

## About the 24th European Conference on e-Learning, 2025

The European Conference on e-Learning (ECEL) is a prominent academic conference that serves as a platform for researchers, educators, and practitioners in the field of e-learning to share and discuss their findings and insights. With a history spanning 24 years, the conference has established itself as a vital forum for exploring advancements and innovations in e-learning. The Proceedings of the 24th European Conference on e-Learning, 2025 includes academic research papers, PhD research papers, Master's Research papers and work-in-progress papers, which have been presented and discussed at the ECEL 2025 conference. The proceedings are of an academic level appropriate to a professional research audience including graduates, post graduates, doctoral and post-doctoral researchers. All papers have been double-blind peer reviewed by members of the Review Committee.

### Aims and Scope

The primary aim of ECEL is to foster collaboration and knowledge exchange among those involved in e-learning. It seeks to advance the field by providing a space where latest research, technologies, and pedagogical strategies can be presented. The conference encourages participation from a diverse group of attendees, including academics, industry experts, and policy-makers, reflecting the multifaceted nature of e-learning.

### Topics Covered

The call for papers for the ECEL conference asked for contributions that considered the following topic. In addition, the committee welcomed papers on a number of specialist mini-tracks which can be seen at the end of this list.

- **Educational Technologies:** Innovations in digital tools and platforms designed to enhance learning experiences.
- **Blended Learning:** Strategies for effective teaching and learning in online and hybrid environments.
- **Distance Education:** Best practices and challenges in implementing distance learning programs.
- **Learning Analytics:** Use of data to improve educational outcomes and personalize learning experiences.
- **Inclusive Education:** Addressing accessibility and inclusivity in e-learning environments.
- **Mobile Learning:** Exploring the impact of mobile technology on education.
- **Game-Based Learning:** Integration of games and gamification in educational contexts to encourage engagement and motivation.

Experts in the field proposed mini tracks on the following topics. Papers accepted on these topics after the double-blind peer review process were presented as mini tracks at the conference and are also published in these proceedings.

- Artificial Intelligence in Education, a Lifelong Learning Challenge

The programme from the 2024 conference can be downloaded from [here](#) and full details about the conference can be seen from the conference website: <https://www.academic-conferences.org/conferences/ecl/>

## **ECEL Preface**

These proceedings represent the work of contributors to the 24th European Conference on e-Learning (ECEL 2025), hosted by ACI and the Technical University of Denmark (DTU), Denmark on 23-24 October 2025. The Conference Chair is Dr. Md Saifuddin Khalid from the Department of Applied Mathematics and Computer Science, DTU, Denmark and the Programme Chair Dr. Tobias Tretow-Fish from Department of Culture and Learning Aalborg University (AAU), Denmark.

ECEL is now a well-established event on the academic research calendar and in its 24th 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 Prof. Christian Stöhr from Chalmers University of Technology, Gothenburg, Sweden, who will discuss *From Learning to AI to AI for Learning: Navigating Hype and Hope of Generative AI in Higher Education*. We will also have a keynote speech from Prof. Iza Marfisi from Le Mans University, France who will discuss *If You build It... Will Teachers Use It? Bridging the Gap Between TEL Research and Real Classrooms*. The second day of the conference will begin with an address by Prof. Thomas Ryberg from Aalborg University, Denmark on the topic of *Expanding Digital Learning Spaces*.

With an initial submission of 114 abstracts, after the double blind, peer review process there are 49 Academic research papers, 5 PhD research papers and 5 work-in-progress papers published in these Conference Proceedings. These papers represent research from, Bulgaria, Canada, Czech Republic, Denmark, El Salvador, Finland, France, Germany, Greece, Hong Kong, China, Hungary, Ireland, Japan, Malaysia, Malta, Morocco, Norway, Oman, Pakistan, Palestine, Serbia, Singapore, Slovakia, South Africa, Sri Lanka, Sweden, Switzerland, Thailand, Turkey, UK and USA.

We hope you enjoy the conference.

Dr Md Saifuddin Khalid  
Associate Professor  
Leader of LearnT -Centre for Digital Learning Technology  
Department of Applied Mathematics and Computer Science  
Technical University of Denmark (DTU)  
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## **ECEL Conference Committee**

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## Conference and Programme Chairs



**Dr. Md Saifuddin Khalid**, is an Associate Professor at the Technical University of Denmark (DTU) with expertise in digital learning technologies, user experience, and human-centered design. Leading the LearnT – Centre for Digital Learning Technology, Dr. Khalid teaches courses in digital learning and statistics, mentors Ph.D. students, and supervises projects in adaptive learning, e-learning, and innovation in education and workplace training technologies. His research spans diverse areas, including evaluating EdTech platforms, integrating generative AI, adaptive technologies, and enhancing usability in digital education and training. With extensive academic experience in Denmark and a commitment to bridging digital divides, Dr. Khalid actively contributes to interdisciplinary R&D projects, funded by Erasmus+, Novo Nordisk, and Innovation Fund Denmark. He has an established record of publications in educational technology and human-computer interaction, aiming to foster inclusive, impactful digital solutions for education and training.



**Dr. Tobias Tretow-Fish**, is an Assistant Professor at University College Absalon's School and Learning research group 'DigiLær'. His research focuses on leveraging AI technologies to enhance educational outcomes, particularly in the health and vocational sectors. In Danish nursing education, Tobias has extensively evaluated the implementation of adaptive learning platforms, developing methodologies to assess their impact on student learning and teacher integration. Currently, he is part of a national project exploring the potential of Generative AI in STEM education within vocational training. As an academic and researcher, Tobias is dedicated to using AI and learning analytics to transform educational practices, aiming to foster deeper engagement and personalized learning experiences.

## Keynote Speakers



**Prof. Christian Stöhr** leads the Digital Learning and Teaching research theme within the Department of Communication and Learning in Science at Chalmers University of Technology, Gothenburg, Sweden. His work focuses on developing and evaluating evidence-based strategies to enhance learning in engineering education, with particular expertise in flipped and hybrid pedagogies, AI-assisted teaching and learning, online course design, and Massive Open Online Courses (MOOCs). Professor Stöhr's publications highlight the impact of digital technology on STEM learning, teacher development, and educational practices.

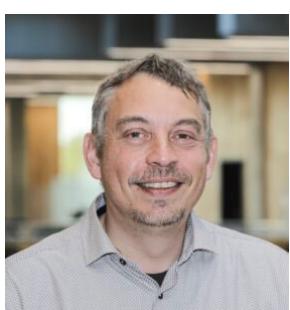


**Prof. Iza Marfisi** is a Full Professor at the LIUM lab, which hosts one of the largest research teams in France focused on Technology-Enhanced Learning (TEL). Her primary research interests revolve around the development of authoring tools designed to assist educators in creating personalized educational environments. Specifically, she is dedicated to supporting teachers in the creation of custom Serious Games and using innovative Human-Computer Interaction technologies, such as Mixed Reality, Virtual Reality, and tangible objects, to enhance teaching and learning experiences. Her projects consistently involve pioneering educators who collaborate in the co-design and testing of these tools within real classroom settings. In her keynote talk, Professor Marfisi will discuss the critical importance of working directly with teachers to ensure the validity of research outcomes. She will also address the challenges that lie ahead in transforming today's educational practices based on research results.

**Prof. Thomas Ryberg** is Professor of PBL and digital learning and director of Institute for Advanced Study in PBL ([IAS PBL](#)). His primary research interests are within the fields of Networked Learning and Problem Based Learning (PBL). In particular, he is interested in Problem Based Learning, and how new media and technologies transform our ways of thinking about and designing for networked and hybrid Learning. He is co-chair of the International [Networked Learning Conference](#) and co-editor of the Springer book series '[Research in Networked Learning](#)'. He has participated in European and international research projects and networks (EQUEL, Kaledioscope, COMBLE, PlaceMe, EATrain2, ODEdu), and in development projects in Southeast Asia and Latin America (VISCA, VO@NET, ELAC). He was recently engaged in the PBL future project which developed new directions for PBL in a digital age.

## Mini Track Chairs

**Associate Prof. Peter Mozelius** is an Associate Professor and Researcher, working at the Department of Education at the Mid Sweden University in Sundsvall, Sweden. His research interests are in the fields of Technology enhanced learning, Game-based learning, Lifelong learning, AI in education and Programming education. Peter teaches in programming courses that are given as professional development for STEM teachers, in courses on scientific writing and in courses on artificial intelligence.



**Prof. Martha Cleveland-Innes** is an Open, Digital, and Distance Education Professor at Athabasca University. She is Editor-in-Chief of the bilingual *Canadian Journal of Learning and Technology*, and the co-author of open-source publications *The Guide to Blended Learning* (2018), *Participant Experience in an Inquiry-Based Massive Open Online Course* (2022), and *Principles of Blended Learning* (2024). *The Design of Digital Learning Environments: Online and Blended Applications of the Community of Inquiry* was recently co-edited by Dr. Cleveland-Innes (Taylor & Francis, 2024). As a principal investigator, Martha received funding from SSHRC's Canada First Research Excellence Fund to study *Wellness outcomes and education participation for sick children from marginalized*

*populations* (2024-2026). She is currently a Visiting Professor of Pedagogy at Mid-Sweden University (2018-present)



**Prof. Marcia Håkansson Lindqvist** holds a PhD in Education, in Learning and Information and Communication Technology (ICT). As an associate professor, her research interests involve teaching, learning, and leading with digital technologies, One to One (1:1), and Technology Enhanced Learning (TEL) as well as the practical implications of teaching and learning with technology in practice and school development. At present, she is a senior lecturer, distinguished for teaching excellence, and the Department Head at the Department of Education at Mid Sweden University, Campus Sundsvall. Her teaching responsibilities are found in the Swedish National Principal Training Programme, The Collaboration for Best School (SBS) and teacher education. Other projects involve Teacher Shortage, Work-integrated Learning and Reflection as a tool for learning.

**Prof. Jimmy Jaldemark** is a Professor at the Department of Education, Mid Sweden University, Sundsvall, Sweden. He has worked with the digitalisation of learning in Swedish higher education and working life for nearly 30 years, including administration, research, teaching, and assessment of educational settings. His current research interest concerns collaborative, lifelong, mobile, and networked aspects of learning. His interest is usually applied in higher education or professional development settings and embraces the impact of digitalisation (for example, AI) on society.