

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/ecel/>

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)
Denmark

ECEL Conference Committee

Prof Sara A. Abdoh, Faculty of Applied Arts, Benha University, Egypt, Egypt, Abdul Rafay, Asia Pacific University College of Technology & Innovation, Malaysia, Amor Jebali, King Abdulaziz University, Saudi Arabia, Ana Loureiro, Politechnic Institute of Santarem - School of Education, Portugal, Andrea Benn, University of Brighton, UK, Anita Hiralaal, Durban University of Technology, South Africa, Annelien Van Rooyen, University of South Africa, South Africa, Antonio De Nicola, ENEA, Italy, Ass. Professor Tone Vold, Business School, Norway, Assc Antonín Jančařík, Charles University, Faculty of Education, Czech Republic, Assc Fatima Zohra Belkhir, University of Abou-Bekr Belkaid, Tlemcen, Algeria, Assc Isabel Pitacas, Polytechnic Institute of Tomar, Portugal, Assc Nanuli Ninashvili, Tbilisi State Medical University, Georgia, Assistant Prof.Dr. Ousanee Sawagvudcharee, King Mongkut's Institute of Technology Ladkrabang Prince of Chumphon Campus, Thailand, Ayanda Msomi, Nelson Mandela University, South Africa, Bent Soelberg, South Danish Educationcenter (SDE), Denmark, Bente Meyer, Aalborg University Copenhagen, Denmark, Caroline Stockman, University of Winchester, UK, Christopher Turner, UK, Daniel Biella, University of Duisburg-Essen, Germany, David Comiskey, University of Ulster, Northern Ireland, David Moffat, Glasgow Caledonian University, UK, David Sammon, University College Cork, Ireland, Diane Tyczynski, Michener Institute of Education at UHN, Toronto, Canada, Dr Abdul Jalil Othman, Faculty of Education, University of Malaya, Malaysia, Dr Adrian Adascalitei, Technical University Gh. Asachi Iasi, Romania, Dr Alessandro Pagano, University of Bari, Italy, Dr Ali Alawneh, Philadelphia University, Jordan, Dr Ali Moeini, Prague, Czech Republic, Iran Dr Alisdair Smithies, Imperial College London, UK, Dr Amanda Sykes, University of Glasgow, UK, Dr Ammar Alwaheidi, Al-Quds University @ UNRWA, Palestine, Dr Amor Jebali, King Abdulaziz University, Saudi Arabia, Dr Andrea Kelz, University of Applied Sciences Burgenland, Campus Pinkafeld, Austria Dr Andronic Anca-Olga, Spiru Haret University, România, Dr Annie W.Y. Ng, City University of Hong Kong, Hong Kong, Dr Antonio de Castroavc, Instituto Superior de Engenharia do Porto (ISEP), Portugal Dr Antonis Mouhtaropoulos, Metropolitan College, Greece, Greece, Dr Arianit Maraj, AAB College-Faculty of Computer Sciences, Kosovo, Dr Armando Silva, ESE School of Education of Polytechnic of Porto, Portugal, Dr Arna Peretz, Ben Gurion Univeristy of the Negev, Israel, Dr Ayyub Patel, King Khalid University College of Medicine Biochemistry, Saudi Arabia, Dr Begoña Montero-Fleta, Universitat Politècnica de Valencia, Spain, Dr Bertil P. Marques, GILT/ISEP, Portugal, Dr Beth Perry, Athabasca University, Canada, Dr Bilba Radu, George Bacovia University, Romania, Dr Carmen Pérez-Sabater, Universitat Politècnica de València, Spain, Dr Caroline Crawford, University of Houston-Clear Lake, USA, Dr Chetsada Noknoi, Thaksin University, Songkhla, Thailand, Dr Chittaranjan Mandal, Dept of Computer Sc & Engg, IIT Kharagpur, India, Dr Christopher Perumalla, University of Toronto, Canada Dr Colin Egan, University of Hertfordshire, Hatfield, UK, Dr Danguole Rutkauskiene, Kaunas University of Technology, Lithuania, Dr David Guralnick, Columbia University and Kaleidoscope Learning, New York, USA, Dr Deena Slockett, ADU (Adventist University of Health Sciences), USA, Dr Dina Adinda, Paris Nanterre University, France, Dr Donatella Persico, Istituto Tecnologie Didattiche-Consiglio Nazionale Ricerche, Genova, Italy, Dr Dorela Kaçauni, Fan S. Noli University, Albania, Dr Eduardo Correia, Christchurch Polytechnic Institute of Technology, New Zealand, Dr Eleni Rossiou, University of Macedonia, Greece, Dr Elisabeth Katzlinger, Johannes Kepler University, Austria, Dr fabio serenelli, Università degli Studi Milano Bicocca, Italy, Dr Faiza Derbel, University of Manouba, Tunisia, Dr Fisnik Dalipi, Linnaeus University, Sweden, Dr Francesca Pozzi, ITD-CNR, Italy, Dr Goh Chin Fei, Universiti Teknologi Malaysia, Malaysia, Dr Gurmeet Singh, The University of The South Pacific, Suva, Fiji, Dr Hazar Shehadeh, University of Arizona Global campus, USA, Dr Igor Bernik, University of Maribor, Slovenia, Dr Ilknur Istifci, Anadolu University, Turkey, Dr Iraklis Paraskakis, South East European

Research Centre (SEERC), Thessaloniki, Greece, Dr Ivana Bogdanovic, University of Novi Sad, Serbia, Dr Ivana Cechova, University of Defence, Czech Republic, Dr James Brunton, Dublin City University, Ireland, Dr Jane Secker, London School of Economics, UK, Dr Joan Ballantine, University of Ulster, UK, Dr Joanna Rosak-Szyrocka, Częstochowa University of Technology, Poland, Dr John Thompson, Buffalo State College, USA, Dr Jose Alberto Martinez, Universssidad De La Laguna, Spain, Dr Jowati Juhary, National Defence University of Malaysia, Malaysia, Dr Justyna Żywiłek, Czestochowa Univercity of Technology, Poland, Dr Kamila Olsevicova, Univeristy of Hradec Kralove, Czech Republic, Dr Katerina Makri, National and Kapodistrian University of Athens, Greece, Dr Keith Smyth, University of the Highlands and Islands, UK, Dr Kendil Fatima, Université oran2, Algeria, Dr Liana Razmerita, Copenhagen Business School, Denmark, Dr Lindsay Marshall, Newcastle University, UK, Dr Lucian Ciolan, University of Bucharest, Romania, Dr Łukasz Tomczyk, Pedagogical University of Cracow, Poland, Dr Magdalena Maciaszczyk, Lublin University of Technology, Polska, Dr Maggie Hutchings, Bournemouth University, UK, Dr Marcello Passarelli, National Research Council of Italy, Italy, Dr Maria Impedovo, Aix-Marseille Universite, France, Dr Maria J Martinez-Arguelles, Universitat Oberta de Catalunya, Spain, Dr Maria Lambrou, University of the Aegean Business School, Greece, Dr Marija Cubric, University of Hertfordshire, UK, Dr Martin Magdin, Constantine the Philosopher University in Nitra, Faculty of Natural Sciences, Slovakia, Dr Martina Doolan, University of Hertfordshire, UK, Dr Md. Fokhray Hossain, Daffodil International University (DIU), Bangladesh, Dr Michael Sonntag, FIM, Johannes Kepler University, Linz, Austria, Dr Michaela Nettekoven, WU Vienna University of Economics and Business, Austria, Dr Michail Kalogiannakis, University of Crete, Faculty of Education, Greece, Dr Michelle French, University of Toronto, Canada, Dr Minoru Nakayama, Tokoyo Institute of Technology, Japan, Dr Mona Laroussi, Institut National des Sciences Appliquées et de la Technologie, Tnis and Lille, Tunisia, Dr Nimalathan Balasundaram, University of Jaffna, Sri Lanka, Dr Palitha Edirisingha, University of Leicester, UK, Dr Panagiotis Fotaris, Brighton University, UK, Dr Paulino Silva, ISCAP / IPP, Portugal, Dr Paulus Insap Santosa, Gadjah Mada University, Indonesia, Dr Petia Sice, University of Northumbria, Newcastle-upon-Tyne, UK, Dr Philip Wilkinson-Blake, Loughborough University, UK, Dr Pinte Lin, University of Reading, UK, Dr Porawat Visutsak, Faculty of Applied Science, King Mongkut's University of Technology North Bangkok, Thailand, Dr Prakruthi Hareesh, Birla Institute of Technology and Science, Pilani, India, Dr Prasanna Ramakrisnan, Universiti Teknologi MARA (UiTM), Malaysia, Dr Rabail Tahir, Goldsmiths University of London, UK, Dr Rachel Fitzgerald, University of Queensland, Australia, Dr Rajiv Dharaskar, GH Raison College of Engineering, Nagpur, India, Dr Ramadan Elaies, University of Benghazi, Libya, Dr Robert Lucas, Keylink Computers Ltd, Kenilworth, UK, Dr Rumen Stainov, University of Applied Sciences, Fulda, Germany, Dr S.R. Balasundaram, NIT TIRUCHIRAPPALLI, India, Dr Samson Fabiyi, University of Leeds, UK, Dr Sancha Campanella, Instituto Superior de Administração e Línguas, Portugal, Dr Sara Cruz, Polytechnic Institute of Cávado and Ave, Portugal, Dr Sheila Jagannathan, World Bank, USA, Dr Sheryl Williams, Loughborough University, UK, Dr Socaciu Tiberiu, University of Suceava, Romania, Dr Sonia Sousa, Tallinn University, Estonia, Dr Souad Demigha, UNIV Paris 1 and Paris11, France, Dr Stamatis Papadakis, University of Crete, Greece, Dr Steven Verjans, Open Universiteit of The Netherlands, The Netherlands, Dr Susanna Nocchi, Dublin Institute of Technology, Ireland, Dr Susanne Dau, University College of Northern Denmark, Denmark, Dr Suzie Xiangping, University of Hertfordshire, Hatfield, UK, Dr Tharrenos Bratitsis, University of Western Macedonia, Greece, Dr Tiago Trancoso, IPVC, Portugal, Dr Toomas Plank, University of Tartu, Institute of Physics, Estonia, Dr Trevor Barker, University of Hertfordshire, UK, Dr Václav Friedrich, VSB - Technical University of Ostrava, Czech Republic, Dr Varsha Desai, D Y Patil Agriculture and Technical University, Talsande, Kolhapur, India, Dr Vilas Gaikar, Smt. CHM. College, University of Mumbai, India,

India, Dr Wendy Barber, University of Ontario Institute of Technology, Canada, Dr Wilfried Admiraal, Leiden University, Leiden, The Netherlands, Dr Yanqing Duan, University of Luton, UK, Dr Yeong-Tae Song, Towson University, Maryland, USA, Elaine Walsh, University of Limerick, Ireland, Felix Chao, The Chinese University of Hong Kong, New Territories, Hong Kong, Geraldine Jones, University of Bath, UK, Hugo Ribeiro, University of Porto, Portugal, Iain Lambie, Glasgow Caledonian University, UK, Jenny Lorimer, University of Hertfordshire, UK, Jolanda Morkel, STADIO Higher Education, South Africa, Kanthi Jayasundera, Simon Fraser University, Canada, Ken Currie, CAPDM Ltd, UK, Khristin Fabian, Perth College UHI, UK, Linda Joy Mesh, Università degli Studi di Siena, Italy, Marc Augier, SKEMA Business School, France, Maria Celentano, University of Lecce, Italy, Maria Osuna Alarcón, Salamanca University, Spain, Martin Steinicke, University of Applied Sciences HTW Berlin, Germany, Masouras Panicos, Cyprus University of Technology, Cyprus, Mie Buhl, Aalborg University Copenhagen, Netherlands, Mr. Utkarsh Avalekar, D. Y. Patil Agriculture & Technical University, Talsande, Kolhapur, MH, India, Muhammad Said Hasibuan, Institute Business and Informatics Darmajaya, Indonesia, Paul Peachey, University of Glamorgan, Treforest, UK, Paulo Alexandre Vara Alves, Instituto Politécnico de Bragança, Bragança, Portugal, Peter Mozelius, Mid-Sweden University, Sweden, Prof Abbas Aljuboori, University of Information Technology and Communications, Iraq, Prof Abdel-Badeeh Salem, Ain Shams University, Cairo, Egypt, Prof Abdelhak Mahmoudi, Ecole Normale supérieure, Morocco, Prof Alina Badulescu, University of Oradea, Romania, Prof Aman Jatain, Amity University, India, Prof Ana Paula Lopes, Polytechnic of Porto (P.Porto)/ISCAP, Portugal, Prof Andreas Veglis, Aristotle University of Thessaloniki, Greece, Prof Antonios Andreatos, Hellenic Air Force Academy, Greece, Prof Asmaa Retbi, Mohammadia School of Engineers, Mohammed V University in Rabat, Morocco, Prof Carsten Busch, University of Applied Sciences HTW Berlin, Germany, Prof Cristina Rodrigues, University of Minho, Portugal, Prof Delphine Billouard-Fuentes, emlyon business school, France, Prof Dick Ng'ambi, University of Cape Town, South Africa, Prof Dinesh Chandra Jain, Computer Science & Engineering, S.G.I., India, Prof Dr Carmen De Pablos Heredero, Rey Juan Carlos University, Spain, Prof Dr Mirela Blaga, Technical University "Gheorghe Asachi", Romania, Prof Emanuela-Alisa Nica, Center for Ethics and Health Policy and Petre Andrei University from Iasi, Romania, Prof Felipa Lopes dos Reis, Lusófona University, Portugal, Prof Filomena Soares, Polytechnic of Porto - P.PORTO / ISCAP / CEOS, Portugal, Prof Gert Faustmann, Berlin School of Economics and Law, Germany, Prof Gezani Baloyi, University of South Africa, South Africa, Prof Hamid Alasadi, Iraq University College, Iraq, Prof Isabel Vleira, Polytechnic of Porto, Portugal, Prof Jarmila Novotná, Charles University, Czech Republic, Prof Jeanne Schreurs, Hasselt University, Diepenbeek, Belgium, Prof Jesuk Ko, Universidad Mayor de San Andres (UMSA), Bolivia, Prof Jyotie Choudrie, University of Hertfordshire, UK, Prof Kemlall Ramsaroop Ramdass, Unisa, South Africa, Prof Kiyomet Caliyurt, Trakya University, Turkey, Prof Kyparisia Papanikolaou, School of Pedagogical and Technological Education, Greece, Prof Leila Kajee, University of Johannesburg, South Africa, Prof Lina Morgado, Universidade Aberta, Portugal, Prof Lionel Alvarez, University of Fribourg, Switzerland, Prof Liz Bacon, University of Abertay, Dundee, UK, Prof Luisa Miranda, Polytechnic Institute of Braganca, Portugal, Prof Manuela Fernandes, Polytechnic Institute of Tomar, Portugal, Prof Maria de Fátima Goulão, Universidade Aberta, Portugal, Prof Maria Popescu, Carol I National Defense University, Romania, Prof Mário Pinto, Polytechnic Institute of Porto, Portugal, Prof Maya Satratzemi, University of Macedonia, dept of Applied Informatics, Greece, Prof Megha Ainapurkar, Padre Concilio College of engineering Goa, India, Prof Mohamed Arteimi, Libyan Academy of Graduate Studies, Libya, Prof Nazanin Pilevari, Islamic Azad University, Iran, Prof Piedade Carvalho, ISEP, Porto, Prof Pongsak Rattanachaikunsopon, Ubon Ratchathani University, Thailand, Prof Sam Lubbe, NWU, South Africa, Prof Sandra Ribeiro, ISCAP-IPP, Portugal, Prof Selwyn Piramuthu,

University of Florida, Gainesville, USA, Prof Stephen Alstrup, Department of Computer Science, University of Copenhagen, Denmark, Prof Susana Silva, School of Hospitality and Tourism, Institute Polytechnic of Porto, Portugal, Prof Vitor Santos, New University of Lisbon, Portugal, ramakanth evani, Independent Technoly Researcher, US, René Holm Andersen, University College of Northern Denmark, Aalborg, Denmark, Runa Jesmin, Global Heart Forum, UK, Satyadhyan Chickerur, B V Bhoomaraddi College of Engineering and Technology, Hubli, India, Sumowalt Roosevelt, Liberia Initiatives For Fostering Empowerment, Inc., Liberia, Susannah Quinsee, City University, London, UK, Thomas Goetz, Hokusei Gakuen University, Sapporo, Japan, Tobi Mark, The Michener Institute of Education at UHN, Toronto, Canada, Vasileios Paliktzoglou, University of eastern Finland, Finland, Veerabhadram Paduri, Namibia University of Science and Technology, Namibia

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

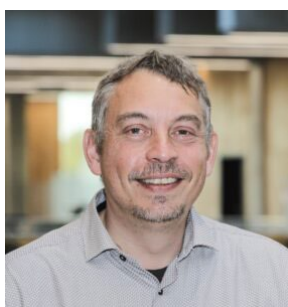


Prof. Iza Marfisi is a Full Professor at the LIUM lab, which hosts one of the largest research teams in France focused on Technology-Enhanced Learning (TEL). Her primary research interests revolve around the development of authoring tools designed to assist educators in creating personalized educational 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.