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to the World in the AI Era

ABSTRACT BOOK | 会议论文集



Abstract Book

会议论文集

互利共赢理念引领下的人工智能赋能国际中文教师专业发展

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本报告立足万隆精神所倡导的互利共赢与文明互鉴理念。人工智能正在重构国际中文教育的发展生态，在为教师专业发展注入新动能的同时，也对教师综合专业素养提出时代性要求。报告结合智慧教育演进趋势，系统剖析智能技术带来的发展机遇与现实挑战，探究新技术语境下国际中文教师的角色转向。本研究以智能化教学资源与平台建设实践为依托，阐释教师在 TPACK 框架下培育数字素养、建构跨学科教学能力的实现路径。报告主张，应始终秉持平等互利的跨文化交往理念，引导教师理性运用智能技术，助推国际中文教师队伍高质量发展，促进多元文明的交流互鉴。

The Bandung Spirit and International Cooperation In The Age of Artificial Intelligence

Pan Lindawaty Suherman Sewu

The development of artificial intelligence (AI) creates opportunities for developing countries, while also raising challenges related to digital sovereignty, technological inequality, data protection, and dependence on global technology providers. This article examines the relevance of the Bandung Spirit to global AI governance, identifies its principal areas of application, reviews the diversity of AI policies among countries that participated in the Asian-African Conference (AAC), and proposes strategies to strengthen technological autonomy. It employs a normative legal research method using conceptual and comparative policy approaches. The analysis indicates that sovereignty, equality among states, mutually beneficial cooperation, respect for human rights, and peaceful coexistence can provide a foundation for inclusive and equitable AI governance. These principles can be applied through four pillars: education and human-capital development; industry and innovation; data governance; and diplomacy and multilateral cooperation. Differences in national capacities and regulatory frameworks call for policies adapted to national contexts rather than the uniform adoption of a single model. Digital strategic autonomy should also be strengthened through partner diversification, domestic technological capacity-building, data protection, and transparent knowledge transfer. The Bandung Spirit can therefore serve as a foundation for equitable and responsible global AI cooperation that advances autonomy, openness, and shared prosperity.

Keywords: Bandung Spirit, Artificial Intelligence, AI governance, Digital Sovereignty, Digital Srategic Autonomy.

Semangat Bandung dan Kerja Sama Hubungan Internasional di Era Kecerdasan Buatan

Pan Lindawaty Suherman Sewu

Perkembangan kecerdasan artifisial (artificial intelligence atau AI) membuka peluang bagi negara berkembang, tetapi juga menimbulkan tantangan terkait kedaulatan digital, kesenjangan teknologi, perlindungan data, dan ketergantungan pada penyedia teknologi global. Penelitian ini bertujuan menganalisis relevansi Semangat Bandung dalam tata kelola AI global, mengidentifikasi pilar penerapannya, mengkaji keragaman kebijakan AI negara-negara peserta Konferensi Asia-Afrika (KAA), serta merumuskan strategi penguatan kemandirian teknologi. Penelitian menggunakan metode yuridis normatif dengan pendekatan konseptual dan perbandingan kebijakan. Hasil analisis menunjukkan bahwa prinsip kedaulatan, kesetaraan antarnegara, kerja sama yang saling menguntungkan, penghormatan terhadap hak asasi manusia, dan hidup berdampingan secara damai dapat menjadi landasan bagi tata kelola AI yang inklusif dan berkeadilan. Penerapannya mencakup empat pilar, yaitu pendidikan dan pengembangan sumber daya manusia, industri dan inovasi, tata kelola data, serta diplomasi dan kerja sama multilateral. Perbedaan kapasitas dan kerangka regulasi antarnegara menuntut pendekatan kebijakan yang adaptif terhadap konteks nasional, bukan penerapan satu model secara seragam. Selain itu, otonomi strategis digital perlu diperkuat melalui diversifikasi mitra, pengembangan kapasitas teknologi domestik, perlindungan data, dan transfer pengetahuan yang transparan. Dengan demikian, Semangat Bandung berpotensi menjadi landasan kerja sama AI global yang setara dan bertanggung jawab dengan mengedepankan kemandirian, keterbukaan, dan kesejahteraan bersama.

Kata kunci: Semangat Bandung, kecerdasan artifisial, tata kelola AI, kedaulatan digital, otonomi strategis digital.

以人工智能赋能高校外事治理，深化高水平教育国际合作

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高水平对外开放是新时代高等教育强国建设的重要命题，高校外事治理作为大学治理体系的关键组成部分，承担推进国际合作、人才联合培养、学术交流、质量保障、全球教育话语输出多重职能。传统高校外事治理模式面临跨文化沟通壁垒、合作项目精细化管理不足、风险研判滞后、中外优质经验双向转化效率有限等现实瓶颈。人工智能技术为破解上述难题提供全新工具路径。本文立足高校国际交流处实务工作视角，结合高校外事治理实践案例，剖析人工智能赋能高校外事治理的现实价值，梳理当前实践困境，探索 AI 赋能外事治理、推动高水平教育国际合作落地的实施路径，提出坚持本土立场、风险防控优先、双向互鉴的发展原则，为地方高校开展教育对外开放工作提供参考。

关键词：人工智能；高校外事治理；高等教育国际合作；教育对外开放；大学治理

Empowering University Foreign Affairs Governance with Artificial Intelligence to Deepen High-Level International Education Cooperation

High level opening up represents a vital component of building a powerful nation in higher education in the new era. As an essential segment of university governance, university foreign affairs governance undertakes multiple missions including advancing international cooperation, joint talent training, academic exchange, quality assurance and exporting global educational discourse. Traditional foreign affairs governance is confronted with practical bottlenecks such as cross-cultural barriers, insufficient refined management of cooperative projects, lagging risk assessment and limited efficiency in two ways transformation of Sino foreign high quality experience. Artificial intelligence offers brand new instrumental approaches to address these challenges. From the practical perspective of university international affairs office staff and drawing on real world university international cooperation cases, this paper analyzes the practical value of AI empowered university foreign affairs governance, sorts out existing practical dilemmas, explores feasible pathways

for AI enabled foreign affairs governance to advance high level international educational cooperation, and puts forward development principles of local orientation, priority of risk prevention and two way mutual learning. It provides references for local universities to implement educational opening up.

Keywords: artificial intelligence; university foreign affairs governance; international cooperation in higher education; educational opening up; university governance

智慧教育视域下国际中文教学资源的研发与应用

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在智慧教育深入发展的背景下，国际中文教学资源正在经历从传统教材向智能化、多模态、交互化资源体系的转型。本报告结合人工智能技术发展趋势，梳理了文本生成、语音识别、多模态互动、VR/AR 沉浸体验等技术在中文教学中的应用形态，并借助自主研发的“汉语拼音知识点查询系统”和“汉风语音通”平台，围绕训练、查询、备课、数字课程与科研五大模块，构建“教材—课程—平台”一体化资源体系，旨在为国际中文教学资源的智能化建设提供可借鉴的路径与经验。

Education Shift in the Era of AI: Global South Perspective

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The rapid acceleration of artificial intelligence (AI) is reshaping educational paradigms worldwide. However, the dominant discourse on AI in education often reflects high-resource, Global North contexts, overlooking the distinct structural, cultural, and socio-economic realities of the Global South. This talk examines educational shifts in low- and middle-income countries as they navigate the integration of AI technologies. While AI offers transformative possibilities, such as adaptive personalised learning, automated administrative support, offline/mobile-first intelligent tutoring, and solutions for severe teacher shortages, pronounced digital divides, unreliable infrastructure, high connectivity costs, and algorithmic bias rooted in non-representative data constrain its adoption. Furthermore, reliance on imported AI systems risks reinforcing epistemic dependency. Adopting a systems perspective, this study highlights the need to shift from passive technology adoption to localised, human-centred co-creation. It emphasises that meaningful educational transformation in the Global South requires equitable access, culturally and linguistically contextualised AI models, robust digital literacy initiatives, and sovereign governance frameworks.

人机共育：AI 时代国际中文教育教与学的范式重构

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当生成式人工智能以前所未有的速度嵌入教育场景，一场深层的变革正在发生。这场变革不是对既有教学模式的“加法式提升”，而是对教与学关系的“范式级重构”。2025 年全球智慧教育大会明确提出“人机共育、人机共教、人机共学”已成为教育新实践的核心方向。2026 年 7 月，世界人工智能大会以“人机共育·重塑大学”为主题设立教育论坛。这标志着‘人机共育’这一概念正在从学术构想走向系统性的国际学术对话。从“人机协同”到“人机共育”的语义演进，折射出对 AI 教育角色认知的根本转变：AI 不再是附属于教学流程的辅助工具，而是与教师、学生共同参与“育人”过程的能动主体。这一转变将“人机共育”从技术应用层面提升为教育哲学层面的范式命题——它要求我们重新回答教育学的基本问题：谁是教育者？学习如何发生？育人的目标是什么？

“人机共育”的理论内涵可从三个维度加以把握。其一，教学主体从“二元交互”走向“三元共创”。教师、学生与智能体形成相互依赖、共同演化的新型教学关系，教师转向认知引导与价值探讨，学生转向与 AI 共构知识的协作者，AI 则从信息工具升级为个性化成长引导者。其二，“共育”的核心在于“育人”而非“增效”。“协同”回答的是“如何分工合作”，“共育”回答的是“如何共同培育人”——前者指向效率，后者指向教育的本质目的。其三，外部调节向自我调节的转化构成“共育”的心理机制：AI 将抽象标准外化为可感知的认知路径，教师赋予学习成果以合法性，完成从“技术检验”到“社会确认”的身份过渡。

国际中文教育面临的一个深层挑战在于：学习者不仅需要掌握日常交际汉语，更需要在学术语境中完成知识生产。学术写作恰恰是语言能力、思维深度与学术规范的交汇点，也是传统教学中“人际调节”模式最容易暴露局限的场域——来华留学生在选题环节的困境便是一个典型缩影。我们以学术写作为切口，开展了一项微观案例研究。以 15 名来华留学生为对象，构建了以 AI 学术智能体为工具性调节者、教师为专家型调节者的“人机共育”模式，探究其在选题过程中的赋能路径与内在机制。量化结果显示，干预后学生的选题自我效能感（前测 M=3.32→后测 M=4.17，$p<.001$，$d=2.20$）与选题质量（67.27→85.40，$p<.001$，$d=2.58$）均显著提升；质性分析揭示了“AI 先行启发—教师深度打磨”的协同路径，以及学生在认知负担减轻、学术信心构建与学术身份认同萌芽三个层面的系统性转变。这一案例表明，“共育”超越“协同”的价值在于它不仅提升了效率，更培育了人。

从河北到万隆，“人机共育”对全球南方国家的中文教育具有重要的借鉴意义。当多元文化背景的学习者得以借助 AI 完成从模糊兴趣到清晰问题的选题跃迁，“人机共育”便不只是教学技术的更新，而是对教育公平与学习者主体性的一次深层回应。这场范式重构的最终指向，不是用机器替代教师，而是让人在技术的协助下更好地成为人——这或许是 AI 时代国际中文教育最值得期待的方向。

Human–AI Co-Education: Reconstructing the Paradigm of Teaching and Learning in International Chinese Language Education in the Age of AI

As generative artificial intelligence becomes embedded in educational settings at an unprecedented pace, a profound transformation is underway. This transformation is not an “additive enhancement” of existing instructional models, but a “paradigm-level reconstruction” of the relationship between teaching and learning. The 2025 Global Smart Education Conference explicitly identified “human–AI co-education, human–AI co-teaching, and human–AI co-learning” as central directions of new educational practice. In July 2026, the World Artificial Intelligence Conference established an education forum under the theme “Human–AI Co-Education: Reshaping the University.” This signals that the concept of human–AI co-education is moving from academic conception toward systematic international scholarly dialogue. The semantic evolution from “human–AI collaboration” to “human–AI co-education” reflects a fundamental shift in how the educational role of AI is understood: AI is no longer an auxiliary tool subordinated to instructional processes, but an agentic participant that joins teachers and students in the process of “nurturing persons.” This shift elevates human–AI co-education from a matter of technological application to a paradigmatic proposition at the level of educational philosophy—one that requires us to answer anew the foundational questions of pedagogy: Who educates? How does learning occur? What is the goal of cultivation?

The theoretical connotations of human–AI co-education can be grasped along three dimensions. First, the instructional subject moves from “dyadic interaction” toward “triadic co-creation.” Teachers, students, and intelligent agents form a new instructional relationship characterized by mutual dependence and co-evolution: teachers shift toward cognitive guidance and value-oriented inquiry; students become collaborators who co-construct knowledge with AI; and AI is upgraded from an information tool to a guide for personalized growth. Second, the core of “co-education” lies in “nurturing the person” rather than “enhancing efficiency.” Whereas “collaboration” answers the question of how to divide labor and cooperate, “co-education” answers the question of how to jointly cultivate human beings—the former points to

efficiency, the latter to the essential purpose of education. Third, the transformation from external regulation to self-regulation constitutes the psychological mechanism of co-education: AI externalizes abstract standards into perceivable cognitive pathways, while teachers confer legitimacy upon learning outcomes, completing the identity transition from "technical verification" to "social recognition" .

A deep-seated challenge facing international Chinese language education is that learners must not only master Chinese for everyday communication but also engage in knowledge production within academic contexts. Academic writing sits precisely at the intersection of linguistic competence, depth of thinking, and academic norms, and it is also the arena in which the traditional "interpersonal regulation" model of teaching most readily exposes its limitations—the difficulties that international students in China encounter during topic selection are a telling microcosm of this problem. Taking academic writing as our point of entry, we conducted a micro-level case study. With fifteen international students in China as participants, we constructed a human–AI co-education model in which an AI academic agent serves as an instrumental mediator and the teacher as an expert mediator, and we investigated its empowering pathways and underlying mechanisms in the topic-selection process. Quantitative results show that, following the intervention, students' topic-selection self-efficacy (pre-test $M = 3.32 \rightarrow$ post-test $M = 4.17$, $p < .001$, $d = 2.20$) and topic quality ($67.27 \rightarrow 85.40$, $p < .001$, $d = 2.58$) both improved significantly. Qualitative analysis revealed a synergistic pathway of "AI-led initial inspiration followed by in-depth teacher refinement," as well as systematic changes among students across three dimensions: reduced cognitive load, the construction of academic confidence, and the budding of academic identity. This case demonstrates that the value of "co-education" beyond mere "collaboration" lies in the fact that it not only enhances efficiency but also cultivates persons.

From Hebei to Bandung, human–AI co-education holds significant implications for Chinese language education in countries of the Global South. When learners from diverse cultural backgrounds are enabled, with the assistance of AI, to make the topic-selection leap from vague interest to a well-defined question, human–AI co-education is no longer merely an update of instructional technology but a profound response to educational equity and learner agency. The ultimate aim of this paradigm reconstruction is not to replace teachers with machines, but to enable human beings, with the assistance of technology, to more fully become human—this is perhaps the most promising direction for international Chinese language education in the AI era.

从赋能到定界：人工智能在国际中文教育中的作用再认识

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人工智能为国际中文教育的资源供给、学习支持与教师工作拓展了新的可能，也促使我们进一步审视技术应用与教育目标之间的关系。本报告在梳理赋能贡献的基础上，结合写作反馈、语用教学与文化学习等场景，分析任务表现与能力发展、技术辅助与专业判断之间的关系，从技术能力、教育目标与主体责任三个方面讨论人工智能作用的范围、限度及适用条件，进而提出基于具体任务的人机分工思路，为人工智能在国际中文教育中的有效应用提供参考。

From Empowerment to Boundary Setting: Rethinking the Role of Artificial Intelligence in International Chinese Language Education

Artificial intelligence has opened up new possibilities for resource provision, learning support, and teachers' work in international Chinese language education. It also calls for closer examination of the relationship between technology use and educational goals. Building on an overview of AI's contributions, this talk draws on scenarios involving writing feedback, pragmatics instruction, and cultural learning to examine the relationships between task performance and competence development, and between technological assistance and professional judgment. It considers the scope, limits, and conditions of AI use in terms of technological capabilities, educational goals, and the responsibilities of those involved. It then proposes a task-based approach to allocating roles between humans and AI, offering guidance for effective AI use in international Chinese language education.

Transforming Chinese Language Education in the AI Era

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The rapid development of Artificial Intelligence (AI), particularly Generative AI, is reshaping language education through personalized learning, interactive communication, and technology-enhanced teaching. In Chinese language education, AI can support pronunciation practice, character recognition, vocabulary development, writing feedback, and simulated conversations. However, its educational value depends on effective pedagogy, teacher competencies, and responsible use. Inspired by the Ten Principles of the 1955 Asian-African Conference and the partnership between Maranatha Christian University and Hebei Normal University since 2013, this presentation explores a human-centered approach to Chinese language education in Indonesia's multicultural context. It focuses on three dimensions: (1) AI-supported personalized language learning; (2) AI literacy and teacher development, emphasizing critical evaluation, ethical use, and teachers' roles as learning designers and intercultural facilitators; and (3) AI-enabled intercultural learning through bilingual resources, cultural storytelling, and collaborative activities between Indonesian and Chinese students. The presentation also addresses challenges such as inaccurate AI outputs, cultural bias, data privacy, academic integrity, over-reliance, and unequal access. Finally, it proposes Indonesia–China collaboration through teacher capacity-building, inclusive AI-supported learning, and shared cultural learning resources. It argues that AI should enhance language learning while human connection and the Spirit of Bandung remain central to meaningful intercultural understanding.

Keywords: Chinese Language Education, Artificial Intelligence, AI Literacy, Teacher Empowerment, Intercultural Understanding.

万隆精神视域下人工智能赋能中印尼中文教学的文化交流与文明互鉴

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万隆精神以团结、友谊、合作为核心内核，秉持平等包容、互利互通的交往准则，是中印尼跨区域人文交流的精神根基。在中国与印尼长期教育合作框架下，河北师范大学与印尼玛拉拿达基督教大学孔子学院深耕国际中文教育领域，持续推进两国语言互通与文化交融。

新时代人工智能技术为国际中文教育创新升级提供了全新路径，打破了传统线下教学的时空局限、文化壁垒与传播短板。本文立足万隆精神的时代内涵，结合中印尼孔院合作实践，聚焦人工智能双向赋能价值：一方面，分析 AI 在语言教学和文化教学中的作用，强调智能语音评测、个性化学习、虚拟情境、多语种辅助和“AI 助教+本土教师”模式对提升教学效率与文化理解的意义；另一方面，提出 AI 促进文明互鉴的双向赋能机制，即中文学习帮助印尼青年理解当代中国，印尼文化也应通过数字平台进入中国课堂，形成双向理解与共同创造；最后，提出共建 AI 中文教学资源库、“中文+”课程体系、中印尼青年数字交流平台和教师发展共同体的未来展望。

本文认为，人工智能不应替代教师的人文引导，而应服务于中印尼青年之间的平等对话、文化互鉴和长期合作，使万隆精神在数智时代继续发挥现实意义。

关键词：万隆精神、人工智能、中文教学、文明交流互鉴、孔子学院

Embodied in solidarity, friendship, and cooperation, the Bandung Spirit advocates the principles of equality, inclusiveness, mutual benefit, and interconnectedness, serving as the spiritual foundation for cross-border people-to-people exchanges between China and Indonesia. Under the framework of long-term bilateral educational cooperation, Hebei Normal University and the Confucius Institute at Maranatha Christian University have been committed to advancing international Chinese education and promoting linguistic connectivity and cultural integration between the two countries.

In the new era, artificial intelligence (AI) technology has opened up innovative pathways for the upgrading of global Chinese education, overcoming the temporal and spatial constraints, cultural barriers, and communication limitations of traditional offline teaching. Based on the contemporary

connotation of the Bandung Spirit and the practical experience of China–Indonesia Confucius Institute cooperation, this paper explores the dual empowering value of artificial intelligence. On the one hand, it analyzes the applications of AI in linguistic and cultural teaching, highlighting the effectiveness of intelligent pronunciation evaluation, personalized learning, virtual situational teaching, multilingual assistance, and the collaborative "AI teaching assistant + local teacher" model in improving teaching quality and cross-cultural understanding. On the other hand, this study proposes a two-way empowering mechanism of AI for civilizational mutual learning: Chinese language education enables Indonesian youth to understand contemporary China, while Indonesian local culture can also be integrated into Chinese classrooms through digital platforms, facilitating bilateral understanding and co-creation. Furthermore, this paper puts forward future prospects for establishing a China–Indonesia AI-based Chinese teaching resource library, integrated "Chinese plus" curriculum systems, digital youth exchange platforms, and collaborative teacher development communities.

This study argues that artificial intelligence is not intended to replace teachers' humanistic guidance, but to facilitate equal dialogue, cultural appreciation, and long-term cooperation between Chinese and Indonesian youth. In this way, the Bandung Spirit continues to exert practical significance in the digital and intelligent era.

Keywords: Bandung Spirit; Artificial Intelligence; International Chinese Language Education; Exchanges and Mutual Learning between Civilizations; Confucius Institute

A Study on the Development of International Mediation in China and Indonesia and the Feasibility of Aligning Their Cross-Border Commercial Mediation Practices

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One of the important extensions of the “Spirit of Bandung” in the 21st Century perhaps is the "Rise of International Mediation in Asia" . Peaceful coexistence, solidarity and cooperation, and mutual benefit uphold at the Bandung Conference are mostly applied in modern mediation to resolve international commercial disputes. At the beginning of the new Century, since China was admitted to the WTO in 2001, the global trade has been experiencing a very fast growth driven by China's super manufacturing power. These economic activities have inevitably generated a good demand for legal services, particularly in commercial dispute resolution. Arbitration was once used to be the standard method for resolving commercial disputes between countries in the last Century. However, the rapid economic growth, businesses diversifications and technological innovations have made commercial disputes increasingly complex, leading to a sharp rise in arbitration costs and timeframes. Subsequently, in 2018, the "Convention on International Settlement Agreements Resulting from Mediation" prepared by UN Commission was signed up by 46 countries to promote mediation as a swift, effective, and cost-efficient alternative for resolving international commercial disputes. This paper which is specially contributed to the China-Indonesia international commercial mediation, has five sections. The first section outlines the political and economic relations between the two nations; the second, third, and fourth sections briefly trace the rise of international commercial mediation and its specific development in both China and Indonesia; and the fifth section compares these contexts to explore the potential for a mechanism linking cross-border mediation efforts between the two countries.

Redesigning Accounting Education for the AI Era

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Artificial intelligence (AI) is reshaping the accounting profession faster than accounting education (AE) is adapting. In the presentation, I highlight that accounting education must be redesigned for two main reasons. The first reason is the pace of technological change is faster than what is expected. AI works really well with big data and repeat activities. It provides faster and better prediction. Further, AI can help accounting profession to automate data collection, calculation, analysis, and reporting. And the second reason is the AI capabilities are advancing faster than the capacity to govern them. For instance, the Deloitte provides an assurance review report containing fabricated references and a fabricated review for an Australian government department. As a result, they revise the report and disclose the use of generative AI, and the payment is partly refunded.

Next, I address several practical developments to reshape accounting education for the AI era based on literature review conducted by Brabete et al. (2024). They propose several related ideas. Firstly, AE can focus on four core competencies in the AI era, including digital, data analysis, transversal, and strategic participation. Accountants are positioned not as data scientists but as validators, translators, and advisors who supervise AI output, interpret it, and remain accountable to professional standards and ethics. Secondly, Universities hold the heaviest responsibility but cannot act alone. They should involve professional associations, regulators, and employers to design curricula, to update regulation and actions. Thirdly, AE should include AI literacy in the core curriculum through new courses, added learning units, or hybrid updates to existing courses, supported by innovative learning model, upskilled faculty, and academic-practitioner teaching materials. Lastly, a blueprint for AI-ready AE that grounded in ethics and verification is provided.

Keywords: accounting education, artificial intelligence, competencies, curriculum design, ethics and responsibility

Digital Effects and Humour in Stephen Chow's Soccer Films

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This paper examines how Stephen Chow uses digital effects to create humour in Shaolin Soccer (2001) and Kung Fu Soccer (2026). While the former uses CGI, the latter reportedly incorporates AI-assisted visual effects. Drawing on Hong Kong film scholarship, particularly Gary Bettinson, David Bordwell and Jessica Ka Yee Chan, the paper compares selected football-kick scenes from the two films and focuses on performance, editing and visual effects. In particular, it explores how the moments before a kick build expectations and how editing controls comic timing and how visual effects make ordinary kicks impossibly powerful. Furthermore, it considers how characters' reactions contribute to make those actions funny. The paper argues that although there are changes in technology in the presentation of these scenes, their humour still relies on timing, surprise and exaggeration. Ultimately, this comparative study shows how Chow's distinctive 'mou lei tau' comedy maintains its comic essence despite using different technologies to present absurd sports action.

Keywords: Stephen Chow, 'mou lei tau', CGI, AI-assisted visual effects and Hong Kong Cinema

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