

## 23rd European Conference on e-Learning - ECEL 2024

24- 25 October 2024

**Universidade Portucalense, Porto, Portugal**

**Wednesday 23 October 2024**

**18:00** Pre-conference Registration and Welcome Drinks: Ibis Porto, Rua Dr. Placido da Costa, 4200-450, Porto, Portugal

**Thursday 24 October 2024**

**08:30** Conference Registration and coffee

**09:00** **Welcome and Opening:** Prof. Fernando Ramos, Rector of Universidade Portucalense and Fernando Moreira, Conference Chair  
**Room:** Aula Magna 1st Floor

**09:15** **Keynote Presentation:** António Moreira Teixeira, Universidade Aberta, Portugal  
**Openness, Flexibility, Adaptability and Personalisation: How AI is Impacting Digital Education**

**10:00** *Conference splits into Streams*

**Stream A: Mini Track on Technology in Teaching & Learning**  
**Chair:** Paula Lopes  
**Room:** 511 5th Floor

**Stream B: Asynchronous Learning, Cheating and Frustrations**  
**Chair:**  
**Room:** 201 2nd Floor

**Stream C: Online Engagement**  
**Chair:** Keliann LaConte  
**Room:** 510 5th Floor

**10:20** Gamifying Sustainability: Leveraging Game-Based Learning to Champion Sustainable Development Goals (SDGs): A Case Study  
Yvonne **Costin**, Michael **O'Brien** and William **Hogan**, University of Limerick, Ireland

Perspectives of Czech High School Students on Cheating in Remote Education  
Miroslava **Cernochova**, Tomas **Podoljak**, Charles University, Faculty of Education, Prague, Czech Republic and Hasan **Selcuk**, University of Latvia,

Teaching Online in a Developing Country Context  
Elzette **van Niekerk** and Geoff **Lautenbach**, University of Johannesburg, South Africa

**10:40** Human-AI Collaboration: A Student-Centred Perspective of Generative AI use in Higher Education  
Liana **Razmerita**, Copenhagen Business School, Copenhagen, Denmark

A Probability-Based Model for Course Completion Prediction in Online Asynchronous Learning  
Pavindya Methsara **Kankanamge**, Buddhika **Karunarathne** and Vishaka **Nanayakkara**, University of Moratuwa, Sri Lanka

AI literacy in Teacher Education in the Czech Republic  
Petra **Kočková**, Kristýna **Kiliánová**, Marta **Slepankova** and Katerina **Kostolanyova**, and Angelika Schmid University of Ostrava, Czech Republic

**11:00** Didactic Innovation in Mathematics Using Technologies  
Ana Paula **Lopes**, Filomena **Soares**, Cláudia **Neto** and Manuel **Monteiro** and Mário Nuno **Fernandes** Polytechnic of Porto / ISCAP, Portugal

Understanding the Effectiveness of Email Prompts to Online Asynchronous Course Participants  
Eshana **Ranasinghe**, Dilini **Thoradeniya**, Vishaka **Nanayakkara** and Gaindu **Saranga** and Malik **Ranasinghe**, University of Moratuwa, Sri Lanka

Enhancing Reusability Practices in Massive Online Open Courses  
Roberta **Pireddu** and Frederik **Truyen**, KU Leuven, Belgium

**11:20** Supporting Educators to Co-Design Interdisciplinary Projects Integrating Educational Robotics and Arts  
Eleni **Zalavra**, Maria **Tzelepi**, Nafsika **Pappa** University of West Attica, Kyparissia **Papanikolaou**, School of Technological and Pedagogical Education, Greece, Juan I. **Asensio Pérez**, Yannis **Dimitriadis** and Mohamed **Saban** Universidad de Valladolid, Spain

Flipped Classroom in the Czech Republic  
Katerina **Jancarikova**, Lucie **Loukotová** J. E. Purkyne University, Usti nad Labem, Czech Republic, Antonín **Jančařík**, Charles University, Prague, Czech Republic

Strategies to Reduce Digital Distractions in e-Learning  
Jason **Hedrick** The Ohio State University, United States and Mark **Light**, North Carolina A & T State University (Presentation only, Main)

**11:40** ChatGPT in Higher Education: A Comprehensive Study of the Literature. Friend or Foe?  
Henriette **van Rensburg** and Natasha **Reedy**, University of Southern Queensland, Australia

Asynchronous Training: Opportunities and Challenges for Seniors' Learning  
David **Pellerin**, Université de Sherbrooke, Ana **Flavia De Olivera Batista** and Julie **Castonguay**, Centre collégial d'expertise en gérontologie Canada (Presentation only)

Digital Skills' Impact on the Use of Digital Learning Tools  
Sue **Petratos**, Reinhardt **Botha** and Mxolisi **Mtshabe**, Nelson Mandela University, South Africa

**12:00** The Problem of AI Hallucination and How to Solve it  
Antonin **Jancarik** and Ondrej **Dusek**, Charles University, Faculty of Mathematics and Physics, Czech Republic

Frustration Gap Bridging: A Second Look at Vocabulary Proficiency with the Yes/No Test  
Thomas **Goetz**, Hokusei Gakuen University, Sapporo, Japan

Goal-Setting, Active Practice, Self-Monitoring: A Web-Based System to Improve Programming Proficiency  
Libor **Zachoval** Daire **O Broin** and Ken **Power**, South East Technological University, Ireland

**12:20** *Lunch Break*

*Lunch Break*

*Lunch Break*

|              |  |   |  |
|--------------|--|---|--|
| <b>13:30</b> | <b>Keynote Presentation: Virtual:</b> Cesar Collazos, University of Cauca-Colombia<br><b>Collaborative Games as A Mechanism Supporting Monitoring and Evaluation of Collaborative Learning Processes</b><br><b>Room: 201</b>                   |   |  |
|              | <b>Stream A: PhD/Masters Colloquium</b><br><b>Chair: Shital Jayantilal</b><br><b>Room: 511: 5th Floor</b><br><i>10 minute presentations with time for discussion and feedback</i>  | <b>Stream B: AI</b><br><b>Chair: Sue Petratos</b><br><b>Room: 201: 2nd Floor</b>  | <b>Stream C: 10th e-Learning Excellence Awards</b><br><b>Judges: Antonin Jančařík and Fernando Moreira</b><br><b>Room: 510: 5th Floor</b>  |
| <b>14:20</b> | The Role of AI-driven Personalized e-Learning in Enhancing Economic Competitiveness: A Comparative Analysis of Developed and Developing Countries<br>Sabahat <b>Ahmed</b> and Muhammad <b>Meraj</b> , Muhammad Ali Jinnah University, Pakistan | Enhancing Higher Education in Portugal: Leveraging Generative Artificial Intelligence for Learning-Teaching Process<br>Carla <b>Santos Pereira</b> , Natércia <b>Durão</b> Sónia <b>Rolland Sobral</b> , and Maria <b>João Ferreira</b> , Universidade Portucalense, Portugal and Fernando <b>Moreira</b> , IEETA, Universidade de Aveiro, Portugal | Micromate: Revolutionize Corporate Learning with Micromate<br>Christoph <b>Süess</b> and Lena <b>Zeifang</b> Paixon GmbH, Zurich, Switzerland  |
| <b>14:40</b> | Cultivating Digital Skills: Assessing Trainee Digital Skills and Individual Needs<br>Tonderayi Moyana, Chris <b>Roast</b> and Tonderai <b>Maswera</b> , Sheffield Hallam University, United Kingdom  | Exploring the Impact of Artificial Intelligence Generative Tools on Research in Higher Education Institutions: A Perspective from Portugal<br>Sónia <b>Sobral</b> , Natércia <b>Durão</b> and Maria <b>João Ferreira</b> , Carla <b>Santos Pereira</b> and Fernando <b>Moreira</b> Universidade Portucalense, Portugal                              | Strengthening Hong Kong Educators: Integrating Blended Learning with Technological Advancements<br>Paul <b>Lam</b> , Carmen <b>Lau</b> , Man <b>Tsang</b> , The Chinese University of Hong Kong, Theresa <b>Kwong</b> , Grace <b>Ng</b> , Kendall <b>Yan</b> , Hong Kong Baptist University, Hong Kong     |
| <b>15:00</b> | Enhancing Geometry Learning with GeoGebra: A Study<br>Angelika <b>Schmid</b> , University of Ostrava, Ostrava, Czech Republic and Lilla <b>Korenova</b> , Comenius University Bratislava, Slovakia   | The Digital Revolution in Education: The Role of AI From the Perspective of Future Teachers<br>Otto <b>Suchanek</b> , Michael <b>Kancner</b> , Tatiana <b>Havlaskova</b> and Tomas <b>Javorcik</b> , University of Ostrava, Czech Republic  | BP4WE - Best Practices for Workgroup E-assessment with WebAVALIA<br>Rosalina <b>Babo</b> , CEOS.PP, ISCAP, Polytechnic of Porto  |
| <b>15:20</b> | <i>Break</i>   | <i>Break</i>  | <i>Break</i>   |
|              | <b>Stream A: Flipped Classrooms, MOOCs and Blackboard</b><br><b>Chair: Michael O'Brien</b><br><b>Room: 511: 5th Floor</b>  | <b>Stream B: AI</b><br><b>Chair: Sue Petratos</b><br><b>Room: 201: 2nd Floor</b>  | <b>Stream C: 10th e-Learning Excellence Awards</b><br><b>Judges: Antonin Jančařík and Fernando Moreira</b><br><b>Room: 510: 5th Floor</b>  |
| <b>15:40</b> | Implementing Technology-Enhanced Support for First-Year Students on Blackboard: Lessons Learned<br>Nathunathi <b>Mvunge</b> , Nobulali <b>Tsipa-Booi</b> and Bongo <b>Mqukuse</b> , University of Fort Hare, South Africa                      | AI Chatbot: I Want Help, Not the Answer!<br>Olav <b>Dæhli</b> , Bjørn <b>Kristoffersen</b> , University of South-Eastern Norway, Norway and Per <b>Lauvås jr</b> , Kristiania University College, Oslo, Norway  | Simulating the Complex Science Behind Environmental Hazards<br>Keliann <b>LaConte</b> , Vanessa <b>Vincente</b> and James, University Corporation for Atmospheric Research, USA  |
| <b>16:00</b> | GREENCOOL: Case Study of an International MOOC Course's Green and Communication Content Development<br>Edit <b>Kóvári</b> and Brigitta Ferenczik <b>Takácsné</b> , University of Pannonia, Hungary   | A Model for Collaborative Immersive Classroom Management Development Using Multi-User Virtual Reality<br>Lucas <b>Paulsen</b> and Jacob <b>Davidson</b> , Aalborg University, Aalborg   | XP Boost: Empowering Generation Alpha's Food Literacy<br>Nadine <b>du Piesanie</b> , Nadene <b>Marx-Pienaar</b> , Nadine <b>Sonnenberg</b> and Adeline <b>Pretorius</b> , University of Pretoria, South Africa   |
| <b>16:20</b> | e-Portfolios in Higher Education: A Bibliometric Analysis between 2013-2023<br>Bongo <b>Mqukuse</b> , Vuyisile <b>Nkonki</b> and Nobulali <b>Tsipa-Booi</b> , University of Fort Hare, South Africa  | Augmented Reality for Exploring Solids: A Study on Improving Pre-Service Teachers<br>Lilla <b>Korenova</b> , Jan <b>Guncaga</b> , Martina <b>Totkovicova</b> and Katarina <b>Zilkova</b> , Comenius University in Bratislava, Faculty of Education, Slovakia  | Utilizing Mobile Learning and Gamification to Control Tobacco Use in India<br>Eve M. <b>Nagler</b> , Smita P. <b>Warke</b> , Leah C. <b>Jones</b> , Samhita <b>Kalidindi</b> , Dana-Farber Cancer Institute, Boston, USA<br>Chuck <b>Sigmund</b> and Paromita <b>Mehta</b> ProMobile BI, Temecula, CA, USA |
| <b>16:40</b> | <i>Close of Conference Day</i>   | <i>Close of Conference Day</i>  | <i>Close of Conference Day</i>   |
| <b>19:30</b> | <b>Conference Dinner for In-person participants at PIP WOW Porto, Rua do Choupelo, 39, 4400-088 V.N. Gaia, Porto</b>   |   |  |

|              |   |   |
|--------------|---|---|
|              | <b>Friday 25 October 2024</b>   |   |
|              | <b>Stream A: Tutoring and online learning</b><br><b>Chair: Elsette Van Niekerk</b><br><b>Room: 511: 5th Floor</b>   | <b>Stream B: Digital Tools</b><br><b>Chair: Liana Razmerita</b><br><b>Room: 201: 2nd Floor</b>  |
| <b>09:20</b> | Examining the Views of non-e-Tutoring Students on Potential Benefits and Drawbacks of Incorporating e-Tutoring into Their Learning Experience<br>Prince Chukwuneme <b>Enwereji</b> , and Annelien <b>van Rooyen</b><br>University of South Africa, Pretoria, South Africa   | Digital Tools in the Thesis Process: A Case Study From Sweeden<br>Naghmeah <b>Aghae</b> , Informatics, Lund, Sweden<br>Thashmee <b>Karunaratne</b> , Royal Institute of Technology (KTH), Stockholm, Sweden   |
| <b>09:40</b> | Using Continuous Online Assessment of Learning Outcomes for Grading: A Case Study<br>Marijana Zivic <b>Djurovic</b> , Gordan <b>Durovic</b> , and Martina Holenko <b>Dlab</b> , University of Rijeka, Croatia   | WhatsApp Support for School Experience e-Portfolio Development: A Conversational Approach<br>Vuyisile Nkonki, Bongo <b>Mqukuse</b> and Nobulali <b>Tsipa-Booi</b> , University Of Fort Hare, South Africa   |
| <b>10:00</b> | Empowering Hong Kong Educators: Enhancing Teaching Through Blended Learning<br>Yuen Man <b>Tsang</b> , Paul <b>Lam</b> , Ka Man <b>Lau</b> and Yuen Man <b>Tsang</b> , Centre for Learning Enhancement And Research, The Chinese University of Hong Kong, Hong Kong, China (Presentation only, Main) EEL-029                          | Microlearning: Innovative Digital Learning for Various Educational Contexts and Groups<br>Magdalena <b>Zavodna</b> , Michaela <b>Mrazova</b> , Jakub <b>Poruba</b> and Tomas <b>Javorcik</b> , Jan <b>Guncaga</b> , Tatiana <b>Havlaskova</b> , Daniel <b>Tran</b> and Katerina <b>Kostolanyova</b> , University of Ostrava, Czech Republic |
| <b>10:20</b> | <b>Coffee Break and Poster Presenters stand by their posters</b>  |   |
|              | <b>Conference Splits into Streams</b>   |   |
|              | <b>Stream A: Entrepreneurship and Innovation Education</b><br><b>Chair: Thashmee Karunaratne</b><br><b>Room: 511: 5th Floor</b>   |   |
| <b>11:00</b> | Tailoring Entrepreneurial Education: Demand-Driven Insights for an Entrepreneurial Online Mentoring Program<br>Henry <b>Buxmann</b> , Karim <b>Houssni</b> and Katrin <b>Singer-Coudoux</b> , Fraunhofer IPK, Germany   |   |
| <b>11:20</b> | An Innovative Course Structure to Teach Excel to Business School Students<br>Delphine <b>Billouard-Fuentes</b> , EM Lyon Business School, Lyon, France  |   |
| <b>11:40</b> | Industry Mentoring Program: Empowering External Degree Students for Career Success: Case Study from University of Moratuwa, Sri Lanka<br>Sumudu <b>Jayathissa</b> , Vishaka <b>Nanayakkara</b> , Niranjan <b>Gunawardane</b> and Roshan <b>Sawanawadu</b> , et al University of Moratuwa, Sri Lanka                                   |   |
| <b>12:00</b> | <b>Lunch Break</b>  |   |
| <b>13:00</b> | <b>Introduction to ECEL 2025</b>  |   |
| <b>13:10</b> | <b>Keynote Presentation: Virtual: Marta Mena, UNTREF Argentina</b><br><b>When Virtualization and Hybridization Causes Challenges for Teaching at University</b><br><b>Room: 201</b>   |   |
|              | <b>Stream A: Blended Learning</b><br><b>Chair: Natasha Reedy</b><br><b>Room: 511: 5th Floor</b>   | <b>Stream B: Devices for Learning</b><br><b>Chair: Henry Buxmann</b><br><b>Room: 201: 2nd Floor</b>   |
| <b>14:10</b> | Utilising Blended Learning for Large Classes to Deliver an Introductory Programming Course<br>Buddhika <b>Karunaratne</b> and Vishaka <b>Nanayakkara</b> , University of Moratuwa, Sri Lanka  | The Effect of The BYOD Model in Comparison With the Traditional Use of ICT in Primary Schools<br>Michael <b>Kancner</b> , Tomas <b>Javorcik</b> and Tatiana <b>Havlaskova</b> , University of Ostrava, Czech Republic   |
| <b>14:30</b> | Tapping into Gen Z Ways to Enhance e-Learning and Meaningful Connections<br>Natasha <b>Reedy</b> , University of Southern Queensland, Toowoomba, Max <b>Alcock</b> , Henriette <b>vans Rensburg</b> , Jo <b>Kay</b> , Julie <b>Lindsay</b> , University of Southern Queensland and Peter <b>Ayriss</b> , Deakin University, Australia | Smartphones: A Catalyst for Tobacco Control Training in India<br>Eve <b>Nagler</b> , Dana-Farber Cancer Institute, Boston, USA, Chuck <b>Sigmund</b> , Global Learning and Development - Oracle NetSuite, USA, et al  |
| <b>14:50</b> | <b>Room: Alua Magna 1st Floor</b><br><b>Top 3 finalists in the Excellence Awards present their Case Histories</b>   |   |
| <b>15:10</b> | <b>Awards Ceremony</b><br><b>Summary and close Conference</b>   |   |

## Posters to be presented at 1000 on Friday morning

|   |   |
|---|---|
| <p>Designing a Very Flexible Asynchronous/Synchronous Faculty Development Course.<br/> <b>Greg Doyle</b>, University of Cape Town, South Africa</p>   | <p>Technological Aspects of Gamification: Criteria for the Selection of Digital Tools and Platforms<br/> <b>Ana Vrcelj Bozic</b> <b>Natasa Hoic-Bozic</b>, and <b>Kristian Stancin</b>, University of Rijeka, Croatia</p>   |
| <p>Professional Practice Students' Perspective on the Support of Developing an e-Portfolio as a Means of Developing Their Work Experience Through Evidence Based Practice.<br/> <b>Bongo Mqkuse</b>, <b>Nathunathi Mvunge</b> and <b>Nobulali Tsipa-Booi</b>, University of Fort Hare, South Africa</p>       | <p>Bucco-Kid®, An Innovative Tool for Learning Oral Hygiene at School<br/> <b>Stéphanie Jager</b>, <b>Jérôme Dinet</b> Faculté d'odontologie de Lorraine, France <b>Maria Denami</b>, LISEC UR2310, Mulhouse, France, <b>Sana Athmani-Benhamed</b> Université de Haute Alsace, France</p>   |
| <p>Assessing e-Portfolio Usability within Blackboard Learning Management System for Enhancing Experiential Learning<br/> <b>Nobulali Tsipa-Booi</b>, <b>Bongo Mqkuse</b> and <b>Nathunathi Mvunge</b>, University of Fort Hare, South Africa</p>  | <p>Digital Open Library Development :A Real Path Towards Sustainable Math Education<br/> <b>Filomena Soares</b>, <b>Ana Paula Lopes</b>, P.PORTO / ISCAP / CEOS.PP, Porto, Portugal <b>Anne Uukkivi</b>, TTK University of Applied Sciences, Tallinn, Estonia, <b>Carles Serrat</b>, Universitat Politècnica de Catalunya-Barcelona TECH/UPC, Barcelona, Spain, <b>Selver Softic</b>, University of Applied Sciences, Graz, Austria and <b>Vlad Bocannet</b>, Technical University of Cluj-Napoca, Cluj-Napoca, Romania</p> |
| <p>Integrating Educational Robotics and Arts in interdisciplinary projects towards cultivating Computational Thinking skills<br/> <b>Nafsika Pappa</b>, <b>Nikolaos Kladis</b>, <b>Eleni Zalavra</b>, <b>Maria Tzelepi</b> and <b>Kyparissia Papanikolaou</b>, University of West Attica, Athens, Greece.</p> |   |

| <b>23rd European Conference on e-Learning - ECEL 2024</b><br><b>24- 25 October 2024</b><br><b>Universidade Portucalense, Porto, Portugal</b><br><b>Virtual Programme</b>  |  |   |  |
|---|--|---|--|
| <b>08:30</b>  | <b>Zoom Room 1 opens</b>   |   |  |
| <b>09:00</b>  | <b>Welcome and Opening: Prof. Fernando Ramos, Rector of Universidade Portucalense and Fernando Moreira, Conference Chair</b>   |   |  |
| <b>09:15</b>  | <b>Keynote Presentation: António Moreira Teixeira, Universidade Aberta, Portugal</b><br><b>Openness, Flexibility, Adaptability and Personalisation: How AI is impacting digital education</b>  |   |  |
| <b>10:05</b>  | <b>Conference splits into Streams</b>  |   |  |
|   | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <b>Zoom Room 1: AI</b><br/> <b>Chair:</b><br/> <b>VIRTUAL</b> </td> <td style="width: 50%; border: none; vertical-align: top;"> <b>Zoom Room 2: e-Learning</b><br/> <b>Chair:</b><br/> <b>VIRTUAL</b> </td> </tr> </table>   | <b>Zoom Room 1: AI</b><br><b>Chair:</b><br><b>VIRTUAL</b>   | <b>Zoom Room 2: e-Learning</b><br><b>Chair:</b><br><b>VIRTUAL</b>  |
| <b>Zoom Room 1: AI</b><br><b>Chair:</b><br><b>VIRTUAL</b>   | <b>Zoom Room 2: e-Learning</b><br><b>Chair:</b><br><b>VIRTUAL</b>  |   |  |
| <b>10:20</b>  | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;">           Towards Responsible Use: Student Perspectives on ChatGPT in Higher Education<br/>           Hong Yang, University of Reading, Reading, UK         </td> <td style="width: 50%; border: none; vertical-align: top;">           Online Teaching and Learning Post-Covid: An Analysis of LMS Usage and Student Outcomes Following the Pandemic<br/>           Sanidi Uthsari, Tiloka de Silva, Sulanie Perera and Asanka Gunawardana, University of Moratuwa, Sri Lanka         </td> </tr> </table>  | Towards Responsible Use: Student Perspectives on ChatGPT in Higher Education<br>Hong Yang, University of Reading, Reading, UK   | Online Teaching and Learning Post-Covid: An Analysis of LMS Usage and Student Outcomes Following the Pandemic<br>Sanidi Uthsari, Tiloka de Silva, Sulanie Perera and Asanka Gunawardana, University of Moratuwa, Sri Lanka   |
| Towards Responsible Use: Student Perspectives on ChatGPT in Higher Education<br>Hong Yang, University of Reading, Reading, UK   | Online Teaching and Learning Post-Covid: An Analysis of LMS Usage and Student Outcomes Following the Pandemic<br>Sanidi Uthsari, Tiloka de Silva, Sulanie Perera and Asanka Gunawardana, University of Moratuwa, Sri Lanka   |   |  |
| <b>10:40</b>  | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;">           Deconstructing the AI Myth: Fallacies and Harms of Algorithmification<br/>           Dagmar Monett, Berlin School of Economics and Law, Germany and Bogdan Grigorescu, eBay, United Kingdom         </td> <td style="width: 50%; border: none; vertical-align: top;">           E-Learning Supporting Infrastructure Investment in South Africa: Perspective of a Developing Economy<br/>           Dumisani Godfrey Mabasa, University of South Africa, South Africa         </td> </tr> </table>   | Deconstructing the AI Myth: Fallacies and Harms of Algorithmification<br>Dagmar Monett, Berlin School of Economics and Law, Germany and Bogdan Grigorescu, eBay, United Kingdom   | E-Learning Supporting Infrastructure Investment in South Africa: Perspective of a Developing Economy<br>Dumisani Godfrey Mabasa, University of South Africa, South Africa  |
| Deconstructing the AI Myth: Fallacies and Harms of Algorithmification<br>Dagmar Monett, Berlin School of Economics and Law, Germany and Bogdan Grigorescu, eBay, United Kingdom   | E-Learning Supporting Infrastructure Investment in South Africa: Perspective of a Developing Economy<br>Dumisani Godfrey Mabasa, University of South Africa, South Africa  |   |  |
| <b>11:00</b>  | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;">           Student Learning Performance Evaluation: Mitigating the Challenges of Generative AI Chatbot Misuse in Student Assessments<br/>           Chun Meng Tang, James Cook University Singapore and Lee Yen Chaw, UCSI University, Malaysia         </td> <td style="width: 50%; border: none; vertical-align: top;">           Slow and Steady or Fast and Furious: An Analysis of Completion Duration in Open.uom.lk<br/>           Lakmini Bandarigodage, Tiloka de Silva, Eshana Ranasinghe and Vishaka Nanayakkara, University of Moratuwa, Sri Lanka         </td> </tr> </table>   | Student Learning Performance Evaluation: Mitigating the Challenges of Generative AI Chatbot Misuse in Student Assessments<br>Chun Meng Tang, James Cook University Singapore and Lee Yen Chaw, UCSI University, Malaysia            | Slow and Steady or Fast and Furious: An Analysis of Completion Duration in Open.uom.lk<br>Lakmini Bandarigodage, Tiloka de Silva, Eshana Ranasinghe and Vishaka Nanayakkara, University of Moratuwa, Sri Lanka   |
| Student Learning Performance Evaluation: Mitigating the Challenges of Generative AI Chatbot Misuse in Student Assessments<br>Chun Meng Tang, James Cook University Singapore and Lee Yen Chaw, UCSI University, Malaysia            | Slow and Steady or Fast and Furious: An Analysis of Completion Duration in Open.uom.lk<br>Lakmini Bandarigodage, Tiloka de Silva, Eshana Ranasinghe and Vishaka Nanayakkara, University of Moratuwa, Sri Lanka   |   |  |
| <b>11:20</b>  | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;">           Enhancing STEAM Education with AR: A Primary Education Teacher Training Study<br/>           Jan Guncaga, Lilla Korenova, and Eva Severini, Comenius University Bratislava, Faculty of Education, Slovakia         </td> <td style="width: 50%; border: none; vertical-align: top;">           Adapted online courses and virtual learning environment: quasi-experimental approach<br/>           Gustavo Quevedo, Universidad de Lima, Perú         </td> </tr> </table>   | Enhancing STEAM Education with AR: A Primary Education Teacher Training Study<br>Jan Guncaga, Lilla Korenova, and Eva Severini, Comenius University Bratislava, Faculty of Education, Slovakia                                      | Adapted online courses and virtual learning environment: quasi-experimental approach<br>Gustavo Quevedo, Universidad de Lima, Perú   |
| Enhancing STEAM Education with AR: A Primary Education Teacher Training Study<br>Jan Guncaga, Lilla Korenova, and Eva Severini, Comenius University Bratislava, Faculty of Education, Slovakia                                      | Adapted online courses and virtual learning environment: quasi-experimental approach<br>Gustavo Quevedo, Universidad de Lima, Perú   |   |  |
| <b>11:40</b>  | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;">           The impact of Generative Artificial Intelligence on Education: A Comparative Study<br/>           Zohair Elmourabit, Asmaâ Retbi, and Nour-Eddine El Faddouli, Mohammedia School of Engineers (EMI), Mohammed V University, Rabat, Morocco         </td> <td style="width: 50%; border: none; vertical-align: top;">           Using Actionbound to Facilitate Students University Transition and Engage Students in Learning<br/>           Xiangping Du, Govind Pothabathula and Madeline Tan, University of Hertfordshire Business School, UK         </td> </tr> </table>  | The impact of Generative Artificial Intelligence on Education: A Comparative Study<br>Zohair Elmourabit, Asmaâ Retbi, and Nour-Eddine El Faddouli, Mohammedia School of Engineers (EMI), Mohammed V University, Rabat, Morocco      | Using Actionbound to Facilitate Students University Transition and Engage Students in Learning<br>Xiangping Du, Govind Pothabathula and Madeline Tan, University of Hertfordshire Business School, UK  |
| The impact of Generative Artificial Intelligence on Education: A Comparative Study<br>Zohair Elmourabit, Asmaâ Retbi, and Nour-Eddine El Faddouli, Mohammedia School of Engineers (EMI), Mohammed V University, Rabat, Morocco      | Using Actionbound to Facilitate Students University Transition and Engage Students in Learning<br>Xiangping Du, Govind Pothabathula and Madeline Tan, University of Hertfordshire Business School, UK  |   |  |
| <b>12:00</b>  | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;">           Post COVID-19: Students' expectations of HyFlex Learning Opportunities<br/>           Tone Vold, Ole Jørgen Ranglund, and Linda Vibeke Kjøning Inland Norway University of Applied Sciences, Norway         </td> <td style="width: 50%; border: none; vertical-align: top;">           Examining the relationship between Student Online Learning Readiness and their satisfaction on distance learning<br/>           Mardeya Alblooshi, Dubai Police Academy, Dubai, United Arab Emirates         </td> </tr> </table>  | Post COVID-19: Students' expectations of HyFlex Learning Opportunities<br>Tone Vold, Ole Jørgen Ranglund, and Linda Vibeke Kjøning Inland Norway University of Applied Sciences, Norway   | Examining the relationship between Student Online Learning Readiness and their satisfaction on distance learning<br>Mardeya Alblooshi, Dubai Police Academy, Dubai, United Arab Emirates   |
| Post COVID-19: Students' expectations of HyFlex Learning Opportunities<br>Tone Vold, Ole Jørgen Ranglund, and Linda Vibeke Kjøning Inland Norway University of Applied Sciences, Norway   | Examining the relationship between Student Online Learning Readiness and their satisfaction on distance learning<br>Mardeya Alblooshi, Dubai Police Academy, Dubai, United Arab Emirates   |   |  |
| <b>12:30</b>  | <b>Lunch Break</b>   |   |  |
| <b>13:30</b>  | <b>Keynote Presentation: Virtual: Cesar Collazos, University of Cauca-Colombia</b><br><b>Collaborative Games as A Mechanism Supporting Monitoring and Evaluation of Collaborative Learning Processes</b>   |   |  |
|   | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <b>Zoom Room 1: Literacy and Learning English</b><br/> <b>Chair: Dumisani Mabasa</b> </td> <td style="width: 50%; border: none; vertical-align: top;"> <b>Zoom Room 2: New ways of teaching</b><br/> <b>Chair: Nam Aghaee</b> </td> </tr> </table>   | <b>Zoom Room 1: Literacy and Learning English</b><br><b>Chair: Dumisani Mabasa</b>  | <b>Zoom Room 2: New ways of teaching</b><br><b>Chair: Nam Aghaee</b>   |
| <b>Zoom Room 1: Literacy and Learning English</b><br><b>Chair: Dumisani Mabasa</b>  | <b>Zoom Room 2: New ways of teaching</b><br><b>Chair: Nam Aghaee</b>   |   |  |
| <b>14:20</b>  | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;">           The Content and Form of School Reading as a Factor Influencing Text Comprehension in Society 4.0<br/>           Dana Vicherková, Martin Kolář and Veronika Murinová, OU, Czech Republic         </td> <td style="width: 50%; border: none; vertical-align: top;">           Critically Observing and Evaluating Personalised Learning in Higher Education<br/>           Shikha Kumari, University of Edinburgh, Edinburgh, United Kingdom (Presentation only, Main)         </td> </tr> </table>  | The Content and Form of School Reading as a Factor Influencing Text Comprehension in Society 4.0<br>Dana Vicherková, Martin Kolář and Veronika Murinová, OU, Czech Republic   | Critically Observing and Evaluating Personalised Learning in Higher Education<br>Shikha Kumari, University of Edinburgh, Edinburgh, United Kingdom (Presentation only, Main)   |
| The Content and Form of School Reading as a Factor Influencing Text Comprehension in Society 4.0<br>Dana Vicherková, Martin Kolář and Veronika Murinová, OU, Czech Republic   | Critically Observing and Evaluating Personalised Learning in Higher Education<br>Shikha Kumari, University of Edinburgh, Edinburgh, United Kingdom (Presentation only, Main)   |   |  |
| <b>14:40</b>  | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;">           Phrase Frame Use in EFL Learners' Argumentative Essays: A Corpus-Based Comparative Study<br/>           Yingming Song, Beijing Foreign Studies University, Beijing, China and Tianfeng Sun, Shandong University, Weihai, China         </td> <td style="width: 50%; border: none; vertical-align: top;">           From Traditional to Challenge-Based Learning: A Case Study<br/>           Birgy Lorenz and Kaido Kikkas, Tallinn University of Technology, Estonia         </td> </tr> </table>   | Phrase Frame Use in EFL Learners' Argumentative Essays: A Corpus-Based Comparative Study<br>Yingming Song, Beijing Foreign Studies University, Beijing, China and Tianfeng Sun, Shandong University, Weihai, China                  | From Traditional to Challenge-Based Learning: A Case Study<br>Birgy Lorenz and Kaido Kikkas, Tallinn University of Technology, Estonia   |
| Phrase Frame Use in EFL Learners' Argumentative Essays: A Corpus-Based Comparative Study<br>Yingming Song, Beijing Foreign Studies University, Beijing, China and Tianfeng Sun, Shandong University, Weihai, China                  | From Traditional to Challenge-Based Learning: A Case Study<br>Birgy Lorenz and Kaido Kikkas, Tallinn University of Technology, Estonia   |   |  |
| <b>15:00</b>  | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;">           Predictive Regression Modeling for Forecasting Graduation Duration in Online Offsite Degree Program<br/>           Buddhini Gunarathna, Vishaka Nanayakkara, Buddhika Karunarathna and Tharane De Silva, University of Moratuwa, Sri Lanka         </td> <td style="width: 50%; border: none; vertical-align: top;">           The Impact of the EduIntegrity Suite on Academic Integrity: A Qualitative Study<br/>           Don Anton Balida, International College of Engineering and Management, Muscat City, Oman<br/>           John Navarro, Northern Iloilo State University, Philippines, Elvie Barzo Gonzaga, Wilfermina Castillo Gapoy-Landicho and Ma Flora Collado, Department of Education, Iloilo, Philippines         </td> </tr> </table> | Predictive Regression Modeling for Forecasting Graduation Duration in Online Offsite Degree Program<br>Buddhini Gunarathna, Vishaka Nanayakkara, Buddhika Karunarathna and Tharane De Silva, University of Moratuwa, Sri Lanka      | The Impact of the EduIntegrity Suite on Academic Integrity: A Qualitative Study<br>Don Anton Balida, International College of Engineering and Management, Muscat City, Oman<br>John Navarro, Northern Iloilo State University, Philippines, Elvie Barzo Gonzaga, Wilfermina Castillo Gapoy-Landicho and Ma Flora Collado, Department of Education, Iloilo, Philippines |
| Predictive Regression Modeling for Forecasting Graduation Duration in Online Offsite Degree Program<br>Buddhini Gunarathna, Vishaka Nanayakkara, Buddhika Karunarathna and Tharane De Silva, University of Moratuwa, Sri Lanka      | The Impact of the EduIntegrity Suite on Academic Integrity: A Qualitative Study<br>Don Anton Balida, International College of Engineering and Management, Muscat City, Oman<br>John Navarro, Northern Iloilo State University, Philippines, Elvie Barzo Gonzaga, Wilfermina Castillo Gapoy-Landicho and Ma Flora Collado, Department of Education, Iloilo, Philippines   |   |  |
| <b>15:20</b>  | <b>Break</b>   |   |  |
|   | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <b>Zoom Room 1:</b><br/> <b>Chair: Hong Yang</b> </td> <td style="width: 50%; border: none; vertical-align: top;"> <b>Zoom Room 2: Leadership in Learning</b><br/> <b>Chair: Bobby Govind Pothabathula</b> </td> </tr> </table>  | <b>Zoom Room 1:</b><br><b>Chair: Hong Yang</b>  | <b>Zoom Room 2: Leadership in Learning</b><br><b>Chair: Bobby Govind Pothabathula</b>  |
| <b>Zoom Room 1:</b><br><b>Chair: Hong Yang</b>  | <b>Zoom Room 2: Leadership in Learning</b><br><b>Chair: Bobby Govind Pothabathula</b>  |   |  |
| <b>15:40</b>  | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;">           Predictive Modeling for Enhancing MOOC Completion Rates: A Case Study<br/>           Muditha Buddhika, Buddhika Karunarathne and Vishaka Nanayakkara, Centre for Open and Distance Learning, University of Moratuwa Sri Lanka, Sri Lanka         </td> <td style="width: 50%; border: none; vertical-align: top;">           Development of Corporate University Evolution Scenarios<br/>           Maria Zinchenko, Konstantin Bagrationi Olga Gordienko, Graduate School of Business, HSE University, Frankfurt am Main, Germany         </td> </tr> </table>  | Predictive Modeling for Enhancing MOOC Completion Rates: A Case Study<br>Muditha Buddhika, Buddhika Karunarathne and Vishaka Nanayakkara, Centre for Open and Distance Learning, University of Moratuwa Sri Lanka, Sri Lanka        | Development of Corporate University Evolution Scenarios<br>Maria Zinchenko, Konstantin Bagrationi Olga Gordienko, Graduate School of Business, HSE University, Frankfurt am Main, Germany  |
| Predictive Modeling for Enhancing MOOC Completion Rates: A Case Study<br>Muditha Buddhika, Buddhika Karunarathne and Vishaka Nanayakkara, Centre for Open and Distance Learning, University of Moratuwa Sri Lanka, Sri Lanka        | Development of Corporate University Evolution Scenarios<br>Maria Zinchenko, Konstantin Bagrationi Olga Gordienko, Graduate School of Business, HSE University, Frankfurt am Main, Germany  |   |  |
| <b>16:00</b>  | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;">           Flipped Classroom Trial for Python Programming with Raspberry Pi Using Moodle<br/>           Kazuhiro Muramatsu, Royal University of Bhutan, Phuentsholing, Bhutan         </td> <td style="width: 50%; border: none; vertical-align: top;">           Generative AI in Higher Education: Educators' Perspectives on Academic Learning and Integrity<br/>           John Vrågård, Freddie Brorsson and Naghmeh Aghaee, Lund University, Sweden         </td> </tr> </table>  | Flipped Classroom Trial for Python Programming with Raspberry Pi Using Moodle<br>Kazuhiro Muramatsu, Royal University of Bhutan, Phuentsholing, Bhutan  | Generative AI in Higher Education: Educators' Perspectives on Academic Learning and Integrity<br>John Vrågård, Freddie Brorsson and Naghmeh Aghaee, Lund University, Sweden  |
| Flipped Classroom Trial for Python Programming with Raspberry Pi Using Moodle<br>Kazuhiro Muramatsu, Royal University of Bhutan, Phuentsholing, Bhutan  | Generative AI in Higher Education: Educators' Perspectives on Academic Learning and Integrity<br>John Vrågård, Freddie Brorsson and Naghmeh Aghaee, Lund University, Sweden  |   |  |
| <b>16:20</b>  | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;">           Strengthening Teacher Agency: Supporting the Orchestration of Ethical Dilemmas With EthicApp<br/>           Victor ALONSO-PRIETO, Alejandra Martínez-Mónes, Sara L. Villagrà-Sobrinó Yannis Dimitriadis, et al Universidad de Valladolid, Spain         </td> <td style="width: 50%; border: none; vertical-align: top;">           Digital Technologies in Primary Mathematics Education: Insights from Future Teachers' Portfolios<br/>           Lilla Korenova, Comenius University Bratislava, Faculty of Education, Bratislava, Slovakia, Radek Krpec, and Tomas Barot, University in Ostrava, Faculty of Education, Czech Republic         </td> </tr> </table>   | Strengthening Teacher Agency: Supporting the Orchestration of Ethical Dilemmas With EthicApp<br>Victor ALONSO-PRIETO, Alejandra Martínez-Mónes, Sara L. Villagrà-Sobrinó Yannis Dimitriadis, et al Universidad de Valladolid, Spain | Digital Technologies in Primary Mathematics Education: Insights from Future Teachers' Portfolios<br>Lilla Korenova, Comenius University Bratislava, Faculty of Education, Bratislava, Slovakia, Radek Krpec, and Tomas Barot, University in Ostrava, Faculty of Education, Czech Republic  |
| Strengthening Teacher Agency: Supporting the Orchestration of Ethical Dilemmas With EthicApp<br>Victor ALONSO-PRIETO, Alejandra Martínez-Mónes, Sara L. Villagrà-Sobrinó Yannis Dimitriadis, et al Universidad de Valladolid, Spain | Digital Technologies in Primary Mathematics Education: Insights from Future Teachers' Portfolios<br>Lilla Korenova, Comenius University Bratislava, Faculty of Education, Bratislava, Slovakia, Radek Krpec, and Tomas Barot, University in Ostrava, Faculty of Education, Czech Republic  |   |  |
| <b>16:40</b>  | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;">           Video-Feedback on Assignments - A Case Study from Norway<br/>           Tone Vold, Ole Jørgen Ranglund, and Monica J. Lervik, Inland Norway University of Applied Sciences, Norway         </td> <td style="width: 50%; border: none; vertical-align: top;">           Elearning with 3D virtual escape rooms<br/>           Michaela KRÖPPL, University of Applied Sciences Upper Austria, Wels, Austria and Georg Yvon, University of Applied Sciences Upper Austria, Austria (Poster Presentation)         </td> </tr> </table>   | Video-Feedback on Assignments - A Case Study from Norway<br>Tone Vold, Ole Jørgen Ranglund, and Monica J. Lervik, Inland Norway University of Applied Sciences, Norway  | Elearning with 3D virtual escape rooms<br>Michaela KRÖPPL, University of Applied Sciences Upper Austria, Wels, Austria and Georg Yvon, University of Applied Sciences Upper Austria, Austria (Poster Presentation)   |
| Video-Feedback on Assignments - A Case Study from Norway<br>Tone Vold, Ole Jørgen Ranglund, and Monica J. Lervik, Inland Norway University of Applied Sciences, Norway  | Elearning with 3D virtual escape rooms<br>Michaela KRÖPPL, University of Applied Sciences Upper Austria, Wels, Austria and Georg Yvon, University of Applied Sciences Upper Austria, Austria (Poster Presentation)   |   |  |
| <b>16:50</b>  | <b>Close of Conference Day</b>   |   |  |
| <b>Friday 25 October 2024</b>   |  |   |  |
| <b>13:20</b>  | <b>Keynote Presentation: Zoom Room 1: Marta Mena, UNTREF</b><br><b>Argentina</b>   |   |  |