



Faculty of Education
CUHK 中大教育

Department of Curriculum and Instruction

Preparing Teachers for a Changing World: Connecting Emerging Technologies and Teacher Education



18 November 2026 (Wed) | 2:00 p.m. - 3:30 p.m.
Room 201, Ho Tim Building, CUHK

Prof. Zsolt Lavicza (Johannes Kepler University)

About the speaker

Prof. Zsolt Lavicza has worked on several research projects examining technology and mathematics teaching in classroom environments at the Universities of Michigan and Cambridge. In addition, Prof. Lavicza has greatly contributed to the development of the GeoGebra community and participated in developing research projects on GeoGebra and related technologies worldwide. Currently, Prof. Lavicza is a Professor in STEAM Education Research Methods at Johannes Kepler University's Linz School of Education. From JKU, he is working on numerous research projects worldwide related to technology integration into schools; leading the doctoral programme in STEAM Education; teaching educational research methods and coordinating research projects around the world.

Abstract

This talk aims to outline various research trends connected to Mathematics and STEAM education at the Linz School of Education at Johannes Kepler University. Researchers in our team have been exploring aspects of emerging technologies within a transdisciplinary perspective to foster creative and innovative pedagogies. With a particular focus on mathematics education, this talk will highlight projects and some results from our work on how connecting digital and physical learning environments can be integrated into the curriculum and teacher education. Working with new technologies, including Augmented and Virtual Reality, 3D printing, and mobile experimentations, could offer different ways to expand mathematical explorations and make abstract concepts more tangible. However, these approaches should be transferred into the daily practices of teachers. To support such transfers, we started to explore the emerging role of AI-based learning environments in teacher education. In particular, dual-role AI chatbots that simulate both student and mentor perspectives offer preservice teachers opportunities to practice responding to misconceptions while receiving pedagogical feedback. Such simulations can enhance self-awareness, support reflective practice, and provide a safe environment for rehearsing instructional decisions, highlighting the potential of AI-supported tools to complement technological innovation in mathematics and STEAM education.



Online registration: <https://cloud.itsc.cuhk.edu.hk/webform/view.php?id=13742764>

Registration deadline: 17 November 2026 (Tue)

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