CONFERENCE PROGRAM

9TH 2025 ESET

The 9th International Conference on E-Society, E-Education and E-Technology

Hakodate, Hokkaido, Japan

December 5-7, 2025

The 9th International Conference on E-Society, E-Education and E-Technology (ESET 2025)

Hakodate, Hokkaido, Japan

December 05-07, 2025

Sponsored by

公立はこだて未来大学
FUTURE UNIVERSITY HAKODATE

TABLE OF CONTENTS

Welcome Address

On behalf of the organizing committee of the 9th International Conference on E-Society, E-Education and E-Technology (ESET 2025), I extend my sincerest welcome and gratitude to every esteemed participant who has transcended the boundaries of time and space to converge. ESET 2025 will be held in the beautiful port city of Hakodate, Hokkaido, Japan and online from December 5th to 7th, 2025. ESET 2025 is sponsored by Future University Hakodate.

The conference will invite three keynote speaker, Prof. Shakil Akhtar, Clayton State University, USA; Prof. Yutaro Ohashi, Shibaura Institute of Technology, Japan and Prof.Harris Wu, Old Dominion University, USA. Additionally, there will be three invited speeches from distinguished professional Assoc. Prof. Teoh Ai Ping, Universiti Sains Malaysia, Malaysia; Assoc. Prof. Siriporn Dabphet, Srinakharinwirot university, Thailand and Assoc. Prof. Jose Mari M. Lee, National University, Philippines. There will be 4 Sessions, providing ample opportunities for attendees to engage with the speakers and each other. The topics for the sessions are as follows: AI-Enhanced Educational Innovation and Learning Transformation, Experiential and Inclusive Learning Empowered by Technology, Digital Technology for Sustainable Development and Smart Governance and Interaction, Behavior, and Experience in the Digital Society.

Amidst the surging wave of digitization, ESET 2025 focus on cutting-edge topics such as Artificial Intelligence in Education, New Media and E-Society, E-Technology and Society and Learning / Teaching Methodologies and Assessment. Through a meticulously curated program of keynote speeches, insights from invited speaker, and specialized online and offline technical sessions, we aim to build long-term, profitable and sustainable communication among researchers and practitioners working in a wide array of scientific areas with a common interest in E-Society, E-Education, E-Technology.

ESET 2025 Organizing Committee

Hakodate, Hokkaido, Japan | December 5-7, 2025

Organizing Committee

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Chia-Chieh Lee, Tainan University of Technology

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Cyrus Rj W. Robles, National University, Philippines

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John Paul P. Miranda, Pampanga State University, Philippines

Jose Mari M. Lee, National University, Philippines

Kiattichai Saitakham, Chiangmai Rajabhat University, Thailand

Lorna C. Lim, National University, Philippines

Madya Ts. Dr. Azhari Bin Md Hashim, Universiti Teknologi MARA (UiTM) Cawangan Kedah, Malaysia

Madya Ts. Dr. Azhari Bin Md Hashim, Universiti Teknologi MARA (UiTM), Malaysia

Madya Ts. Dr. Azhari Bin Md Hashim, Universiti Teknologi MARA (UiTM), Malaysia

Maricon R. Biron, National University, Philippines

Marilou N. Jamis, NUMOA, National University, Philippines

Mary Jane C. Samonte, Mapúa University, Philippines

Mideth Abisado, National University Manila, Philippines

Min-Chai Hsieh, Tainan University of Technology

Min-Chai Hsieh, Tainan University of Technology

Misako Takayasu, Tokyo Institute of Technology, Japan

Nathatenee Gebsombut, Khon Kaen University, Thailand

Ramon Rodriguez, National University Manila, Philippines

Ramon Rodriguez, National University Manila, Philippines

Rattaakkhatee Akkhateerathitiphum, Srinakharinwirot University, Thailand

Rogel M. Labanan, National University - Manila, Philippines

Ronina Caoili Tayuan, University of Santo Tomas, Philippines

Ryo Sugawara, Meisei University, Japan

Shigeki Kano, Osaka Prefecture University, Japan

Teerawate Limgomonvilas, Srinakharinwirot University, Thailand

William Rey, Mapua University, Philippines

Zachariah John Belmonte, Technological University of the Philippines, Philippines

Conference Venue

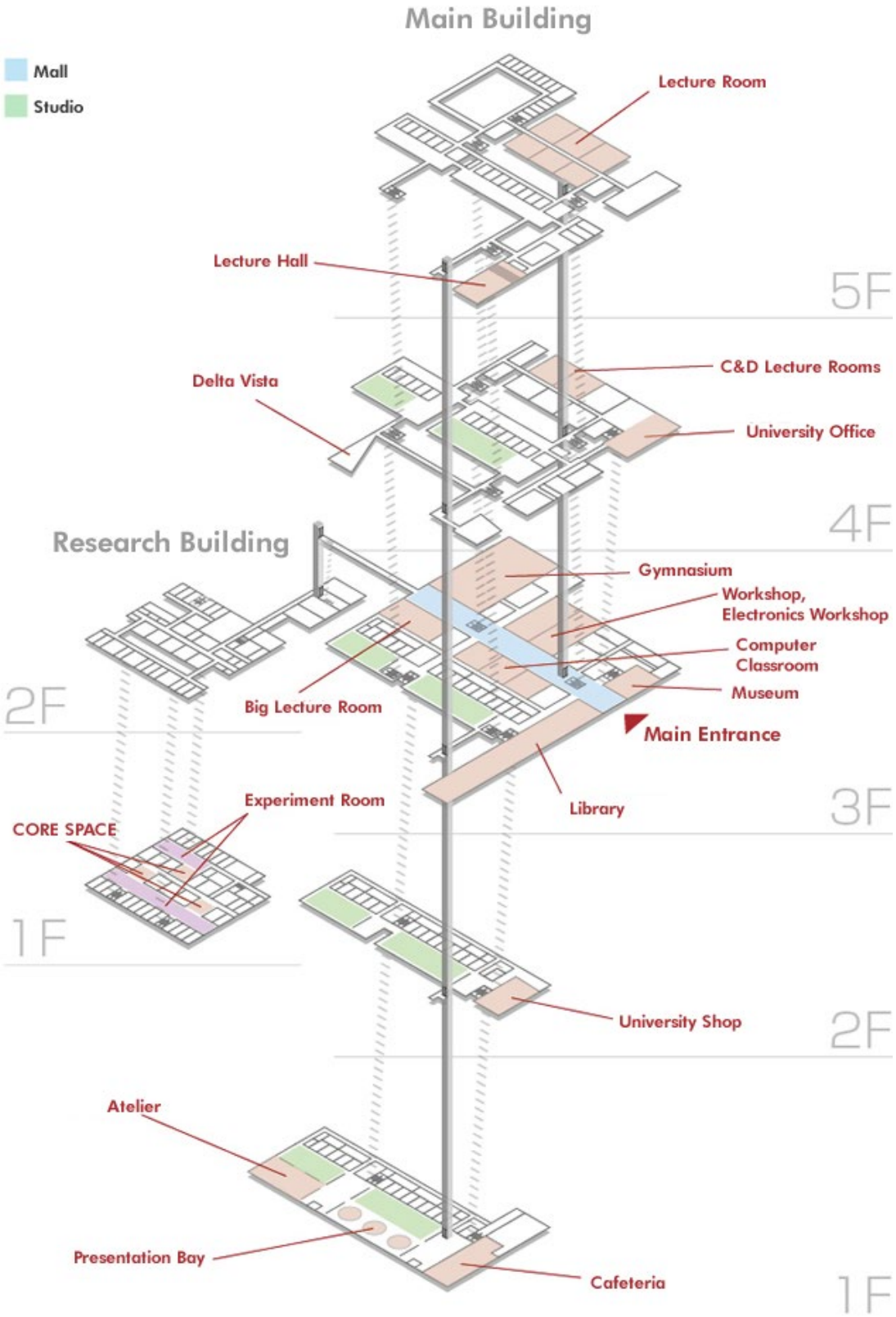
Future University Hakodate, Main Building
公立はこだて未来大学 本部棟

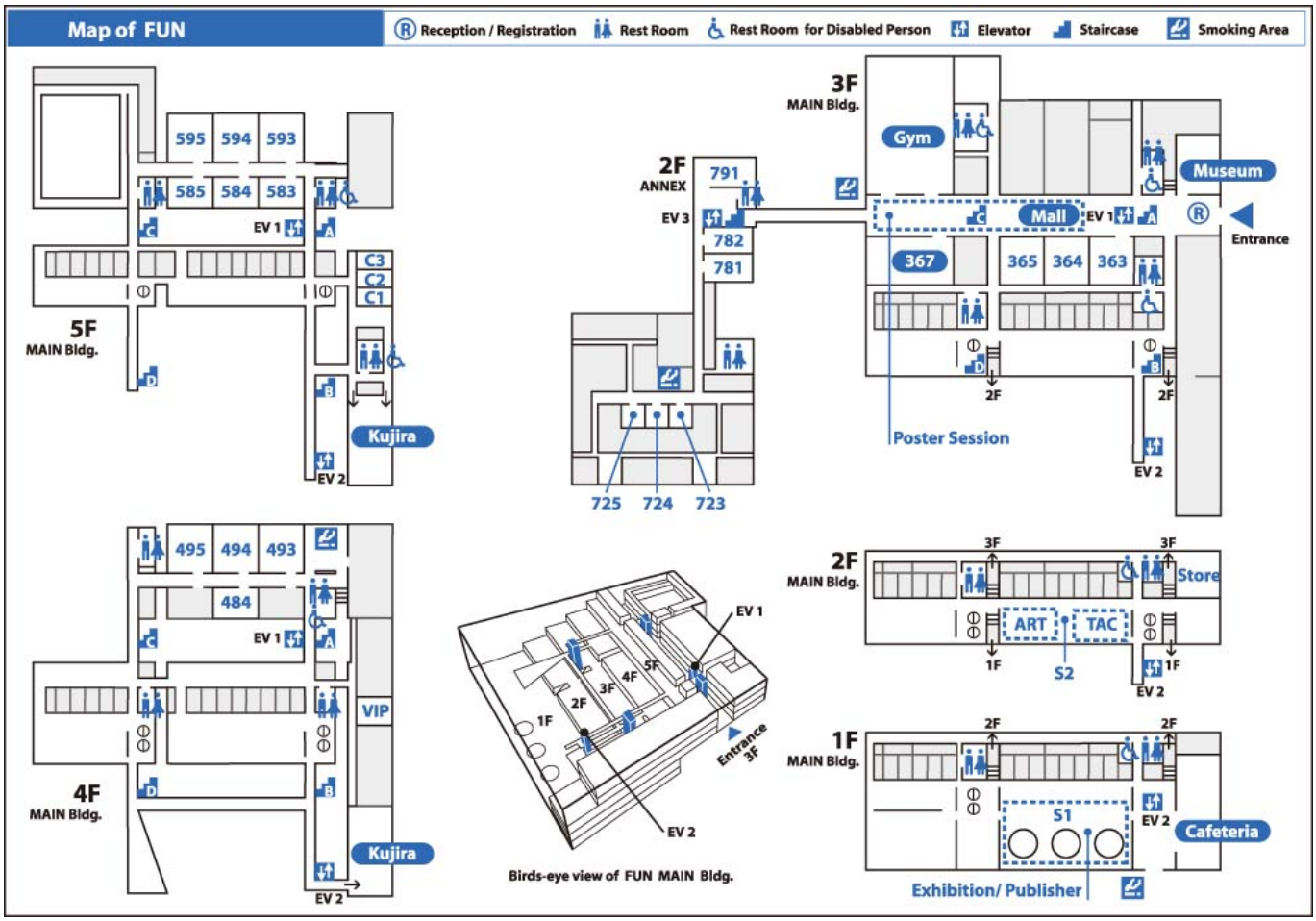
Address: 116-2 Kamedanakano-cho, Hakodate, Hokkaido 041-8655, Japan

〒041-8655 北海道函館市亀田中野町 116 番地 2

Future University-Hakodate is a public university in Japan, established in 2000 and located in Kameda-Nakano-cho, Hakodate City, Hokkaido. With a focus on systems information science, the university aims to cultivate well-rounded professionals with analytical, technical, and expressive abilities in the field of information technology, and to promote regional social development through industry-academia collaboration. In its early days, the university aimed to build a society where humanity and science coexist harmoniously, emphasizing a balance between education, research, and local contributions. A graduate school was established in 2003, and Hideyuki Nakajima succeeded Keisuke Ito as its first president in 2004.

Main Building Map

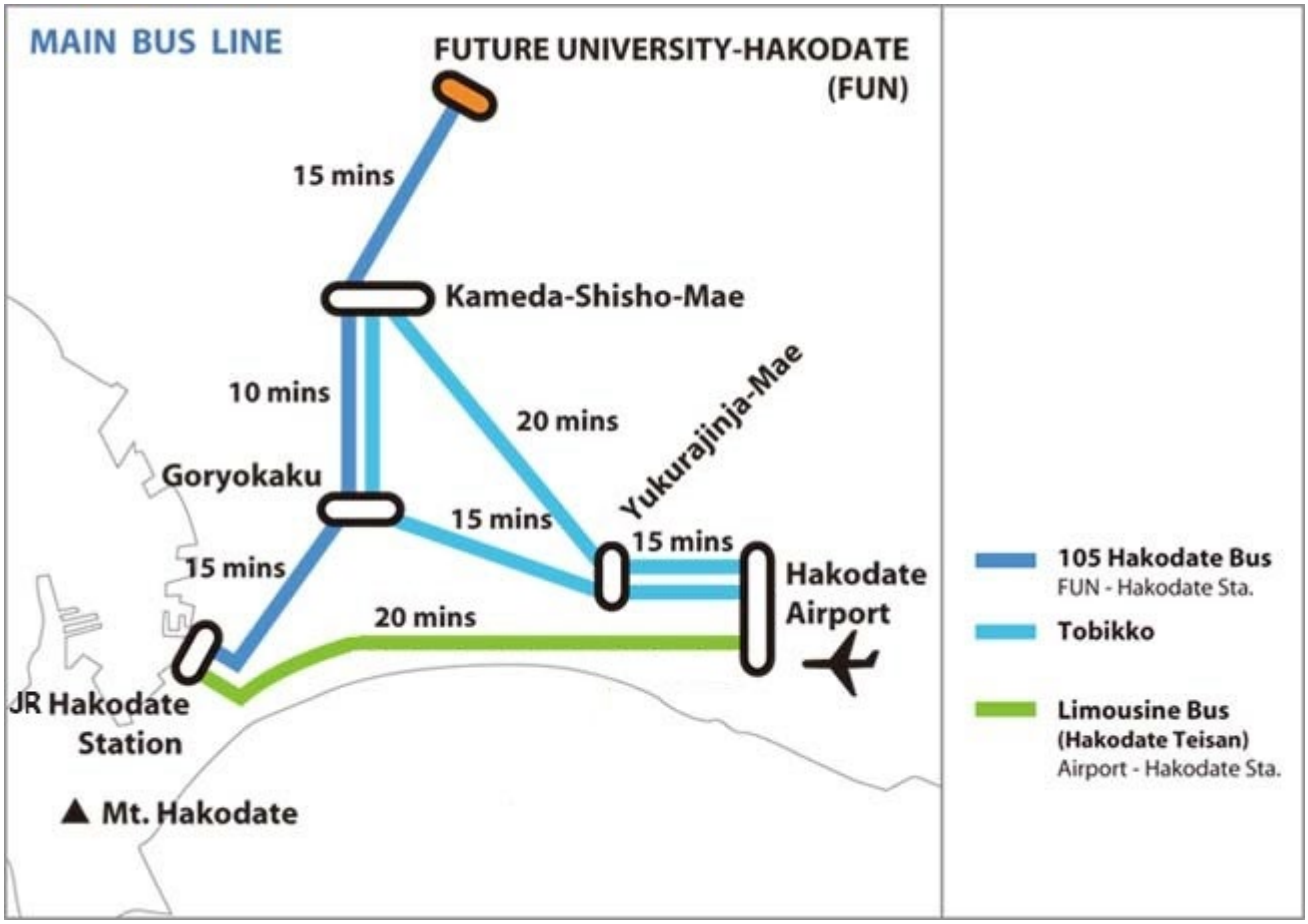




Room Guide

Level	Room Name	Dec. 5, 2025	Dec. 6, 2025
5F	The 5F Meeting Room	Registration	
5F	R593		Keynote Speech & Invited Speech
5F	R594		Session 1 & 3
5F	R595		Session 2 & 4

Traffic Guide



By air

- **From - Sapporo**

  Okadama Airport - Hakodate Airport, 40 min.

  New Chitose Airport - Hakodate Airport, 35 min.

- **From - Tokyo**

  Tokyo International Airport(Haneda) - Hakodate Airport, 1hr. 25 min.

  Narita International Airport - Hakdoate Airport, 1hr. 35 min.

- **From - Nagoya**

  Chubu Centrair International Airport - Hakodate Airport, 1hr. 30 min.

- **From - Osaka**

  Osaka International Airport(Itami) - Hakodate Airport, 1hr. 35 min.

- **From - Taipei**

Taoyuan International Airport - Hakdoate Airport, 3hr. 40 min.

By JR train

- **From - Sapporo**

  Sapporo Station - Hakodate Station(Super Hokuto Limited Express), 3hr. 30 min.

- **From - New Chitose Airport**

  New Chitose Airport Station - Hakodate(Super Hokuto Limited Express), 3hr. 30 min.

  *Take rapid airport express, transfer at Minami Chitose Station, and take Super Hokuto Limited Express.

- **From - Tokyo**

  Tokyo Station - Shin Hakodate Hokuto Station(Hokkaido Shinkansen), 4hr. 02 min.-4hr. 30 min.

- **From - Shin Hakodate Hokuto Station**

  Shin Hakodate Hokuto Station - Hakdoate Station(Hakdoate Liner), 19 min.

By Taxi

- Hakodate Airport - FUN, 35min 3,500yen
- Hakodate Station - FUN, 30min 3,000yen
- Shin Hakoate Hokuto Station - FUN, 40min 5,300yen

Click on the link and input your destination to get the real-time route:

- Access: How to reach Hakodate Future University.

Dinner Location

TBA

Conference Guidelines

Onsite Presentation

About Oral Presentation

- The duration of the presentation is 15 minutes. Please target your lecture for a duration of about 13 minutes for the presentation plus about 2 minutes for questions from the audience.
  a. Each schedule of each presentation is for reference only. Authors are required to attend the whole session and enter the session room 10 minutes earlier in case there may be some changes on the conference day
  b. The certificate of oral presentations will be awarded to each presenter at the end of each session
  c. One best presenter will be selected for each session
  d. A Session group photo will be taken at the end of the session, which will be updated on the conference website after the event.
- Your punctual arrival and active involvement in each session will be highly appreciated.
- Get your presentation PPT or PDF files prepared and backed up.
- Laptops, projector & screen, and laser sticks will be provided by the conference organizer.

Dress Code

- Please wear formal clothes or national characteristics of clothing.

Important Notes

- Please take care of your belongings during the conference. The conference organizer does not assume any responsibility for the loss of personal belongings of the participants.
- Please wear your participation badge during the conference. There will be NO access for people without a badge. NEVER discard your badge at will.
- Accommodation is not provided. Delegates are suggested to make early reservations.
- Please show the badge and meal coupons when dining.

Other Notes

- To gain entry to all conference sessions and the conference room, all attendees must wear their badges, which must be visible to conference personnel.

- If you find or lose an item during the conference, please visit the registration area. We will also make every effort to notify attendees of missing items.
- Due to venue limitations, Wi-Fi will not be provided in the meeting space. Authors are advised to download their presentations in advance and save them on the conference USB drive or their own USB drives. 15 minutes before the start of each Technical Session, authors may copy their presentations into the designated session folder on the conference computer.

Online Presentation

Platform: Zoom

Download Link: https://zoom.us/download

Sign in and Join

Join a meeting without signing in.

A Zoom account is not required if you join a meeting as a participant, but you cannot change the virtual background or edit the profile picture.

Sign in with a Zoom account.

All the functions are available.

Time Zone

UTC+9; Japan Standard Time (JST)

You're suggested to set up the time on your computer in advance.

Online Room Information

Online Room	Room ID	Password	Activity
Room A	892 9851 8416	Hokkaido	Keynote Speech & Invited Speech
Room B	875 0370 5039	Hokkaido	Online Testing & Session 1 & Session 3
Room C	859 3215 3139	Hokkaido	Session 2 & Session 4

Please use the Password: Hokkaido to enter the online meeting room.

Important Notes

- Every online meeting includes a **group photo session**, especially during the morning invited speeches, requiring all online participants to attend the entire meeting and not leave the virtual room midway.
- You can download the ESET 2025 virtual background and PPT template here.
- Prior to the formal conference, the presenter shall join the test room to make sure everything is on the right track
- Note: Please rename your Zoom Screen Name in the format below before entering the meeting room

Role	Format	Example
Conference Committee	Position-Name	Conference Chair-Prof. XXX
Keynote/ Invited Speaker	Position-Name	Keynote Speaker- Prof. XXX
Author	Session Number-Paper ID-Name	S1-ST1001-Name
Delegate	Delegate-Name	Delegate-Name

About Presentation

- Every presenter has **15** minutes, including Q & A. Each presentation should have at least **TEN** minutes.
- The best presentation certificate and all authors' presentation certificates will be sent after the conference by email.
- It is suggested that the presenter email a copy of his / her video presentation to the conference email box as a backup in case any technical problem occurs.

Environment & Equipment Needed

- A quiet place; Stable Internet connection; Proper lighting and background
- A computer with internet and camera; Earphone

Conference Recording

- We'll record the whole conference. If you do mind, please inform us in advance. We will stop recording when it is your turn to do the presentation.
- The whole conference will be recorded. It is suggested that you should dress formally, and we appreciate your proper behavior.

Agenda Overview

Time Zone: UTC+9

Day 1 | Dec. 05, 2025

Time	Activity	Online Room ID
10:00-12:00	Online Testing	Online Room: 875 0370 5039 Password: Hokkaido
10:00-14:00	Sign in and Materials Collection	The 5F Meeting Room
14:30-15:15	Guided University Tour by Students	Future University Hakodate
15:20 - 17:25	Future University "Project Learning" Observation	Future University Hakodate

Day 2 | Dec. 06, 2025

Venue: R593-Future University Hakodate, Main Building **Room ID: 892 9851 8416 Password: Hokkaido**		
Host: Prof. Frank, Ian, Future University Hakodate, Japan		
9:30-9:35	Opening Remarks	TBA
9:35-9:40	Welcome Address	TBA
9:40-10:20	Keynote Speech 1	**Prof. Shakil Akhtar,** Clayton State University, USA Title: How AI is Transforming the Education Industry
10:40-11:00	Keynote Speech 2 (Online)	**Prof. Harris Wu,** Old Dominion University, USA Title: TBA
11:00-11:20	Coffee Break & Group Photo	

11:20-12:00	Keynote Speech 3 (Online)	**Prof. Yutaro Ohashi,** Shibaura Institute of Technology, Japan Title: TBA
12:00-13:30	Lunch Break	
13:30-15:30	Host: **Assoc. Prof. Siriporn Dabphet,** Srinakharinwirot university, Thailand	
13:30-14:00	Invited Speech 1	**Assoc. Prof. Siriporn Dabphet,** Srinakharinwirot university, Thailand Title: Air Pollution Control in China: Policies, E-Technology Integration, and Global Implications
14:00-14:30	Invited Speech 2	**Assoc. Prof. Jose Mari M. Lee,** National University, Philippines Title: Assessing the Influence of Engaging Mobile Marketing Strategies on Micro, Small, and Medium Enterprises (MSMEs)
14:30-15:00	Invited Speech 3 (Online)	**Assoc. Prof. Teoh Ai Ping,** Universiti Sains Malaysia, Malaysia Title: TBA
15:00-15:30	Free Talk	
15:30-16:00	Coffee Break	

Parallel Technical Sessions		
13:30-15:30	Session 1: AI-Enhanced Educational Innovation and Learning Transformation Session Chair: **Assoc. Prof. Abdullah Sarwar,** Multimedia University, Malaysia	R594

	Session 2: Experiential and Inclusive Learning Empowered by Technology Session Chair: **Assoc. Prof. Eugene Jerome Carolino,** National University, Philippines	R595
15:30-16:00	Coffee Break	
16:00-17:45	Session 3: Digital Technology for Sustainable Development and Smart Governance Session Chair: **Assoc. Prof. Christopher Punzalan,** National University, Philippines	R594
	Session 4: Interaction, Behavior, and Experience in the Digital Society Session Chair: **Assoc. Prof. Jose Mari M. Lee,** National University, Philippines	R595

Keynote Speaker 1

Prof. Shakil Akhtar

Clayton State University, USA

Speech Time: 09:40-10:20, December 6, 2025 (UTC+9)

Online Room: 892 9851 8416 (Password: Hokkaido)

Speech Title: How AI is Transforming the Education Industry

Bio

Dr. Shakil Akhtar has been a Professor of IT and Computer Science at Clayton State University since 2007. He was the IT Department head during 2007-2008. Before that he was a Professor in the College of Information Technology at UAE University from 2002 to 2007, with interim Dean during 2003-2004. He has a Ph.D. in Computer Engineering from Wayne State University, MS in Electrical Engineering from King Fahad University of Petroleum and Minerals, Dhahran, Saudi Arabia, and a BS in Electrical Engineering from University of Peshawar. His main research interests are reliability/performance modeling of computer and communications systems, QoS and security issues of mobile systems, wireless LAN standards and CS/IT education. His other prior work experience includes Computer Science/Engineering Departments at Central Michigan University, University of Toledo, and King Fahad University of Petroleum and Minerals, Dhahran, Saudi Arabia. His published research consists of papers in international journals and proceedings of international conferences, including papers in IEEE Transactions on Reliability, Computer Communications, WSEAS Transactions on Mathematics, ASEE Annual Conference & Exhibitions, Spring and Summer Simulation Multiconferences, SIGCSE Technical Symposiums on Computer Science Education, etc. He is a member of several journal editorial boards including the Editor-In-Chief of IT Journal. He has also been a keynote speaker, general chair and program committee member of numerous international conferences.

Abstract

Technology development during the past decade has shaped the education industry in many ways. Recently, we noticed a new wave of reshaping the education industry due to the development of AI. First it appeared that AI is anti-productive in the field of education due to tools like ChatGPT widely used by students around the globe to generate papers and solutions to the problems. According to a current Forbes survey of 500 educators in US, majority (55%) believed that AI has improved education outcomes, while some (18%)

believe that it has hindered educational outcomes (https://appinventiv.com/blog/artificial-intelligence-in-education/). Only about 17% believe that AI has no impact, while 10% are still unsure. These numbers are rapidly changing in favor of adopting AI for the education industry due to several tools available to educators and students. AI-powered classroom now offers personalized learning, student engagement, continuous assessment, curriculum flexibility, instant feedback and skill development, etc. Several tools are already available, and many new ones are already emerging. Among them some notables are Google classroom, Duolingo for language learning, Coursera for online learning, Quizlet for studying and learning, and Squirrel AI for AI-powered adaptive learning. In addition, Microsoft Copilot helps learn the basic concepts and allows building of fluency through independent practice and saves time with insights. In addition, the integration of Copilot with search engines allows the use of generative AI in real time. This keynote address will delve further into the use of various upcoming AI technologies that can be used effectively in the education industry. We will also look at how some of the leading educational institutions are planning to take advantage of AI to enhance the education field.

Keynote Speaker 2 (Online)

Prof. Harris Wu

Old Dominion University, USA

Speech Time: 10:20-11:00, December 6, 2025 (UTC+9)

Online Room: 892 9851 8416 (Password: Hokkaido)

Speech Title: TBA

Bio

Dr. Wu has conducted over two decades of teaching and research in enterprise computing, big data, artificial intelligence, and IT strategy. He has served as a consultant for numerous Global Fortune 500 companies and the United States government. As a consultant, he has visited global businesses in more than 80 countries. As a principal investigator, he has led research projects funded by the National Science Foundation and industry leaders such as Microsoft. His current research focuses on AI-driven decision making and the impact of AI on education. Dr. Wu publishes in journals such as Decision Support Systems, Electronic Markets, Enterprise Information Systems, European Journal of Operations Research, Information and Management, and Knowledge-Based Systems, and magazines such as the Communications of ACM and IEEE Software. Dr. Wu currently directs the Ph.D. Program at the Strome College of Business, Old Dominion University. He earned his Ph.D. in Business Information Technology from the University of Michigan at Ann Arbor.

Abstract

TBA

Keynote Speaker 3 (Online)

Prof. Yutaro Ohashi

Shibaura Institute of Technology, Japan

Speech Time: 11:20-12:00, December 6, 2025 (UTC+9)

Online Room: 892 9851 8416 (Password: Hokkaido)

Speech Title: TBA

Bio

Yutaro Ohashi graduated from the Graduate School of Media and Governance at Keio University. Later, he was awarded the Research Fellowship for Young Scientists (PD) and worked for Japan Society for the Promotion of Science and served as a visiting scholar at the University of Helsinki. He currently holds professorship in the Department of Information and Communications Engineering, Faculty of Engineering, Shibaura Institute of Technology. Throughout his career, Yutaro Ohashi has been actively involved in English and information media education. He is particularly interested in learning environments designed by learners, and he has received numerous awards for his work in non-traditional learning environments (e.g., zoos, aquariums, and architectural schools for children). His wide-ranging interests span from pedagogical aspects of the information society to information and game design and how education continues to evolve in an advanced information society. Recently, he has authored several papers addressing the evaluation of creative learning processes in university education, with an emphasis on engineering education. These research accomplishments have earned him recognition and awards, such as the encouragement and research presentation awards from the Japanese Society for Engineering Education.

Abstract

TBA

Invited Speaker 1

Assoc. Prof. Siriporn Dabphet

Srinakharinwirot university, Thailand

Speech Time: 13:30-14:00, December 06, 2025 (UTC+9)

Online Room: 892 9851 8416 (Password: Hokkaido)

Speech Title: Air Pollution Control in China: Policies, E-Technology Integration, and Global Implications

Bio

Siriporn Dabphet received her B.A. in History and her first M.A. in Asian History from Srinakharinwirot University, Bangkok, Thailand, in 1997 and 2000, respectively. She earned her second M.A. and Ph.D. in History from the National University of Singapore in 2009 and 2013. In 2000, she joined the Faculty of Social Sciences at Srinakharinwirot University, where she served as Chair of the M.A. Program from 2018 to 2022 and as Vice Dean for Organizational Development from 2012 to 2015. She is currently an Associate Professor and serves on the University Board of Educational Quality Development and the Board of Academic Affairs. She is also a member of the Editorial Board of the Encyclopedia of Thai History, the Academy of Moral and Political Sciences, Royal Society of Thailand. Her research primarily focuses on modern East Asian history and Thai social history. Some of her publications are “Japan’s Aging Society: Policy, Lessons and the Silver Economy”, “Conflict Management in China: The Case of Muslim Uyghurs in Xinjiang Province”, and “State and Religion in Nineteenth-Century Thailand”. Her recent publication in Sustainability (2025), titled “Developing a Resource-Constrained Age-Friendly City Framework: A Mixed-Methods Study of Urban Aging in Bangkok, Thailand,” reflects her continued engagement with interdisciplinary approaches to social and urban studies.

Abstract

This study examines China's air pollution mitigation strategies from the 2010s to the present, with a particular focus on the role of technological interventions. It explores the intersection of electronic technology, emergency management, and environmental governance in China's remarkable achievements in reducing air pollution from the 2010s to the present. Through a comprehensive analysis of digital

monitoring systems, big data applications, and technological innovations, this study demonstrates how e-technology has transformed China's approach to air quality management.

The findings show that Digital technologies and e-governance can help reduce air pollution, but they also pose complex policy and governance challenges. Their effective use requires careful oversight to avoid unintended consequences. The server air quality forced the Chinese government to implement the first action plan on air pollution prevention in 2013. This contributed to a rigorous and well-defined framework for managing air pollution, coordinated across both national and local governments. Key components of this framework include comprehensive environmental policies and the integration of digital technologies for monitoring and controlling pollution levels. These initiatives have led to noticeable enhancements in air quality in many major urban centers, though significant obstacles persist, particularly in regions with concentrated industrial activity. The study shows clear evidence of reduced pollution, with Beijing's PM2.5 levels declining by 35% between 2013 and 2017, supported by advanced digital infrastructure and emergency response systems. This research provides actionable recommendations for other nations facing similar air quality challenges.

Invited Speaker 2

Assoc. Prof. Jose Mari M. Lee

National University, Philippines

Speech Time: 14:00-14:30, December 06, 2025 (UTC+9)

Online Room: 892 9851 8416 (Password: Hokkaido)

Speech Title: Assessing the Influence of Engaging Mobile Marketing Strategies on Micro, Small, and Medium Enterprises (MSMEs)

Bio

Dr. Lee is a distinguished educator, researcher, and licensed real estate broker with a decade of dedicated service in the academe. He previously served as the Data Privacy Officer of National University-Mall of Asia, where he played a key role in strengthening institutional compliance, developing data protection policies, and advancing privacy awareness across the campus.

He completed his Doctor of Philosophy major in Commerce from University of Santo Tomas Graduate School, graduating Magna Cum Laude in 2020. He holds a Master in Business Administration from Colegio de San Juan de Letran-Manila (2014) and a Bachelor of Science in Business Administration, major in Management, from the Philippine Christian University (2011).

As an active scholar, he has published international research journals contributing to the fields of business, management, marketing, consumer behavior, and related studies. His work reflects a strong commitment to academic excellence and continuous knowledge development.

Dr. Lee is currently a full-time faculty member at National University-Mall of Asia and serves as one of the university's Internal Quality Auditors.

Abstract

The rapid development of mobile marketing has impacted MSMEs' customer interactions to a great extent. The impact of SMS, social media, location-based, proximity, and in-app marketing on consumer interaction is investigated in this study among students in Bacoor, Cavite. Quantitative research methodology through surveys, ANOVA, and multiple linear regression analysis is employed to quantify the effectiveness of these strategies. Evidence shows that in-app marketing and social media exert the most influence since they are interactive and offer-targeted. Location and proximity marketing also elicit consumer action since they have

direct effects on business traffic. SMS promotion is direct, but its success is determined by the frequency and suitability of messages. The research suggests the necessity of a comprehensive mobile marketing strategy that includes multiple methods to receive maximum customer attention. Personalization, real-time interaction, and digital responsiveness are major drivers in ensuring the success of marketing. Suggestions are made for MSMEs to upgrade their mobile marketing strategies to obtain sustained customer attention and brand loyalty in a rapidly digitizing age.

Invited Speaker 3 (Online)

Assoc. Prof. Teoh Ai Ping

Universiti Sains Malaysia, Malaysia

Speech Time: 14:30-15:00, December 06, 2025 (UTC+9)

Online Room: 892 9851 8416 (Password: Hokkaido)

Speech Title: TBA

Bio

Assoc. Prof. Ts. Dr. Teoh Ai Ping is a as Associate Professor and the Deputy Dean (Research, Innovation, Industry and Community Engagement) at Graduate School of Business, Universiti Sains Malaysia. She holds the qualifications of Doctor of Business Administration, Master of Science (Information Technology), and Bachelor of Accountancy (Hons.). Prior to joining USM, Dr. Teoh was one of the pioneer academics and Deputy Dean of another private University. Before embarking a career in education, she had experience in the industry, working in multinational corporations and consulting firms dealing with implementation and support of SAP R/3 Enterprise Resource Planning systems and other information systems. Dr. Teoh is a Professional Technologist (Cyber Security Technology) of the Malaysian Board of Technologists. She is also a Certified Risk and Compliance Management Professional (US), Certified in Training and Accredited Trainer (HRD Corp Malaysia), and holds a Professional Certificate in Mediation. Dr. Teoh is also a member with professional bodies such as the Institute of Electrical and Electronics Engineers (IEEE), Association for Computing Machinery (ACM), Association of Certified Fraud Examiners (ACFE), Malaysian Institute of Accountants (MIA), Institute of Internal Auditors Malaysia (IIAM) and Malaysian Institute of Management (MIM).

Abstract

TBA

Session 1

Time: 13:30-15:30 | Saturday, December 6 (UTC+9) Venue: R594, 5F | Online Room: 875 0370 5039 (Password: Hokkaido)	
Session Topic: AI-Enhanced Educational Innovation and Learning Transformation Session Chair: Assoc. Prof. Abdullah Sarwar, Multimedia University, Malaysia	
ST3017 13:30-13:45	Exploring the Role of ChatGPT in Students' Learning: Insights from Higher Education **Author/Authors: Christopher Punzalan, National University, Philippines**
ST3210 13:45-14:00	Skin Cancer Awareness **Author/Authors: Shakil Akhtar, Clayton State University, USA;** Godstime Nnoroum, Clayton State University, USA
ST3066 14:00-14:15	Climbing Beyond Leisure: A Netnographic Approach to Positioning Indoor Climbing Gyms in Indonesia as Emerging Urban Sport Tourism Attractions **Author/Authors: Meity Intan Suryadi, Institut Teknologi Bandung, Indonesia;** Heru Purboyo Hidayat Putro, Institut Teknologi Bandung, Indonesia
ST3037 14:15-14:30	ChatGPT4.0 in Developing Mathematical Problem-Solving Ability through Structured Chain-of-Thought Prompting **Author/Authors:** Christine Nicole Victorio, National University, Philippines; Eugene Jerome Carolino, National University, Philippines; **David Kelvin III Banaag, National University, Philippines**
ST3202 14:30-14:45	AI integration in Pronunciation Learning: Vietnamese English-majored Learners' Perspectives **Author/Authors:** Thi Duyen Phuong, Hanoi University of Industry, Vietnam; **Thi Thanh Huyen Phuong, FPT University, Vietnam**
ST3203 14:45-15:00	Students' Perspectives on AI in English Language Learning: Evidence from Vietnamese Higher Education **Author/Authors: Thi Duyen Phuong, Hanoi University of Industry, Vietnam;** Thi Nhung Phu, FPT University, Vietnam; Yen Van Tran, Hanoi University of Industry, Vietnam

ST3073 **15:00-15:15**	Construction and Pedagogical Practice of an AI-Empowered Interdisciplinary Talent Cultivation System for English Majors **Author/Authors: Yang Feng, Zhejiang International Studies University, China;** Wenqi Dong, Zhejiang International Studies University, China
ST3055 **15:15-15:30**	Between Subtitles and Sentiments: How Viewers Experience Cross-Cultural Communication through Chinese Short Dramas **Author/Authors:** Divina Mendoza Estacio, National University, Philippines; Carlo Jay FRIAS Ruiz, National University, Philippines; **Zchiesa Mae Penus, National University, Philippines;** Dominic Urgelles, National University, Philippines; Robbie Jan Vincent Buelo, National University, Philippines

Paper ID	Abstract
ST3017	As generative AI tools like ChatGPT become increasingly embedded in higher education, it is essential to understand how students meaningfully incorporate them into their academic practices. While previous research has examined general usage and acceptance, few studies have explored how students integrate ChatGPT with other learning resources, perceive its impact on their academic performance, and suggest improvements for its educational application. This qualitative case study examined the experiences of 50 undergraduate students from a Philippine higher education institution who used ChatGPT as part of a general education course. Through thematic analysis of their reflective narratives, eight key themes emerged: integrated use with other tools, enhancement of learning and efficiency, overreliance and academic dishonesty, accuracy and misinformation issues, need for citations and source integration, regulation and responsible use, functional enhancements, and positive-negative balance.
ST3210	The rapid increase in digital health data has led to new areas of research in healthcare and data sciences. Traditional methods of handling health data have struggled because they cannot manage the huge, fast-moving, and diverse amounts of data that are constantly changing. Skin cancer, particularly melanoma, represents a significant public health challenge due to factors such as increased ultraviolet radiation exposure and evolving lifestyle patterns. The application of big data and machine learning technologies offers promising advancements in the early detection of skin cancer by processing and analyzing extensive datasets, which include patient histories, environmental exposures, and genetic predispositions. Machine learning algorithms, particularly those focused on dermatological image recognition, enable the identification of skin lesions with high precision, thus facilitating the timely diagnosis of melanoma. Furthermore, predictive analytics models can identify individuals at heightened risk, potentially enabling early interventions and more personalized preventive strategies. The integration of big data and advanced computational techniques into skin cancer detection holds the potential to significantly enhance early diagnosis, treatment outcomes, and overall prevention efforts.
ST3066	This study explores the transformation of indoor climbing gyms in Indonesia as emerging urban sport tourism attractions using a netnographic approach. Data were collected from Instagram, official websites, and Google Reviews of seven gyms located in six major cities: Tangerang Selatan, Jakarta, Bogor, Bandung, Surabaya, and Bali, between 2022 and 2025. The findings reveal that indoor climbing facilities have evolved beyond recreational spaces to become social and cultural hubs that reflect active, creative, and inclusive urban lifestyles. Through digital interactions, captions, comments, and visual storytelling, climbers construct narratives of togetherness, personal achievement, and identity, aligning with the concept of serious leisure, which emphasizes dedication, skill, and long-term engagement. Each gym demonstrates a distinctive local character contributing to its city's brand: Jakarta promotes a professional lifestyle, Bandung highlights creativity, Surabaya emphasizes competitiveness, and Bali offers family-oriented adventure experiences. These gyms function as hybrid spaces that merge sport, recreation, and tourism, while enhancing urban destination competitiveness through community participation and user-generated

	content.
ST3037	Problem solving develops higher-order thinking and critical thinking skills, both essential in learning Mathematics. With the emerging development of AI, particularly Generative AI and its application in teaching and learning processes, this study focused on narrating how ChatGPT4.0 can be used as a supplementary learning tool to develop mathematical problem-solving ability. Following a mixed methods approach as a study design, this study implemented six (6) phases to gather qualitative and quantitative data from university student participants. Results showed that participants from experiment group who were provided with structured prompts scored better in problem solving ability assessment than participants from control group that freely designed prompts. Participants from the experiment group also have more positive experience in the use of AI as a learning supplement tool.
ST3202	This study investigates Vietnamese university students' awareness, familiarity, and attitudes toward AI technologies in English pronunciation learning. Using mixed methods, including surveys and interviews, the findings reveal high awareness but only moderate familiarity, with limited and situational use of AI tools. While students generally view AI as accessible and useful, concerns remain about the reliability of pronunciation feedback, especially in free or general-purpose applications. Cost and access barriers also hinder engagement with specialized tools. The study highlights the need for institutional support, including teacher training and curriculum integration, to maximize the potential of AI in pronunciation pedagogy.
ST3203	Artificial Intelligence (AI) is reshaping education, including English language learning, yet limited research in Vietnam has explored students' awareness and perspectives in this area. This study investigated Vietnamese university students' perceptions of AI through a mixed-methods exploratory sequential design, combining interviews (n=5) and a survey (n=315). Findings revealed that students view AI primarily as a functional tool, frequently using applications like ChatGPT, Google Translate, and Grammarly for translation, grammar checking, and task completion. While most students expressed moderately to highly positive attitudes toward AI's ability to improve learning efficiency and personalization, they also reported moderate concerns about fairness, ethical use, and reliability in AI-assisted assessment. Interview data underscored both students' reliance on AI to ease academic pressures and their apprehensions about its implications.
ST3073	This study, grounded in the TPACK framework (Technological Pedagogical Content Knowledge), employed a mixed-methods approach combining quantitative and qualitative analyses to explore new pathways for interdisciplinary talent cultivation in English-related majors in the context of Al-enhanced education. The research centers on a teaching model integrating six interdisciplinary micro-courses, AI-assisted learning guidance via AI tools such as DeepSek and-ChatGPT, practical case exercises, student group discussions, and online Q&A with the research team: Over the course of two semesters, senior English majors at a university participated in this teaching experiment. Students in the experimental group used Al tools to extract English-language materials from interdisciplinary resources, generate multilingual business texts, and analyze foreign-related legal cases, achieving coordinated improvement in both AI operation skill and language output.

ST3055	The rise of algorithm-driven short-form video platforms has revolutionized how audiences engage with foreign cultures. Chinese short dramas-concise narrative clips often under ten minutes-are rapidly circulating globally via apps like TikTok and Douyin. These dramas blend fantasy, martial arts, and Chinese cultural motifs, and reach viewers far beyond China's borders. This narrative inquiry examines how young Filipino viewers interpret such content, focusing on subtitling and nonverbal cues as mediators of meaning. Two first-year Filipino college students shared their viewing experiences through open-ended narratives. The analysis reveals five key themes: (1) Subtitling as Intercultural Mediation: English subtitles help comprehension but frequently contain errors; viewers supplement them with context and body language (e.g., "They were terrible, but they sufficed" [Participant 1]). (2) Nonverbal Cultural Cues: Visual elements (costumes, gestures, honorifics like Gege/Jiejie) reveal Chinese social norms and mirror Filipino terms (e.g., Kuya, Ate), enriching understanding of hierarchy and respect. (3) Predictable Narrative Hooks: Over-the-top, emotionally charged plots engage viewers through familiar tropes (betrayal, secret identities, reincarnation) even when translations lag. (4) Shifts in Cultural Perception: Repeated viewing led participants to view Chinese people more sympathetically, separating cultural identity from politics.

Session 2

Time: 13:30-15:30 | Saturday, December 6 (UTC+9) Venue: R595, 5F | Online Room: 859 3215 3139 (Password: Hokkaido)	
Session Topic: Experiential and Inclusive Learning Empowered by Technology Session Chair: Assoc. Prof. Eugene Jerome Carolino, National University, Philippines	
ST3071-A 13:30-13:45	Interactive Museum of West Nusa Tenggara: Reweaving the Narrative of the Lombok Treasure as the Identity of the Lombok Community **Author/Authors: Airin Liemanto, Faculty of Law Universitas Gadjah Mada, Indonesia**
ST3007 13:45-14:00	Technology-Enhanced Collaborative Learning in Statistics Education: A Classroom-Based Action Research Study **Author/Authors: Anchalee Srikolchan, Srinakharinwirot University, Thailand**
ST3062 14:00-14:15	Teaching English in Blended Learning Model: Improving Students' Capacity to Meet the Requiremnets of the 4.0 Labor Market - Case Study of FPT Polytechnic College **Author/Authors: Huong Dao Thi Thu, FPT University, Vietnam**
ST3011 14:15-14:30	Designing Intercultural Training Around Cultural Flashpoints: A Review-Informed Framework for Experiential Business Learning **Author/Authors: Michiko Toyama, University of Oregon & Bunkyo University, USA;** Dakota Whisler, University of Oregon, USA; Christopher Daradics, University of Oregon, USA
ST3005 14:30-14:45	Concepts and Theories of Digital Platform Taxation Laws: A Comparative Study Between Thailand and Singapore **Author/Authors: Rattaakkhatee Akkhateerathitiphum, Srinakharinwirot University, Thailand;** Wisarut Samlee-on, Srinakharinwirot University, Thailand; Benjawan Thammarat, Srinakharinwirot University, Thailand; Jitusa Khanthong, Srinakharinwirot University, Thailand
ST3041-A 14:45-15:00	Enhancing Digital Transformation in Corporate Settings through Design Thinking: A Qualitative Study of an E-Education Workshop for Innovation and Problem Solving **Author/Authors: Chun-Ming Yang, Ming Chi University of Technology; Chien-Chih Wang, Ming Chi University of Technology**

ST3014 **15:00-15:15**	Authentic Learning Based Teaching in a Hybrid Learning Environment: Insights from Assessment Performance and Experiences of Students **Author/Authors: Christine Nicole Victorio, National University, Philippines**; Eugene Jerome Carolino, National University, Philippines
ST3061 **15:15-15:30**	Chalk to Cloud: Transformative Journeys of Mathematics Teachers Adopting AI in Philippine Classrooms **Author/Authors:** Divina Mendoza Estacio, National University, Philippines; **Jan Denniel Bendo Escaño, National University, Philippines;** Gideon Luke Perez Ty, National University, Philippines; Dawn Nari Sabater Condez, National University, Philippines; Trisha Anne Diokno Magsino, National University, Philippines; Cryzel Nicole Urrea Legaspi, National University, Philippines

Paper ID	Abstract
ST3071-A	Over the past five years, the Indonesian Government has received numerous returns of cultural heritage objects from the Netherlands. The repatriation of 335 collections known as the Lombok Treasure on July 10, 2023, marks a significant moment of reconciliation between the Lombok community and their cultural heritage. These objects were looted by the Dutch East Indies government in 1894 and displayed in the Rijksmuseum, the Netherlands for more than a century. This research aims to reconnect the narrative of identity between the Lombok community and the Lombok Treasure through the revitalization of the West Nusa Tenggara (NTB) Museum. The NTB Museum will be redesigned as an interactive institution focusing on education and learning using modern technologies. The findings of this study reveal that the NTB museum is currently not ready to house the Lombok Treasure which is now stored in the National Museum of Indonesia-due to deficiencies in infrastructure, human resources, budget, and security systems. In the near future, both central and regional governments plan to revitalize the NTB Museum into a three-story facility.
ST3007	This action research study explores the implementation of technology-enhanced collaborative learning approaches in statistics education within a single classroom context. Through systematic examination of 124 second-year social science students at Srinakharinwirot University over sixteen weeks, the research investigates how digital technologies integrated with collaborative learning methods can support students with diverse mathematical backgrounds. The study employed a four-cycle action research methodology to develop and refine technology integration strategies within existing classroom constraints. Students demonstrated higher scores at post-intervention compared to baseline, though these changes occurred during a period of multiple educational activities, with students having weaker mathematical preparation showing greater short-term gains (44.1% score changes) compared to those with stronger preparation (19.6%). Statistics anxiety decreased across all groups during the study period.
ST3062	The boom of 4.0 technology has changed the educational perspective of the world in general and Vietnam in particular. Advanced technologies will be applied to teaching, making school experiences more diverse and meeting the development requirements of the times. Education is developed as an ecosystem, where all elements are linked together through cyberspace and cloud computing. Online courses have become popular and increasingly asserted their role in modern education when satisfying a wide range of learners, saving costs and especially eliminating geographical distance barriers. Vietnam is one of the Asian countries strongly developing online training. In 2017, according to statistics from University World News, Asia is the world's second largest market for online training and Vietnam ranks in the top 10 Asian countries developing this field.
ST3011	This paper synthesizes existing empirical findings to highlight five recurring cultural flashpoints, hierarchical communication, formality, decision-making, directness, and silence, that commonly lead to misunderstandings in business communication between Japanese and non-Japanese professionals. Drawing on recent peer-reviewed research, the study connects these flashpoints to the design of experiential learning tasks for intercultural training. Each flashpoint is examined through its underlying

	communicative patterns, recurrent friction points, and documented impacts on collaboration, including diminished negotiation outcomes, strained interpersonal dynamics, and delayed decision-making. As part of a broader initiative to develop mixed-reality training tools, this paper proposes pedagogical applications such as role-play activities, which are adaptable for both blended and virtual learning environments.
ST3005	In the context of the rapidly evolving digital economy, the challenge of taxing digital platform businesses has emerged as a critical issue for many countries. This research examines the legal concepts and theories underpinning digital platform taxation, focusing on a comparative study between Thailand and Singapore. Thailand has recently introduced the e-Service Value added Tax (VAT) law as a first step towards regulating cross-border digital services; however, challenges remain due to its narrow scope, focusing only on indirect tax without addressing corporate income tax from digital activities. In contrast, Singapore has developed a more comprehensive legal framework through the Goods and Services Tax (GST) and Overseas Vendor Registration (OVR), extending tax liability to digital service providers and marketplaces.
ST3041-A	In an era of rapid digital transformation and technological disruption, organizations are committed to cultivating digital literacy, innovation skills, and adaptive problem-solving capabilities to address challenges posed by e-society. This study examines an e-education workshop integrating design thinking and lean management, evaluating its process and effectiveness in promoting problem discovery, creative thinking generation, and actionable strategies within corporate environments. Thematic analysis was employed to systematically examine the workshop materials, meeting minutes, and audio transcripts. The study's key findings indicate that participants repeatedly refined real-world problems-such as inefficient digital processes and cross-functional collaboration barriers-using hands-on tools. This refinement process enhanced digital skills and integrated emerging technologies.
ST3014	As a hybrid learning environment becomes a common sight with educational institutions worldwide, it becomes important to assess its effectiveness, especially now that educational institutions have a choice to go back to full face-to-face learning. Past literature provides data showing the preference of students with face-to-face learning and hybrid set-ups compared to a purely online set-up, and as well as empirical evidence on the effectiveness of a hybrid learning environment. This study assessed the effectiveness of teaching methodologies in a hybrid learning set-up, particularly looking at the authentic learning environment. Following an experimental research design, a total of sixty-eight (68) respondents participated in this study with thirty-four (34) being randomly assigned to the control group (where the traditional learning methods were used), and another thirty-four (34) being randomly assigned in the experimental group (where methodologies from the authentic learning environments were used). Using T-test, quantitative findings show that there is a significant statistical difference between the pretest scores and the posttest scores of respondents within the control group and within the experimental group, indicating the effectiveness of the hybrid learning environment whether elements of the authentic learning environment were present or not.

ST3061	Artificial Intelligence (AI) is reshaping education globally, yet its adoption remains uneven, specifically in teaching mathematics. This study explores the transformative journeys of Filipino mathematics teachers as they navigate the shift from "chalk to cloud", integrating generative AI into their professional practice without formal institutional training or clear policy frameworks. Using Conelly and Cladinin's three-dimensional narrative inquiry framework of temporality, place, and sociality, seven mathematics teachers composed reflective narratives detailing their past reliance on traditional methods, special encounters with AI, challenges of accuracy and overreliance, evolving professional identities, and future hopes and concerns. Analysis revealed five stages of transition: (1) life before AI, (2) the turning point of first encounters, (3) navigating challenges and breakthroughs, (4) evolving practices and identities, and (5) projecting hopes and cautions. While mathematics teachers acknowledge AI's potential to reduce workload and enhance instructional relevance, they also emphasized risks to critical thinking, equity, and academic integrity. Their stories consistently framed AI as an "assistant, not a replacement," highlighting the enduring importance of human connection in mathematics education. The findings of this study could contribute to the human-centered perspective on AI-in-education discourse, offering insights for mathematics teacher education, professional development, and policies in the Philippines and beyond.

Session 3

Time: 16:00-17:30 | Saturday, December 6 (UTC+9) Venue: R594, 5F | Online Room: 875 0370 5039 (Password: Hokkaido)	
Session Topic: Digital Technology for Sustainable Development and Smart Governance **Session Chair: Assoc. Prof. Christopher Punzalan, National University, Philippines**	
ST3006 **16:00-16:15**	Identifying Ancient City Locations in Thailand Using Multi-Criteria GIS Analysis **Author/Authors: Teerawate Limgomonvilas, Srinakharinwirot university, Thailand**
ST3003 **16:15-16:30**	Self-Regulated Learning and Academic Achievement: A Systematic Review **Author/Authors: Abdullah Sarwar, Multimedia University, Malaysia;** S. M. Ferdous Azam, Management & Science University, Malaysia; Symbat Ashimkhanova, Karaganda Buketov University, Kazakhstan
ST3009 **16:30-16:45**	A Systematic Review of Barriers to Technology Adoption in Thai Small and Medium-Sized Enterprises **Author/Authors: Nathatenee Gebsombut, Khon Kaen University International College, Thailand;** Muthita Jantem, Khon Kaen University, Thailand; Natthaphum Ratanasopha, Khon Kaen University, Thailand; Tembun Banpachat, Khon Kaen University, Thailand; Wannipha Phithong, Khon Kaen University, Thailand; Lakkana Hengboriboon, Khon Kaen University, Thailand
ST3069 **16:45-17:00**	Identification of Barriers to Students' Bank Account Activation in Indonesia Smart Program (PIP) Implementation: An Empirical Study Based on Nationwide Survey **Author/Authors: Sofiana Nurjanah, Ministry of Primary and Secondary Education of Indonesia, Indonesia**
ST3201 **17:00-17:15**	A Bibliometric Analysis of Artificial Intelligence in Green Human Resource Management **Author/Authors: Nadin Alherimi, American University of Sharjah, UAE;** Sara Abdul Maksoud, American University of Sharjah, UAE; Vian Ahmed, American University of Sharjah, UAE; Zied BahrounAmerican University of Sharjah, UAE
ST3027 **17:15-17:30**	An IoT Sensing Platform Based on ESP32 for Multi-Gyroscope Data Acquisition **Author/Authors: Tianbai Li, University of Southampton, UK**

ST3045 **17:30-17:45**	Lag And Learning: A Narrative Inquiry into Students' Experiences of Doing Mathematics Online with Poor Internet Connection in the Philippines **Author/Authors: Divina Mendoza Estacio, National University, Philippines;** Jessica Mae Baclagan, National University, Philippines; Daniele Clarise Piores Noga, National University, Philippines; Dawn Nari Sabater Condez, National University, Philippines; Najera R Umpar, National University, Philippines; Jhon Eric D Punzalan, National University, Philippines

Paper ID	Abstract
ST3006	Traditional archaeological surveys of ancient cities in Thailand face limitations in accurately defining and preserving historical sites due to spatial disconnections and unclear boundaries, leading to encroachment and scattered archaeological evidence. This research addresses these challenges by leveraging Geographic Information Systems (GIS) and multi-criteria analysis (MCA) to more effectively identify and delineate ancient city locations, particularly focusing on the Dvaravati-Srivijaya period (6th-11th centuries CE). The study aims to: 1) analyze the relationship between geographical factors and ancient city locations, and 2) identify potential ancient city sites using MCA techniques. The research scope encompasses Dvaravati-Srivijaya archaeological sites across Thailand, including nine key cities: Nakhon Pathom, Si Mahosot, Kamphaeng Saen, Dong Lakhon, U Thong, Lop Buri, Chaiya, Khu Bua, and Phra Wiang (Nakhon Si Thammarat). Key geographical factors analyzed include paleo-sea level, elevation, and distance from water bodies. The study established optimal elevation (2-8 meters above current sea level) and average distance from waterways (around 5 km) as critical factors for ancient settlement.
ST3003	This review aimed at investigating how self-regulated learning (SRL) strategies impact academic performance and providing thoughts on how these strategies relate to learning outcomes. In this study, the methodology for reviewing literature is comprehensive, with a systematic literature search conducted within the Dimensions database. A rigorous selection procedure yielded 25 articles relevant for the actual analysis. The review organized the findings under three main themes: Effective Strategies, Cognitive and Metacognitive Engagement, and Motivation and Emotional Regulation. The synthesized framework demonstrates the interplay of these themes, indicating the contribution of SRL strategies in optimizing the learning process and thereby improving academic performance. The authors consider that the study implications are for educators, policymakers, and researchers, who can benefit from practical enhancements to learning environments. Despite certain limitations, this review acts as a steppingstone toward further research. This review recommends cross-cultural studies, longitudinal research, and a further probe into technology-mediated SRL strategies, which will then broaden the understanding of the multidimensional relationship between SRL and academic performance.
ST3009	Small and Medium-sized Enterprises (SMEs) are vital to economic development; nevertheless, their sustainability increasingly relies on the successful implementation of technology. Although technologies such as AI, big data, and digital platforms have considerable prospects for improving efficiency and competitiveness, SMEs encounter severe obstacles to implementation. A significant gap exists in the literature due to a lack of English-language studies that specifically examine the issues faced by SMEs in Thailand. This study aims to fill the identified gap by carefully reviewing existing research and analyzing data to outline the challenges Thai SMEs face in adopting technology. The objective is to discern predominant research themes and prospective research trajectories. The analysis identifies five principal research clusters: 1) Digital transformation and the effects of the COVID-19 pandemic; 2) The significance of knowledge management and leadership in organizational development; 3) Innovation

	and communication strategies in family enterprises; 4) The adoption of Big Data and Industry 4.0 technologies; and 5) The targeted application of technology and information systems in transportation SMEs.
ST3069	Most developing countries provide cash-based social assistance to help poor and vulnerable families access essential education and health services as a part of government responsibility. Indonesia Government has Program Indonesia Pintar (PIP) to promote education equity through disbursement of social assistance. Launched in 2015 and funded by the State Budget, PIP distributes annual social assistance to approximately 18 million students, representing nearly 40% of the national student population. PIP seeks accurate beneficiary targeting by using the main reference student data of student records in the Basic Education Data System (DAPODIK) match with National Single Socio-Economic Data (DTSEN) specifically whose family is tagged at decile at poor and vulnerable family level. By literature study, so far found that Indonesia is the only country that directly transfers educational assistance to students' personal bank accounts through PIP. Unlike other developing countries such as Zimbabwe, India, Nigeria, Kenya, Bolivia, Morocco, the Philippines, Pakistan, Brazil, Mexico, and South Africa, which transfer funds through parents, guardians, or schools, Indonesia adopts a direct-to-student bank account mechanism.
ST3201	The convergence of Artificial Intelligence (AI) and Green Human Resource Management (GHRM) presents a transformative paradigm for advancing organizational sustainability. While empirical research has begun to explore this intersection, a comprehensive map of the intellectual landscape is currently missing. This paper addresses this gap by conducting a systematic bibliometric analysis of 53 peer-reviewed publications retrieved from the Scopus database. Using VOSviewer, the study performs a multi-level co-occurrence and citation analysis to map the field's structure and evolution. The findings reveal a multidisciplinary field where foundational HRM principles are being integrated with data-driven technologies like big data analytics and machine learning to achieve sustainability outcomes such as green innovation and enhanced environmental performance.
ST3027	The development of next-generation MEMS (Micro- Electromechanical-Systems) gyroscopes requires a considerable number of datasets to ensure accuracy. This paper describes the design and evaluation of an ESP32 based Internet of Things (IoT) sensing platform that integrates multiple Inertial Measurement Units (IMUs) and an environmental sensor for real-time data acquisition. The system incorporates two gyroscopes (MS901M and JY901S), a temperature sensor (BMP180), and the ESP32 microcontroller, programmed in MicroPython using Visual Studio Code and Thonny. Finally, angular velocity, attitude angles, temperature, pressure, and other parameters were successfully measured, while experimental findings point to challenges including sensor drift and inconsistent data display. Future improvements include generating a 3D model for real-time data display and integrating algorithms such as Kalman filter to reduce sensor drift. Beyond laboratory testing, the platform shows promise for the development of next-generation gyroscopes, as well as in wearable devices, robotics, and navigation.
ST3045	The COVID-19 pandemic forced Philippine education online, exposing deep digital divides that severely hindered mathematics learning for students in low-connectivity

	areas. This study used narrative inquiry to explore how Filipino secondary and tertiary students experienced and coped with an unstable internet while studying math. Four students' first-person essays were analyzed using Clandinin and Connelly's three-dimensional narrative framework-temporality (time and continuity), sociality (personal and social conditions), and place (physical/digital setting). Their accounts revealed recurring emotional turmoil (anxiety, frustration, helplessness) during connectivity disruptions, especially in high-stakes moments like exams. Nevertheless, students demonstrated resilience and agency through adaptive strategies: relocating for a better signal, seeking peer and teacher support, using offline resources, and reshaping study habits. Place emerged as both physical (homes turned into improvised study spaces) and digital (Zoom, LMS); temporality captured past routines and future aspirations, while sociality highlighted family, peer, and teacher dynamics that shaped motivation. These stories portray how students from a low-connectivity context navigated a "survival mode" of learning-enduring stress and physical discomfort yet managing to persist and even succeed in mathematics.

Session 4

Time: 16:00-17:30 | Saturday, December 6 (UTC+9) Venue: R595, 5F | Online Room: 859 3215 3139 (Password: Hokkaido)	
Session Topic: Interaction, Behavior, and Experience in the Digital Society **Session Chair: Assoc. Prof. Jose Mari M. Lee, National University, Philippines**	
ST3063 **16:00-16:15**	A Study on Diverse Idol Model Design and Music Generation in Virtual Concerts **Author/Authors: Rong-Si Liou, Tainan University of Technology;** Chia-Chieh Lee, Tainan University of Technology; Pin-Hua Yu, Tainan University of Technology
ST3010 **16:15-16:30**	Gamification and Engagement: Assessing the Impact of Game-like Elements on Customer Interaction and Brand Loyalty in E-Commerce **Author/Authors:** Ian Saflor, National University, Philippines; Diana Jesbel Cuazon, National University, Philippines; Mhylene Ranalan, National University, Philippines; Jasmine Robarios, National University, Philippines; **Eugene Jerome Carolino, National University, Philippines**
ST3064 **16:30-16:45**	The Impact of Multisensory Technologies in Virtual Concerts on Audience Emotional Value and Well-being **Author/Authors: Pin-Hua Yu, Tainan University of Technology;** Chia-Chieh Lee, Tainan University of Technology; Rong-Si Liou, Tainan University of Technology
ST3074 **16:45-17:00**	Research on the Factors Affecting the Integration of the Elderly into the Intelligent Society **Author/Authors: Jihong Li, Beijing Open university, China;** Kai Cao, Beijing Open university, China; Huaibo Wang, Capital Normal University, China
ST3040 **17:00-17:15**	The Role of Selfie-Editing Behavior in Body Acceptance and Self-Objectification **Author/Authors:** Sophia Marie Cecille S Garcia, National University, Philippines; Jun Louie A Ano-os, National University, Philippines; Lizette P Pelayo, National University, Philippines; **Helga Marie B Cabarle, National University, Philippines**
ST3068 **17:15-17:30**	AI-Assisted Coding Among Students: Measuring the Extent, Motivations, and Ethical Dimensions of ChatGPT Use in Programming Education **Author/Authors: Miguel Jusayan Puig, National University Philippines and NU-MOA, Philippines**

Paper ID	Abstract
ST3063	Virtual concerts are rapidly emerging as an important application of XR technologies, not only in the entertainment industry but also in the broader domains of e-society and e-education. With the integration of augmented reality (AR), virtual reality (VR), mixed reality (MR), real-time motion capture, and artificial intelligence, virtual idols and immersive digital stages provide new opportunities for interactive learning, cultural communication, and digital literacy development. From early holographic concerts, such as Hatsune Miku's global tours, to the 2020 KKBOX and Chunghwa Telecom 5G HyperLIVE concert, these cases illustrate how virtual performances can overcome the limitations of physical venues and enable new forms of human-computer interaction. This study investigates the relationship between virtual idol design and audience responses in VR concerts, with a focus on emotional engagement, interactivity, and immersive experience. Specifically, it analyzes how visual elements (e.g., style, design features), performance behaviors (e.g., expressions, interactive gestures), and character image design (e.g., costumes, personality settings) influence user satisfaction and participation.
ST3010	The growth of e-commerce has transformed how businesses engage with consumers, making accessibility and efficiency key competitive factors. To enhance customer interaction and brand loyalty, leading e-commerce platforms integrate gamification using game-like elements such as rewards, leaderboards, and challenges to encourage user participation. This study examines the impact of gamification on customer interaction and brand loyalty, applying the Self-Determination Theory as the theoretical foundation. Furthermore, this study focuses on the factors that facilitate continued usage of the e-commerce platform and seeks to identify features, such as rewards, challenges, and social sharing, that most effectively encourage customers to interact with the e-commerce platform. A quantitative research method was employed, collecting survey data from 390 e-commerce consumers in the Philippines' National Capital Region (NCR). Three subject matter experts validated the research instrument, and it was subject to reliability testing. Data was then analyzed through descriptive statistics and multiple linear regression.
ST3064	In recent years, the rise of virtual concerts has not only transcended the geographical and physical limitations of traditional live performances but also become an essential trend in the digital transformation of the music industry. Emotional resonance and immersive interaction have emerged as critical factors for the success of virtual concerts. This study investigates immersive experiences and their impact on audience emotions through case analyses (e.g., Hatsune Miku and the Korean virtual idol group PLAVE) and questionnaire surveys. The findings indicate that visual appeal and multisensory technologies enhance immersion, strengthening the emotional bond between audiences and performers. Moreover, the results reveal that emotional resonance and well-being have become key focuses of virtual concerts. This research further discusses the commercial potential and future development of virtual concerts, aiming to provide theoretical foundations for both technological and entertainment industries. To validate the design factors, a Live2D concert was designed as a prototype, and possible directions for future research are proposed.

ST3074	The digital integration of the elderly refers to the process in which older adults participate in the application of various digital technologies and digital social activities in a digitalized society, as well as using digital technologies to improve their quality of life and achieve self-development. Proactive digital integration has a positive impact on the lives and social participation of the elderly. To understand the current status and influencing factors of the digital integration of the elderly in Beijing, this study takes 45 elderly individuals from rural areas in Beijing as the research subjects and systematically explores the basic situation and influencing factors of their digital integration using grounded theory. The study finds that the digital integration of the elderly in rural areas is the result of the combined effect of multiple factors at the environmental level (device exposure, usability, effectiveness, and satisfaction), support level (family device support, digital reverse mentoring, and social training), and cognitive level (digital skills, technology acceptance, Attitudes, and willingness to participate in training).
ST3040	With the rise of social media, selfie editing has become a common digital behavior, particularly among young adults. This study investigates the mediating and moderating roles of selfie-editing behavior in the relationship between body acceptance and self-objectification among university students. Anchored in the context of the United Nations Sustainable Development Goal No. 3 (Good Health and Well-being), the research employed a quantitative approach using standardized instruments to measure selfie-editing, body acceptance, and self-objectification. The results indicated that selfie-editing behavior significantly mediated the relationship between body acceptance and self-objectification, suggesting that lower body acceptance led to increased editing, which contributed to higher self-objectification. However, there is no significant moderating effect was observed. By identifying selfie editing as a key behavioral link between body image and self-objectification, this study not only advances theoretical discourse on digital self-presentation but also sharpens the lens through which we understand the psychological costs of navigating identity in a visually driven culture.
ST3068	With the rapid adoption of Artificial Intelligence (AI) tools in higher education, platforms such as ChatGPT have become integral to programming practices among students. This study examines how students use AI tools-particularly ChatGPT-during coding activities, how much of their code is AI-assisted, why they use these tools, and how such practices influence their learning outcomes and ethical perspectives. Using a mixed-methods approach, the study combined quantitative surveys, controlled coding tasks, and qualitative interviews among undergraduate programming students. Results show that most students frequently use ChatGPT for debugging and syntax-related tasks, with an average of 38 % AI-influenced code. AI-assisted students achieved higher mean scores in debugging and code-optimization tasks, though comprehension levels did not significantly differ from non-users. Thematic analysis revealed both perceived benefits-efficiency and conceptual clarity-and challenges such as dependency, diminished self-efficacy, and ethical uncertainty. Findings emphasize the importance of promoting responsible, transparent, and pedagogically guided AI integration in programming education.

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