

The Future of Scientific Inquiry: Cutting-Edge Assessments Merging AI and Genomics

Date: Tuesday, 07 January 2025

Time: 15:00-16:30

Venue: E33-2036, Faculty of Education

Language: Mandarin

Registration: Online Registration (<https://go.um.edu.mo/p9oisjtm> or )

Enquiries: Mr. Brendan LEI (Email: fed_event@um.edu.mo / Tel: 8822-4210)

Speaker:

Prof. Chun Yen CHANG, a science education scholar at heart, currently serves at the Taiwan Normal University as Chair Professor, Principle Investigator of Institute for Research Excellent in Learning Sciences, Professor of the Graduate Institute of Science Education and the Department of Earth Sciences. Over the past few years, he has likewise been honored as a Visiting Professor at the Education University of Hong Kong as well as at Paris 8 University. His major research interests include science education, e-Learning, interdisciplinary science learning, and science communication.

Prof. Chang has authored and co-authored more than 150 articles, of which more than 125 are indexed in the Science/Social Science Citation Index (SCI/SSCI) database. He now is the Editor-in-Chief of three journals: (1) Eurasia Journal of Mathematics, Science and Technology Education; (2) European Journal of Mathematics and Science Education; (3) Educational Innovations and Emerging Technologies, *as well as* on the Editorial Board of three SSCI-level journals: (1) Studies in Science Education (science education); (2) Learning, Media & Technology (learning technology); (3) Journal of Science Education and Technology (science education & technology).

Abstract:

This presentation introduces the development of a new generation of online scientific inquiry tests from the perspectives of science education, genomics, and neuroscience. It aims to connect the assessment results with genomic and neurophysiological characteristics to facilitate cross-disciplinary research. The research endeavors to bridge the gap between science education, genomics, and neuroscience. Through the development of innovative assessment tools and the study of biological factors, we aim to enhance our understanding of learning and memory processes, ultimately contributing to more effective educational strategies and environments.