

BIOGRAPHIES



Nguyen Thuy Hang (Selene) is a PhD candidate at Waseda University, Tokyo, and a faculty member at Vietnam Aerospace University, Ho Chi Minh City. She holds a Master of Education in Curriculum and Instruction from the University of Houston, USA.

Her research interests include international education, language education, global migration, technology development, and governance of AI in higher education.

She has served as a research assistant at Waseda's Global Asia Research Center and contributed to a JICA Research Institute study on study-abroad impacts.

In January 2026, she was also nominated by Vietnam's Ministry of Education and Training (MOET) as one of two national representatives, alongside scholars from Southeast Asian member states, to complete the Advanced Specialist Certificate in Teaching Listening and Speaking at SEAMEO RELC, Singapore.

FROM DATA TO QUALITY: AN AI-ENABLED INTERNAL QUALITY ASSURANCE FRAMEWORK FOR EVIDENCE-BASED LEADERSHIP IN HIGHER EDUCATION

Ms. Ngo Dinh Hoang Diem
Deputy Head, the Office of Testing and Quality Assurance
Lac Hong University, Vietnam

This study presents the development and ongoing implementation of an AI-enabled framework designed to strengthen internal quality assurance (IQA) and support evidence-based leadership in higher education. As higher education institutions increasingly generate large volumes of quality-related data, the challenge is shifting from data collection and reporting toward the effective integration, interpretation and use of evidence for timely decision-making and continuous improvement.

The framework was developed from 2022 within a private university in Vietnam and builds on an existing institutional data infrastructure and management dashboard developed by the university. It integrates institutional data, evidence analysis, leadership decision-making and improvement actions into a continuous IQA cycle: data integration and monitoring, AI-supported quality analysis, leadership decision-making, improvement implementation, and monitoring of improvement outcomes. Since 2025, AI capabilities have been progressively incorporated into the system to consolidate data from multiple sources, identify trends and anomalies, generate analytical dashboards, recommend improvement actions and monitor their effectiveness. Other AI capabilities, including predictive analysis and AI-assisted interpretation, are being further developed.

A practical application is demonstrated through a dashboard for monitoring the attainment of programme learning outcomes. The system identifies areas of achievement and underachievement, supports analysis of possible causes, facilitates improvement planning and implementation, and enables subsequent monitoring and re-measurement of outcomes.

The framework illustrates how AI can help shift IQA from a predominantly data-reporting function toward a more integrated and evidence-informed approach to quality enhancement. Human judgment remains central, with AI serving as a supporting capability for institutional leaders. The study also identifies data quality, interoperability, transparency, human oversight, information security and responsible AI governance as critical conditions for implementation.

Keywords: ***internal quality assurance; artificial intelligence; evidence-based leadership; quality enhancement; higher education; data-driven decision-making***

BIOGRAPHIES



Ms. Ngo Dinh Hoang Diem is Deputy Head of the Office of Testing and Quality Assurance at Lac Hong University, Vietnam. Her professional and research interests include higher education leadership and management, quality assurance and accreditation, AI and digital transformation in higher education, and evidence-based quality improvement. She has extensive experience in institutional and programme-level quality assurance, AUN-QA assessment and re-assessment, ISO 21001:2018 quality management, and the development of data-driven quality management systems. Her current work focuses on AI-enabled internal quality assurance, data-driven decision-making, KPI and risk management, and continuous quality improvement in higher education.

DATA-DRIVEN INTERNAL QUALITY ASSURANCE MANAGEMENT IN HIGHER EDUCATION: A CASE STUDY OF CAN THO UNIVERSITY

Ms. Nguyen Thi Phuong Thao
PhD candidate of Educational Management, School of Education
Can Tho University, Vietnam

CO-AUTHORS:

Assoc. Prof. Dr. Luu Nguyen Quoc Hung
Associate Professor, Educational Management
Can Tho University, Vietnam

Dr. Nguyen Bach Thang
Senior Lecturer, Educational Management
An Giang University, Vietnam

As higher education places increasing emphasis on quality culture and continuous improvement alongside accreditation, internal quality assurance is becoming a central component of institutional quality management. The effectiveness of internal quality assurance depends not only on organizational structures and processes but also on the capacity to collect, integrate, analyze, and use quality data to support decision-making and improvement. This study aims to examine data-driven internal quality assurance management at Can Tho University, identify its current strengths and gaps, and propose a data-driven management model. Using a qualitative case study based on documentary and institutional data, the study analyzes institutional policies and regulations, internal quality assurance processes, self-assessment practices, quality data systems, stakeholder feedback, benchmarking activities, and quality improvement practices. The findings show that Can Tho University has established important foundations for internal quality assurance, including institutional quality management mechanisms, self-assessment processes, stakeholder feedback systems, benchmarking practices, and digital platforms supporting quality assurance and program improvement. However, quality data remain fragmented across different systems and activities, limiting their integration, analytical use, and linkage to management decisions and improvement outcomes. The case also highlights a distinction between digitalized internal quality assurance and data-driven internal quality assurance: digitizing quality processes does not necessarily ensure that data are systematically integrated, analyzed, and translated into managerial action. Based on these findings, the study proposes a five-component data-driven internal quality assurance management model comprising quality data governance, data integration, data analytics, data-driven decision-making, and improvement impact monitoring, operating through a continuous PDCA cycle. The proposed model contributes to a conceptual shift from internal quality assurance primarily oriented toward accreditation and evidence provision toward data-informed institutional management and substantive quality improvement, and may provide a reference framework for higher education institutions seeking to strengthen data-driven quality management.

Keywords: *Internal quality assurance, data-driven management, Can Tho University, quality data governance, PDCA cycle*

BIOGRAPHIES



Nguyen Thi Phuong Thao is a PhD candidate of Educational Management, School of Education, Can Tho University, Vietnam. Her research interests include educational management, higher education quality assurance, entrepreneurship and innovation, university social responsibility, and community engagement. Her current research focuses on higher education quality management, service-learning, sustainable community development, and university–community engagement in the Mekong Delta.

Luu Nguyen Quoc Hung is an Associate Professor in Educational Management at Can Tho University and Director of the Can Tho University Foreign Language Center. His research interests focus on educational management, university governance, faculty development and evaluation, and quality assurance in higher education.





Nguyen Bach Thang is a Senior Lecturer at An Giang University and holds a PhD in Educational Management. His current research interests focus on school management, the development of educational management personnel, teachers and university faculty, and the management of educational activities in higher education, general education, and early childhood education.

GENERATIVE AI ADOPTION ON WORKPLACE PRODUCTIVITY: THE MEDIATING ROLE OF AI-INDUCED METACOGNITIVE LAZINESS

Asst. Prof. Norliza M. Nordan
Executive Assistant III, Academic Affairs
Pamantasan ng Lungsod ng Maynila, Philippines

CO-AUTHORS:

Dr. Emmanuel P. Paulino
Faculty member, Graduate School
Pamantasan ng Lungsod ng Maynila, Philippines

Dr. Ronald P. Romero
Vice President, Academic Affairs
Pamantasan ng Lungsod ng Maynila, Philippines

The study explores the impact of Generative AI adoption on workplace productivity within educational institutions in the National Capital Region (NCR), Philippines, with AI-Induced Metacognitive Laziness serving as a mediating variable. As educational institutions continue to respond to digital transformation, the integration of Generative AI presents opportunities to improve productivity and streamline institutional operations. However, the increasing dependence on AI also raises concerns about whether frequent reliance on automated assistance may reduce employees' active engagement in critical thinking, reflection, evaluation, and independent decision-making. Despite the growing discussion surrounding artificial intelligence in education, there remains a need to examine the organizational and cognitive implications of Generative AI within educational institutions. Much of the existing discussion on AI in education focuses on teaching and learning, student outcomes, or instructional applications, while comparatively less attention is given to the workplace productivity implications of AI adoption among employees performing academic, administrative, and support functions. Using a correlational research design, data were collected from 385 educational administrators and administrative staff through a structured online questionnaire administered via Google Forms.

The findings reveal that Generative AI adoption has a statistically significant positive effect on workplace productivity, indicating that greater adoption of AI is associated with improved perceived productivity among educational administrators and administrative staff. Generative AI adoption also has a statistically significant positive effect on AI-induced metacognitive laziness, suggesting that increased reliance on AI is associated with greater tendencies toward reduced cognitive monitoring, reflection, critical evaluation, and independent thinking. However, AI induced metacognitive laziness does not have a statistically significant direct effect on workplace productivity. The mediation analysis identifies AI-induced metacognitive laziness as a full mediator in the relationship between Generative AI adoption and workplace productivity, highlighting its role in the relationship between AI adoption and workplace outcomes.

The findings further suggest that Generative AI adoption provides productivity benefits for educational administrators and administrative staff while also being associated with potential reductions in metacognitive engagement. The study contributes to the discourse on responsible AI integration in educational institutions by emphasizing the need to balance AI-enabled productivity with the preservation of human cognitive capabilities and professional judgment.

BIOGRAPHIES



Asst. Prof. Norliza M. Nordan is an educator, researcher, and public sector professional specializing in professional communication, policy-oriented learning, and capacity development for government personnel. She currently serves as Assistant Professor and Executive Assistant III at Pamantasan ng Lungsod ng Maynila, where her work spans academic instruction, research, training facilitation, and the development of learning resources that strengthen organizational communication and governance.

Emmanuel P. Paulino, DBA, LPT, is a faculty member in different Graduate Schools in the Philippines. He teaches research methods, statistics, and business analytics at Ateneo de Manila University, De La Salle University, University of the City of Manila, and San Beda College Alabang. He has already published and reviewed papers for international high-impact journals related to management, entrepreneurship, marketing, and analytics.





Dr. Ronald P. Romero is Vice President for Academic Affairs at Pamantasan ng Lungsod ng Maynila, with over 25 years of academic and 17 years of industry experience. He advances strategic good governance, human capital development, and management navigation in higher education. He has held key leadership roles in both corporate and academic fields, driving institutional innovation and quality assurance.

AI AS A STRATEGIC SECTOR: LANGUAGE FOR SPECIFIC PURPOSES AS INFRASTRUCTURE FOR TALENT DEVELOPMENT

Dr. Jennifer MacDonald
Director, Academic Partnerships
Languages Canada, Canada

As artificial intelligence reshapes global economies, countries are racing to build AI-sector talent pipelines. Yet workforce readiness depends on more than technical training: Professionals must operate in English, the working language of global R&D, standards bodies, and multinational supply chains. This presentation argues that Language for Specific Purposes (LSP), particularly professional and technical English for AI, is strategic infrastructure for AI-era talent development, and examines how higher education systems can leverage interinstitutional and international partnerships to centre LSP within AI-related strategic initiatives.

Drawing on two case studies led by Languages Canada, Canada's national body for accredited English and French language education programs, the presentation examines institutional models for embedding LSP within the AI-sector talent pipeline.

The first, "Professional English for Talent Development in Strategic Industries in Jalisco State," partnered with Jalisco's Ministry of Innovation, Science and Technology and the Technical University of Jalisco. Five Languages Canada member programs delivered professional English training aligned to AI and other strategic sectors to 300 students, faculty, and young professionals, strengthening technical language proficiency for a more globally engaged workforce and deepening research, innovation, and commercialization linkages between Canadian and Mexican institutions.

The second, the Joint Pathway Program (JPP), builds structured partnerships between language schools and college or university programs in Canada to create preparatory language pathways into postsecondary study. Through targeted recruitment for participating institutions, the JPP leverages AI's role as a strategic sector for international talent attraction, labour-market needs, and postsecondary skills development, and thus revitalizes academic and specific-purposes language pipelines into postsecondary studies and the workforce.

The presentation offers higher education leaders a framework for positioning language education not as a peripheral support service but as core innovation infrastructure, one that determines whether AI-strategic sectors can access globally competitive, English-proficient talent. Participants will leave with takeaways for incorporating LSP into their leadership of international AI and AI-adjacent education initiatives in their own contexts.

BIOGRAPHIES



Dr. Jennifer J. MacDonald is a Canadian language educator and academic whose work revolves around topics at the intersection of English for Specific and Academic Purposes, critical applied linguistics, and the internationalization of higher education. She has twenty-five years' experience in teaching and leadership roles in the language education sectors in Canada, Europe, South America and Asia, including at Dalhousie University and Saint Mary's University (Canada), and Shandong University of Finance and Economics (China). She is currently Director of Academic Partnerships at Languages Canada. Her books include Academic Inquiry 1, Sentences and Paragraphs (with Marcia Kim, Oxford University Press, 2017) and Pedagogies in English for Academic Purposes: Teaching and Learning in International Contexts (co-edited with Carole MacDiarmid, Bloomsbury, 2021).

BLENDED THINKING INTELLIGENCE TO ENHANCE FACULTY READINESS FOR SKILFUL PURPOSEFUL THINKING IN AI ERA

Dr. Raymond Tsoi
Founder
TSOI-BTI Consulting, Singapore

The aim is to provide a practical-based alternative for faculty to enhance the readiness experience of thinking skillfully purposefully in the AI era. Blended Thinking Intelligence focuses on blending cognitive, social and corporate processes in thinking to prepare for developing skilful thinking purposefully. This holistic approach is anchored in a research evidence-based hybrid learning model which evolved from the science of inquiry and experiential learning.

The argument is critical, creative thinking and innovation often trained or applied separately lack meaningfulness, interconnectedness especially for purposeful direction towards skilful thinking development in the AI era. As such, Blended thinking Intelligence bridges this disconnect holistically as well as enhances readiness in the digital era. Improved communication, effective team collaboration, novel ways of skilful thinking and adding innovative value to the organisation, helping learners effectively make meaningful relevant connections in subject matter are some highlights.

The specifics of what, the rationale and the how of blending the three attributes of Blended Thinking Intelligence for effective and efficient readiness: The cognitive (critical, creative thinking visualisations and innovation processes in a ubiquitous AI realm), the social (collaboration related to distributed action theory of leadership and cooperative learning) and the corporate (decision making strategies including business-related and information gathering with prevalent AI tools) will be showcased. Implications will be discussed in the light of diverse experiences in Teacher science education at National Institute of Education Singapore, Publishing education in blended learning products, Medical and Healthcare education in e-learning design and Consulting experiences in APAC and Middle-East for Institutes of Higher Learning and Ministry of Education.

BIOGRAPHIES



Prior to founding this consultancy, **Dr. Raymond TSOI** is an assistant Professor in Science Education (Teacher Training with more than a decade of experience) at National Institute of Education Singapore. Thereafter for corporate experiences, configure new department both at Singapore Health Services Pte Ltd, the largest Healthcare organisation as Senior Manager for e-learning (Curriculum & Instructional Design) and Marshall Cavendish International Pte Ltd, as Head of Blended Learning (Publishing). International Consultancy services delivered include empowering creativity & innovation workshops, hotel senior management training, start-up international pre-school/ primary program (adopting Singapore Curriculum), University professional development in pedagogy and strategic planning, science curriculum review for the Ministry of Education.

GENERATIVE AI-ENHANCED ROLE-PLAY FOR INTERACTIVE AND AUTHENTIC LEARNING IN HIGHER EDUCATION

Dr. Thanh Pham
Lecturer, School of Science, Engineering and Technology
RMIT University Vietnam, Vietnam

CO-AUTHORS:

Dr. Gianmarco D'Alessandro
Lecturer, Aviation Program
RMIT University Vietnam, Vietnam

Assoc. Prof. Arthur Tang
Deputy Dean, Research and Innovation
RMIT University Vietnam, Vietnam

Assoc. Prof. Jose Almeida Da Silva
Aviation academic
RMIT University Vietnam, Vietnam

Mr. Thong Huynh
Associate Lecturer, PhD candidate
RMIT University Vietnam, Vietnam

Dr. Linh Tran
Lecturer
RMIT University Vietnam, Vietnam

Assoc. Prof. Nic Connelly
Associate Professor
RMIT University Vietnam, Vietnam

Across many disciplines, students need repeated practice with high-stakes conversations: interviewing a witness, negotiating, or managing a difficult exchange. These are hard to stage safely, consistently, and at scale, because real events are rare, live actors are costly, and some scenarios carry ethical risk for students. Unlike scripted simulations or video cases, generative AI can sustain complex, interactive scenarios that respond dynamically to what the student says and does, making realistic, repeated practice available at scale and on demand.

This paper first introduces AviAI, a GenAI role-play prototype with voice interaction, a 3D avatar, and real-time responses, designed for aviation witness interviewing in the Bachelor of Aviation Management program. We piloted it with a cohort of students, replacing the video-and-worksheet task: students interviewed the AI witness, then completed the same worksheet. Real-time role-play proved feasible and student interest was strong.

Building on the aviation pilot, the project is extending the same design logic to two further fields. In psychology, students hold an initial counselling conversation with a first-year student, focused on rapport and safety rather than therapy. In business, students practise negotiation, working toward closing a deal. Implemented as a simpler, text-based format to prioritise privacy and ease of deployment, these are early-stage examples shared to illustrate how the approach transfers across different contexts.

The paper closes with transferable design moves any institution can apply: start from the learning outcome, let the discipline expert write the character, and build the AI so that the student's technique determines what they get. It positions generative AI role-play not as a technology showcase but as an accessible, scalable method for designing authentic learning.

BIOGRAPHIES



Dr. Thanh Pham is an award-winning lecturer in the School of Science, Engineering and Technology at RMIT University Vietnam. His expertise spans STEAM education and AI in higher education. He has co-led AI training programs for K-12 teachers across Vietnam and has published on the impact of generative AI in K-12 and higher education. His current research investigates AI-driven role-play for student engagement in higher education.



Mr. Thong Huynh is an Associate Lecturer and PhD candidate at RMIT University Vietnam whose research spans artificial intelligence, machine learning, and education. A former Director of Machine Learning at CoderSchool, he has published in Q1 journals including Nurse Education Today and is a recipient of the RMIT University Research Publication Excellence Award.

Dr. Gianmarco D'Alessandro is a lecturer in the Aviation Program at RMIT University Vietnam, with expertise in computational fluid dynamics, data analysis, and large language models in aviation education. He developed an LLM-powered investigation training tool for which he received the RMIT University STEM Research and Innovation Excellence Award. He holds a PhD in Mechanical Engineering and a Safety Management certificate from ICAO.

Associate Professor Arthur Tang is Deputy Dean of Research and Innovation at RMIT University Vietnam. With over ten years of experience in qualitative and mixed-methods research, his work focuses on AI adoption and technology-enhanced learning, including the design and evaluation of large language model tools in higher education. He has published in leading journals on nursing education and on the impact of large language models in low-resource languages.

Dr. Linh Tran is a lecturer at RMIT University Vietnam with expertise in STEM education, AI in education, and technology-enhanced learning. He is a recipient of the RMIT University Vice-Chancellor's Teaching Citation for Outstanding Contributions to Student Learning and is a Microsoft Innovative Educator Expert Trainer. He has published in Q1 journals on generative AI in health professional education.

Associate Professor Jose Almeida Da Silva is an aviation academic at RMIT University Australia with over 27 years of experience in higher education. His research spans aviation safety, accident investigation, and safety management systems, and he has authored over 80 publications. He holds a PhD in Aerospace Engineering and is a Member of the Royal Aeronautical Society and the International Society of Air Safety Investigators.

Associate Professor Nic Connelly is Associate Professor of Aviation at RMIT University Melbourne and Chair of the Board Safety Committee at Airservices Australia. With over 38 years of experience in aviation safety governance and human factors, she is a recipient of the Australian Awards for University Teaching Excellence and the Australian Aviation Safety Professional of the Year Award.

DELIBERATE AI-ASSISTED PROGRAMMING: A FIVE-STAGE CLASSROOM WORKFLOW AND PLATFORM FOR FIRST-YEAR COMPUTING

Dr. Edouard Amouroux
Senior Lecturer, Computer Science, School of Computing Technologies
RMIT University, Australia

CO-AUTHORS:

Prof. Michael Cowling
A Computing Technologies Academic & Director
RMIT University's Hub for Apple Platform Innovation

Dr. Thanh Pham
Lecturer, School of Science, Engineering and Technology
RMIT University Vietnam, Vietnam

Mr. Thong Huynh
Associate Lecturer, PhD candidate
RMIT University Vietnam, Vietnam

First-year computing students now arrive already using AI coding tools, so the challenge for higher education leaders is no longer whether to allow them but how curriculum and assessment should respond. Recent studies report a consistent pattern: students prompt before they understand the problem, accept generated code without reading it, and leave little visible trace of their own reasoning. Working code appears, but assessment no longer evidences what a student can do.

This paper presents a five-stage classroom workflow for deliberate AI-assisted programming. Students break the problem down before any prompting, state what the solution must do before asking the AI for it, work with the AI in steps to build up a draft, then read, test and edit the code it produces, and finish by reviewing how the solution developed. Each stage targets a documented failure pattern, and each decides deliberately which work AI may carry and which stays with the student.

The workflow is supported by an in-house platform that guides students through each stage and records their work as they go. The design lets teaching staff see the process rather than the finished program alone, which makes student reasoning visible and assessable without banning AI tools. An early prototype of the platform has been developed, along with AI agents, including coding challenge and tutor modes, built by the research team to support students across a range of coding tasks.

The paper reports what has been built, what building it revealed, and the curriculum design decisions other institutions can reuse. Although developed for programming, the approach applies wherever AI can produce the artefact being assessed.

BIOGRAPHIES

Dr. Edouard Amouroux is a Senior Lecturer in Computer Science in the School of Computing Technologies at RMIT University, holding a PhD from Universite Pierre et Marie Curie in artificial intelligence and multi-agent systems. His current work focuses on computing education and the integration of generative AI into higher education curricula, and he co-leads an initiative designing AI-assisted programming literacy tools for first-year computing students. He represents the university at national forums including the AI Summit Australia.

Professor Michael Cowling is a computing-technologies academic and Director of RMIT University's Hub for Apple Platform Innovation. A multi-award-winning educator, he is internationally recognised for his advocacy of pedagogy before technology, ensuring that hardware serves educational outcomes. At RMIT he leads initiatives integrating mobile technologies and spatial computing, including the Apple Vision Pro, into the higher education curriculum. He is President of the Australasian Society for Computers in Learning in Tertiary Education.



Dr. Thanh Pham is an award-winning lecturer in the School of Science, Engineering and Technology at RMIT University Vietnam. His expertise spans STEAM education and AI in higher education. He has co-led AI training programs for K-12 teachers across Vietnam and has published on the impact of generative AI in K-12 and higher education. His current research investigates AI-driven pedagogy and student engagement in higher education.



Mr. Thong Huynh is an Associate Lecturer and PhD candidate at RMIT University Vietnam whose research spans artificial intelligence, machine learning, and education. A former Director of Machine Learning at CoderSchool, he has published in Q1 journals including Nurse Education Today and is a recipient of the RMIT University Research Publication Excellence Award.

HOW UNIVERSITY LECTURERS ADAPT TO STUDENTS' USE OF GENERATIVE AI: PEDAGOGICAL, ETHICAL, AND SUPERVISORY RESPONSES

Dr. Virgiawan Listanto
Junior Researcher
Educational Research Center, National Research and Innovation Agency (BRIN), Indonesia

CO-AUTHORS:

Dr. Anggraeni Dian Permatasari
Junior Researcher
Educational Research Center, National Research and Innovation Agency (BRIN), Indonesia

Dr. Janu Arlinwibowo
Junior Researcher
Educational Research Center, National Research and Innovation Agency (BRIN), Indonesia

Dr. Khofifa Najma Iftitah
Assistant Researcher
Educational Research Center, National Research and Innovation Agency (BRIN), Indonesia

Dr. Tatik Tatik (Tatik Hasan Basyo)
Researcher
Educational Research Center, National Research and Innovation Agency (BRIN), Indonesia

Mr. Ilham Penta Priyadi
Education technology specialist and Instructional trainer
SEAMEO SEAMOLEC, Indonesia

Ms. Cahya Kusuma Ratih
Director
SEAMEO SEAMOLEC, Indonesia

The accelerated growth of generative artificial intelligence (GenAI) in higher education has transformed pedagogy, oversight, and ethical considerations. This study examines how university lecturers adjust to pre-service student teachers' utilization of GenAI in the absence of explicit institutional rules. The study used Interpretative Phenomenological Analysis (IPA) to investigate the lived experiences of 20 lecturers from both public and private universities in Indonesia. Semi-structured, comprehensive interviews were performed in Indonesian and evaluated through six iterative phases of IPA. Four interrelated themes emerged: institutional ambiguity as a catalyst for teacher sensemaking; ethical mediation and human-centered decision-making in AI use; ambivalence and boundary delineation in AI-assisted learning; and adaptive and supervisory tactics as human–AI hybrid practices. Rather than examining AI adoption, this study reframes lecturers as sense makers and policy actors who construct "living policies" and human–AI hybrid practices under conditions of institutional ambiguity. The results indicate that lecturers willingly incorporate GenAI into their instruction via reflective supervision, process-oriented assessment, and ethical discourse, rather than depending on formal regulations. These approaches designate lecturers as pivotal mediators who influence the manner in which AI facilitates learning while maintaining epistemic accountability. The research advances the field of human-centered AI in education by illustrating how pedagogical agency and ethical judgment underpin sustainable human–AI hybrid learning practices.

Keywords: *Artificial Intelligence in Education; Higher education; Teacher education; Human–AI hybrid learning; Teacher sensemaking*

BIOGRAPHIES



Janu Arlinwibowo (ORCID: 0000-0001-9566-9468) is a junior researcher at the Educational Research Center, National Research and Innovation Agency (BRIN), Indonesia, with a doctoral degree in Educational Research and Evaluation. His research focuses on educational assessment and measurement, psychometrics, inclusive education, and the integration of technology in learning. Recent publications include "Which is Better: E-Book or Printed Book? A Meta-Analysis of Educational Materials in Language Learning" (The International Review of Research in Open and Distributed Learning, 2025) and "STEM Implementation Issues in Indonesia: Identifying the Problems Source and Its Implications" (The Qualitative Report, 2023).

Anggraeni Dian Permatasari (ORCID: 0000-0002-1828-5556) is a junior researcher at the National Research and Innovation Agency (BRIN), Indonesia. Her research interests focus on curriculum innovation, digital learning materials, educational technology, and the integration of soft skills in vocational education. She has published several peer-reviewed works in open and distance learning, language education, and mobile learning, including "Which is Better: E-Book or Printed Book? A Meta-Analysis of Educational Materials in Language Learning" (IRRODL, 2025).





Virgiawan Listanto (ORCID: 0000-0002-1959-3526) is a junior researcher at the National Research Agency of Indonesia (BRIN). His research centers on integrating educational technology and pedagogical innovation to optimize classroom learning outcomes. Recent projects include "Mobile-mediated dynamic assessment to enhance students' ESP writing skills" (2025) and "Which is Better: E-Book or Printed Book? A Meta-Analysis of Educational Materials in Language Learning" (2025).

Khofifa Najma Iftitah (ORCID: 0000-0003-3067-0921) is an assistant researcher at the National Research and Innovation Agency (BRIN), Indonesia. Her research interests focus on curriculum innovation, digital learning materials, educational technology, generative artificial intelligence in education, and vocational soft skills. She co-authored "Which is Better: E-Book or Printed Book? A Meta-Analysis of Educational Materials in Language Learning" (2025).





Ilham Penta Priyadi is an education technology specialist and instructional trainer with extensive experience in national and international initiatives, including Curriculum 2013, Kurikulum Merdeka, the ITU GIGA School Connectivity project, ADB's TIESEA program, and UNESCO's Global Education Monitoring work. He has authored multiple books on digital learning, Informatics, and vocational education, and contributed to the 2024 Guidebook for Unplugged Computational Thinking. His work focuses on digital competencies and computational thinking across Southeast Asia.

Cahya Kusuma Ratih is an ICT for Education specialist with a background in computer science and more than a decade of experience advancing digital learning in Southeast Asia. She has been part of SEAMEO SEAMOLEC since 2008, leading regional and international initiatives including the South-East Asia Sales Competition (Erasmus+), the TIESEA project (ADB), the ITU-Indonesia Schools Connectivity Assessments, and the national research program on Developing Digital Human Resources through Online Education.



Tatik Tatik (Tatik Hasan Basyo) is a researcher at the Research Center for Education, National Research and Innovation Agency (BRIN), Indonesia. Her research is dedicated to improving initial teacher training and examining the practical integration of educational technologies in classroom pedagogy. She serves as the corresponding author for the study on preservice teachers' creative engagement with generative AI.

LEADERSHIP PRACTICES AND THE IMPLEMENTATION OF ENGLISH-MEDIUM INSTRUCTION IN TAIWANESE HIGHER EDUCATION: A QUALITATIVE CASE STUDY

Mr. Chun-Wen Kung
Graduate Institute of Education
National Chung Cheng University, Taiwan

CO-AUTHORS:

Dr. Amelio Salvador Quetzal
Assistance researcher, Graduate Institute of Education
National Chung Cheng University, Taiwan

English-Medium Instruction (EMI) has become an important strategy for higher education internationalization in Taiwan, particularly under national initiatives such as the Bilingual Nation 2030 policy and the Ministry of Education's BEST Program. However, the expansion of EMI is not simply a matter of increasing the number of English-taught courses. Its implementation requires institutional leaders to interpret policy expectations, coordinate resources, respond to faculty concerns, and negotiate between national priorities and local academic contexts.

This study examines how leadership practices influence the implementation of EMI in a public comprehensive university in Taiwan. Specifically, it investigates how institutional leaders understand the purposes of EMI, what strategies they employ to support its implementation, and how these practices influence faculty engagement and classroom-level enactment. The study adopts a qualitative case study design and draws on semi-structured interviews with senior administrators, middle-level leaders, and EMI faculty members, together with institutional policy documents and implementation materials.

Data is analyzed thematically with attention to four dimensions of EMI implementation: institutional and disciplinary contexts, faculty professional beliefs and practices, material resources and support structures, and external policy pressures. Particular attention is given to how leadership practices mediate these conditions through policy interpretation, resource coordination, professional support, and negotiation across organizational levels.

The study highlights leadership as a critical mechanism connecting national EMI policy with everyday institutional and teaching practices. It contributes practical insights into how universities can move beyond symbolic policy compliance toward more context-sensitive, collaborative, and sustainable EMI implementation..

Keywords: ***artificial intelligence; AI readiness; digital competence; higher education; university lecturers***

BIOGRAPHIES



Chun-Wen Kung is a doctoral student in the Graduate Institute of Education at National Chung Cheng University, Taiwan. His research interests include English-Medium Instruction (EMI), higher education internationalization, educational leadership, and policy enactment. His current doctoral research examines how leadership practices shape the interpretation and implementation of EMI policies in Taiwanese higher education.

Dr. Amelio Salvador Quetzal is an Assistant Researcher in the Graduate Institute of Education at the National Chung Cheng University in Chiayi, Taiwan. His research focuses on higher education policy, internationalization, international students' experiences, and international student mobility. He has employed both qualitative and quantitative research methodologies to co-author several publications in top education journals such as Higher Education, Higher Education Policy and Asia Pacific Education Review.



A PROPOSED MANAGEMENT MODEL FOR DIGITAL COMPETENCE DEVELOPMENT OF UNIVERSITY ACADEMICS IN THE ARTIFICIAL INTELLIGENCE ERA

Ms. Nguyen Tran Huynh Mai
PhD candidate of Educational Management, School of Education
Can Tho University, Vietnam

CO-AUTHORS:

Mr. Ngo Minh Quan
Teaching assistant
Best Start English Center, Vietnam

Assoc. Prof. Dr. Luu Nguyen Quoc Hung
Educational Management, School of Education
Can Tho University, Vietnam

Dr. Nguyen Bach Thang
Senior Lecturer and PhD, Educational Management
An Giang University, Vietnam

Over the past decades, the rapid advancement of artificial intelligence (AI) has transformed institutional management across practices of learning, teaching, and research. For effective learning, AI can provide immediate feedback and optimize personalized learning. In teaching, AI tools can be used to design learning materials, adapt teaching content to different learner needs, and develop more flexible forms of assessment. In research, AI can analyze large volumes of educational data. In the current higher education context, the digital competence of university lecturers is not only viewed as the ability to use digital tools effectively, but also requires the capacity to integrate AI into professional activities. However, without a systematic management framework, such practices may become disconnected from institutional priorities and individual competency needs. This conceptual paper, based on a review of relevant literature on digital transformation, AI literacy and competence, and continuing professional development, proposes a model comprising six interconnected components for developing the digital competence of university lecturers: (1) strategic leadership and policy, (2) digital and AI competence needs, (3) competency-based program design, (4) flexible learning delivery, (5) monitoring and evaluation, and (6) continuous improvement and recognition. Strategic leadership and policy establish institutional vision and direction, while identifying digital and AI competence needs ensures that development activities respond to academic requirements. Competency-based program design supports relevant and practical learning and teaching content, while flexible learning delivery enables lecturers to engage in different formats of professional development according to professional contexts and individual needs. Monitoring and evaluation provide evidence of competence development, while continuous improvement and recognition enhance motivation and inform future programs. Together, these six elements create a well-established management framework that connects institutional priorities with individual development and supports higher education institutions in building long-term readiness for AI-driven education and innovation.

Keywords: ***artificial intelligence; AI readiness; digital competence; higher education; university lecturers***

BIOGRAPHIES



Nguyen Tran Huynh Mai is a PhD candidate in Educational Management at the School of Education, Can Tho University, Vietnam. Her academic interests focus on higher education management, digital transformation, digital competence development of university academics, and professional development in higher education. Her current research examines the management of digital competence development among university academics, with particular attention to artificial intelligence, continuing professional development, and institutional approaches to strengthening digital and AI-related competencies in higher education.



Ngo Minh Quan is a graduate in Teaching English as a Foreign Language from Ho Chi Minh University of Education. He has five years of experience working as a teaching assistant at Best Start English Center. His interests include AI in education and modern teaching methods.



Luu Nguyen Quoc Hung is an Associate Professor in Educational Management at Can Tho University and Director of the Can Tho University Foreign Language Center. His research interests focus on educational management, university governance, faculty development and evaluation, and quality assurance in higher education.



Nguyen Bach Thang is a Senior Lecturer at An Giang University, Vietnam, and holds a PhD in Educational Management. His research focuses on school management, the development of educational leaders and teaching staff, and the management of educational activities across different levels of education. He is particularly interested in teacher and university faculty development in higher education, general education, and early childhood education.

HERBARIUM DIGITISATION DATABASE DEVELOPMENT AS A TEACHING AND LEARNING TOOLS: THE CASE OF HERBARIUM SEAMEO BIOTROP (BIOT)

Prof. Dr. Edi Santosa
Director
SEAMEO BIOTROP, Indonesia

CO-AUTHORS:

Dr. Saiful Bachri – Dr. Doni Yusri – Dr. Haritz Cahya Nugraha – Dr. Dewi Suryani – Dr. Risa Rosita – Dr. Slamet Widodo – Dr. Sri Sudarmiyati Tjitrosoedirdjo
SEAMEO BIOTROP, Indonesia

Since the establishment of SEAMEO BIOTROP in 1968, one of its research programs on weed management, has developed quite rapidly, more than 6100 herbarium specimens have been collected. The specimens mainly come from the results of writing the book "Aquatic weeds of Southeast Asia, J.V. Pancho & M. Soerjani"; "Weeds of rice in Indonesia, M. Soerjani, G. Tjitrosoepomo & J.G.H.H. Kostermans" and specimens from invasive alien plant species management research were collected at the Herbarium SEAMEO BIOTROP (BIOT), which became the herbarium with the most complete collection of weeds and invasive plants in Indonesia. The rapid development of information technology and communication, has made BIOT transform towards the development of digital platforms by developing digitisation and specimen databases, the goal is to facilitate access to the collections by online and build workflows for the herbarium specimen digitisation process and herbarium database updates. The Development of the protocol Herbarium Digitisation, the specimen digitisation protocol through several stages, pre-digitization curation and staging; specimen image capture; specimen image processing; electronic data capture; georeferencing specimen data; data storage to database. The digitization process is also carried out for plant family spot characters; this image was stored in the database and can be accessed as a tool for more interactive plant identification learning.

Keywords: *Biodiversity collection, darwin core*.

BIOGRAPHIES



Prof. Dr. Edi Santosa, S.P., M.Si. is the Director of the Southeast Asian Regional Centre for Tropical Biology (SEAMEO BIOTROP), He is also a distinguished Full Professor in Agronomy and Horticulture at IPB University (Bogor Agricultural University), Indonesia. He earned his Doctorate in Agriculture from The University of Tokyo, Japan, and has spent over two decades advancing tropical agriculture, plant ecophysiology, and biodiversity conservation. His research interest and expertise are in underutilized indigenous crops and smart farming systems, Prof. Santosa has several experience and research to bridging the traditional agronomy with cutting-edge technology, his research is to strengthen the agricultural biology and computer science, providing a framework for how universities can teach AI applications (like machine learning and predictive data) to optimize food production. Under his strategic leadership, SEAMEO BIOTROP has pioneered regional initiatives like "Biotrop AI," driving the integration of Artificial Intelligence and Machine Learning into higher education curricula and ecological research. His work in smart agriculture—specifically vertical farming and species distribution modelling—focuses on modernizing food systems and building climate resilience across the ASEAN region. As an educator and researcher, Prof. Santosa actively shapes national agricultural policy while cultivating the next generation of data-driven agricultural scientists.



Saiful Bachri, M.Si. is a dedicated environmental scientist, researcher, and administrator currently serving as the Supervisor for Human Center & Innovation Department in SEAMEO BIOTROP and serve as the Head of the Weed and Invasive Alien Plant Species Laboratory at the Southeast Asian Regional Centre for Tropical Biology (SEAMEO BIOTROP). He holds a Master of Science in Biology from IPB University, specializing in weed science, plant ecophysiology, and tropical ecology.

With extensive expertise in botanical database management, He also serves as the Herbarium Collection Manager and Curator Assistant at SEAMEO BIOTROP HERBARIUM, and also has project on developing the frameworks for digitizing biodiversity heritage collections. His work focuses on standardizing thousands of physical specimens into globally interoperable digital platforms using international metadata standards. His work output is to produce the high-resolution digital image repositories and taxonomy datasets that provide the essential data infrastructure supporting AI-driven species distribution modelling and automated plant identification tools across Southeast Asia.

PRESENTER INFORMATION

KEYNOTE SPEAKERS

Dr. Justin Williams
Associate Vice-President, British Columbia Institute of Technology, Canada
Website: https://www.bcit.ca

Prof. Dr. Xiaotian Zhang
Deputy Vice-Chancellor Global, Curtin University, Australia
Website: https://www.curtin.edu.au

Dr. Airini
President and Vice-Chancellor, Thompson Rivers University, Canada
Website: https://www.tru.ca

Dr. Lai Suat Yan
Coordinator, Master of Gender Studies Program, Universiti Malaya (UM), Malaysia
Website: https://www.um.edu.my

SEAMEO CENTERS

SEAMEO SEAMOLEC

Ms. Cahya Kusuma Ratih
Director
SEAMEO SEAMOLEC, Indonesia
✉ cahya@seamolec.org

Mr. Ilham Penta Priyadi
Staff, Research and Development Division
SEAMEO SEAMOLEC, Indonesia
✉ penta@seamolec.org

SEAMEO BIOTROP

Prof. Dr. Edi Santosa
Director
SEAMEO BIOTROP, Indonesia
✉ gau@biotrop.org

Mr. Saiful Bachri
Head, Weed and Invasive Alien Plant Species Laboratory
SEAMEO BIOTROP, Indonesia
✉ saiful@biotrop.org

SEAMEO RECSAM

Dr. Rusmawati Othman
Deputy Director, Training and Research
SEAMEO RECSAM, Malaysia
✉ rusmawati@recsam.edu.my

SEAMEO SEN

Ms. Jamilah Kadir
Director
SEAMEO SEN, Malaysia
✉ jamilah@seameosen.edu.my

Ms. Era Zaffura Binti Md Sin
Deputy Director, Management Division and Strategic Planning & Communication Division
SEAMEO SEN, Malaysia
✉ era@seameosen.edu.my

Ms. Monishah Md Shah
Deputy Director, Training & Capacity Building and Research & Innovation Division
SEAMEO SEN, Malaysia
✉ monishah@seameosen.edu.my

Mr. Mohd Anis Abdul Razak
Head, Research and Innovation Division
SEAMEO SEN, Malaysia
✉ mohd.anis@seameosen.edu.my

PRESENTERS

AUSTRALIA

Ms. Mariam Riza
Instructure, Australia
✉ mariam.riza@instructure.com

CANADA

Dr. Ralf St. Clair
University of Victoria, Canada
✉ rstclair@uvic.ca

Dr. Raynie L. Wood
Alberta Bureau for International Education (ABIE), Canada
✉ raynie.wood@albertainternational.ca

Dr. Jane Ali
Canada
✉ janerali73@gmail.com

Dr. Jennifer MacDonald
Languages Canada, Canada
✉ jmacdonald@languagescanada.ca

GERMANY

Prof. Dr. Natalya Bürkle
Schiller International University, Germany
✉ nb_profeducation@yahoo.com

HONG KONG

Mr. Andy Lee
Innovation First International, Hong Kong
✉ andy_lee@innovationfirst.com

INDIA

Prof. Dr. Binu Thomas
Department of Computer Applications (Aided), Marian College Kuttikkanam (Autonomous), Kerala, India
✉ binu.thomas@mariancollege.org

PHILIPPINES

Asst. Prof. Dr. Norliza M. Nordan
Pamantasan ng Lungsod ng Maynila, Philippines
✉ nmnordan@plm.edu.ph

Assoc. Prof. Dr. Franklin Garvida
José Rizal University, Philippines
✉ franklin.garvida@gmail.com

QATAR

Dr. Dennis C McCornac
Georgetown University, Qatar
✉ dm1231@georgetown.edu

SINGAPORE

Dr. Pengchi Zhang
School of Applied Science, Temasek Polytechnic, Singapore
✉ Zhang_Pengchi@tp.edu.sg

Dr. Raymond Tsoi
TSOI-BTI Consulting, Singapore
✉ mondtmf@gmail.com

SOUTH KOREA

Dr. Choon-Sig Lee
Gyeongin National University of Education, Republic of Korea
✉ choonsig@ginue.ac.kr

TAIWAN

Mr. Chun-Wen Kung
National Chung Cheng University, Taiwan
✉ ckung001@seattlecentral.edu

UNITED STATES

Dr. Hubert Benitez
Saint Peter's University, USA
✉ hbenitez@saintpeters.edu

VIETNAM

Ms. Ngo Dinh Hoang Diem
Lac Hong University, Vietnam
✉ hoangdiem@lhu.edu.vn

Ms. Nguyen Tran Huynh Mai
Can Tho University, Vietnam
✉ huynhmai@ctu.edu.vn

Mr. Pham Minh Trung
Foreign Languages Center, Vinh Long University of Technology Education, Vietnam
✉ trungpm@vlute.edu.vn

Dr. Nguyen Thi Van Anh
Royal Melbourne Institute of Technology (RMIT), Vietnam
✉ anh.nguyenthivan3@rmit.edu.vn

Dr. Hanh Pho
Royal Melbourne Institute of Technology (RMIT), Vietnam
✉ hanh.pho@rmit.edu.vn

Mr. Thong Huynh
Royal Melbourne Institute of Technology (RMIT), Vietnam
✉ tom.huynh@rmit.edu.vn

Ms. Nguyen Thi Phuong Thao
Can Tho University, Vietnam
✉ ntphuongthao@ctu.edu.vn

Mr. Ngo Minh Quan
Can Tho University, Vietnam
✉ quanngominh2003@gmail.com

Assoc. Prof. Dr. Huy Pham
Royal Melbourne Institute of Technology (RMIT), Vietnam
✉ huy.phamnguyenanh@rmit.edu.vn

Dr. Khanh Linh Nguyen
Royal Melbourne Institute of Technology (RMIT), Vietnam
✉ linh.nguyen251@rmit.edu.vn

Dr. Thanh Pham
Royal Melbourne Institute of Technology (RMIT), Vietnam
✉ thanh.pham@rmit.edu.vn

Ms. Nguyen Thuy Hang
Vietnam Aerospace University, Vietnam
✉ hang_nt@vaa.edu.vn

PARTICIPANT INFORMATION

BRUNEI DARUSALAM

Dr. Rosyzie Anna Awg Haji Mohd Apong
Assistant Professor
Universiti Brunei Darussalam
✉ rosyzie.apong@ubd.edu.bn

CANADA

Dr. Jeff Zabudsky
British Comlumbia Institute of Technology (BCIT)
✉ Jeff_Zabudsky@bcit.ca

Ms. Baihua Chadwick
Thompson Rivers University
✉ vpinternational@tru.ca

Ms. Amal Mohamed
Mount Royal University
✉ amohamed3@mtroyal.ca

FLEXIDATA

Tran Manh Huy
Managing Director
Flexidata
✉ support@flexidata.vn

Nick Hutton
Regional Director, Asia Pacific
MasterSoft
✉ nick.hutton@mastersoft.ai

Mayank Gabhane
Business & Strategy Consultant
MasterSoft
✉ mayank97gabhane@gmail.com

MALAYSIA

Dr. Norhashimah BT Abu Seman
Institute for Medical Research
✉ nmnordan@plm.edu.ph

USA

Ms. Emily Denham
Lehman College
✉ emdenham@gmail.com

Mr. Jerry Taufield
Panepinto properties
✉ victor@panepintoglobal.com

Ms. Emily Taufield
Panepinto properties

Ms. Amandine Panepinto
Panepinto properties

Mr. Victor Chi
Panepinto Global Partners

VIETNAM

Dr. Tran Hong Ngoc
Vietnamese-German University
✉ ngoc.tran.vgu@gmail.com

Ms. Nguyen Thi Hoai
Vietnamese-German University
✉ hoai.nt@vgu.edu.vn

Ms. Dau Ngoc Minh Trang
Van Lang University
✉ daungoc.minhtrang2312@gmail.com

Ms. Tran Thi Hong Hai
College of Foreign Economic Relations
✉ redseawood@gmail.com

Ms. Nguyen Ngoc Thuy An
Freelance teacher
✉ nguyenngocthuyan1638@gmail.com

Ms. Ngo Thi Tu Phuong
Van Lang University
✉ phuong.ngothi@vlu.edu.vn

Assoc. Prof. Dr. Chau Thi Hoang Hoa
Tra Vinh University
✉ cthhoa@tvu.edu.vn

Dr. Nguyen Thi Yen Chi
Can Tho University of Technology
✉ ntychi@ctuet.edu.vn

Assoc. Prof. Dr. Vu Van Nghi
Mien Dong University of Technology
✉ nghivv@mit.vn

Assoc. Prof. Dr. Nguyen Ba Hoang
Ba Ria - Vung Tau University
✉ hoangnb@bvu.edu.vn

Dr. Dang Ngoc Anh
Deputy Director of Human Resources Training Center
PetroVietnam University
✉ anhdn@pvcollege.edu.vn

Ms. Pham Thi My Ngoc
Medical Education and Skills training center
Can Tho Medical University
✉ ptmngoc@ctump.edu.vn

Assoc. Prof. Dr. Nguyen Thang
Educational Quality Assurance Department
Can Tho Medical University
✉ nthang@ctump.edu.vn

Mr. Ly Ngoc Quang
Educational Quality Assurance Department
Vietnam-Singapore Vocational College
✉ quanglyngoc@vsvc.edu.vn

Ms. Tran Thi Minh Khanh
English Center – Nha Trang University
Nha Trang University
✉ khanhttm@ntu.edu.vn

Dr. Hoang Thi Nga
Special Education Department
Ho Chi Minh City University of Education
✉ ngahth@hcmue.edu.vn

Assoc. Prof. Dr. Nguyen Thu Tinh
Department of Pediatrics, Faculty of Medicine.
University of Medicine and Pharmacy
✉ tinhnguyen@ump.edu.vn

Mr. Nguyen Dinh Luat
Faculty of Foreign Languages
Industrial University of Ho Chi Minh City
✉ nguyendinhluat@iuh.edu.vn

Dr. Nguyen Sinh My
Ho Chi Minh City University of Economics and Finance
✉ myns@uef.edu.vn

Ms. Luu Thu Thuy
Faculty of Law and Foreign Languages
Can Tho University of Technology
✉ ltthuy@ctuet.edu.vn

Mr. Doan Viet Khoi
Mekong University
✉ doanvietkhoi@mku.edu.vn

Dr. Pham Tuan Anh
Thu Dau Mot University
✉ anhpt195@tdmu.edu.vn

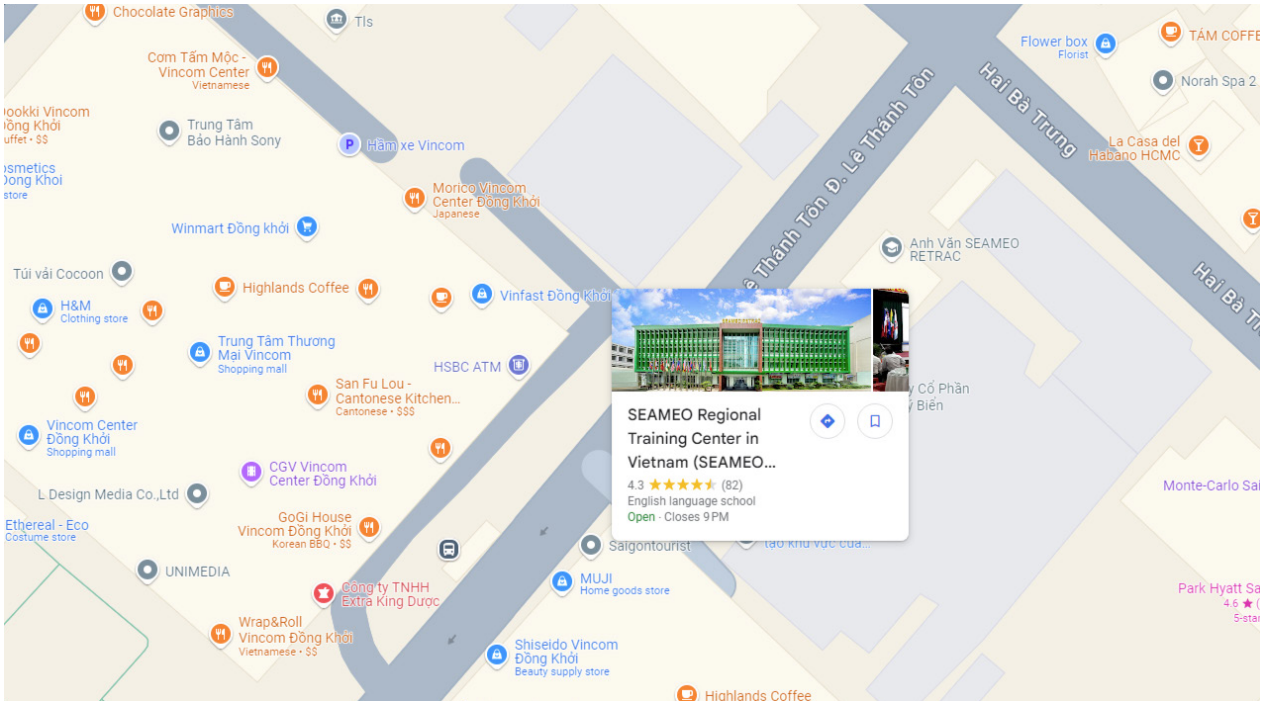
Dr. Nguyen Minh Tri
Nguyen Tat Thanh University
✉ nmtri@ntt.edu.vn

USEFUL INFORMATION

CONFERENCE VENUE



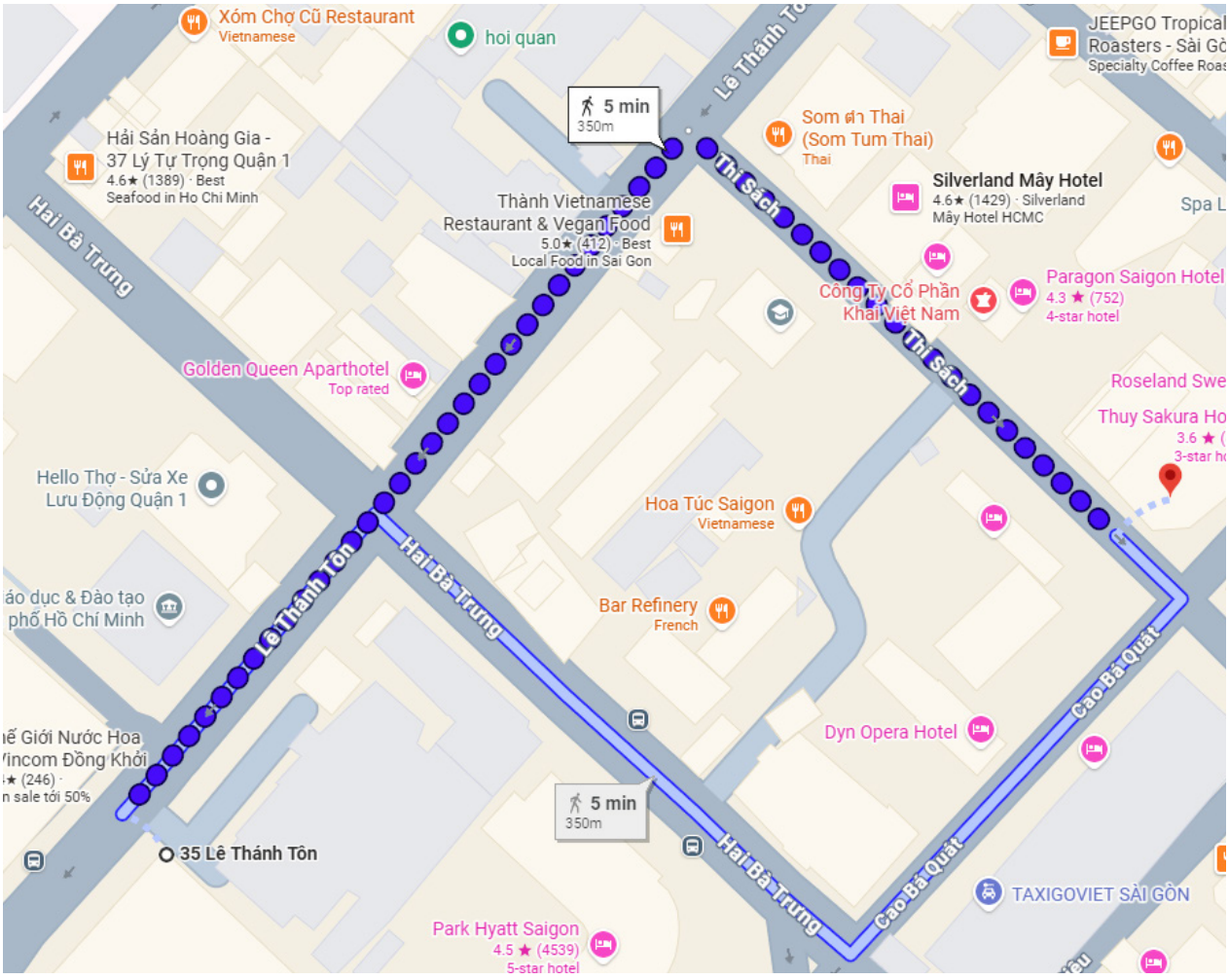
SEAMEO Regional Training Center (SEAMEO RETRAC)
35 Le Thanh Ton Street, Sai Gon Ward, Ho Chi Minh City, Vietnam
☎: (+84-28) 3824 5618
: internationalconference@vnseameo.org
: www.vnseameo.org



LUNCH VENUE

Nhat Ha L'Opera Hotel

Address: 12-14-16 Cao Ba Quat St., Sai Gon Ward, Ho Chi Minh City, Vietnam



HOUSE KEEPING INFORMATION

- Please wear your name badge at all times.
- Please be punctual (bell will ring 5 minutes before each session starts).
- Turn off or set your mobile phones on silent mode.
- Smoking is prohibited in the whole campus.
- Photographing and filming will be in process. Please inform us if you have any objections.
- Please complete your feedback form and return it to the reception area at the end of the conference.
- For any assistance, please ask SEAMEO RETRAC's staff at our Registration Desk.

PUBLIC TRANSPORTATION

Airport Transfer

There are two means of transportation for you to commute from the airport: (1) taxi companies and technology cars (Grab, Be, etc.); and (2) private taxi services.

(1) After you arrive, you will go out of the arrivals hall and go across the street. There is a hub for you to catch a taxi or a technology car;

(2) The private taxi services are available right in the arrivals hall. Please be advised that the fares might be around US$ 5 higher than option (1).

The trip costs around US$ 30. It takes up to 30 minutes to reach the heart of Ho Chi Minh City, depending on the traffic.

Public Bus

Ho Chi Minh City has an extensive public bus network connecting the city center with various districts and major destinations. As of July 1, 2026, bus services on 134 subsidized routes are free of charge for both Vietnamese and international passengers.

For international participants, you may ask the bus driver or attendant for assistance when boarding, particularly if you need help with route information or passenger verification. Bilingual Viet-Eng information is also available at some major bus facilities.

For route information and trip planning, you may check the MultiGo application before travelling.

Metro

Ho Chi Minh City's Metro Line 1 (Ben Thanh – Suoi Tien) is a convenient option for travelling between the city center and Thu Duc City. The line is approximately 19.7 km long and has 14 stations, including Ben Thanh, Opera House, Ba Son, Thao Dien, An Phu and Suoi Tien.

The metro operates daily and is particularly convenient for travelling along the main corridor between central Ho Chi Minh City and Thu Duc City. Fares are based on travel distance, with single-journey fares currently ranging from VND 6,000 to VND 20,000, depending on the payment method.

For route maps, stations, timetables and further information, please visit:
https://www.metrohochiminh.com

For personal trips, please refer to the following options of transportation:

- **Taxi:** There is a variety of taxi companies operating in Ho Chi Minh City. Vinasun Taxi can be contacted at (84-28) 3827 2727, Mai Linh Taxi at (84-28) 3838 3838.
- **Grab:** This is the most common form of transport. Grab provides faster transportation during traffic jams. Many Grab drivers speak basic English. It is likely to cost 40,000 – 50,000 VND from city hotels to the conference venue. You can download the app to your smartphone and connect it with your credit card as a payment method.

EXCHANGE RATE

Foreign currencies are not accepted at most shops, so it is best for you to change your foreign currency to the local currency, which is the Vietnamese Dong.

The current foreign exchange rate is approximately USD 1.00 = VND 26,000 (referred to September 25, 2026 at http://vietcombank.com.vn/). These rates are subject to market fluctuations so please check them again prior to your departure date. If you come to Vietnam with some foreign cash, you can exchange it for VND upon arrival at the international airport, banks or currency exchange establishments. You may get a slightly better rate of return at banks, but you will always lose a little bit in the exchange agencies. The disadvantage of going to a bank to exchange money is that you need to show a passport for identification, and you need to fill out a form first. Alternatively, at currency exchange booths you can exchange money instantly. The currency exchange booths around tourist locations such as Ben Thanh Market may charge a higher transaction fee so it is best to avoid them unless you are in a hurry. Also please note that many exchange places will not accept old or torn bills. Bring new and crisp bills in order to get the best exchange rate. If you happen to have damaged bills that no one else will accept, simply go to a bank and exchange it for a new note for a nominal fee.

Credit cards are accepted by hotels and some shops; however, cash is also necessary. There are now a number of ATMs accepting international cards. Please note that most ATMs charge a fee of approximately US$ 4 for use of international cards. For large withdrawals, the ATM will dispense 500,000 dong notes which you will then have to exchange for smaller bills for small purchases.

If you really need large sums of cash, Western Union is the best way to go. It is less expensive and more hassle-free than bank wire transfers, and there are hundreds of locations within Ho Chi Minh City alone. Depending on the amount, you may pay less in a Western Union transaction fee than on international cash advance fees through your bank or credit card. Simply get a friend or family member to go to a Western Union branch back home and fill out the appropriate paperwork. Be sure that the spelling of the name of the recipient matches exactly as it is shown on the passport – even one letter off is grounds for refusal.

CLIMATE AND ATTIRE

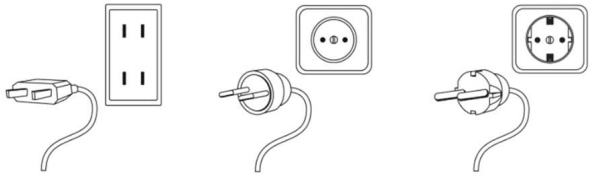
The weather in Ho Chi Minh City, Vietnam at the time of the Conference should be warm and humid in the daily temperature range of 25–34°C. Light clothing will be necessary for the outdoors, but it is worth noting that the Conference's venue is fully air-conditioned. It is advised that you pack appropriate clothing for your attendance. You may wear your national dress or formal attire (suit) during the Conference. All participants, speakers, and guests, attendees are requested to dress professionally for the event. Please also note that rain is expected at this time in Vietnam and an umbrella will be useful.

Ho Chi Minh City Weather for October 2026

11	12	13	14	15	16	17
32° 25°	32° 25°	32° 24°	32° 25°	32° 24°	32° 25°	32° 24°

ELECTRICITY

The electricity supply in Vietnam is 220 Volts at 50 Hz. Plugs type A (two flat vertical pins), type C and type F (two round pins) fit most Vietnam electrical outlets.



Type A Type C Type F

SHOPPING

Ho Chi Minh City is truly a hub for shopping enthusiasts. Everything from handicrafts to imitation brand name clothes and shoes are available at a fraction of what it would cost overseas. As tourism has increased over time in Ho Chi Minh City, so has the establishment of trendy boutiques that cater to the tourist crowd. However, you can find the same treasures within the many shopping areas throughout the city. Our aim in providing these pieces of information is to guide you in your shopping adventures and help you find what you're looking for at bargain prices.

FASHION

For fashion shopping, participants may visit major shopping centres in central Ho Chi Minh City, where a wide range of international and local fashion brands, footwear, accessories, and lifestyle products are available.

Vincom Center Dong Khoi and Takashimaya Saigon Centre are convenient options located in the city centre, offering a variety of fashion and retail brands in comfortable, modern settings.

- **Vincom Center Dong Khoi**: 72 Le Thanh Ton St., Sai Gon Ward, Ho Chi Minh City
- **Takashimaya Saigon Centre**: 65 Le Loi St., Sai Gon Ward, Ho Chi Minh City

These shopping centres are within easy reach of many hotels and major attractions in central Ho Chi Minh City.

HANDBAGS AND LUGGAGE

For those needing extra luggage to carry newly purchased items, Le Lai Street—located between the New World Hotel and Ben Thanh Market—offers a wide range of shops featuring well-known brands such as North Face, Samsonite, and others. If you are looking for fashionable handbags or wallets, recommended places include Saigon Square and Binh Tay Market in Cho Lon. When carrying handbags around the city, it is advisable to ensure that straps are strong and secure to avoid the risk of petty theft.

HANDICRAFTS

Vietnamese handicrafts are unique and intricate. Vietnam is especially famous for lacquerware and coconut dinnerware. Bowls, plates, spoons and chopsticks make great gifts and decoration. You can also find fabulous fabric creations with path-work and threadwork embroidery. Or, if you prefer wood items, you might like the handcrafted wooden boats and figurines that are often sold at the markets.

The best place to find a huge variety of lacquerware at the best bargain prices is **Tan Dinh Market**, near Cho Lon in District 5. You can find that the choices for fabric and wood crafts are the best at **Ben Thanh Market.**

PAINTING

Ho Chi Minh City is home to many art galleries which host the most talented local artists. However, for copies of famous pieces of art or for original paintings by lesser-known artists, visit the "painting street". Like shoes, there are not one but two streets that are chock-a-block full of painting shops! More locals shop at the painting stores in **Tran Phu Street** (District 5) than **Bui Vien Street** (District 1), but you will surely find a great selection wherever you choose to go.

Useful Shopping Phrases in Vietnamese

If you are in Ho Chi Minh City for a limited amount of time, you can visit **Ben Thanh Market, Saigon Square** for a one-stop shop experience. Keep in mind that Ben Thanh Market, albeit convenient, can be much more expensive than the other markets due to its central location and frequency of tourist shoppers. When shopping at Ben Thanh Market you should start with 40-50% of the original asking price and negotiate from there. If the store owner does not lower the price, you can just as easily go to the next stall. In comparison, you should expect to get no more than 10-20% discount on goods that you purchase at Saigon Square 1 & 2. You will see more locals shopping at Saigon Square or An Dong Plaza. Wherever you choose to shop, we are confident that you will be thoroughly impressed with what Vietnam has to offer.

English	Vietnamese	Transcript
Where is the market?	Chợ ở đâu?	/Cho uh dow?/
How much is it?	Bao nhiêu tiền?	/Bow nyew teen?/
This is too expensive!	Mắc quá	/Mak wa/
Cheaper	Rẻ hơn	/Reh hun/
I don't want this	Tôi không muốn cái này	/Toy khong moon kai nai/
I don't like this	Tôi không thích cái này	/Toy khong tick kai nai/
I want to order	Tôi muốn đặt hàng (goods) / gọi món (food & drink)	/Toy moon dat hang/ /Toy moon goi mon/
I want to have a bill	Tính tiền	/Tinh teen/
Can you pack and ship overseas?	Bạn có thể đóng và gửi hàng ra nước ngoài không?	/Ban co teh dong va gooey hang rah nook ngwhy khong/

FOOD

The Conference's venue is in the downtown area so it is easy to find good restaurants nearby the Center. There are many restaurants serving a variety of food from Vietnam, China, Japan, Thailand, France, etc. You can also find the food courts available in basement floor no. 3 in **Vincom Shopping Mall** (opposite to the Center).

Following are some suggestions:

Com Tam – Broken Rice

Cơm Tấm, or broken rice, is one of the most popular dishes in Southern Vietnam, particularly in Ho Chi Minh City. It can be enjoyed at any time of the day—breakfast, lunch, or dinner. A typical plate consists of grilled pork chops, shredded pork skin, and a steamed egg patty served over fragrant broken rice. The dish is then topped with scallion oil and accompanied by pickled carrot, white radish, and fresh cucumber slices. An essential component is the dipping sauce, prepared from fish sauce, sugar, lime, and chili, which enhances the overall flavor of the meal.

Com Tam Cali
Add 1: 48 Nguyen Hue St., Sai Gon Ward
Add 2: 35 Bis Le Thanh Ton St., Sai Gon Ward
Add 3: 82 Nguyen Van Troi St., Phu Nhuan Ward

Com Tam Moc
Add 1: 85 Ly Tu Trong Street, Ben Thanh Ward
Add 2: 72 Le Thanh Ton Street, Sai Gon Ward (Floor B3, Vincom Dong Khoi)

Com Tam Thuan Kieu
Add 1: 24-26 Ton That Tung St., Ben Thanh Ward
Add 2: 114 Yersin St., Ben Thanh Ward

Pho /Fuh/

Phở is considered the quintessential Vietnamese dish, featuring a fragrant beef or chicken broth slowly simmered with traditional spices. It is served with rice noodles, thinly sliced meat, and a selection of fresh herbs and garnishes. The balance of rich broth, tender noodles, savory protein, and crisp vegetables creates a distinctive harmony of flavors and textures. Widely regarded as a comfort food in Vietnam, phở is enjoyed at any time of the day and has become internationally recognized as a wholesome and flavorful meal.

Pho 24
Add: 158D Pasteur St., Sai Gon Ward

Pho Hoa
Add: 260C Pasteur St., Xuan Hoa Ward

Pho Vietnam
Add: 66 Tran Quoc Tuan, Xuan Hoa Ward

Pho Le
Add: 413-415 Nguyen Trai St., An Dong Ward

Bun Bo Hue - /Boon Boh Hway/

Bún Bò Huế is a renowned specialty from the city of Huế in central Vietnam. Its distinct flavor comes from a spicy, aromatic broth prepared by simmering beef bones and shank with lemongrass, shrimp paste, and chili peppers. The dish is served with thick rice vermicelli noodles and topped with tender slices of beef and pork. Fresh herbs, lime, and chili sauce are added as garnishes, creating a vibrant and flavorful combination that reflects the rich culinary traditions of the Huế region.

Bun Bo Hue 175
Add: 175, Co Giang St., Cau Ong Lanh Ward

Bep Ong Cau
Add 1: 4E Vo Thi Sau St., Tan Dinh Ward
Add 2: 84 Nguyen Thai Hoc St., Cau Ong Lanh Ward

Decent Restaurants

This restaurant offers an authentic taste of Hue, the cultural capital of Vietnam. The menu features regional specialties like the iconic Bun Bo Hue, a spicy lemongrass-infused noodle soup, as well as other local delicacies. The cozy, intimate atmosphere transports diners to the historic streets of Hue.

Nam Giao Restaurant
Add: 136/15 Le Thanh Ton St., Ben Nghe Ward

Nestled in the heart of the city, this restaurant boasts an unparalleled dining experience. The menu features a tantalizing array of locally-sourced, expertly-prepared dishes that delight the senses. But the real showstopper is the stunning panoramic view, offering diners a breathtaking outlook over the bustling urban center. Whether enjoying a leisurely lunch or an elegant dinner, this establishment effortlessly combines exceptional cuisine with a magnificent vista, creating an unforgettable culinary journey.

Ngon Restaurant
Add: 160 Pasteur St., Sai Gon Ward

Di Mai Restaurant in Ho Chi Minh City blends traditional Vietnamese cuisine with contemporary design. Its rustic yet modern atmosphere evokes a sense of warmth and nostalgia. The menu features regional Vietnamese dishes made with fresh, locally sourced ingredients, offering a refined dining experience that celebrates Vietnam's rich culinary heritage.

Di Mai Restaurant
Add: 138 Le Thi Hong Gam St., Ben Thanh Ward

Bánh Xèo is a popular Vietnamese savory crepe, originally from the central region of the country. This golden, paper-thin crepe is made from a batter of rice flour, turmeric, and coconut milk, and typically filled with sautéed shrimp, pork, and crisp bean sprouts. It is enjoyed with fresh herbs, lettuce leaves, and a tangy sweet-and-sour dipping sauce. The contrast of its crispy exterior, tender fillings, and refreshing accompaniments makes Bánh Xèo a distinctive and memorable part of Vietnam's street food culture.

Banh Xeo Dinh Cong Trang
Add: 46A Dinh Cong Trang St., Tan Dinh Ward

Thiên Lý's clay pot rice showcases the essence of Vietnamese cuisine with its distinctive aroma, sticky texture, and robust flavors. Complemented by a diverse selection of fresh, expertly-prepared dishes, this dining experience promises to delight even the most discerning palates. From the sizzling, golden-brown rice to the harmonious blend of savory, sour, and sweet components, every bite delivers an unforgettable taste of Vietnamese culinary mastery that leaves a lasting impression on all who partake.

Com Nieu Thien Ly
Add 1: 16 Nguyen Dinh Chieu St., Tan Dinh Ward
Add 2: 114-116 Ham Nghi St., Sai Gon Ward

Vegetarian Restaurant

In the heart of the city, this vibrant vegetarian restaurant offers a delightful sanctuary for those seeking a plant-based culinary journey. The menu celebrates the bounty of fresh, locally-sourced produce, with creative dishes that combine bold flavors and stunning presentations. From hearty vegetable curries to innovative plant-based burgers, each plate is a testament to the boundless potential of vegetarian cuisine. The warm, inviting atmosphere complements the exceptional food, making this establishment a beloved destination for health-conscious diners and vegetarian enthusiasts alike. Discover a new appreciation for the power of vegetables at this exceptional eatery.

Tue Restaurant
Add: Floor 3 - Sai Gon Marina IFC Tower, 02 Ton Duc Thang St., Sai Gon Ward

Shamballa Vegetarian, Restaurant & Lounge - Sai Gon
Add 1: 31 Ly Tu Trong St., Sai Gon Ward
Add 2: 17-19 Trinh Van Can St., Cau Ong Lanh Ward

Loving Hut Hoa Dang Vegetarian Restaurant
Add: 63 Mai Thi Luu St., Tan Dinh Ward

Halal Restaurant

In the heart of Ho Chi Minh City, this halal restaurant offers a culinary journey through the flavors of the Middle East and Vietnam. The menu features authentic dishes that blend aromatic spices and traditional cooking methods with fresh, local ingredients. From succulent lamb kebabs to fragrant vegetable curries, each plate is a harmonious symphony of flavors that cater to discerning palates. The warm, inviting ambiance complements the meticulously prepared halal fare, creating an unforgettable dining experience for locals and visitors alike. This restaurant is a must-visit for those seeking a taste of halal indulgence in the city center.

The Daun Restaurant
Add: 48 Le Lai St., Ben Thanh Ward

Kedai Muslim Al-Amin Restaurant
Add: 31 Nguyen An Ninh St., Ben Thanh Ward

Taj Mahal Restaurant
Add 1: 31 Bui Vien St., Ben Thanh Ward
Add 2: 241 Pham Ngu Lao St., Ben Thanh Ward

Halal@Saigon Restaurant
Add: 31 Dong Du St., Sai Gon Ward

Al Sham SaiGon Restaurant
Add: 314 Vo Van Kiet St., Cau Ong Lanh Ward

BEVERAGES

Coffee shop

In the heart of Ho Chi Minh City, coffee shops offer a wide range of expertly brewed coffee, creative drinks, and light bites in welcoming settings. Please note that some establishments may have additional branches across the city; the locations listed below are selected primarily for their convenient access to the city center.

Trung Nguyen Legend Café
Add : 80 Dong Khoi St., Sai Gon Ward
Add: 164 Pasteur St., Sai Gon Ward
Add: 240-242 Ly Tu Trong St., Ben Thanh Ward

Highlands Coffee
Add 1: Floor B3 – Dong Khoi Vincom Center, 72 Le Thanh Ton St., Sai Gon Ward
Add 2: 66 Nguyen Hue St., Sai Gon Ward
Add 3: 31 Le Duan St., Sai Gon Ward

Cong Ca Phe
Add 1: 26/15 Ly Tu Trong St., Sai Gon Ward
Add 2: 274 Hai Ba Trung St., Tan Dinh Ward

Egg Coffee 3T
Add: 1A Ton Duc Thang St., Sai Gon Ward

Phuc Long Coffee & Tea
Add 1: 97 Hai Ba Trung St., Sai Gon Ward
Add 2: 63 Mac Thi Buoi St., Sai Gon Ward
Add 3: 39 Le Duan St., Sai Gon Ward

Phe La
Add 1: 125 Hai Ba Trung St. Sai Gon Ward
Add 2: 1-3 Phan Chu Trinh St., Ben Thanh Ward
Add 3: 125 Ho Tung Mau St., Sai Gon Ward

ATTRACTIONS AND POINTS OF INTEREST

For those who find some time outside of Conference hours to see the sights of this fantastic city, here are a few of the points of interest and attractions which Ho Chi Minh City has to offer.

Bến Thành Market

As we have already mentioned throughout the shopping section of this document, Bến Thành Market is an exciting chance to see a historic market in the center of Ho Chi Minh City. Many restaurants and stores surround the market itself, along with a lively shopping environment within the market. This neighbourhood offers everything from custom-made clothing to budget-friendly luxury replicas for those hoping to get some shopping done whilst in Vietnam.

Independence Palace

For those interested in exploring Vietnam's history, Dinh Doc Lap (Independence Palace) is a must-visit landmarks in Ho Chi Minh City. Located in the city center, this historic site played a significant role in Vietnam's modern history and is known for its distinctive architecture and preserved interiors. Visitors can explore the palace grounds, historic rooms, and exhibitions while gaining insight into the country's past. Adult admission starts at 40,000 VND, with combined tickets available for access to the exhibition and other facilities. Find out more via: https://dinhdoclap.gov.vn/en/

Historic District 1

Surrounding SEAMEO RETRAC here in Ho Chi Minh City is the historic District 1, an area of the city with a mixture of French colonial and modern architecture. Renowned 19th Century buildings such as the Ho Chi Minh City Opera House, Notre Dame Cathedral of Saigon, and the Sai Gon Central Post Office are all viewable within a 10-minute walk from the Conference. District 1 is also filled with other museums and cultural sites like the Reunification Palace, the Ho Chi Minh City Museum of Fine Arts, and Nguyen Hue Walking Street.

Ho Chi Minh City Tour

If you wish to discover Ho Chi Minh City by bus, Hop-on-Hop-off tours are suggested as one of the most fantastic activities. You can explore 11 exciting tour stops, and experience the best views of the City on the open top deck. The tour route will cover the key landmarks of Ho Chi Minh City, including Notre Dame Cathedral, Independence Palace, Saigon Zoo – History Museum, Opera House, War Remnants Museum, Ben Thanh Market. For further information, you can visit the website https://hopon-hopoff.vn/

USEFUL WEBSITES

General Information:

https://hochiminhcity.gov.vn/

The Ministry of Culture, Sports, and Tourism of Vietnam:

http://english.bvhttdl.gov.vn/

Other useful websites for tourists are:

http://hochiminhcitytravel.net/

http://www.viator.com/Ho-Chi-Minh-City/d352-ttd

https://www.Vietnamonline.com/destination/ho-chi-minh-city.html



Southeast Asian Ministers of Education Organization
SEAMEO REGIONAL TRAINING CENTER (SEAMEO RETRAC)
Add: 35 Le Thanh Ton St, Sai Gon Ward, Ho Chi Minh City, Vietnam
Tel: (84-28) 3824 5618 Email: contact@vnseameo.org Website: www.vnseameo.org