



The 3rd UK-China Teaching, Learning, and Educational Technology Conference (TILE-TEC 2025)

Conference Program

16th May 2025 Crowne Plaza Hotel, Chengdu West,
No.1, Xi Xin Avenue, West Hi-Tech Development Zone,
Chengdu, Sichuan, 611731, P.R. China



Web Link:

[https://www.gla.ac.uk/schools/engineering/international/
uestc/cedi/tile-tec/tiletec2025/](https://www.gla.ac.uk/schools/engineering/international/uestc/cedi/tile-tec/tiletec2025/)



University
of Glasgow



电子科技大学
格拉斯哥学院
Glasgow College, UESTC



Chairs' Welcome

Dear Colleagues,

On behalf of the Organising Committee, we are delighted to welcome you to the 3rd UK-China Teaching, Learning, and Educational Technology (TILE-TEC) Conference, hosted jointly by the University of Glasgow (UofG) and the University of Electronic Science and Technology of China (UESTC).

This year's conference focuses on the theme "Generative AI in Higher Education – Challenges and Opportunities in a Transnational Education Context." As Generative AI continues to reshape the educational landscape, we are presented with both exciting possibilities and complex challenges. TILE-TEC2025 offers a timely platform for educators, researchers, students, and practitioners from the UK, China, and beyond to come together to explore how AI-driven tools are transforming teaching, learning, and assessment, particularly within transnational education (TNE) environments.

Throughout the day, we will engage in rich discussions on the pedagogical, ethical, and practical implications of integrating AI into our educational practices. From keynote and invited talks to workshops and poster presentations, the programme is designed to foster collaborative exchange, innovation, and critical reflection. Topics will range from instructional design and academic integrity to student engagement and intercultural competence in AI-enhanced classrooms.

We are especially pleased to host TILE-TEC2025 as an in-person event, with select online elements to ensure wider participation. We hope this hybrid format will support meaningful connections and long-term collaborations among our diverse community of educators and innovators.

Thank you for joining us for what promises to be an engaging and thought-provoking conference. We look forward to your contributions and to working together towards shaping the future of global higher education in the age of AI.

General Chairs

Prof Scott Roy - University of Glasgow, UK

Prof Ce Zhu - University of Electronic Science and Technology of China, China

Organizing Committee

▶ General Chairs

Prof Scott Roy - University of Glasgow, UK
 Prof Ce Zhu - University of Electronic Science and Technology of China, China

▶ General Co-Chairs

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 Prof Shizhong Xu, University of Electronic Science and Technology of China, China

▶ Executive Chair

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 Dr Robert Partridge, University of Glasgow, UK

Conference Schedule

Friday, 16th May 2025 [08:30 – 17:00]

Time	Activity	Speaker
08:30 – 09:00	On-site Registration	
09:00 – 09:10	Opening and Welcome by Executive Chair	Dr. Wasim Ahmad
09:10 – 09:20	Welcome Remarks by GC-UESTC Executives	Prof. Ce Zhu, Prof. Julia Di, and Prof. David Young
09:20 – 10:30	Oral Presentation Session 1	
10:30 – 10:55	Poster Session 1 (Tea / Coffee Break)	
10:55 – 11:25	Invited Talk 1 (In-person)	Prof. Shizhong Xu
11:25 – 12:15	Workshop	Dr. Kimberly Davis
12:15 – 12:25	Group Photo	
12:25 – 13:25	Lunch Break	
13:25 – 13:55	Invited Talk 2 (In-person)	Mr. Roger Gilabert
13:55 – 15:05	Oral Presentation Session 2	
15:05 – 15:30	Poster Session 2 (Tea / Coffee Break)	
15:30 – 16:00	Invited Talk 3 (In-person)	Ms. Rebecca Wakelin and Ms. Yiqun Sun
16:00 – 16:50	Keynote Talk	Prof. Mike Sharples
16:50 – 17:00	Note of Thanks & Closing	

Note: The time indicates China Standard Time (GMT-7)

Keynote

Speaker: Prof Mike Sharples

Title: Innovating teaching and learning with AI

Abstract:

Generative AI systems such as ChatGPT are disrupting education. In this presentation I explore opportunities for innovation in teaching and learning with AI, such as: Personal Tutor, Socratic Opponent, Co-Designer, Teacher's Assistant and Dynamic Assessor. Future developments in social generative AI could support team learning and communities of practice. Rather than seeing AI a challenge to traditional education, we should prepare students for a future where AI is a pervasive tool for analysis, design and creativity that must be operated with great care and awareness of its limitations.



Biography:

Mike Sharples is Emeritus Professor of Educational Technology at The Open University, UK. He gained a PhD from the Department of Artificial Intelligence, University of Edinburgh on Cognition, Computers and Creative Writing. His expertise involves human-centred design and evaluation of new technologies and environments for learning. He provides consultancy for institutions worldwide including UNESCO, UNICEF, universities and companies. He established the influential Innovating Pedagogy report series and as Academic Lead for FutureLearn.com he led the pedagogy-informed design of its open learning platform. He is an Associate Editor of the International Journal of Artificial Intelligence in Education. He is author of over 300 published papers in the areas of educational technology, learning sciences, science education, human-centred design of personal technologies, artificial intelligence and cognitive science. His recent books are Practical Pedagogy: 40 New Ways to Teach and Learn and Story Machines: How Computers Have Become Creative Writers both published by Routledge, and An Introduction to Narrative Generators, published by Oxford University Press.

Workshop

Speaker: Dr Kimberly Davis

Title: Inclusive and Meaningful Assessment and Measures to Protect Against AI Misuse

Abstract:

With the rapid rise in AI technology use across educational and professional landscapes, fostering AI literacy and safeguarding academic integrity have become essential pillars for ensuring equitable and impactful learning practices. There is an increased pressure on staff to discern what is work created by the students and what is generated by AI, but minimal guidance on how to do this.

This workshop explores practical strategies for how embedding the Learning Through Assessment framework into assessment design can help reduce AI misuse. Participants will examine meaningful and inclusive assessment methods that foster deeper learning while addressing the challenges and opportunities presented by advancements in AI, and the growing demand of AI use in real-world settings. Through interactive discussions and collaborative activities, staff will have the opportunity to:

- learn about the Learning Through Assessment Framework and how it impacts assessment design
- share their concerns and thoughts on AI, inclusion and meaningful assessment
- share their understanding AI and how it can help them with their job
- learn how to design assessments that promote cooperation with AI tools and academic misconduct and AI misuse in assessment
- learn how meaningful assessment can act as the comprehensive solution to inclusivity and AI robust tasks.

Biography:

Dr Kimberly Davis is a Senior Academic and Digital Development Advisor at the University of Glasgow. Dr. Davis is an accomplished Academic and Digital Developer specialising in curriculum design, with a key focus on assessment and feedback literacy. Passionate about enhancing assessment and feedback practices in higher education, Dr. Davis created the innovative Learning Through Assessment, a theoretical framework for assessment and feedback design at the University of Glasgow. Renowned for her forward-thinking approach and collaborative spirit, she is dedicated to driving excellence in teaching and learning in higher education.



Invited Talks

Speaker: Prof. Shizhong Xu

Title: How Coaching Techniques Are Helping Engineering Colleges Adapt to the AI Era

Abstract:

Amid the rapid advancement of artificial intelligence, Glasgow College, a Sino-foreign joint education institution, faces the dual challenge of redefining faculty roles and fostering student development. Many students, having undergone the rigorous national college entrance examination, exhibit tendencies toward instrumentalized learning and emotional suppression. To address this, the college is guiding faculty and administrators to become student growth coaches, offering structured support that integrates emotion, empathy, and critical reasoning. This approach emphasizes holistic student development and aligns with the college's mission to cultivate innovative, AI-adaptive graduates through a student-centered educational model.

Biography:

Prof. Shizhong Xu serves as the Director of Learning and Teaching Development and Vice Dean for Academic Affairs at Glasgow College, University of Electronic Science and Technology of China (UESTC). In terms of research, he has long been engaged in research on network optimization, planning, management, and measurement. In teaching, he explores pathways to enhance engineering students' competencies for making positive social impact. Focusing on cultivating innovation and entrepreneurship capabilities in engineering (design) education. Prof. Xu engages in educational practices including human-centered engineering (product) design, integration of critical thinking with engineering education, and application of positive psychology and coaching techniques in engineering education.



Invited Talks

Speakers: Ms. Rebecca Wakelin and Ms. Yiqun Sun

**Title: From Institutional Vision to Classroom Innovation
—AI-Powered Education in Action**

Abstract:

This talk presents our journey of working on the frontlines of integrating AI into teaching at a large, transnational university, spanning institutional transformation to classroom implementation. At the macro level, we explore Xi'an Jiaotong-Liverpool University's bold vision for AI-powered education, highlighting the challenges of aligning top-down directives with operational realities and faculty readiness. Key strategies include identifying champions, leveraging existing training infrastructure, and using relational pedagogy to address concerns like change fatigue and assessment impacts. Transitioning to the local level, we describe our practical strategies for embedding Generative AI and chatbots into teaching, offering adaptable frameworks and interdisciplinary examples to empower educators. The session culminates in a micro-level case study of a second-year design course, where Generative AI tools like Photoshop AI and chatbots were integrated to redefine studio-based pedagogy.

Through action research, we examine how these tools enhance creativity, streamline workflows, and prepare students for AI-augmented careers, while preserving the core values of experimentation and critical reflection.

By weaving together institutional strategy, faculty empowerment, and classroom innovation, this talk provides a holistic roadmap for AI adoption in education. Attendees will gain actionable insights and leave equipped to navigate the complexities of AI integration in their own contexts.



Biographies:

Rebecca Wakelin:

Rebecca is a certified teacher from Ontario, Canada and currently serves as the Director of the Educational Development Unit at Xi'an Jiaotong-Liverpool University. She has worked with thousands of faculty across many organizations and countries to be the best teachers they can be. She has lead multiple, large-scale faculty development initiatives in large and mid-sized organizations. Her current research interests include leadership in faculty development, early-career faculty development and narrative methods in organizational development.



Yiqun Sun:

Yiqun(Olivia) Sun is an educational developer and an assistant professor of practice in the Educational Development Unit at Xi'an Jiaotong-Liverpool University (XJTLU). She has over ten years of teaching and administration experience in higher education and educational institutions. She has led multiple initiatives to promote and integrate generative AI into teaching and learning at XJTLU. Olivia serves as the guest editor for a special issue on AI in Learning and Teaching for the Developing Academic Practice Journal. Her research interests include blended learning, Technology-enhanced Learning (TEL), digital literacy, and generative AI.



Invited Talks

Speaker: Roger Gilabert

Title: Integrating Natural Language Processing and Large Language Models in task-based design

Abstract:

Abstract: The use of AI has attracted considerable attention in numerous instructional domains, including second language teaching and learning. A crucial and unresolved issue is how Natural Language Processing (NLP) and Large Language models (LLMs) can be used to promote attention to different text elements (e.g. certain content or specific language aspects). While enormous advances have been achieved in the areas of task-based comprehension, language production, interaction and learning, one of the key issues that still needs to be addressed is how attention to language should be integrated in meaning-oriented, interactive, task-based lessons. The goal of this paper is to show how NLPs and LLMs were integrated in task-based design through the use of a partially automated task-design generator (taskGen). Details and associated data about the development of the tool and the integration of NLPs will be provided. Data on the efficacy of LLMs to automatically classify the proficiency of texts will also be presented. Discussion will revolve around the integration of AI and associated tools in second language task-based design, as well as in other domains.

Biography:

Roger Gilabert is a lecturer and researcher within the Language Acquisition Research Group (GRAL) at the University of Barcelona. His research interests include the interface between SLA theories and instructed second language acquisition, second language task and syllabus design (with a focus on needs analysis, task complexity, and linguistic difficulty), L2 production and interaction, oral and written CAF, and personalization and adaptivity in serious games. More recently, he has worked on a project on the effects of early vocabulary learning of captioned video under different TV genres, and he has been the leader in Spain of a Horizon 2020 project on the development of reading skills through adaptive and integrated technologies (iRead project <https://iread-project.eu/>). He is currently working on a state-funded project on an automated task design generator (taskGen), that will assist teachers and task/syllabus designers in their decision-making process during task design. The taskGen tool uses NLPs and LLMs to facilitate focus on form during task design.

Oral Presentations Session 1

Time	Titles
9:20	Dual-Instructor Paradigm: Virtual Euler and Human Co-Teaching in Signals and Systems Class LI Junhong University of Electronic Science and Technology of China
9:45	Bridging Borders and Knowledge: UK-China Student Collaboration Projects with Guided Use of Generative AI in Engineering Education W. Y. Shi ¹ , Alexander Valavanis ² , Matthew Ketteringham ² , Joanne Shiel ² Presenter: W. Y. Shi ¹ Institutions: 1. SWJTU-Leeds Joint School, Southwest Jiaotong University, Chengdu, China 2. SWJTU-Leeds Joint School, University of Leeds, Leeds, United Kingdom
10:10	Scaffolding Student-Centered Cybersecurity Education with Generative AI: Introducing the FRAME Framework Joojo Walker, Collins Sey, and Happy Monday Nkanta Chengdu University of Technology Oxford Brookes College

Oral Presentations Session 2

Time	Titles
13:55	Case-based Learning for Natural Language Processing (NLP) Curriculum Hua Yang Zhongyuan University of Technology, China
14:20	Beyond AI vs. Teacher: A Triadic Feedback Model Integrating E-Portfolios, Generative AI, and Teacher Guidance in L2 Academic Writing Shuyan He Glasgow College, University of Electronic Science and Technology of China
14:45	Leveraging AI and Robotics for Global Engagement and Authentic Assessment Wasim Ahmad and Chong Li The University of Glasgow, UK

Poster Presentations Session 1 and 2

Titles
<p>Building an GenAI-Driven Support and Resource System for International Graduate Study Application: A Case Study of Glasgow College Hainan, UESTC Chao Li, Xiaolan Hou, Ziyang Wang Glasgow College Hainan, UESTC</p>
<p>Exploring the Role of Generative AI in Grading Final Year Computing Projects: Promise and Pitfalls Joojo Walker and Keith Kilcommons Chengdu University of Technology, Oxford Brookes College.</p>
<p>Optimising Feedback Timing in AI-Enhanced Formative Assessment: A Case Study from Chinese Technical Education Maged Refat Fakirah and Tina Richardson Chengdu University of Technology, Oxford Brookes College</p>
<p>Enhancing Undergraduate Computing Education with GenAI-Driven Real-World Projects Anum Masood Queen Mary University of London</p>
<p>Bridging Theory and Practice: Enhancing Student Engagement in Photonic Integrated Circuit Design Using Simulation Tools Jehan Akbar, Lianping Hou, and Frederic Surre Glasgow College, UESTC</p>
<p>Teaching AI literacy as a language teacher Qing Wen University of Electronic Science and Technology of China</p>
<p>From Prompts to Proficiency: AI-Enhanced Language Teaching in Healthcare Contexts Alex-Jingshu Qiu CDUTCM-Keele Joint Health and Medical Sciences Institute</p>
<p>Trends, trajectories and gaps in teaching and learning research on transnational education in China Mattia Miani – Shih-Ching Picucci-Huang The University of Nottingham Ningbo China</p>
<p>A Comparative Study of ChatGPT and Teacher Assisted Writing: From Perspectives of College Students Majoring in TESOL Jiahui Xi University of Glasgow</p>