

WERA International Research Network
Social Metacognition and Big Data Network

Final Progress Report
April 2022

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Our IRN, Social Metacognition and Big Data Network, started to develop theoretical models by using artificial intelligence and advanced statistics to analyze complex, big data on 7 research topics: (i) young children’s buddy reading; (ii) students’ learning from feedback; (iii) discussions to improve teaching; (iv) primary technicians’ problem solving; (v) mathematics problem solving forums; (vi) online debate justifications; and (vii) winning online debates.

In the 1st reporting period (May 2019 – Apr 2020), we produced 5 journal manuscripts and gave 1 keynote speech. To promote our IRN, we posted information on our official website, sent specific invitations to different groups of scholars, and identified suitable members from our network at our universities and our graduates’ universities. During this period, we recruited 8 new members from 5 universities in 2 countries/regions.

In the 2nd reporting period (May 2020 – Apr 2021), we produced 19 research outputs (including 7 journal manuscripts, 1 book chapter, 1 keynote speech, 6 conference presentations, 1 conference proceeding, and 3 newspaper articles). We were also awarded 4 grants on relevant themes.

In the final progress period (May 2021 – Apr 2022), we published 20 journal articles and gave 10 conference presentations. We presented a symposium at the WERA 2020+1 virtual meeting, and won 5 new grants on research of social media, language, and students’ feedback.

A. Research Outputs

(i) Young children’s buddy reading

We published 3 journal articles about young children readers’ reading behaviors and their comprehension processes. In a newspaper article, we also suggested that teachers and parents choose culturally relevant books for their linguistic minority students and children to enhance their language and reading skills.

Output type	Reporting period	Output details
Journal manuscript (3)	1st	<ul style="list-style-type: none">Christ, T., Wang, X. C., Chiu, M. M., & Cho, H. (2019). Kindergarteners’ meaning making with multimodal app books: The relations amongst reader characteristics, app book characteristics, and comprehension outcomes. <i>Early Childhood Research Quarterly</i>, 47, 357-372.

DOI:[10.1016/j.ecresq.2019.01.003](https://doi.org/10.1016/j.ecresq.2019.01.003)

- Wang, X. C., Christ, T., Chiu, M. M. & Strelakova-Hughes, E. (2019). Exploring the relationship between kindergarteners' buddy reading and individual comprehension of interactive app books. In A. Bus, S. B. Neuman, & K. Roskos (Eds.). *American Educational Research Association Open, Special Issue: Screens, Apps, and Digital Books for Young Children: The Promise of Multimedia*, 5(3), 1–17. DOI: [10.1177/2332858419869343](https://doi.org/10.1177/2332858419869343)
- Christ, T., Wang, X. C., Chiu, M. M., & Strelakova-Hughes, E. (2019). How app books' affordances are related to young children's reading behaviors and outcomes. In A. Bus, S. B. Neuman, & K. Roskos (Eds.). *American Educational Research Association Open, Special Issue: Screens, Apps, and Digital Books for Young Children: The Promise of Multimedia*, 5(2). DOI: [10.1177/2332858419859843](https://doi.org/10.1177/2332858419859843)

Newspaper article (1)	2nd	<ul style="list-style-type: none"> • Chiu, M. M., Christ, T., & Chui, C.-Y. <u>Choosing books for minorities</u> (少數族裔選書有法) (January 19, 2021) <i>Ming Pao</i>.
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(ii) Students' learning from feedback

We studied how effective feedback positively influenced students' motivation, academic achievement, learning outcomes, and enjoyment of learning, and examined the impacts of formative and peer assessments.

Output type	Reporting period	Output details	
Journal manuscript (6)	2nd	<ul style="list-style-type: none"> • Ahn, I., Chiu, M. M., & Patrick, H. (2021). Connecting teacher and student motivation: Student-perceived teacher need-supportive practices and student need satisfaction. <i>Contemporary Educational Psychology</i>, 64. • Yung, W. H. K., & Chiu, M. M. (2020). Factors affecting secondary students' enjoyment of English private tutoring: Student, family, teacher, and tutoring. <i>The Asia-Pacific Education Researcher</i>. • Yan, Z., Chiu, M. M., & Ko, P. Y. (2020). Effects of self-assessment diaries on academic achievement, self-regulation, and motivation <i>Assessment in Education: Principles, Policy & Practice</i>, 27, 5, 562-583. 	
		3rd	<ul style="list-style-type: none"> • Yan, Z., & Chiu, M. M. (in press). The relationship between formative assessment and reading achievement: A multilevel analysis of students in 19 countries/regions. <i>British Educational Research Journal</i>. • Yan, Z., & Chiu, M. M. (in press). Predicting Teachers' Formative Assessment Practices: Teacher Personal and

		Contextual Factors. <i>Teaching and Teacher Education</i> .
		<ul style="list-style-type: none"> • Lu, M., & Chiu, M. M. (2021). Do teamwork guidelines improve peer assessment accuracy or attitudes during collaborative learning? <i>IEEE Transactions on Education</i>. https://doi.org/10.1109/TE.2021.3130242
Conference Proceeding (1)	2nd	<ul style="list-style-type: none"> • Liu, S. H., Chiu, M. M., Wang, Z., & Lam, S. M. (2020, November). Using computer-like rules to give automatic grammatical written corrective feedback a case study of structural particles “的”, “地” and “得”. In <i>ICCE 2020-28th International Conference on Computers in Education Conference proceedings</i> (pp. 494-503). Asia-Pacific Society for Computers in Education.
Conference Presentation (2)	2nd	<ul style="list-style-type: none"> • Morita-Mullaney, P. M., Renn, J. E. & Chiu, M. M. (2020, October). <i>A Structural Matrix for Improving Secondary Outcomes in Dual Language Bilingual Education</i>. Directors' Meeting of the Office of English Language Acquisition, US government. Washington, DC.
	3rd	<ul style="list-style-type: none"> • Zhan, Y. (July, 2021) <i>What matters in design? Cultivating undergraduates' critical thinking through online peer assessment in a Confucian heritage context</i>. Paper presented at WERA 2021 Virtual Focal Meeting, Galicia, Spain.
Newspaper Article (1)	2nd	<ul style="list-style-type: none"> • Yung, K. W.-H., & Chiu, M. M. <u>Help students like tutoring!</u> (令子女喜歡補習吧!) (2020, June 2) <i>Ming Pao Education</i>.

(iii) Discussions to improve teaching

In the following publications, we analyzed conversations in video clips of lessons to help teachers better understand the learning and teaching processes underlying common or unusual events; modeled online discussions and analyzed the views of professors, school principals and teachers; and evaluated preservice teachers' literacy pedagogy learning outcomes when they engaged in video-based discussions. Our findings inform pedagogy, teaching and (remote) learning.

Output type	Reporting period	Output details
Journal Manuscript (9)	1st	<ul style="list-style-type: none"> • Chiu, M. M. (in press). Analyzing classroom talk: An integration of artificial intelligence and statistics. <i>PKU Education Review</i>.
	3rd	<ul style="list-style-type: none"> • Wong, K. L., & Chiu, M. M. (in press). Perceived school and media influences on civic / citizenship education: Views of secondary school principals and teachers in Hong Kong. <i>Citizenship Teaching & Learning</i>. • Christ, T., Baxa, J., Chiu, M. M., & Arya, P. (in press). Patterns of digital text and tool integration in preservice teachers' literacy instruction. <i>Journal of Literacy and</i>

Technology, 21(1), 159-203.

- Rogers, J., Nakata, T., & Chiu, M. M. (in press). Effects of expanding retrieval practice in the learning of an increasing set of second language vocabulary *Language Learning*
- Choi, T. H., & Chiu, M. M. (2021). Toward equitable education in the context of a pandemic: supporting linguistic minority students during remote learning. *International Journal of Comparative Education and Development*.
- Hu, X. A., Chiu, M. M., Leung, W. M. V., & Yelland, N. (2021). Technology integration for young children during COVID-19: Towards future online teaching. *British Journal of Educational Technology*, 52, 4, 1513-1537. DOI:10.1111/bjet.13106
- Christ, T., Arya, P., & Chiu, M. M. (2021). Professor and institution characteristics: Relations to technology use and teacher preparation in literacy methods courses. *Journal of Digital Learning in Teacher Education*, 38(1), 33-53. <https://doi.org/10.1080/21532974.2021.1998811>
- Gu, M. Y. M., Chiu, M. M., & Li, Z. J. (2021). Acculturation, perceived discrimination, academic identity, gender and Chinese language learning among Ethnic Minority Adolescents: A structural equation modeling analysis. *International Journal of Bilingual Education and Bilingualism* 10.1080/13670050.2021.1920882
- Arya, P., Christ, T., & Chiu, M. M. (2021). Video-based discussions about literacy pedagogy: Face-to-face versus online formats. *Reading Horizons: A Journal of Literacy and Language Arts*, 60(3).

Keynote Speech (2)	1st	• Chiu, M. M. (2019, May). <i>Toward automatic analyses of classroom conversations</i> . Presented as part of the Global Chinese Conference on Computers in Education. Wuhan, People's Republic of China.
	2nd	• Chiu, M. M. (2020, September). <i>Modeling online discussions</i> . Asia Productivity Organization. Manila (videoconference). Keynote
Conference Presentation (8)	2nd	• Wong, K. L., & Chiu, M. M. (March, 2021). <i>School and media influences on civic / citizen education: Views of secondary school principals and teachers in Hong Kong</i> . Paper presented at the 2021 Conference of The Comparative Education Society of Hong Kong. Hong Kong.
	3rd	• Chiu, M. M. (2020, October). <i>Using Small and Big Data to Improve our Teaching: Tests, Essays, Discussions and Class Activities</i> . Asia Productivity Organization. Manila (videoconference).
		• Bakhoda, I., Christ, T., Chiu, M. M., Cho, H., & Liu, Y. (December, 2021). <i>Teacher and student mediation in book discussions within an emergent bilingual instructional context</i> .

Paper presented at the annual conference of the Literacy Research Association, Atlanta, GA.

- Arya, P., Christ, T., & Chiu, M. M. (December, 2021). *Supports and barriers to literacy professors' instruction of teachers for integrating technology in K-12 classrooms*. Paper presented at the annual conference of the Literacy Research Association, Atlanta, GA.
- Bakhoda, I., Christ, T., Chiu, M. M., & Cho, H. (July, 2021) *Teacher and Students Mediation in Book Discussions within an Emergent Bilingual Instructional Context*. Paper presented at WERA 2021 Virtual Focal Meeting, Galicia, Spain.
- Ma, A., & Chiu, M. M. (July, 2021). *Factors that influence English teachers' intention to integrate corpus resources into classroom teaching*. Corpus Linguistics International Conference 2021. Limerick, Ireland.
- Arya, P., Christ, T. M., & Chiu, M. M. (April, 2021). *An international survey of literacy education professors' technology integration in their coursework*. Paper presented at the Annual Meeting of the American Educational Research Association. (video conference).
- Wong, K. L., & Chiu, M. M. (March, 2021). *School and media influences on civic / citizen education: Views of secondary school principals and teachers in Hong Kong*. Paper presented at the 2021 Conference of The Comparative Education Society of Hong Kong. Hong Kong.

Newspaper Article (1)	2nd	<ul style="list-style-type: none"> • Choi, T.-H., & Chiu, M. M. <u>Supporting distance learning for ethnic minorities</u> (支援少數族裔遙距學習) (2020, September 15) <i>Ming Pao Education</i>
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(iv) Primary technicians' problem solving

We ran statistical discourse analysis of over 30,000 turns of talk by 259 people during 43 team meetings to explore disagreement in team collaboration, and discuss how to improve team meetings and reduce negativity in the following book chapter:

Output type	Reporting period	Output details
Book Chapter (1)	2nd	<ul style="list-style-type: none"> • Gerpott, F. H., Chiu, M. M., & Lehmann-Willenbrock, N. (2020, March). Multilevel Antecedents of Negativity in Team Meetings: The Role of Job Attitudes and Gender. In <i>Managing Meetings in Organizations</i>. Emerald Publishing Limited.
Conference Presentation (1)	3rd	<ul style="list-style-type: none"> • Lehmann-Willenbrock, N., & Gerpott, F. H. (July, 2021) <i>Life in temporal sequence: Capturing team interaction patterns and emergent leadership</i>. Paper presented at WERA 2021 Virtual Focal Meeting, Galicia, Spain.

(v) Mathematics and game-based learning

The following journal articles discuss the influence of student actions in mathematics problem solving and the quality of students’ solutions; the association between language and mathematics outcomes; the relationship between early home numeracy activities and the later mathematics achievement; the importance of teacher’s discourse in supporting student’s mathematical reasoning; and the effects of game-based learning on students’ achievements, achievement emotions, and critical thinking.

Output type	Reporting period	Output details
Journal Manuscript (8)	1st	<ul style="list-style-type: none"> Chiu, M. M., & Huang, X. (under review). Statistical discourse analysis: Students’ group problem solving. <i>Journal of Global Education</i>.
	2nd	<ul style="list-style-type: none"> Morita-Mullaney, P. M., Renn, J. E. & Chiu, M. M. (2021). Contesting math as the universal language: A longitudinal study of dual language bilingual education language allocation. <i>International Multilingual Research Journal</i>. Xin, Y. P., Chiu, M. M., Tzur, R., Ma, X., Park, J. Y., & Yang, X. (2020). Linking Teacher–Learner Discourse With Mathematical Reasoning of Students With Learning Disabilities: An Exploratory Study. <i>Learning Disability Quarterly</i>, 43(1), 43-56. DOI:10.1177/0731948719858707 Zhu, J. & Chiu, M. M. (2019). Early home numeracy activities and later mathematics achievement: Early numeracy, interest, and self-efficacy as mediators. <i>Educational Studies in Mathematics</i>. DOI: 10.1007/s10649-019-09906-6
	3rd	<ul style="list-style-type: none"> Lei, H., Wang, C., Chiu, M. M., & Chen, S. (in press). Do educational games affect students’ achievement emotions? Evidence from a meta-analysis <i>Journal of Computer Assisted Learning</i>. https://doi.org/10.1111/jcal.12664 Shih, J., Chiu, M. M., & Lin, C. H. (in press). Personalities, sequences of strategies and actions, and game attacks: A statistical discourse analysis of strategic board game play. <i>Computers in Human Behavior</i>. doi:/10.1016/j.chb.2022.107271 Lei, H., Chiu, M. M., Wang, D., Wang, C., Xie, T. (2022). Effects of Game-Based Learning on Students’ Achievement in Science: A Meta-Analysis. <i>Journal of Educational Computing Research</i>. https://doi.org/10.1177/07356331211064543 Mao, W., Cui, Y., Chiu, M. M., & Lei, H. (2021). Effects of game-based learning on students’ critical thinking: A meta-analysis. <i>Journal of Educational Computing Research</i>, doi:10.1177/07356331211007098.

(vi) Online debate justifications

To examine conflicts in the form of online debates and how social antecedents influence students' use of justifications, we analyzed over 2,000 online messages by over 80 graduate students during four weekly online debates, and published the following journal article:

Output type	Reporting period	Output details
Journal manuscript (1)	2nd	<ul style="list-style-type: none">Chiu, M. M., & Jeong, A. (2020). Gender, social distance, and justifications: statistical discourse analysis of evidence and explanations in online debates. <i>Educational Technology Research and Development</i>, 68(3), 1199-1224.

(vii) Winning online debates

Our studies found that online debaters' politeness or rhetorical tactics help win over audience votes, and provide evidence to support the use of specific strategies for structuring and sequencing the argumentation task to generate larger numbers of premises to achieve a deeper and more thorough analysis of problems and claims in online debates.

Output type	Reporting period	Output details
Journal Manuscript (1)	3rd	<ul style="list-style-type: none">Chiu, M. M., Oh, Y. W., Kim, J. N., & Cionea, I. A. (2021). Serving the greater social good for personal gain: Effects of polite disagreements in online debates. <i>Communication Research</i>. https://doi.org/10.1177/00936502211053456
Conference Presentation (2)	2nd	<ul style="list-style-type: none">Jeong, A., & Chiu, M. M. (April, 2020). <i>Production blocking in brainstorming arguments in online group debates and asynchronous threaded discussions</i>. [Paper session] Annual Meeting of the American Educational Research Association. San Francisco.
	3rd	<ul style="list-style-type: none">Jeong, A., & Chiu, M. M. (July, 2021). <i>Production blocking in brainstorming arguments in online group debates and asynchronous threaded discussions</i>. Paper presented at WERA 2021 Virtual Focal Meeting, Galicia, Spain.

(viii) Others

In addition to the outputs of the above themes, we have also extended our research to using artificial intelligence to analyze big data about mis-information and school counselling. Results were published through the following outputs:

Output type	Reporting period	Output details
Journal Manuscript (4)	3rd	<ul style="list-style-type: none"> • Chiu, M. M., Park, C. H., Lee, H., Oh, Y.W., & Kim, J. N. (in press). Election fraud mis-information tweet diffusion within 1,096 user clusters: Author, user cluster, and message antecedents. <i>Media and Communication</i>. • Chiu, M. M., Morakhovski, A., Ebert, D., Reinert, A., & Snyder, L. (in press). Detecting COVID-19 fake news on Twitter: Followers, emotions, relationships, and uncertainty, <i>American Behavioral Scientist</i>. • Chiu, M. M., Kim, J. N., Park, C. H., Oh, Y.W., & Lee, H. (in press). Fake news threatens liberal democracy: Will artificial intelligence help prevent gaslighting psychotic enemies? <i>Dewey Studies</i>. • Chiu, M. M., & Oh, Y W. (2021). How fake news differ from personal lies. <i>American Behavioral Scientist</i>, 65, 2, 243-258. DOI: 10.1177/0002764220910243
Conference Presentation (3)	2nd	<ul style="list-style-type: none"> • Chiu, M. M. (2020, November). <i>Applying Artificial Intelligence & Statistics to Big Data: Automatic Analysis of Conversations</i>. Frontiers in Medical and Health Sciences Education: Medical Education Disrupted – Negativity or Creativity. Hong Kong. • Chiu, M. M. (2020, February). <i>Applying Artificial Intelligence to Big Data</i>. International Conference on Education. Udon Thani, Thailand.
	3rd	<ul style="list-style-type: none"> • Donohue, M., Parzych, J., & Chiu, M. M. (March, 2022). <i>School counselor-student ratios: Making the case for data-informed caseloads</i>. Paper presented at the annual Evidence-Based School Counseling Conference (Online).

B. Grants

We fostered collaboration among IRN researchers and applied for new grants to get more resources and extend and strengthen our research on social metacognition and big data. During these 3 years, we won 10 new grants, totaling USD 3,633,702.

The 1st reporting period:

- *Unpacking student self-assessment processes: A longitudinal naturalistic experiment* from the Hong Kong Research Grant Council. USD 94,610, 2020-2022

The 2nd reporting period:

- *Establishing a research cluster for promoting artificial intelligence in technology-enhanced language learning (AITELL) research.* Research Cluster Fund, The Education University of Hong Kong, Hong Kong. USD 44,872, 2020-2022
- *Geometry and the shape of things to come: The Hero's Journey.* Quality Education Fund, Hong Kong. USD 73,320, 2021-2023
- *Harnessing the power of teacher feedback to enhance learning outcomes: The roles of students' feedback orientations and learning engagement.* General Research Fund, Research Grants Council, Hong Kong. USD 60,726, 2021-2022
- *K-12 Teacher Response to COVID-19-Induced Emergency Transition to Remote and Online Teaching and Learning in the State of New Jersey,* Center for COVID-19 Response and Pandemic Preparedness, USD 30,000, 2020-2021

The 3rd reporting period:

- *Developing students' evaluative judgment and feedback literacy through self-assessment: An experimental study.* General Research Fund, Research Grants Council, Hong Kong. USD 124,810. 2022-2023
- *Investigating digital literacy practices and pre-service teachers' identity construction: Pre-service teachers' digital literacy competence and integration of digital literacy into teaching.* Central Reserve Allocation Committee Fund, The Education University of Hong Kong, Hong Kong. USD 207,200. 2022-2024.
- *Parental Inclusion in Language and Research.* National Professional Development Grant, U.S. Department of Education's Office of English Language Acquisition. USD 2,903,764. 2021-2026
- *Social Media and the Visual Politics of Policing Communities of Color.* University of Oklahoma Big Idea Challenge Grant. USD 49,750, 2021-2023
- *Teachers' Revised Assessment Practices and Effects on Secondary-four Students' Learning Outcomes and Wellbeing: Assessment reform of Liberal Studies / Civic and Social Development.* Research Cluster Fund, The Education University of Hong Kong, Hong Kong. USD 44,650. 2021-2023

C. Symposium

Our IRN presented a symposium at the WERA 2020+1 virtual meeting in July 2021. The symposium consisted of four paper presentations:

- Jeong, A., & Chiu, M. M. *Production Blocking in Brainstorming Arguments in Online Group Debates and Asynchronous Threaded Discussions.*
- Bakhoda, I., Christ, T., Chiu, M. M., & Cho, H. *Teacher and Students Mediation in Book Discussions within an Emergent Bilingual Instructional Context.*
- Zhan, Y. *What matters in design? Cultivating undergraduates' critical thinking through online peer assessment in a Confucian heritage context.*
- Lehmann-Willenbrock, N., & Gerpott, F. H. *Life in temporal sequence: Capturing team interaction patterns and emergent leadership.*

D. Final Member List

Our network of 36 researchers includes students, post-doctoral fellows, and professors at each rank from 22 universities/institutes in 10 countries/regions (Australia, Germany, Japan, Hong Kong, mainland China, Norway, South Korea, Taiwan, UK and the United States). Below please find the final list of our IRN members (in alphabetical order):

1. Poonam Arya, Professor of Reading, Language, and Literature, Wayne State University, USA
2. Maureen P. Boyd, Professor, University of Buffalo, USA
3. Gaowei Chen, Associate Professor, University of Hong Kong, Hong Kong
4. Po-Hsi Chen, Professor, National Taiwan Normal University, Taiwan
5. Wayne Chia-Wen Chen, Postdoctoral Research Fellow, University of Oslo, Norway
6. Wing Yin Bonnie Chow, Associate Professor, University College London, UK
7. Tanya Christ, Professor, Oakland University, USA
8. Ming Ming Chiu, Chair Professor of Analytics and Diversity, The Education University of Hong Kong, Hong Kong (Convener)
9. Fabiola H. Gerpott, Full Professor Chair for Leadership, WHU Otto-Beisheim School of Management, Germany
10. Connie Chia-Ling Hsu, Manager – Assessment Technology & Research, Hong Kong Examinations and Assessment Authority, Hong Kong
11. Allan C. Jeong, Associate Professor, Florida State University, USA
12. Jeong-Nam Kim, Gaylord Family Endowed Chair in Public Relations and Strategic Communication, University of Oklahoma, USA
13. Siu Cheung Kong, Professor, The Education University of Hong Kong, Hong Kong
14. Bor-Chen Kuo, Director, Department of Information and Technology Education Ministry of Education, Taiwan
15. Bick Har Lam, Associate Professor, The Education University of Hong Kong, Hong Kong
16. Nale Lehmann-Willenbrock, Full professor and department head of Industrial/Organizational Psychology, University of Hamburg, Germany
17. Yan Li, Professor, Zhejiang University, China
18. Ming Minnie Li, Lecturer II, The Education University of Hong Kong, Hong Kong
19. Man Ho Alpha Ling, Associate Professor, The Education University of Hong Kong, Hong Kong
20. Annika Luisa Meinecke, Postdoc, University of Hamburg, Germany
21. Magdalena Mo Ching Mok, Honorary Professor, The Education University of Hong Kong, Hong Kong
22. Hiroaki Ogata, Professor, Kyoto University, Japan

23. Yu Won Oh, Associate Professor, Sejong University, Korea
24. Kin Man Leonard Poon, Machine Learning Scientist, Barings, UK
25. Xue-Lan Qiu, Postdoctoral Fellow, University of Hong Kong, Hong Kong
26. Ekaterina Strelakova-Hughes, Associate Professor, University of Missouri-Kansas City
27. Lisa Tam, Senior Lecturer (Associate Professor) in Advertising and Public Relations, QUT Business School, Australia
28. Christine Wang, Associate Professor, University at Buffalo, SUNY, USA
29. Zhan Wang, Consultant, The Education University of Hong Kong, Hong Kong
30. Yan Ping Xin, Professor, Purdue University, USA
31. Zi Yan, Associate Professor, The Education University of Hong Kong, Hong Kong
32. Lan Yang, Assistant Professor, The Education University of Hong Kong, Hong Kong
33. Min Yang, Assistant Professor, The Education University of Hong Kong, Hong Kong
34. Flora Wai Ming Yu, Assistant Professor, The Education University of Hong Kong, Hong Kong
35. Jane Ying Zhan, Assistant Professor, The Education University of Hong Kong, Hong Kong
36. Jinxin Zhu, Research Assistant Professor, Hong Kong Baptist University, Hong Kong