



CHINESE AMERICAN EDUCATIONAL  
RESEARCH & DEVELOPMENT ASSOCIATION

## 2026 CAERDA International Conference

Potentials and Challenges in Educational Research and  
Practice in Era of AI



Conference Chair: Dr. Barry Bai  
Assistant Conference Chair: Dr. Shuling Yang

07-08  
APRIL 2026

Los Angeles, USA  
<http://www.caerda.org>

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# Theme

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The theme of the 2026 international conference is “Potentials and Challenges in Educational Research and Practice in the Era of AI”. AI acts as a powerful catalyst in education, personalizing learning pathways and using simulations to allow students to practice critical decision-making in a risk-free environment. This prepares them to take purposeful, ethical action and contribute positively to their communities. Consequently, researchers and practitioners must now address the new challenges inherent to using AI in educational research and practice. During the last 33 years, CAERDA has built a reputation as an organization that connects educational professionals all over the world through high quality presentations and scholarly publications. This year’s conference theme aims to stimulate discussions around high-quality empirical research designed to investigate various educational possibilities and transform educational practices.

# Planning Committee

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Miranda Lin, Barry Bai, Shuling Yang, Peng Liu, Xiaoxiao Du, Nathan Zhao, Jenny Yang, Show Mei Lin, Chuang Wang

# Keynote Speaker

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Dr. Li Jiacheng  
East China Normal University

Li Jiacheng is a professor and doctoral supervisor at the Faculty of Education, East China Normal University. He currently serves as the executive vice president of the Shanghai Institute of Lifelong Education and a researcher at the Institute of Basic Education Reform and Development, East China Normal University. He also serves as the vice chairman of the Professional Committee of Head Teachers of the Chinese Society of Education. His main research areas include collaborative education among families, schools, and communities; lifelong education; educational principles; and basic education reform. He teaches courses, such as Principles of Education, Selected Readings of Famous Educational Works, Educational Management, and Research on Head Teacher Work.

## **Abstract**

In the global context, climate change education is becoming urgent. It is different from the traditional education. Can different types of educational institutions form collaborative relationships, and promote the project with high quality? Based on the systematic thinking and the real context education reform, this research takes one Climate Change Education Project as an example, and analyzes the research materials through a survey of 10 principals and 20 teachers from three types of educational institutions in the project: higher education, vocational education, and continuing education institutions. Research has found that participants in the project recognize the value of integration with the innovations in curriculum, pedagogy and school governance. They believe that the use of technology is helpful in the project, and the feedback from each other matters. Comparing with the experience, and principals and teachers value the topic of climate change education, because such theme is comprehensive and has effectively promoted the participation from every type of educational institutions. The feedback from the partners matters too, and the principals and teachers value the national and international dialogue. The case highlights the systematic integration of education reform, enriches experience in dealing with the complexity of climate change education, and develops a new understanding of education quality and efficiency from the perspective of lifelong education.

# Location and Venue

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**InterContinental Los Angeles Downtown**  
**900 Wilshire Boulevard, Los Angeles, California 90017**

<b>Tuesday, April 07</b>	9:30— 17:00	<b>5<sup>th</sup> Floor</b> <b>Room: Ladera Heights</b>	<b>5<sup>th</sup> Floor</b> <b>Room: Boyle Heights</b>
<b>Wednesday, April 08</b>	9:30— Noon	<b>5<sup>th</sup> Floor</b> <b>Room: Ladera Heights</b>	<b>5<sup>th</sup> Floor</b> <b>Room: Boyle Heights</b>

# Program Schedule

Day 1: Tuesday, April 07, 2026

<i>Time</i>	<i>Sessions</i>
<b>9:30— 17:00 (Los Angeles)</b>	<b>Conference On-Site Registration for Attendees</b>
<b>10:00— 10:55</b>	<b>General Session: Room Ladera Heights</b>
	<b>Welcome and Opening Remarks</b>  <b>Conference Chair:</b> Dr. Barry Bai   <i>The Chinese University of Hong Kong, China</i> <b>CAERDA President:</b> Dr. Miranda Lin   <i>Illinois State University, USA</i>
	<b>Keynote Session (45 mins)</b>  <b>Can Climate Change Education Project Call for Multiple Educational Institutions' Investment and Promote Comprehensive Education Reform?</b>  <b>Dr. Li Jiacheng</b>   <i>East China Normal University, China</i>
<b>10:55— 11:00</b>	<b>Short Break</b>
<b>11:00— 12:10</b>	<b>Paper Session I: Ladera Heights</b>
	<b>1. The relationships between multilingual identity, self-regulated learning strategy use, and English learning achievement among middle school students in China</b> Barry Bai   <i>The Chinese University of Hong Kong, China</i>
	<b>2. Exploring Deanship research in China: a review</b> Peng Liu   <i>Faculty of Education, University of Manitoba, Canada</i> Nian Ruan   <i>Shenzhen University, China</i>
	<b>3. Peer Interaction as a Key Mechanism in a Bilingual Collaboratively Technology-based Learning Community</b> Jun Yan   <i>St. John's University, USA</i>
	<b>4. A Review of Career and Technical Education Curriculum Development Paradigms</b> Bright Koompah & Xue Xing   <i>University of Nevada Las Vegas, USA</i>
	Discussion led by facilitator: Barry Bai, <i>The Chinese University of Hong Kong, China</i> . Each presentation lasts 15 minutes.
	<b>Paper Session I: Room Boyle Heights</b>

<p><b>11:00— 12:10</b></p>	<p><b>1. What Questions Should We Be Asking? A Proposal for Future Directions of Teaching, Researching, and Learning with AI</b></p> <p>Victoria Delaney &amp; Katya Hernandez Holliday   <i>San Diego State University, USA</i></p> <p><b>2. Addressing the Global Climate Change Crisis Through Education: Cases from China and South Africa</b></p> <p>Jiacheng Li   <i>East China Normal University, China</i></p> <p>Guofang Wan   <i>Loyola University Chicago, USA</i></p> <p>Francis Godwyll   <i>Illinois State University, USA</i></p> <p><b>3. Teaching, Mission, and Meaning-Making: Novice Teacher Induction in an Urban Catholic School</b></p> <p>Jenny Yang &amp; Shaoru Liang   <i>St. John's University, USA</i></p> <p><b>4. When High Engagement Doesn't Guarantee Learning: A Test of CAMIL's Dual Pathways in VR Economics</b></p> <p>Ling Hao, Chunming Ma, Xu Zhang, Lei Chen, &amp; Yi-Lung Kuo   <i>Hong Kong University of Science and Technology (Guangzhou), China</i></p> <p>Discussion led by facilitator: Guofang Wan, <i>Loyola University Chicago, USA</i> Each presentation lasts 15 minutes.</p>
<p><b>12:10— 13:25</b></p>	<p style="text-align: center;"><b>Lunch Break</b></p>
<p><b>13:25— 14:25</b></p>	<p style="text-align: center;"><b>Paper Session II: Ladera Heights</b></p> <p><b>1. Inclusion of elementary-school students with autism in Taiwan: Perspectives from general educators</b></p> <p>Yun-Ching Chung &amp; Miranda Lin   <i>Illinois State University, USA</i></p> <p><b>2. Leveraging Critical Reflections and AI Analysis with Students and Pedagogical Partners for Transformative Learning</b></p> <p>Aubrey Wang   <i>Saint Joseph's University, USA</i></p> <p><b>3. Implementing Cultural Responsive Music Curriculum in Elementary School: Bridging Research-Practice in Teacher Education</b></p> <p>Lily Chen-Hafteck   <i>University of California, Los Angeles, USA</i></p> <p><b>4. Curriculum Design Considerations for Learning with and about AI: Lesson Learned from a Data Science, AI-Integrated Course</b></p> <p>Katya Hernandez Holliday &amp; Victoria Delaney   <i>San Diego State University, USA</i></p> <p>Discussion led by facilitator: Miranda Lin, <i>Illinois State University, USA</i> Each presentation lasts 15 minutes.</p>
	<p style="text-align: center;"><b>Paper Session II: Room Boyle Heights</b></p>

<p><b>13:25— 14:25</b></p>	<p><b>1. An Exploratory Case Study of the Gemstone Number System in Early Math Education</b></p> <p><i>Xiuwen Wu   National Louis University, USA</i></p> <p><b>2. A Study on Applying UbD and MTV in a Pre-service Teacher Education Course</b></p> <p><i>Chien Huei Hsu   Fu Jen Catholic University, Taiwan</i></p> <p><b>3. The Impact of Brand Identity on OER Implementation at a Chinese Transnational University</b></p> <p><i>Biyang Wen   Xi'an Jiaotong-Liverpool University; Yi-Lung Kuo   The Hong Kong University of Science and Technology (Guangzhou), China; Xi Lin   East Carolina University, USA; Weiyi Xie   Beijing Normal University-Hong Kong Baptist University, China; Qian Wang,   Xi'an Jiaotong-Liverpool University</i></p> <p><b>4. Pre-service EFL Teachers' SRL in AI-assisted Learning and Their Self-efficacy in Teaching English with AI</b></p> <p><i>Yao Zhao &amp; Chuang Wang   University of North Carolina at Charlotte, USA</i></p> <p><i>Jiajing Li   Beijing Normal University at Zhuhai, China</i></p> <p>Discussion led by facilitator: <i>Xiuwen Wu, National Louis University, USA</i> Each presentation lasts 15 minutes.</p>
<p><b>14:25— 14:30</b></p>	<p><b>Short Break</b></p>
<p><b>14:30— 15:10</b></p>	<p><b><i>Publish in the CAERDA Journal-ERDJ Chief Editors' Talk</i></b></p> <p><i>Dr. Jian Wang &amp; Raymond Flores   Texas Tech University, USA</i></p> <p><b><i>CAERDA -Book Series-Emerald Publishing, Report</i></b></p> <p><i>Dr. Guofang Wan, Loyola University Chicago, USA</i></p>
<p><b>15:10— 15:15</b></p>	<p><b>Short Break</b></p>
	<p><b>Paper Session III: Ladera Heights</b></p>

<p><b>15:15— 17:00</b></p>	<p><b>1. Lifelong Learning for Senior Citizens: Cases from Shanghai</b> Guofang Wan   <i>Loyola University Chicago, USA</i> Jiacheng Li   <i>East China Normal University, China</i></p> <p><b>2. Between Connection and Withdrawal: How Teachers Choose to Regulate Their Emotions in Home-School Scenarios</b> Xinyue Zhou   <i>The Chinese University of Hong Kong, China</i></p> <p><b>3. Developing Elementary Prospective Teachers' AI Literacy Through Lesson Planning</b> Han Xue   <i>National Louis University, USA</i></p> <p><b>4. Psychometric Evidence for the Construct Validity of the VB-MAPP Barriers Assessment in Autistic Learners</b> Katherine Jiawen Ren &amp; Chuang Wang, Rich Lambert   <i>University of North Carolina at Charlotte, USA</i></p> <p>Discussion led by facilitator: Francis Godwyll, <i>Illinois State University, USA</i> Each presentation lasts 15 minutes.</p>
	<p style="text-align: center;"><b>Paper Session III: Room Boyle Heights</b></p> <p><b>1. From Emotional Safety to Agentic Engagement: Implementing Mentimeter in Undergraduate TESOL Courses</b> Edith M. Y. Yan   <i>Beijing Normal-Hong Kong Baptist University, China</i></p> <p><b>2. Identifying Long-Term English Learners</b> Mei-Hui Wang   <i>Anne Arundel County Public Schools (AACPS), USA</i></p> <p><b>3. When AI Writes: Students' Epistemic Struggles in Understanding Generative AI (Zoom)</b> Ziyan Lin &amp; Yun Dai   <i>The Chinese University of Hong Kong, China</i></p> <p><b>4. A Study on the Practical Effectiveness of Multimodal Support Systems in Inclusive Education: A Case Analysis (Zoom)</b> Xinruo Wang   <i>Tsingtan School, China</i></p> <p>Discussion led by facilitator: Edith M. Y. Yan   <i>Beijing Normal-Hong Kong Baptist University, China</i> Each presentation lasts 15 minutes.</p>
<p><b>18:00 – 20:00</b></p>	<p style="text-align: center;"><b>Dinner</b></p>

<b>Time &amp; Room</b>	<b>Sessions</b>
9:30— Noon (Los Angeles)	Conference On-Site Registration
9:40— 11:00	<b>Session IV: Room Ladera Heights</b>
	<ol style="list-style-type: none"> <li data-bbox="371 443 1406 517">1. <b>Chinese and American Teachers' Perceptions of and Experiences with Using AI in Education</b>  Fan Xumei, Timea Chen, Ferdinando Dinithi, Yunhan Hwang &amp; Leah Stoeger   <i>University of Northern Iowa, USA</i></li> <li data-bbox="371 663 1366 736">2. <b>Canada-China Research Collaboration in Jeopardy: Some empirical evidence focusing on Chinese-origin researchers</b>  Qiang Zha &amp; Ya Xuan Wang   <i>York University, Canada</i></li> <li data-bbox="371 835 1406 909">3. <b>From Anxiety to Confidence: A Mixed-Methods Study of Cognitive and Affectivity Shifts in a Doctoral Quantitative Methods</b>  Jiangang Xia   <i>University of Nebraska-Lincoln, USA</i></li> <li data-bbox="371 1008 1398 1081">4. <b>Who Builds Understanding? Teaching Conceptual Understanding and Procedural Fluency in Chinese and U.S. Classroom</b>  Xuan He &amp; Jian Wang   <i>Texas Tech University, USA</i></li> <li data-bbox="371 1180 1315 1254">5. <b>Identifying Schools as Occupational Stress Hot Spots Using the Classroom Appraisal of Resources and Demands Classification</b>  Richard Lambert &amp; Alesandra Caldwell   <i>University of North Carolina at Charlotte, USA</i>; Christopher McCarthy   <i>The University of Texas at Austin, USA</i>; Cynthia Wiltshire   <i>The University of Texas at El Paso, USA</i></li> <li data-bbox="371 1400 1331 1473">6. <b>Amplifying Inclusive Voices through AI: Enhancing Accessibility, Leadership, and Opportunity in Youth Media</b>  Vanessa Macamo   <i>University of Arizona, USA</i></li> </ol>
	Discussion led by facilitator: Jiangang Xia   <i>University of Nebraska-Lincoln, USA</i> Each presentation lasts 15 minutes.
9:40— 11:00	<b>Session IV: Room Boyle Heights</b>
	<ol style="list-style-type: none"> <li data-bbox="371 1720 1398 1794">1. <b>The Participation Economy of English Learning: Opportunity-to-Learn Inequality in a Southern China Middle School</b>  Shaoru Liang &amp; Jenny Yang   <i>St. John's University, USA</i></li> <li data-bbox="371 1892 1430 1966">2. <b>Promoting Digital and Multimodal Literacies Through Vlog Creation in A Grade 9 Canadian Classroom</b>  Xiaoxiao Du   <i>University of Manitoba, Canada</i></li> </ol>

	<p><b>3. Meta-analysis of Machine Learning as Analytical Methods in Teaching Quality Assessment</b></p> <p>Chang Tong, Chuang Wang, Carl Westine   <i>University of North Carolina at Charlotte, USA</i>; Jintao Yu &amp; Mengmeng Yang   <i>Henan University, China</i></p> <p><b>4. Wishing There Was an Instructional Manual: Student Perspectives of AI</b></p> <p>Jiaming Zhou   <i>Loyola University Chicago, USA</i></p> <p><b>5. Effectiveness of AI Teaching Assistants in Supporting Undergraduate Learning</b></p> <p>Daw-Wei Wang &amp; Yu-En Ou   <i>National Tsing Hua University, Taiwan</i></p> <p>Discussion led by facilitator: Jenny Yang, <i>St. John's University, USA</i></p> <p>Each presentation lasts 15 minutes.</p>
<p><b>11:00— 11:05</b></p>	<p style="text-align: center;"><b>Short Break</b></p>
<p><b>11:05— 12:15</b></p>	<p style="text-align: center;"><b>Machine Learning for Quantitative Educational Research: Data Analytical Approaches (70 mins)</b></p> <p><b>Module 1: Setting up the cloud environment</b></p> <p><b>Module 2: Setting up the local environment (VirtualBox and Linux)</b></p> <p><b>Module 3: Configuring Linux for AI programming</b></p> <p><b>Module 4: Introduction to ML and AI methods for education research</b></p> <p>Chuang Wang &amp; Scarlet Zhang   <i>University of North Carolina at Charlotte, USA</i>; Jinfai Cai   <i>University of Delaware, USA</i>; Ningfang Mi   <i>Northeastern University, USA</i>; Chiu Tan &amp; Yu Wang   <i>Temple University, USA</i>; Lishang Yang   <i>George Mason University, USA</i></p> <p>Discussion led by facilitator: Chuang Wang   <i>University of North Carolina at Charlotte</i></p>
<p><b>12:15— 13:00</b></p>	<p style="text-align: center;"><b>Award Ceremony and Closing Remarks President of CAERDA and Conference Chairs</b></p> <p>Dr. Miranda Lin, Dr. Barry Bai and Dr. Shuling Yang</p>
<p><b>13:00— 15:00</b></p>	<p style="text-align: center;"><b>CAERDA Business Lunch Meeting Board Members &amp; Conference Co-chairs</b></p>
<p><b>13:00- 17:00</b></p>	<p style="text-align: center;"><b>Mentoring Sessions Room Ladera Heights and Room Boyle Heights</b></p>

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## Educational Research & Development Journal

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