InSuDoc 2025

International Summer School and Symposium for Junior Researchers

Early Childhood Education and Development:
Essential Tools for Doctoral Research
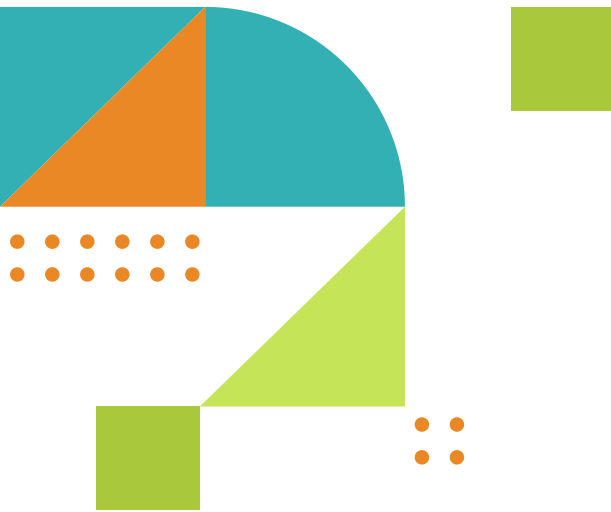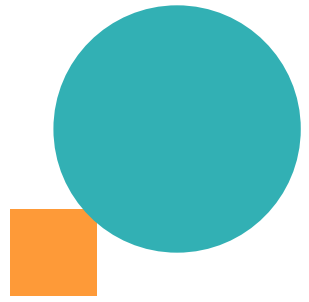
JUN, 2025
12-13

📍 Department of Early Childhood Education,
The Education University of Hong Kong,
10, Lo Ping Road, Tai Po, Hong Kong SAR

🌐 https://www.insudoc.info/

Department of
Early Childhood Education
幼兒教育學系

OVERVIEW

InSuDoc2025 is an International Summer School and Symposium for Junior Researchers in Early Childhood Education and Development (ECED) and other related fields (e.g., Developmental Psychology, Child Development, Special Needs). Owing to the overwhelming success of InSuDoc2023 and 2024, we are offering InSuDoc2025 for the third time. Organized by the Department of Early Childhood Education at The Education University of Hong Kong (EdUHK), InSuDoc2025 will bring together international, regional, and local junior researchers (e.g., doctoral students, master students, post-docs, research assistants) to equip them with essential tools to successfully complete their doctoral degrees and publish their work in academic journals.

The theme of InSuDoc2025 will be "Development of Academic Identity". During the symposium component of the event, participants will be invited to offer a lightning talk (3 minutes per person), elaborating on the most significant aspects of their own academic identity. Topics that could be covered are research interests, theoretical frameworks of reference, preferred methodologies, past educational background, and future academic goals, among other topics. Lightning talks will be offered verbally.

Renowned international scholars will offer specialized seminars in their areas of specialization. Social activities will be organized after the academic activities.

Welcome to Hong Kong for InSuDoc2025!

ORGANIZING COMMITTEE

Co-Chairs

Dr. Alfredo Bautista
Associate Head (Internationalisation)
Associate Professor

Dr. Jenny Yun-Chen Chan
Assistant Professor

Members

Dr. Derwin Chan
Associate Head (Research)
Associate Professor

Dr. Eric Kong
Assistant Professor

Dr. Jana Valdez
Assistant Professor

Dr. Jianbin Li
Associate Head (Community Engagement)
Associate Professor

Dr. Weipeng Yang
Assistant Professor

Dr. Xiaozi Gao
Assistant Professor

Secretariat

Mr. Eric Cheng　　　**Ms. Sofie Chua**　　　**Ms. Yana Cheng**　　　**Ms. Crystal Lam**

Department of Early Childhood Education

SCHEDULE

12 JUN

8:15 Registration
D1-LP-08

8:45 Welcome Message by Dr. Alfredo Bautista
& Dr. Jenny Chan
D1-LP-08

9:00 Workshop 1 by Dr. Pooja Gupta Sidney
D1-LP-08

11:30 Lunch
Canteen

13:00 Lightning Talks 1
D1-LP-08

14:30 Teabreak
Outside D1-LP-08

15:00 Workshop 2 by Prof. Pirjo Aunio
D1-LP-08

19:00 Dinner at Social Place (Silvercord Tower)
唐宮小聚 (新港中心)
Shop 303, 3/F, Silvercord, 30 Canton Road, Tsim Sha Tsui

13 JUN

9:00 Workshop 3 by Prof. Steven Howard
D1-LP-08

11:30 Lunch
Canteen

13:00 Lightning Talks 2
D1-LP-08

14:30 Tea Break
Outside D1-LP-08

15:00 Workshop 4 by Prof. Victoria Simms
D1-LP-08

17:30 Closing Remarks and Survey Form
D1-LP-08

19:30 Dinner at Maxim's Palace (Shun Tak Centre)
美心皇宮 (信德中心)
B13-B18, B/F, Shun Tak Centre,
168-200 Connaught Road Central, Sheung Wan

WORKSHOP 1

"Tell me about your research":
How to Develop an Academic Identity

Dr. Pooja Gupta Sidney
Associate Professor, Developmental Psychology
University of Kentucky, United States

D1-LP-08

June 12 at 9:00

Biography
Dr. Pooja Gupta Sidney is an Associate Professor of Developmental Psychology, and coordinator for the Developmental, Social, Health Psychology PhD program, at the University of Kentucky in Lexington, Kentucky, US. Her research focuses on how children and adults think, learn, and solve problems in mathematics. More specifically, Dr. Sidney is interested in features of mathematical instruction that help students connect new learning with their existing prior knowledge. In addition to studying mathematical cognition, she also investigates students' mathematics anxiety, attitudes, identity, and sense of belonging. In the context of this research, Dr. Sidney provides thoughtful mentoring to graduate and undergraduate students on topics including research methods, quantitative skills, professional development, and transparent and responsible science. Outside of work, she is a mom of two young children and three cats.

Workshop Abstract
Towards the end of their formal training, many junior researchers apply for academic jobs that require them to present their "academic identity". This academic identity is their professional narrative about who they are as researchers and educators, including their research history and future trajectory as well as their own interests, values, and goals. Although many scholars discover their academic identity as they draft application materials, the development of one's academic identity begins long before entering the job market. In this workshop, junior researchers will learn how to intentionally develop their academic identity during their training years and beyond. Attendees will be challenged to identify and elaborate on their own, current academic identities. Topics will also include how to network with other researchers, how to cultivate relationships with scholars who can provide positive references, how to design an effective job talk, and how to approach preparing for an academic interview.

WORKSHOP 2

Design and Quality of Educational Interventions

Prof. Pirjo Aunio
Professor, Special Education
University of Helsinki, Finland

D1-LP-08

June 12 at 15:00

Biography
Since early 2000 Pirjo Aunio has done research about development and learning of mathematical skills, with a special focus on learning difficulties in mathematics. Together with her group she has developed evidence based assessment and intervention methods to be used in early childhood education and comprehensive school to provide possibilities for early identification and prevention of learning difficulties. She has published more than 90 peer-review articles and books related to her research area. Aunio has been a Professor of Special Education since 2013. She is the director of a doctoral program (Cognition, Learning, Instruction and Communication), and board member of Doctoral School in University of Helsinki. She also has distinguished visiting professor (Early Childhood Education) position in University of Johannesburg (South Africa). She is a member of editorial board for two international scientific journals and regular reviewer for international scientific journals and research grant foundations.

Workshop Abstract
Educational interventions provide children with the support needed to acquire the skills being taught by the educational system and can address functional skills, academic, cognitive, behavioral, and social skills that directly affect the child's ability to access an education. Educational interventions as research designs have increased in the field of early childhood education. The aim of the workshop is to understand the design and important elements of the educational intervention research. In the workshop students will learn to understand that designing and reporting educational interventions includes producing and reporting evidence in various levels (Descriptive Evidence, Theoretical Evidence, First Empirical Evidence, Good Empirical Evidence, Strong Empirical Evidence) (van Yperen, Veerman & Pijl, 2017). In addition, they learn to know various types of research designs that can be used to produce the evidence. During the workshop, the protocols of quality assessment related to intervention studies will be introduced.

WORKSHOP 3

Prof. Steven Howard
Professor, Early Start and the School of Education, University of Wollongong, Australia

D1-LP-08

June 13 at 9:00

Biography
Steven Howard is a Professor with Early Start and the School of Education at University of Wollongong. He was Australia's sole ARC Future Fellow in Education in 2024 and is a current member of the ARC College of Experts. He is also a member of the editorial board for the leading early child development journal, Early Childhood Research Quarterly. Steven has internationally regarded expertise in early self-regulation and related abilities, seeking to understand young children's progress in foundational areas of development (including and beyond self-regulation) and leveraging that information to implement and evaluate programs to support children's continued growth. In the last 10 years, he has published >100 peer-reviewed articles and 8 books/chapters. He has led or been a Chief Investigator on teams that have secured over $63M in research funding, including the ongoing 7-year ARC Centre of Excellence for the Digital Child and 3-year SPROUTS study. Steven has active collaborations in >10 countries (e.g., UK, US, South Africa, Italy, Norway, Japan) and 235 co-authors. Currently he supervises 11 PhD students and has 16 PhD students who completed and who have gone on to successful careers academia, industry and government.

Workshop Abstract
This interactive workshop will support participants to enhance their academic writing and success. Designed for early career academics aiming to prepare and publish their research, the session will provide a blend of information, insights, practical strategies, and hands-on activity. The workshop will explore techniques for crafting persuasive arguments, tailoring writing for varied academic audiences and purposes, and navigating the peer review process. By the end of the workshop, attendees will have gained actionable tools to elevate their writing, communicate their research clearly and concisely, and engage readers effectively.

WORKSHOP 4

Building Better Research:
A Beginner's Guide to Open Research Practices

Prof. Victoria Simms
Professor, School of Psychology, Ulster University, Northern Ireland

📍 **D1-LP-08**

📅 **June 13 at 15:00**

Biography
Victoria Simms is a developmental psychologist with a specific interest in the development of mathematical thinking in children. Victoria's work also focuses on the long-term consequences of preterm birth, specifically cognitive and educational outcomes. Victoria has recently been appointed as the Editor in Chief of the Journal of Numerical Cognition. Victoria also chairs the board of the Northern Ireland Science Festival, one of the largest science festivals in Europe.

Workshop Abstract
How can we help raise standards in research rigour? How can we ensure that the general public can trust our research findings? How do we ensure effective collaborations? Over the past ten years there has been growing acknowledgement that to improve research cultures we need to engage with open and transparent research practices. In this workshop, we will explore the key tools in open research practices- with the aim of increasing knowledge and skills in the area. You will leave with useful resources to ensure that your work follows best practice- increasing your ability to effectively collaborate and contribute to cognate literature.

LIGHTNING TALKS

Moderator: Dr. Jenny Yun-Chen Chan

1. Identity as Math Development Researcher

College Students' Fraction Understanding and Relations to Cognitive Abilities
Frances Fan

Beyond Numbers: How Behaviors and Working Memory Shapes Early Math Learning
Leran Meng

Adaptive Expertise in Mathematics Education
Pauliina Salonen

Understanding Heterogeneity in Children at Risk of Mathematical Learning Difficulties
Sara Peeters

Interdisciplinary Selves: The Convergence of STEAM Backgrounds in Shaping Researcher Identity
Sixuan Xiang

Unmasking the Monsters: A Journey from Doubt to Discovery in Math Interest
Yi Shen

Thinking in Numbers, Growing in Questions: My Academic Journey
Yuxin Zhang

2. Identity as Language Development Researcher

AI and Language Development: on the Speaking Anxiety of ESL Students
Min Zhu

From Adolescent Development to Bilingual Literacy: Constructing an Academic Identity in Developmental Psychology
Xiaoyi Hu

Unveiling the Academic Veil of Early Childhood Language and Reading Research
Xingli Zhang

Effects of Mixed Age Optional Class Games on Children's Peer Interactions
Xue Li

Early Multisensory Correspondences: Testing Sound-Shape Mapping in 7-Month-Old Infants
Ye Song

The Impact of Early Language Experience on Second Language Oral Skills in Bilingual Children: Evidence from Dialect-Speaking Regions in Mainland China
Zhimin Qiu

3. Identity as Family Education Researcher

Do Home Math Activities Support Preschool Children's Mathematics Learning? A Systematic Review and Meta-analysis
Jia Jia Li

The Impact of Family Environment on the Development of Executive Function in Young Children: An Analysis Based on fsQCA
Leyao Ma

The Impact of Socioeconomic Status in Math Learning for Children: The Chilean Case
Macarena Belén Angulo Carmona

From Finger Paint to Faculty Advising: Longitudinal Pathways Linking Early Childhood Home Learning to Tertiary Education Persistence
Qingxin Qiu

Bridging Theory and Practice in Early Mathematics Education
Valerie Yijie He

Navigating Academic Identity in Family Education: A Journey of Theory and Practice
Yao Lin

Day 2: June 13, 2025

Moderator: Dr. Alfredo Bautista

4. Identity as Mental Health and Wellbeing Researcher

Growing through Research: Exploring Parental Math Anxiety Puzzle
Dandan An

The Effects of Maths Anxiety, Socioeconomic Status, and Mindset Type on Children's Maths Attainment
Dawn Short

Wellbeing Interventions: A Synthesised Meta-model Framework for Early Career Teachers' Satisfaction and Happiness
Eqlima Dinar

Beyond Summarizing: Finding Our Voice in a PhD Literature Review
Esmeralda Dionicio García

Screen Addiction in Young Children: The Impact of Inhibitory Control Levels and Parental Neglect
Gege Zhao

An Analysis of the "Pan Entertainment" Phenomenon of Children's Online Image Shaping in the Internet Era-- Take Tiktok APP as an Example
Yuang Guo

5. Identity as Music Education Researcher

Musical Sounds Used with the Abacus Shift Learning Numeracy Perspectives
Annie Yuen

The Influence of Parental Cultural Capital on Primary School Students' Music Learning Outcomes in Mainland China
Leiying Wu

Child Psychology and its Pedagogical Implications in Early Childhood Music Education
Qianyi Lao

Researcher, Observer, and Learner in Early Childhood Music Education
Yingying Pan

Innovation and Inheritance of Improvisational Piano Accompaniment Pedagogy in Higher General Education: Exploring Pathways to Cultivating Students' Holistic Competencies
Ze Feng Chen

6. Identity as Teacher Professional Development Researcher

A Study on the Impact of Teachers' Professional Competence on Online Learners' Learning Effectiveness and Critical Thinking Ability in the Digital Age: Mediated by Learning Motivation and Student Engagement
Feng Yi Wang

Achieving Happy, Future-oriented Kindergarten Teachers
Liqun Wang

Teachers' Satisfaction and Engagement in a Music-and-Movement Online Professional Development Course
Siu Ping Ng

Deconstruction of the Media Image of Kindergarten Teachers under Public Self-Agenda Setting: A Study Based on Netnography
Tingxiao Huang

The Relationship Between Early Childhood Educators' Professional Development and Well-being: A Meta-analysis and Systematic Review
Ziying Zhang

7. Identity as Educational Researcher, Practitioner, and Collaborator

Career Development
Chun Wing Ng

Academic Identity in Early Childhood Education
Echo Li

Reflections of my Academic Journey
Fatema Jangbarwala

From Outsider to Explorer
Jiayu Jin

A Researcher, a Teacher, and a Friend of Children
Lijia Liu

One in a Million Moments: Shaping Futures in Early Childhood
Million Wan

Pathways Between Engagement Level Within Student Organizations and Well-Being in Cirebon, Indonesia: The Mediating Role of Leadership Vitality
Wiwin Windiana

Principal Frank Xu
Zhiwen Xu

Using Scaffolding to Support Young Children's STEM Learning Processes: Digital Technology-Integration
Liang Yutong

TRANSPORTATION

The address of the EdUHK Tai Po campus is 10 Lo Ping Road, Tai Po, New Territories, Hong Kong SAR (香港新界大埔露屏路十號). The main venue where most events will be held is D1-LP-08.

To navigate Hong Kong, you can use the apps Citymapper or Google Maps.

For ease of traveling in Hong Kong, you can purchase an Octopus Card at any MTR station customer service kiosk, including the one at the airport. This electronic cash top-up card can be used to pay for the MTR, buses, minibuses, and make purchases. It can be topped up at the MTR station, 7-eleven, and Circle K.

There is also a EdUHK University Shuttle Bus (U-Shuttle) to and from the University MTR station to our Tai Po campus. You will be **issued a letter from EdUHK to give you the permission** to use this shuttle bus. Each passage on the U-Shuttle requires a payment of **HK$7** using **your Octopus Card**. You can also travel to EdUHK Tai Po campus by taking KMB buses **73F, 74K, 74F, 263C, 265S** and **the minibus 26** as well as **by taxi**. Please refer to the university website for more information.

NOTES

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