

**Proceedings of the**

**21<sup>st</sup> European Conference on e-Learning**

**ECEL 2022**

**Hosted by**

**University of Brighton**

**27-28 October 2022**

Copyright the authors, 2021. All Rights Reserved.

No reproduction, copy or transmission may be made without written permission from the individual authors.

### **Review Process**

Papers submitted to this conference have been double-blind peer reviewed before final acceptance to the conference. Initially, abstracts were reviewed for relevance and accessibility and successful authors were invited to submit full papers. Many thanks to the reviewers who helped ensure the quality of all the submissions.

### **Ethics and Publication Malpractice Policy**

ACIL adheres to a strict ethics and publication malpractice policy for all publications – details of which can be found here:

<http://www.academic-conferences.org/policies/ethics-policy-for-publishing-in-the-conference-proceedings-of-academic-conferences-and-publishing-international-limited/>

### **Self-Archiving and Paper Repositories**

We actively encourage authors of papers in ACIL conference proceedings and journals to upload their published papers to university repositories and research bodies such as ResearchGate and Academic.edu. Full reference to the original publication should be provided.

### **Conference Proceedings**

The Conference Proceedings is a book published with an ISBN and ISSN. The proceedings have been submitted to a number of accreditation, citation and indexing bodies including Thomson ISI Web of Science and Elsevier Scopus.

Author affiliation details in these proceedings have been reproduced as supplied by the authors themselves.

The Electronic version of the Conference Proceedings is available to download from <https://papers.academic-conferences.org/>

The Conference Proceedings for this year and previous years can be purchased from <http://academic-bookshop.com>

Electronic ISBN: 978-1-914587-55-9

Electronic ISSN: 2048-8645

Print version ISBN: 978-1-914587-56-6

Print Version ISSN: 2048-8637

Published by Academic Conferences International Limited

Reading, UK

[www.academic-conferences.org](http://www.academic-conferences.org)

[info@academic-conferences.org](mailto:info@academic-conferences.org)

## Contents

Paper Title	Author(s)	
Preface		vi
Committee		vii
Biographies		x
Research papers		
Investigating Learning Experience When Lecturer and Learners' Roles are Reversed	Dina Adinda, Maria Denami and Christophe Jeunesse	1
From Flipped to Remote to Hybrid: Transformation of a Game-Based Flipped Classroom During the Covid-19 Pandemic	Muriel Algayres, Olga Timcenko and Evangelia Triantafyllou	10
Podcasts: A Generator of Non-Formal Learning	René Holm Andersen and Susanne Dau	19
Motivational Challenges of Engineers Participating in an Online Upskilling Program	Greta Braun, Miitta Järvinen, Johan Stahre and Raija Hämäläinen	25
The Global Case Study Challenge: A Virtual Exchange Developing Global Work Competencies	Svetlana Buko Eithne Knappitsch, Anna Zinenko and Barbara Covarrubias-Venegas	32
Improving e-Learning Videos by Adding Sign Language Interpretation and Subtitles	Parker Chan and Felix Chao	42
The Impact on Learners' Identities of Aligning Pedagogy, Design and Technologies With Theory in Online Courses	Paula Charbonneau-Gowdy and Caro Galdames	51
The Relative Importance of Digital Competences for Predicting Student Learning Performance: An Importance-Performance Map Analysis	Lee Yen Chaw and Chun Meng Tang	61
How to Design Virtual Video Production for Augmented Student Presentations	Jonas Collin and Thomas Westin	71
Machine Assessment of Student Discussion-Board Formal-Style Debates	Alexis Cooper, Jung Hee Kim and Michael Glass	79
Haptic Technology in Digital Music Learning Context: A State-of-the-Art Analysis	Bianka Dörr, Farzaneh Norouzinia, Kristin Altmeyer and Dirk Werth	87
Flipping the Learning to Engage? Herts Route to Students' Higher Levels of Learning	Xiangping Du and Maarten Pontier	95
A Personalized Approach to Flexible Learning	Rachel Fitzgerald, Eliza Rossiter and T.J. Thompson	105

<b>Paper Title</b>	<b>Author(s)</b>	
Filling Voids in Japanese EFL Programs with Bricolage, MAYA, and Intentional Space	Thomas Goetz	111
Adapting OER: Addressing the Challenges of Reuse When Designing for HE Capacity Development	Fereshte Goshtasbpour, Rebecca Ferguson, Beck Pitt, Simon Cross and Denise Whitelock	119
A Literature Study on Experiential Collaborative e-Learning Based on ECEL Articles	Camilla Gyldendahl Jensen, Sofie Otto, Susanne Dau, Nicolaj Riise Clausen, Thomas Andersen and Lykke Brogaard Bertel	128
Analysis of Approaches to the use of ICT in the Teaching of Mathematics	Veronika Havelková, Antonín Jančařík and Kateřina Jančaříková	137
Artificial Intelligence Assistant for Mathematics Education	Antonín Jančařík, Jarmila Novotná and Jakub Michal	143
The Relationship Between Computer Gambling and Academic Performance of High School Students	Tomas Javorcik and Cenek Durian	149
Supporting Learning Mobility With Student Data Harmonisation: A European Perspective	Thashmee Karunaratne and Efstratios Kontopoulos	156
Universal Design and Language Teaching: Disrupting the Pedagogies of Realistic Mixed-Ability Teaching	Henrik Kasch	165
An Educational Cultural Game for an Industrial Urban Landscape	Dimitra Kassi, Ioannis Sarlis, Dimitrios Kotsifakos and Christos Douligeris	171
Problems and Opportunities of Distance Learning in the Context of the Pandemic: Case of one University in Kazakhstan	Neilya Khibina, Aizhan Salimzhanova and Zada Khibina	181
Backchannels: 'Covert Digital Backchannels in the Overt Classroom'	Thomas Kjærgaard and Roland Hachmann	192
Is the Synchronous Tutorial Still a Learning Activity in the 21st Century?	Iain Lambie and Bobby Law	199
Reinforcement Measures for Sustaining the Integration of Innovative Teaching and Learning Technologies in Selected Tanzanian Universities	Elizabeth Landa, Chang Zhu, Jennifer Sesabo and Mustapha Almasi	208
Technology in the Pandemic: Rupturing the Aura of Higher Education	Graham Lean and Wendy Barber	215

<b>Paper Title</b>	<b>Author(s)</b>	
Authentic Assessment in Higher Education: Applying a Habermasian Framework	Graham Lean and Wendy Barber	223
The Impact of Emergency Online Learning and Teaching on Mature Part-Time Students	Ann Lourens, Ruth Connelly, Ronelle Plaatjes and Curwyn Mapaling	230
Preferences of Grade R-12 Learners in South Africa for Digital Game-Based Learning	Makhasane Mamotheti and Olawande Daramola	240
Redefining Quality Assessment in Canadian K-12 Schools with Empathy, Critical Consciousness and Metacognition	Michael Marchione, Wendy Barber, Roland van Oosveen and Joe Stokes	250
Lessons Learnt from the Home Office: An Autoethnographic Case Study	Peter Mozelius	258
Educational Development: Challenges, Opportunities, Tools and Techniques	Peter Mozelius, Sebastian Bader, Jimmy Jaldemark, Patrik Urbansson and Alexis Engström	264
Offline and Online Practices for Assembly Language Programming With 8085 Microprocessor	Kazuhiro Muramatsu	272
A Framework for Transitioning to Virtual Classes During Life-Threatening Pandemics Like COVID-19	Belinda Mutunhu Ndlovu Sibusisiwe Dube, Sinokubekezela, Princess Dube and Sharon Mpofu	279
Autoethnographies: Academics Experiences and Lessons Learned From the Pandemic. Reshaping Academic Ways of Being and Doing	Marie Myers	288
Development of Critical Thinking Disposition Using an Online Discussion Board During a Fully Online Course	Minoru Nakayama, Satoru Kikuchi and Hiroh Yamamoto	295
Improving Online Learning Design for Employed Adult Learners	Ngoc Buu Cat Nguyen	302
Exploring Hybrid Course Design in Promoting Active Engagement in Extended Curriculum and Mainstream Contexts	Siyanda Ntlabathi and Nomakhaya Mashiyi	310
Social Interaction in Virtual Teams: An Exploratory Study of Students Undertaking Business Simulation	Michael O'Brien and Yvonne Costin	323

<b>Paper Title</b>	<b>Author(s)</b>	
Engagement Challenges in a Hybrid Classroom: Reflections of a Higher Education Tutor	Stefan Overton	331
Comparing Student High and low Reading Performance with Differentiated Digital Reading Materials	Lisa Paleczek, Daniela Ender, Andrea Kogler and Susanne Seifert	338
Investigating Teachers' Transition From Traditional to Online: A Case Study on Accounting Teacher Perspectives	Anne Pathiranage and Thashmee Karunarathne	348
Analysing Reflections of Academics Through the Framework of Well-Being	Sweta Patnaik	357
A Conceptual Framework for Integrating TPB With Context-Relevant Variables to Predict e-Learning Success During the Covid -19 Pandemic	Diego Fernando Plata Lerma, Fortune Nwaiwu, Eric Afful-dadzie, Alex Ntsiful and Michael Adu Kwarteng	365
Effectiveness of the Capacity Development Programme on the Creation of IMFUNDO Modules by the University Teachers	Sibongile Simelane-Mnisi	373
Pre-Service Mathematics Teachers' Lesson Plans as a Source of Information About Their Readiness to Teach Online	Mária Slavičková and Jarmila Novotná	382
Analysis of Individual Conversational Volatility in Tandem Telecollaboration for Second Language Learning	Alan Smeaton, Aparajita Dey-Plissonneau, Hyowon Lee, Mingming Liu and Michael Scriney	390
The Benefits and Disadvantages of e-Learning During Covid-19	Inese Spica, Sarmite Jegere, Iveta Linina, Kalevs Kants and Lada Kalinina	398
What Previous Research Says About Virtual and Augmented Reality in Higher Education	Murat Sümer and David Vaněček	406
The Role of Mobile Technologies in the Development of Key Competencies: A Review Study	Daniel Tran and Kateřina Kostolányová	410
Can MOOCs Reskill and Upskill the Indian Workforce for the Industrial Revolution 4.0?	Durgesh Tripathi and Surbhi Tandon Guru Gobind Singh Indraprastha University, India	417
inDICES: A MOOC on Developing Digital Transition Strategies for Cultural Heritage Institutions	Frederik Truyen, Roberta Pireddu, Sofie Taes and Rasa Bocyte	425

<b>Paper Title</b>	<b>Author(s)</b>	
New Kids on the Block? Exploring Technological Preferences of a New Generation	Brenda van Wyk	432
Applying Low-Cost Sensors to Improve Students' Blended Learning Experience During the Pandemic	Hong Yang	438
<b>Phd Research Papers</b>		448
Exploring Augmented Reality Affordances for Media Literacy in the EFL Context	Chrysoula Lazou and Avgoustos Tsinakos	449
A new e-Learning Resource to Support Music Education in Romanian Schools	Maria Moldovan and Nelida Nedelcut	458
<b>Work In Progress Papers</b>		468
Designing a Curriculum for Digital Competencies Towards Teaching and Learning	Angela Fessl, Katharina Maitz, Lisa Paleczek, Thomas Köhler, Selina Irrleitner and Monica Divitini	469
Designing for Blended Learning Approaches for Sustainable Attitudes and Actions	Maja Melballe Jensen and Michal Pilgaard	472
Artificial Intelligence to Improve Learning Outcomes Through Online Collaborative Activities	Giacomo Nalli, Daniela Amendola and Serengul Smith	475
Empowering Students to Engage in the Design of COVID-19 Related Gamified Applications	Iolie Nicolaidou	480
<b>Late Submissions</b>		
Learning Analytics: A case study of Adaptive Video Activities	Despo Nicolaidou and Iolie Nicolaidou	484
Post- COVID-19 Pandemic Education: The Student Perspective	Monica Lervik, Tone Vold and Stig Holen	489

## ECEL Preface

These proceedings represent the work of contributors to the 21<sup>st</sup> European Conference on e-Learning (ECEL 2022), hosted by ACI and the University of Brighton, UK on 27-28 October 2022. The Conference Chair is Dr Panagiotis Fotaris, and the Programme Chair Dr Andrew Blake, both from University of Brighton, UK.

ECEL is now a well-established event on the academic research calendar and now in its 19<sup>th</sup> year the key aim remains the opportunity for participants to share ideas and meet the people who hold them. The scope of papers will ensure an interesting two days. The subjects covered illustrate the wide range of topics that fall into this important and ever-growing area of research.

The opening keynote presentation is given by Liz Cable, Leeds Trinity University and the International Research Centre for Interactive Storytelling, who will present *Broken Games for Learning*. The second day of the conference will open with an address by Phil Ashford, Enterprise Exchange Ltd, Brighton, UK, on the topic of “*Developing Augmented and Virtual Reality in training adults from underrepresented groups*”.

With an initial submission of 201 abstracts, after the double blind, peer review process there are 55 Academic research papers, 2 PhD research papers and 4 work-in-progress papers published in these Conference Proceedings. These papers represent research from Australia; Austria; Belgium; Bhutan; Canada; Chile; Cyprus; Czech Republic; Denmark; France; Germany; Greece; Hong Kong; India; Indiana; Ireland; Italy; Japan; Kazakhstan; Latvia; Malaysia; Nigeria; Norway; Romania; Saudi Arabia; Slovakia; South Africa; Sweden; Tanzania; The Netherlands; UK; USA; Vietnam; Zimbabwe.

We hope you enjoy the conference.

Dr Panagiotis Fotaris, and Dr Andrew Blake

University of Brighton, UK  
October 2022



## ECEL Conference Committee

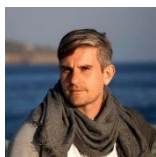
*Dr Adrian Adascalitei, Technical University Gh. Asachi Iasi, Romania; Dr Dina Adinda, Paris Nanterre University, France; Dr Wilfried Admiraal, Leiden University, Leiden, The Netherlands; Prof Hamid Alasadi, Iraq University College, Iraq; Dr Ali Alawneh, Philadelphia University, Jordan; Prof Abbas Aljuboori, University of Information Technology and Communications, Iraq; Prof Stephen Alstrup, Department of Computer Science, University of Copenhagen, Denmark; Paulo Alexandre Vara Alves, Instituto Politécnico de Bragança, Bragança, Portugal; René Holm Andersen, University College of Northern Denmark, Aalborg, Denmark; Prof Antonios Andreatos, Hellenic Air Force Academy, Greece; Prof Mohamed Arteimi, Libyan Academy of Graduate Studies, Libya; Dr Bunyamin Atici, Firat University, Turkey; Marc Augier, SKEMA Business School, France; Prof Liz Bacon, University of Abertay, Dundee, UK; Prof Alina Badulescu, University of Oradea, Romania; Dr Nimalathasan Balasundaram, University of Jaffna, Sri Lanka; Dr Joan Ballantine, University of Ulster, UK; Dr Wendy Barber, University of Ontario Institute of Technology, Canada; Dr Trevor Barker, University of Hertfordshire, UK; Karen Barton, University of Hertfordshire, UK; Andrea Benn, University of Brighton, UK; Dr Igor Bernik, University of Maribor, Slovenia; Daniel Biella, University of Duisburg-Essen, Germany; Prof Dr Mirela Blaga, Technical University "Gheorghe Asachi", Romania; Dr Ivana Bogdanovic, University of Novi Sad, Serbia; David Bond, University of Technology, Sydney, Australia; Dr Tharrenos Bratitsis, University of Western Macedonia, Greece; Ian Brown, Hong Kong Polytechnic University, Hong Kong; Dr James Brunton, Dublin City University, Ireland; Mie Buhl, Aalborg University Copenhagen, Netherlands; Prof Carsten Busch, University of Applied Sciences HTW Berlin, Germany; Prof Kiyomet Caliyurt, Trakya University, Turkey; Dr Ivana Cechova, University of Defence, Czech Republic; Maria Celentano, University of Lecce, Italy; Felix Chao, The Chinese University of Hong Kong, New Territories, Hong Kong; Dr Valentina Chappell, Friends University, USA; Dr Paula Charbonneau-Gowdy, Universidad Andres Bello, Chile; Athina Chatzigavriil, LSE, UK; Dr Esyin Chew, Cardiff Metropolitan University, UK; Satyadhyan Chickerur, B V Bhoomaraddi College of Engineering and Technology, Hubli, India; Prof Jyotie Choudrie, University of Hertfordshire, UK; Dr Lucian Ciolan, University of Bucharest, Romania; Dr Barbara Class, University of Geneva, Switzerland; Prof Dr Jürgen Cleve, Wismar University, Germany; David Comiskey, University of Ulster, Northern Ireland; Dr Eduardo Correia, Christchurch Polytechnic Institute of Technology, New Zealand; Dr Caroline Crawford, University of Houston-Clear Lake, USA; Dr Sara Cruz, Polytechnic Institute of Cávado and Ave, Portugal; Dr Marija Cubric, University of Hertfordshire, UK; Ken Currie, CAPDM Ltd, UK; Dr Fisnik Dalipi, Linnaeus University, Sweden; Dr Susanne Dau, University College of Northern Denmark, Denmark; Dr Antonio de Castroavc, Instituto Superior de Engenharia do Porto (ISEP), Portugal; Antonio De Nicola, ENEA, Italy; Prof Dr Carmen De Pablos Heredero, Rey Juan Carlos University, Spain; Dr Souad Demigha, UNIV Paris 1 and Paris11, France; Dr Faiza Derbel, University of Manouba, Tunisia; Dr Prof Dorien DeTombe, International Research Society Methodology of Societal Complexity, The Netherlands; Dr Rajiv Dharaskar, GH Rasoni College of Engineering, Nagpur, India; Dr Ana Donevska-Todorova, HTW Berlin, Germany; Dr Martina Doolan, University of Hertfordshire, UK; Dr Yanqing Duan, University of Luton, UK; Dr Palitha Edirisingha, University of Leicester, UK; Dr Colin Egan, University of Hertfordshire, Hatfield, UK; Dr Ramadan Elaïess, University of Benghazi, Libya; Khristin Fabian, Perth College UHI, UK; Prof Gert Faustmann, Berlin School of Economics and Law, Germany; Dr Rachel Fitzgerald, University of Queensland, Australia; Dr Panagiotis Fotaris, Brighton University, UK; Dr Michelle French, University of Toronto, Canada; Dr Václav Friedrich, VSB - Technical University of Ostrava, Czech Republic; Dr Vilas Gaikar, Smt. CHM. College, University of Mumbai, India, India; Dr Mark Glynn, Dublin City University (DCU), Ireland, Ireland; Thomas Goetz, Hokusei Gakuen University, Sapporo, Japan; Prof Maria de Fátima Goulão, Universidade Aberta, Portugal; Dr Susan Greener, University of Brighton, UK; Dr David Guralnick, Columbia University and Kaleidoscope Learning, New York, USA; Dr Richard Hall, De Monfort University, Leicester, UK; Prof Patricia Harvey, Greenwich University, London, UK; Muhammad Said Hasibuan, Institute Business and Informatics Darmajaya, Indonesia; Dr Tali Heiman, The Open University, Israel; Anita Hiralaal, Durban University of Technology, South Africa; Dr Md. Fokhray Hossain, Daffodil International University (DIU), Bangladesh; Dr Maggie Hutchings, Bournemouth University, UK; Dr Maria Impedovo, Aix-Marseille Université, France; Dr Ilknur Istifci, Anadolu University, Turkey; Dr Eunice Ndeto Ivala, Cape Peninsula University of Technology, South Africa; Dr Sheila Jagannathan, World Bank, USA; Prof Dinesh Chandra Jain, Computer Science & Engineering, S.G.I., India; Prof Aman Jatain, Amity University, India; Kanthi*

Jayasundera, Simon Fraser University, Canada; Amor Jebali, King Abdulaziz University, Saudi Arabia; Runa Jesmin, Global Heart Forum, UK; Aidan Johnston, Glasgow Caledonian University, UK; Prof Paul Jones, Swansea University, UK; Geraldine Jones, University of Bath, UK; Dr Jowati Juhary, National Defence University of Malaysia, Malaysia; Prof Leila Kajee, University of Johannesburg, South Africa; Dr Michail Kalogiannakis, University of Crete, Faculty of Education, Greece; Dr Elisabeth Katzlinger, Johannes Kepler University, Austria; Dr Andrea Kelz, University of Applied Sciences Burgenland, Campus Pinkafeld, Austria; Prof Jesuk Ko, Universidad Mayor de San Andres (UMSA), Bolivia; Blair Kuntz, University of Toronto, Canada; Iain Lambie, Glasgow Caledonian University, UK; Dr Maria Lambrou, University of the Aegean Business School, Greece; Dr Mona Laroussi, Institut National des Sciences Appliquées et de la Technologie, Tnis and Lille, Tunisia; Dr Sook Ling Lew, Multimedia University, Malaysia; Eddy K. W. Li, Faculty of Education, University of Cambridge, UK; Dr Gi-Zen Liu, National Cheng Kung University, Taiwan; Prof Ana Paula Lopes, Polytechnic of Porto (P.Porto)/ISCAP, Portugal; Jenny Lorimer, University of Hertfortshire, UK; Ana Loureiro, Politechnic Institute of Santarem - School of Education, Portugal; Prof Sam Lubbe, NWU, South Africa; Dr Robert Lucas, Keylink Computers Ltd, Kenilworth, UK; Dr Magdalena Maciaszczyk, Lublin University of Technology, Polska; Dr Łukasz Mach, Opole University of Technoilogy, Poland; Dr Martin Magdin, Constantine the Philosopher University in Nitra, Faculty of Natural Sciences, Slovakia; Prof Abdelhak Mahmoudi, Ecole Normale supérieure, Morocco; Dr Katerina Makri, National and Kapodistrian University of Athens, Greece; Dr Chittaranjan Mandal, Dept of Computer Sc & Engg, IIT Kharagpur, India; Dr Arianit Maraj, AAB College-Faculty of Computer Sciences, Kosovo; Tobi Mark, The Michener Institute of Education at UHN, Toronto, Canada; Dr Bertil P. Marques, GILT/ISEP, Portugal; Dr Lindsay Marshall, Newcastle University, UK; Dr Maria J Martinez-Arguelles, Universitat Oberta de Catalunya, Spain; Linda Joy Mesh, Università degli Studi di Siena, Italy; Bente Meyer, Aalborg University Copenhagen, Denmark; Julia Mingullon, Universitat oberta de catalunya, Spain; Prof Luisa Miranda, Polytechnic Institute of Braganca, Portugal; Dr Ali Moeini, Prague, Czech Republic, Iran; David Moffat, Glasgow Caledonian University, UK; Dr Jonathan Moizer, Plymouth University, UK; Dr Begoña Montero-Fleta, Universitat Politècnica de Valencia, Spain; Prof Lina Morgado, Universidade Aberta, Portugal; Jolanda Morkel, Cape Peninsula University of Technology, South Africa; Kate Mottram, Coventry University, UK; Peter Mozelius, Mid-Sweden University, Sweden; Ayanda Msomi, Nelson Mandela University, South Africa; Dr Minoru Nakayama, Tokoyo Institute of Technology, Japan; Dr Michaela Nettekoven, WU Vienna University of Economics and Business, Austria; Dr Annie W.Y. Ng, City University of Hong Kong, Hong Kong; Dr Dick Ng'ambi, Uiversity of Cape Town, South Africa; Prof Emanuela-Alisa Nica, Center for Ethics and Health Policy and Petre Andrei University from Lasi, Romania; Assc Nanuli Ninashvili, Tbilisi State Medical University, Georgia; Dr Susanna Nocchi, Dublin Institute of Technology, Ireland; Dr Chetsada Noknoi, Thaksin University, Songkhla, Thailand; Prof Jarmila Novotná, Charles University, Czech Republic; Prof Birgit Oberer, ETH Zurich, Switzerland; Dr Kamila Olsevicova, Univeristy of Hradec Kralove, Czech Republic; Dr Rikke Orngreen, Aalborg University, Denmark; Maria Osuna Alarcón, Salamanca University, Spain; Dr Abdul Jalil Othman, Faculty of Education, University of Malaya, Malaysia; Veerabhadram Paduri, Namibia University of Science and Technology, Namibia; Dr Alessandro Pagano, University of Bari, Italy; Vasileios Paliktzoglou, University of eastern Finland, Finland; Masouras Panicos, Cyprus University of Technology, Cyprus; Dr Stamatis Papadakis, University of Crete, Greece; Prof Kyparisia Papanikolaou, School of Pedagogical and Technological Education, Greece; Dr Iraklis Paraskakis, South East European Research Centre (SEERC), Thessaloniki, Greece; Dr Marcello Passarelli, National Research Council of Italy, Italy; Dr Ayyub Patel, King Khalid University College of Medicine Biochemistry, Saudi Arabia; Paul Peachey, University of Glamorgan, Treforest, UK; Dr Arna Peretz, Ben Gurion Univeristy of the Negev, Israel; Dr Carmen Pérez-Sabater, Universitat Politècnica de València, Spain; Dr Beth Perry, Athabasca University, Canada; Dr Donatella Persico, Istituto Tecnologie Didatticche-Consiglio Nazionale Ricerche, Genova, Italy; Dr Christopher Perumalla, University of Toronto, Canada; Dr Johan Petersson, Örebro University School of Business, Örebro, Sweden; Prof Mário Pinto, Polytechnic Institute of Porto, Portugal; Prof Selwyn Piramuthu, University of Florida, Gainesville, USA; Dr Toomas Plank, University of Tartu, Institute of Physics, Estonia; Prof Maria Popescu, Carol I National Defense University, Romania; Dr Francesca Pozzi, ITD-CNR, Italy; Dr Muhammad Abdul Qadir, Mohammad Ali Jinnah University, Islamabad, Pakistan; Susannah Quinsee, City University, London, UK; Dr Bilba Radu, George Bacovia University, Romania; Abdul Rafay, Asia Pacific University College of Technology & Innovation, Malaysia; Dr Prasanna Ramakrisnan, Universiti Teknologi MARA (UiTM), Malaysia; Prof Pongsak Rattanachaikunsopon, Ubon Ratchathani University, Thailand; Dr Liana Razmerita, Copenhagen Business School, Denmark; Prof

*Asmaa Retbi, Mohammadia School of Enginners, Mohammed V University in Rabat, Morocco; Prof Sandra Ribeiro, ISCAP-IPP, Portugal; Hugo Ribeiro, University of Porto, Portugal; Prof Cristina Rodrigues, University of Minho, Portugal; Sumowalt Roosevelt, Liberia Initiatives For Fostering Empowerment, Inc., Liberia; Dr Joanna Rosak-Szyrocka, Częstochowa University of Technology, Poland; Dr Eleni Rossiou, Univerisity of Macedonia, Greece; Dr Danguole Rutkauskiene, Kaunas University of Technology, Lithuania; Prof Abdel-Badeeh Salem, Ain Shams University, Cairo, Egypt; David Sammon, Univesity College Cork, Ireland; Prof Vitor Santos, New University of Lisbon, Portugal; Dr Paulus Insap Santosa, Gadjah Mada University, Indonesia; Dr Daniyar Sapargaliyev, Almaty Management University, Kazakhstan; Prof Maya Satratzemi, University of Macedonia, dept of Applied Informatics, Greece; Dr Sofie Schratt-Bitter, Department of elearning, Austria; Prof Jeanne Schreurs, Hasselt University, Diepenbeek, belgium; Dr Jane Secker, London School of Economics, UK; Dr fabio serenelli, Università degli Studi Milano Bicocca, Italy; Dr Petia Sice, University of Northumbria, Newcastle-upon-Tyne, UK; Dr Armando Silva, ESE School of Education of Polytechnic of Porto, Portugal; Dr Paulino Silva, ISCAP / IPP, Portugal; Prof Susana Silva, School of Hospitality and Tourism, Institute Polytechnic of Porto, Portugal; Dr Gurmeet Singh, The University of The South Pacific, Suva, Fiji; Dr Deena Slockett, ADU (Adventist University of Health Sciences), USA; Dr Alisdair Smithies, Imperial College London, UK; Dr Keith Smyth, University of the Highlands and Islands, UK; Bent Soelberg, South Danish Educationscenter (SDE), Denmark; Dr Yeong-Tae Song, Towson University, Maryland, USA; Dr Michael Sonntag, FIM, Johannes Kepler University, Linz, Austria; Dr Sonia Sousa, Tallinn University, Estonia; Dr Rumen Stainov, University of Applied Sciences, Fulda, Germany; Martin Steinicke, University of Applied Sciences HTW Berlin, Germany; Caroline Stockman, University of Winchester, UK; Thomas Strasser, Vienna University of Education, Austria; Dr Amanda Sykes, University of Glasgow, UK; Dr John Thompson, Buffalo State College, USA; Dr Socaciu Tiberiu, University of Suceava, Romania; Dr Claudine Toffolon, Université du Mans - IUT de Laval, France; Dr Łukasz Tomczyk, Pedagogical University of Cracow, Poland; Christopher Turner, University of Winchester, UK; Diane Tyczynski, Michener Institute of Education at UHN, Toronto, Canada; Prof Tuna Uslu, Istanbul Gedik University, Occupational Health and Safety Program, Turkey; Patris van Boxel, Leiden University, The Netherlands; Annelien Van Rooyen, University of South Africa, South Africa; Prof Andreas Veglis, Aristotle University of Thessaloniki, Greece; Dr Steven Verjans, Open Universiteit of The Netherlands, The Netherlands; Prof Isabel Vleira, Polytechnic of Porto, Portugal; Dr Porawat Visutsak, Faculty of Applied Science, King Mongkut's University of Technology North Bangkok, Thailand; Elaine Walsh, University of Limerick, Ireland; Dr Philip Wilkinson-Blake, Loughborough University, UK; Dr Sheryl Williams, Loughborough University, UK; Dr Suzie Xiangping, University of Hertfordshire, Hatfield, UK; Dr Panagiotis Zaharias, Open University of Cyprus, Greece; Dr Justyna Żywiołek, Czestochowa Univercity of Technology, Poland*

## Biographies

### Conference and Programme Chairs



**Dr Panagiotis Fotaris** is Senior Lecturer and Course Leader for BSc Digital Games Development and BSc Computer Science for Games at the University of Brighton. He has previously held posts at the University of East London, University of West London, King's College London, and Abertay University.

Before entering academia, he spent a decade in the Creative Industries in a variety of roles including mashup artist, radio producer, DJ, graphic designer, web developer, and music journalist. When not playing adventure games, Panagiotis focuses his research on the pedagogical potential of escape rooms, games, and immersive technology in the context of computing and design education.



**Dr Andrew Blake** is the Programme leader of the University of Brighton's MSc UXD. Primarily, this course equips students with the practical skills to work as effective UXD practitioners within the interactive / digital industries. Further, students are encouraged to critically reflect upon and question the effectiveness

of contemporary thinking that underpins UXD best practice. His interest in e-learning focuses on the efficacy of information presented to learners. His current projects of interest include work with Jadavpur University, Kolkata, explore the cognitive implications of learners when presented with information, which considers learners being located on a spectrum. At one end of the spectrum there are textual / verbal learners and at the other end of the spectrum there are visual learners. As well as a project with colleagues at Cambridge University, he has recently concluded a project entitled 'Accessible Reasoning with Diagrams'; the project is funded by The Leverhulme Trust

<https://sites.google.com/site/myardproject/>.

### Keynote Speakers



**Phil Ashford** is an experienced and accredited business adviser with a background in both the private and public sector, specialising in pre-start up business advice for people with additional barriers. Phil has delivered business planning workshops and one to one business start-up coaching for a range of

people from disadvantaged backgrounds. He is the former director of the East Sussex Gateway, a Business Link service which provides pre start-up support for people with additional barriers. Phil has also taken part in the NEWCEP steering group and the City Skills and Employment Group in Brighton and Hove. He lectures at German universities on mentoring. Phil has a MBA, a Diploma in Performance Coaching, is a Prince 2 Practitioner and a SFEDI Accredited Business Adviser. He is a registered Growth Accelerator coach, PTTLs qualified and Enhanced DBS checked. Phil also volunteers as a mentor for the Brighton Business Community Partnership.



**Liz Cable** is a Senior Lecturer, School of Digital and Screen Media Leeds Trinity University and the International Research Centre for Interactive Storytelling. She is the course-leader for their single honours Media & Marketing Degree Programme, and teaches on all Media Courses, our Digital and Social Media Degree, and Leeds Trinity's new Creative and Professional Writing Degree.. Liz is a strategic social business consultant, helping clients articulate and deliver practical strategies for adopting and embedding technology in working and learning practices. She spends a lot of time creating and managing online communities, and my expertise is in engagement strategies to bring people together online to share, to work and to learn. Liz founded Reach Further, the UK's first social media consultancy in 2006, and has helped thousands of businesses understand and realise the potential of social media through workshops, seminars and consultancy.

### Mini-Track Chairs



**Prof. Dr. Abbas Fadhil Aljuboori** is working currently at IT department, Al Zahra College for Women, Sultanate of Oman as a faculty Staff member. He has a Ph.D. in Computer Science from Dongguk University, South Korea. Fulbright Visiting scholar – University of Central Oklahoma, USA. International Advisory Board Member for CT University in India. His field of Interest are in Data Mining, Web Applications, Big Data, Data Security, Information Systems and Smart Applications. He is a member of several academic and professional societies. He is an Editor, Committee Member and Reviewer of many eminent International Journals and Conferences worldwide.



**Dr Adrian A. Adascalitei** is Professor at Technical "Gh. Asachi" University and at "Al. I. Cuza" University, Iasi, Romania. His specialist area is Blended STEM Teaching and Learning. He has authored and co-authored various papers in International and European conferences and journals. His research focuses on blended learning, use of virtual laboratories in STEM Education. In 2007 he authored a manual entitled "Computer-Aided Instruction. E-Pedagogy" (in Romanian: Instruire Asistată de Calculator. Pedagogie Informatică), Polirom Publishing House, Iasi, Romania.



**Wilfried Admiraal** is full professor of Education and Technology at the Centre for the Study of Professions of Oslo Metropolitan University in Norway. His research interest combines Educational Sciences, Social Psychology and technology, in secondary schools and higher education. He published journal articles on game-based learning, learning with web-based video, the use of annotation tools in collaborative writing and online communication and interaction.



**Dr. Ayanda Pamella Deliwe** holds a Ph.D. from the University of KwaZulu Natal. Her Ph.D. was on Measuring e-learning systems at higher education institutions. She is an academic at Nelson Mandela University. She has 10 years of experience working in the public sector and 5 years of experience in higher education. Dr. Deliwe has published several papers on e-learning in academic journals and conference

proceedings. She serves in the school research committee and faculty teaching and learning committee of her university. Her main research interests are e-learning and blended learning and new pedagogies.



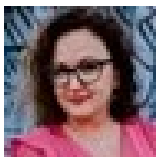
**Dr. Joanna Rosak-Szyrocka** Erasmus+ coordinator at Faculty of Management Czestochowa University of Technology. She specialized in the fields of quality 4.0, education, distance learning, industry 4.0, quality management of sport, IoT issue. Reviewer for a number of prestigious Journals: e.g. Ieee Access. Vice President of Qualitas Foundation, dealing with the promotion of good business practices. She completed a research internship at the University of Žilina, Slovakia, as well as at Silesian University of Technology, Zabrze, Poland. Participant in multiple Erasmus+ teacher mobility: Italy, UK, Slovenia, Hungary, Czech Republic, Slovakia, France.



**Nadira Saab** is professor e-Didactics by special appointment at ICLON, Leiden University Graduate School of Teaching in the Netherlands. Her research focuses on e-didactics, technology enhanced education, inclusive education, collaborative learning, assessment and motivation. She studies these subjects as applied to children, adolescents and young adults.



**Prof Shawren Singh** (PhD), is an associate professor and chair of Department in the School of Computing at the University of South Africa. He has spent more than 20 years teaching and researching in the Information Systems space. His current research has focused on digital scholarship and e-Government.



**Dr. Justyna Żywiołek** was born on December 24, 1986 in Częstochowa. She completed her master's studies in the field of Metallurgy in 2010. In 2014, she defended her doctoral dissertation with honors in the field of management science, specializing in security science, at the Faculty of Organization and Management of the Lodz University of Technology. Since January 2015, he has been working as an assistant professor at the Faculty of Management at the Technical University of Częstochowa. She is a respected researcher in Poland and abroad for his experience in management issues: knowledge and information management and their security.

## Author Biographies

**Dina Adinda** Ph.D. in Education and Training Sciences is currently a training manager at the University of Paris Nanterre affiliated with the CREF UR 1589. Her research interests include higher education, students' self-direction, and technology for teaching and learning.

**Muriel Algayres** is a PhD fellow in the Department of Architecture Design and Media Technology at Aalborg University Copenhagen, Denmark. She holds a M.A in Educational science, and her research interest resides in technology-enhanced learning, active learning and game-based learning.

**Mustapha Almasi** is a blended learning researcher at Mzumbe University in Tanzania. He has published various papers on blended learning in various international Journals.

**René Holm Andersen** is an Associate Professor at the University College of Northern Denmark's department of continuing education (act2learn) leadership and organisation. He focuses his research on using podcasts and podcasting as a learning media in higher education.

**Greta Braun** is a PhD student at Chalmers University of Technology, Sweden, researching about the Future of Work. She's passionate about sustainability in industry, and focuses on how it can be enabled by human empowerment and upskilling the workforce. Greta's background lies in engineering and in learning and leadership.

**Svetlana Buko**, sociologist, methodologist, cross-border researcher with intercultural experience from six countries. Worked for INGO; managed USA-Europe interdisciplinary teams for national qualitative/quantitative research in leadership, women entrepreneurship, & cultural intelligence. Docent of intercultural management, teaching for MA-Level Program "Intercultural Management" (Nova Gorica, Slovenia); Program Director of BA-Level Intercultural Management degree. Carinthia University of Applied Sciences (Villach, Austria). Currently working on research project "Entrepreneurship & intercultural competencies in tri-border region: Italy-Austria-Slovenia,"; serves as instructional designer for cross-border COIL business laboratories

**Tim Cappelli** has worked with educational technology for over 20 years, from setting up work-based learning centres to introducing blended learning initiatives to HE. He was responsible for the first large-scale deployment of iPads in HE, the development of a new learning platform in WordPress and the creation of a digital Curriculum Mapping Tool.

**Parker Chan** is a lecturer of Chinese at The Chinese University of Hong Kong and a doctoral candidate at the University of Oxford. His main research interests lie in history of Chinese classics, pre-Han and Han dynasty Chinese texts, excavated texts, and classical interpretations.

**Felix Chao** is Senior Lecturer at the Independent Learning Centre of the Chinese University of Hong Kong, the institution from which he received a PhD in Chinese language and literature. His academic and research interests include classical Chinese literature, Chinese grammar, Chinese communication skills, Chinese language education and independent learning.

**Paula Charbonneau-Gowdy** is a graduate of McGill University and professor of education at Universidad Andres Bello in Santiago, Chile. Formerly Senior Advisor in Learning and Technology for the Government of Canada, she also has work experience in Europe and Chile. Her main area of interest is the socio-cultural implications of emerging technologies on teaching, learning and learners at all levels of the educational system.

**Elizabeth Childs** Professor and Program Head of Learning and Technologies programs, School of Education and Technology, Royal Roads University, Canada. Interested in design, creation and implementation of flexible learning environments incorporating affordances of information and communication technology (ICT) and provide learners with increased choice, flexibility and opportunities for co-creation. Expertise in educational technology & instructional design, design

thinking, open education and online learning, research interests include open educational practices and pedagogies; creation of online communities and digital habitats; design thinking and models for immersive professional development.

**Jonas Collin** works as Media Pedagogue and Producer at the Department of Computer and Systems Sciences at Stockholm University where his studio is located. He also works for the University-wide Centre for the Advancement of University Teaching where he trains teachers in using media within higher education.

**Liesbeth Coppens** is a PhD researcher at the School of Educational Studies at Hasselt University (UHasselt). Her research focus includes supportive interventions in higher education to create equal learning outcomes between students.

**Maria DENAMI** is a Associate Professor in Education Sciences, and she works at the University of Upper Alsace (Mulhouse). Interested in Higher Education Pedagogy, her main research topic is the process of professionalization of students and their support in developing professional competencies. She is a member of the “Learning, Teaching and Education Practices” team at LISEC laboratory.

**Ana Donevska-Todorova** is a post-doctoral researcher at the University of Applied Sciences HTW Berlin, Germany. She received her PhD in mathematics education from the Humboldt-University of Berlin in 2017. She is a co-leader, a member of international program committees and an editor of books and conference proceedings at MEDA2018-2022, ICTMT2019, CERME2022 and ECEL2022.

**Bianka Dörr** is a project manager at the August-Wilhelm Scheer Institute, Germany where she works on sustainable digital learning concepts and solutions. She received her master’s degree in adult- and continuing Education from the Otto-Friedrich-University of Bamberg. Her main research area at the Institute is learning in extended realities with focus on haptic learning.

**Christos Douligeris**, currently a professor at the Department of Informatics, University of Piraeus, Greece, held positions with the Department of Electrical and Computer Engineering at the University of Miami. He was an associate member of the Hellenic Authority for Information and Communication Assurance and Privacy and the President and CEO Hellenic Electronic Governance for Social Security SA.

**Xiangping Du** is a principal lecturer and Deputy Associate Dean Postgraduate Student Experience at Hertfordshire Business School, University of Hertfordshire, UK. She received her PhD in sociolinguistics and education in 2005. Her main research focuses on pedagogical research, learning and teaching in higher education, e.g. e-learning, blended learning, MOOCs, identity, diversity in classroom, cross-cultural communications and transnational higher educations.

**Rachel Fitzgerald** is the Director of Online Education in the Business School at the University of Queensland. Dr Fitzgerald is a leader in digital learning and learning innovation and is recognised internationally for developing contemporary curriculum for the digital age. Her research is focused on innovative approaches to future focused curriculum, student experience and digital learning.

**Caroline Galdames** is a Preschool Educator. In 2011, she received a Master’s degree in Innovation in Early Childhood Education from the Universidad Central Chile. Since 2014, she has worked in Online Education as Academic Vice-Rector at a technical higher education institute in Chile. She is currently a PhD student in the Education and Society doctoral program at Universidad Andres Bello, Chile.

**Michael Glass** is a professor of computer science at Valparaiso University, IN, USA. He received his PhD in computer science from Illinois Institute of Technology in 1999. His main research area is dialogue-based computer-aided collaborative learning.

**Thomas Goetz** is a professor of English and Director of the Cross-Departmental Language Program. He has been a leader in Moodle at Hokusei University, promoting blended learning at all levels. His



research is on the application of computers for language learning. He has presented widely in Asia, North America, and Europe.

**Fereshte Goshtasbpour** is a lecturer in online teaching at the Institute of Educational Technology, at The Open University, UK. Her research focuses on learning in open and scaled online educational and professional contexts. More recently, she has been working on projects that examine scaled online teaching in low-resource contexts.

**Antonin Jancarik** works as an associate professor in the Department of Mathematics and Mathematics Education, Faculty of Education, Charles University. He is working in the areas of algebra, use of ICT in mathematics education, combinatorics and game theory. He is the university coordinator for the area Subject Specific Education Research.

**Katerina Jancarikova** works as an associate professor and a head of Centre for Promotion of Science Education, Faculty of Science, Jan Evangelista Purkyně University in Ustí nad Labem and in the Department of Biology and Environmental Studies, Faculty of Education, Charles University. She is working in the areas of science and environmental education.

**Tomas Javorcik** works at the Department of Information and Communication Technologies at the Faculty of Education of the University of Ostrava. He teaches courses that focus on the use of ICT in the educational process. His research focuses on the use of Personal Learning Environment at various levels of education and the use of microlearning at universities.

**Maja Melballe Jensen** is an associate professor at VIA University College, DK. She teaches at the Occupational Therapy bachelor programme and her research is carried out at the Research programme for Learning and digital technologies. Her main research areas are Learning design and blended learning, with a current focus on Education for Sustainable Development.

**Thashmee Karunaratne** is an associate professor in the Department of Computer and Systems, Stockholm University, Sweden. Her research includes digital learning, learning analytics and design, Digital and soft skills development, and data harmonisation & e-government. In addition to teaching and research, Thashmee is also coordinating and participating in several EU and national projects within her research areas.

**Henrik Kasch (HK)** is a doctor of philosophy and tenured senior researcher and educator at the Department of Teacher Education at the University College of South Denmark (UC Syddanmark) teaching English-as-a-foreign-language and Danish-as-a-second-language. His research interests are: Universal Design for Learning and Computer Assisted Language Learning, E-learning and pedagogy. HK is a member of several research networks and a diligent publisher in E-learning and (foreign language) pedagogy and Universal Design for Learning.

**Neilya Khibina** works in Research Institute for Social and Gender Studies at Kazakh National Women's Teacher Training University. Started professional career as teacher in higher educational institutions of Kazakhstan. Research interests include law, gender Studies, social and humanitarian studies, and research methodology. 40+ scientific publications, 1 monograph. 1 study guide.

**Thomas Kjærgaard.** is a senior lecturer/researcher at University College Northern Denmark, UCN. He does research in the field of e-learning and learning in technology rich environments and development of technological literacies. His main field of interest is learning in dialogic networks.

**Silvia Klunder** holds a Master's degree in Educational Sciences (Leiden University) and is a PhD candidate at Leiden University Graduate School of Teaching (ICLON). Her research is focused on the use of virtual hybrid classrooms for the education of students with a chronic illness in mainstream primary and secondary schools

**Eithne Knappitsch** Professor of Intercultural Management, Carinthia University of Applied Sciences Carinthia. Practitioner-academic-educator focussing on virtual teamwork and leadership, intercultural and diversity&inclusion management. Passionate about interplay of communication, culture and connectivity. Co-founder of [www.globalcasestudychallenge.com](http://www.globalcasestudychallenge.com), a virtual learning, research and teaching project, President of SIETAR Austria and curator of TEDxKlagenfurt

**Iain D. Lambie** is an Associate Lecturer with the Open University and is a Senior lecturer at Glasgow Caledonian University. He has worked for both organisation for 25 years and his current research is focused on delivering online support to distance learning students on a range of computing and technology programmes.

**Elizabeth Jacob Landa** is currently a Ph.D. student at the Vrije Universiteit Brussels in Belgium. She is an assistant lecturer at the Department of Public Service Management, Mzumbe University,

**Chrysoula Lazou** is an English language educator and PhD candidate at International Hellenic University, Greece. She holds a BA in English Language and Literature from Aristotle University in Thessaloniki and a Master of Education in Distance Education from Athabasca University, Canada. Her main research areas are in Digital and Media literacy and Technology Enhanced Learning.

**Graham Lean** is an Associate Researcher at the Education Informatics Lab <https://eilab.ca/>, Faculty of Education, Ontario Tech University. He holds a BA in Sociology from Newcastle University and is pursuing a Master of Education at Ontario Tech University. His areas of interest include critical pedagogies for online learning, democratizing online learning, student agency and digital technology, metacognition, and authentic assessment.

**Ann Lourens** is an Associate Professor at Nelson Mandela University (South Africa) in the Department of Industrial Engineering in addition to being Project Leader for Women in Engineering Leadership Association (WELA). Ann has a keen research interest in students' (particularly women engineering students) development and retention and to this end has developed and managed several co-curricular interventions.

**Makhasane Precious Mamotheti** has a bachelor's degree in Software Engineering and is currently a Master of ICT student at the Cape Peninsula University of Technology. She works as a System Analyst in the IT Industry in South Africa. Makhasane's research interest include agile development, requirements engineering, and game-based learning.

**Michael Marchione** is an elementary educator and special education resource teacher who holds a Master of Arts in Digital Education. His expertise lies in social justice education, metacognition, empathy and critical consciousness, and his work examines new conceptions of assessment and evaluation.

**Nomakhaya Mashiyi** is Senior Researcher at the University of Fort Hare. She has held the positions of Senior Lecturer and Language Coordinator, HoD for the Extended Curriculum Programme (ECP), and Teaching- Learning Consultant at several South African universities. Her research interests are in Language Education and teaching-learning in higher education.

**Maria Moldovan** is a PhD student at the National Academy of Music „Gheorghe Dima” Cluj-Napoca, Romania. For 15 years taught at the High Music School of Sibiu, Romania. Currently works with Hertfordshire Music Service, UK. Her main research areas are music technology and helping pupils benefit from e-learning tools in music education.

**Peter Mozelius** is an Associate Professor and Researcher, working at the Department of Computer and Systems Sciences at the Mid Sweden University in Östersund, Sweden. Research interests are in the areas of Technology enhanced learning, Game-based learning, and Programming education.

**Kazuhiro Muramatsu** is an Assistant Professor at Electronics and Communication Engineering Department, College of Science and Technology, Royal University of Bhutan. His research interests include collaborative e-Learning and m-Learning environments.

**Belinda Mutunhu Ndlovu** is a university lecturer in the Computer Science Department at the National University of Science and Technology in Zimbabwe. She is also a PhD in Information Systems student at the University of South Africa. She holds a Master of Science in Information Systems, Bachelor of Science Honors Degree in Computer Science, Post Graduate Diploma in Higher Education. Belinda holds International certifications in Java, Mobile Application Development etc. Her major research interests are Health Informatics and ICT4D.

**Marie J. Myers** is a full professor at Queen's. She holds a doctorate in psychology of language, communication and pedagogical intervention. Among her publications are three research books, over 150 refereed papers and over 200 international conference presentations. She presently holds a prestigious Social Sciences and Humanities research grant.

**Minoru Nakayama** is a professor at Information and Communications Engineering, Tokyo Institute of Technology, Japan. He completed the Master of Education

**Giacomo Nalli** earns a Master Degree in Computer Science, and he is a PhD Student in Computer Science at University of Camerino in Italy. He is an E-learning Expert and developer with several years of experience and different papers published. His research topic consists in the developing of Machine Learning solutions for education and e-learning.

**Nelida Nedelcuț** is a professor at the National Academy of Music „Gheorghe Dima” Cluj-Napoca, Romania, teaching *Music Theory*. She is vice-rector in charge of scientific research; her PhD title was *The Pianistic semiography in Romanian creation of the 20-th century*. Her professional and scientific activity includes 10 books, didactical works, and articles.

**Ngoc Buu Cat Nguyen** is a PhD student in Informatics with the specialization on Work-integrated Learning at University West, Sweden. She is doing research in how learning analytics is applied to the learning in an integrating environment of workplaces and educational institutions, particularly for employed adult learners.

**Despo Nicolaidou** is a PhD student at Cyprus University of Technology. She holds a BA in English Language and Literature and an MA in Computer Assisted Language Learning. Having experience as a teacher, researcher and teacher trainer at Cyprus Pedagogical Institute, her research interests lie in digital technologies for learning and enhancing 21<sup>st</sup> century skills.

**Iolie Nicolaidou** is an Assistant Professor in Emerging Technologies for Learning, at the Department of Communication and Internet Studies (Cyprus University of Technology). She holds a Ph.D. in Educational Technology from Concordia University (Canada). Her research interests revolve around emerging technologies and the evaluation of their impact on learning and motivation.

**Siyanda Ntlabathi** is Manager: Teaching and Learning Centre East London Campus at University of Fort Hare. Her work involves Leadership, Technology Enhanced Learning, Curriculum Development, Portfolio and e-Portfolios development and Foundation Provisioning (Extended Curriculum). Master's in Education and currently pursuing PhD (DBA in Higher Education Management) with University of Bath. Published several papers in Technology Enhanced Learning and Curriculum Development.

**Michael P. O'Brien** is a lecturer in Information Management at the University of Limerick, Ireland. He teaches on undergraduate and postgraduate modules in the area of Information and Knowledge Management. His research interests include data analytics, cognitive and educational psychology, software comprehension strategies, empirical studies of programmers and software evolution.

**Takeshi Okada** is Specially Appointed Professor of Institute for Excellence in Higher Education, Tohoku University. After working on the development of a Japanese-specific English spellchecker at Birkbeck College, University of London, his recent concern is the application of corpus analysis technology to EFL teaching in Japan.

**Stefan Overton** is a Senior Lecturer for the Institute of Foundation studies based at Arden University. Current research focus is on the use of VLEs and the impact of learning technology with a particular focus on personalisation.

**Anne Pathirana** is a distance PhD student at the Department of Computer and Systems Sciences (DSV) at Stockholm University, Sweden, originally representing the Department of Accounting and Finance at NSBM Green University in Sri Lanka. Her primary research interests are distance education, teachers' digital and data literacy, teachers' use of educational technologies and learning analytics.

**Sweta Patnaik** is a Senior Lecturer, Teaching & Learning coordinator and Curriculum Officer in the Faculty of Engineering and the Built Environment, CPUT, South Africa. Her research interests are around e-learning and blended learning. Winner of Nelson Mandela University Alumni Rising Star Award 2020, DAAD UNILEAD scholarship 2021, the Editorial Advisory Board Member for the JARHE journal and member of SABS committee.

**Susanne Seifert**, PhD, is an assistant-professor of Inclusive Education at the University of Graz, Austria. Her research interests include the conceptualization and evaluation of assessments and teaching methods in heterogeneous classrooms. In particular, she focuses on children with reading impairments, second language learners, and on ways to assess and support these children in regular classrooms.

**Sibongile Simelane-Mnisi** is a senior instructional designer and a part-time lecturer at Tshwane University of Technology, South Africa. She has authored and co-authored research articles published in South African and international peer reviewed journals. She supervises postgraduate candidate in the field of Educational Technology, Technology Vocational Education, Mathematics, Science and Technology and General Education.

**Chuck Sigmund** is a Senior Business Program Manager with Microsoft Customer Experience & Success and owns L&D for Xbox. Chuck consistently shows a focus on creating innovative, engaging, and effective learning. With a Master's Degree in Adult Education, Chuck develops L&D programs that generate measurable results. He is a regularly invited presenter at L&D conferences.

**Mária Slavíčková** works at Comenius University in Bratislava as an associate professor in mathematics education. Her research interest is in implementing digital tools into mathematics teaching and into preparing future mathematics teachers. She actively participates in national and international conferences, is involved in projects, and yearly organizes conferences for Slovak teachers.

**Alan Smeaton** is Professor of Computing at Dublin City University. He received his PhD from UCD in 1987. He is a Principal Fellow of Advance HE, a Fellow of the IEEE and an elected member of the Royal Irish Academy. His main research interests are in multimedia analysis, data analytics on personal data and the development of educational technology.

**Inese Spica** is leading researcher at the scientific institution Business competence centre and professor at the ISMA University. She received her PhD in economics sciences from University of Latvia in 2001. She is editor of scientific journals, monographs and has been managed three international conferences on Business Competences; Trade Marketing; Business Environment.

**Caroline Stockman** is an experienced Senior Lecturer with a demonstrated history of working in higher education and the commercial e-learning industry. She is currently a Senior Lecturer at the University of Winchester, UK, where she teaches on technology and physical education. She is a Senior Fellow of

the Higher Education Academy. She presented her work at MIT and BCS - the Chartered Institute of IT, and published her most recent monograph on technology acceptance with Routledge.

**Murat Sümer**, Ph.D., is a postdoctoral researcher at the Masaryk Institute of Advanced Studies at Czech Technical University in Prague. He received his doctorate in Distance Education from Anadolu University, Turkey in January 2018. He is interested in open, online and distance learning, playful learning, game/virtual environment design, and teachers' professional development in online communities.

**Chun Meng Tang** has been actively conducting research into the impact and application of digital technology in education, including topics such as digital literacy, learning management systems, and learning environments. He has received research grants, published journal papers, conference papers, and book chapters, as well as edited various books.

**Daniel Tran**, working at the University of Ostrava, Faculty of Education, Department of Information and Communication Technologies. His research focuses on digital technologies and their integration into education. His research focuses on the preparation of students and their ability to use digital technologies effectively. His specialty is mobile devices.

**Durgesh Tripathi** is the founding faculty member of the University School of Mass Communication (USMC) at Guru Gobind Singh Indraprastha University (GGSIU), New Delhi, India. His latest book is titled 'Rethinking Media and Socio-Cultural Change: India and the Globe in times of Pandemic' (2021) published by HP Hamilton Ltd., London, United Kingdom. His MOOCs Course titled 'Society and Media' has been launched on SWAYAM Platform for the five consecutive times.

**Frederik Truyen** is professor at the Faculty of Arts, KU Leuven. His main research focus is the digital transformation roadmap for cultural heritage institutions. He currently directs the program of the Master in Digital Humanities. In the Cultural Studies Master Program he teaches online publishing and digital cultural heritage.

**Dr Brenda van Wyk** holds a PhD in Knowledge Management and Information Science, and a M.Ed. in Education Technology. She is a senior lecturing at the University of Pretoria in Information Science and Information Ethics. She is the Managing Editor of the accredited journal: The Independent Journal of Teaching and Learning. Her research interests include metaliteracy, technology-assisted teaching and learning, digital scholarship, and information ethics.

**Tone Vold** lectures at The Inland Norway University of Applied Sciences, Norway, in courses within digitalization of workforms and knowledge management, and is particularly interested in knowledge management, e-learning and games for learning. Her PhD is about work relevance of higher education for innovative and entrepreneurial behavior in organizations.

**Hong Yang** is a Professor at the University of Reading, UK. He obtained his PhD from University College London (UCL), UK. His research interests and expertise include STEM education, transnational education, environmental science, and education for sustainable development. He is a Senior Fellow of the Higher Education Academy, UK.