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Dear Conference Delegates,

From wherever you’ve come, in which way your participating, welcome to the Fifteenth International Conference on e-Learning & Innovative Pedagogies. I am grateful to all of you for sharing your work at this conference.

For over 30 years, Common Ground has invested in developing technologies that seek to break down barriers of access in scholarly communication. In each phase, we’ve built spaces to support interdisciplinary dialogue, before such approaches were in vogue; connected international voices when disciplines were too often isolated in national silos; and supported an agenda of access and equality, by offering pathways and opportunities for diverse voices. We now propose another kind of intervention -- to build a scholarly communication infrastructure for a blended future. Our blended model seeks to transcend physical boundaries by offering a space to extend in-person conference content online while ensuring online-only delegates are afforded equal participatory and experiential spaces within the platform. At the same time, the model offers participants a legacy resource to which they can return, with access to a social space where fellow participants can keep connected long after the conference ends.

But for us “blended” is more than an approach to technology. We’re using this conceptual filter to consider our mission:

- Blended disciplines as an approach to interdisciplinary research practices
- Blended affinities as a way to approach a shared politics for paradigms of recognition and redistribution
- Blended voices as a way to consider where research happens in and outside of academia
- Blended ideas as the common ground for a new sense of civics

We’re also committed to being industry leaders. In 2021 we became a signatory to the United Nations Sustainable Development Goals Publishers Compact. Launched in collaboration with the International Publishers Association, the compact “features 10 action points that publishers, publishing associations, and others can commit to undertaking in order to accelerate progress to achieve the Sustainable Development Goals (SDGs) by 2030. Signatories aspire to develop sustainable practices and act as champions of the SDGs, publishing books and journals that will help inform, develop and inspire action in that direction.

Alongside becoming a signatory to the UN Sustainability Publishers Compact. I had the honor of leading Common Ground Research Networks delegation to COP26 in Glasgow late last year. We are measuring current emissions in all aspects of what we do to identify areas where emissions can be reduced. And we’re committing to long-term science-based Net-Zero targets for our operations. We’ll be sharing a report of our activities and progress annually, so watch this space.

I thank our partners and colleagues who have helped organize and produce this meeting with great dedication and expertise.

Warm Regards,

Dr. Phillip Kalantzis Cope
Chief Social Scientist, Common Ground Research Networks
e-Learning & Innovative Pedagogies Research Network
Founded in 2006, the e-Learning & Innovative Pedagogies Research Network is brought together around a common concern for new technologies in learning and an interest to explore possibilities for innovative pedagogies. As a Research Network, we are defined by our scope and concerns and motivated to build strategies for action framed by our shared themes and tensions.

From Ubiquitous Computing to Ubiquitous Learning

At first glance, it is the machines that make ubiquitous learning different from heritage classroom and book-oriented approaches to learning. These appearances, however, can deceive. Old learning can be done on new machines. Using new machines is not necessarily a sign that ubiquitous learning has arrived. Some features of ubiquitous learning are not new—they have an at times proud and at times sorry place in the history of educational innovation, stretching back well before the current wave of machines.

However, there is an obvious link between ubiquitous learning and ubiquitous computing. The term ‘ubiquitous computing’ describes the pervasive presence of computers in our lives. Personal computers, laptops, tablets and smartphones have become an integral part of our learning, work and community lives, to the point where, if you don’t have access to a computer networked with reasonable bandwidth you can be regarded as disadvantaged, located as a ‘have not’ on the wrong side of the ‘digital divide’. Meanwhile, many other devices are becoming more computer-like (in fact, more and more of them they are computers or have computing power built in): televisions, global positioning systems, digital music players, personal digital assistants, cameras and game consoles, to name a few. These devices are everywhere. They are getting cheaper. They are becoming smaller and more portable. They are increasingly networked. This is why we find them in many places in our lives and at many times in our days. The pervasive presence of these machines is the most tangible and practical way in which computing has become ubiquitous.

Importantly for education, the machines of ubiquitous computing can do many of the things that pens and pencils, textbooks and teacher-talk did for learners in an earlier era. They can do these things the same, and they can do them differently.

Does ubiquitous computing lay the groundwork for ubiquitous learning? Does it require us to make a shift in our educational paradigms?

It may, however, the approach of this research network is more conditional than this. To reiterate, ‘ubiquitous learning is a new educational paradigm made possible in part by the affordances of digital media’. The qualifications in this statement are crucial. ‘Made possible’ means that there is no directly deterministic relationship between technology and social change. Digital technologies arrive and almost immediately, old pedagogical practices of didactic teaching, content delivery for student ingestion and testing for the right answers are mapped onto them and called a ‘learning management system’. Something changes when this happens, but disappointingly, it does not amount to much.

And another qualifier: ‘affordance’ means you can do some things easily now, and you are more inclined to do these things than you were before simply because they are easier. You could do collaborative and inquiry learning in a traditional classroom and heritage institutional structures, but it wasn’t easy. Computers make it easier. So, the new things that ubiquitous computing makes easier may not in themselves be completely new—modes of communication, forms of social relationship or ways of learning. However, just because the new technology makes them easier to do, they become more obviously worth doing than they were in the past. Desirable social practices which were at times against the grain for their idealistic impracticality, become viable. The technology becomes an invitation to do things better, often in ways that some people have been saying for a long time they should be done.

Following are just a few of the characteristic moves of ubiquitous learning that this research network addresses in its various discussion forums. Participants may agree or disagree with these, or choose to add more.
Scope & Concerns

Move 1: To blur the traditional institutional, spatial and temporal boundaries of education

In the heritage educational institutions of our recent past, learners needed to be in the same place at the same time, doing the same subject and staying on the same page. The classroom was an information architecture, transmitting content, one to many: one textbook writer to how every many thousands of learners; one teacher to thirty something children or one lecturer to one hundred and something university students. The spatial and temporal simultaneity of this information and knowledge system practically made sense.

Today, in the era of cheap recording and transmission of any textual, visual and audio content anywhere, such classrooms are less needed. Education can happen anywhere, anytime. Long traditions of ‘distance education’ and ‘correspondence schools’ mean that these ideas are far from novel. The only difference now is that ubiquitous computing renders anachronistic and needlessly expensive for many educational purposes the old information architecture of the classroom, along with its characteristic forms of discourse and social relationships to knowledge. Even the problem of duty of care for children is surmountable with mobile phones and global positioning devices. Knowing the location of a child in a classroom was never better than the one meter margin of error of GPS devices.

And another problem with the old classroom: the idea was that this was preparation for life, enough to assume whatever one’s lot would be, and the rest could be left to experience. Today, everything is changing so rapidly that today’s education easily becomes tomorrow’s irrelevance. So, there have been moves to make ongoing training and formally accredited education ‘lifelong and lifewide’. For people in work and with families, not able to commute to an institution or able to schedule their time easily, ubiquitous computing can be a conduit for education beyond the traditional spatial and institutional boundaries. Coming together in specific times and places will, of course, remain important, but what we will choose to do when we come together may be different from what happens in classrooms today—these may be special times to focus, on face-to-face planning, collaborative work and community building.

Then there’s the new pervasiveness of pedagogy in spaces of informal and semi-formal learning—help menus, ‘intuitive interfaces’, game-like staged learning, and ‘over-the-shoulder-learning’ from friends and colleagues. This kind of learning only ever needs to be just in time and just enough. It is now integral to our lifeworlds, a survival skill in a world of constant change.
Scope & Concerns

Move 2: To shift the balance of agency

In the traditional classroom, the teacher and blackboard were at the front of the room. The learners sat in straight rows, listened, answered questions one at a time, or quietly read their textbooks and did their work in their exercise books. Lateral student–student communication was not practicable, or even desirable when it could be construed as cheating. Underlying this arrangement was a certain kind of discipline (listen to the teacher, read authority into the textbook), and a particular relationship to knowledge (here are the facts and theories you will need to know, the literature which will elevate and the history which will inspire). This kind of education made a certain kind of sense for a certain kind of world, a world where supervisors at work shouted orders or passed down memos in the apparent productive interests of the workers, where the news media told the one main story we were meant to hear, and where we all consumed identical mass-produced goods because engineers and entrepreneurs had decided what would be good for us. Authors wrote and the masses read, television companies produced and audiences watched; political leaders led and the masses followed; bosses bossed and the workers did as they were told. We lived in a world of command and compliance.

Today, the balance of agency has shifted in many realms of our lives. Employers try to get workers to form self-managing teams, join the corporate ‘culture’ and buy into the organization’s vision and mission. Now the customer is always right and products and services need to be customized to meet their particular practical needs and aesthetic proclivities. In the new media, ubiquitous computing has brought about enormous transformations. There’s no need to listen to the top forty when you can make your own playlist on your iPod. There’s no need to take on authority the encyclopedia entry in Wikipedia when you, the reader, can talk back, or at least watch other people’s arguments about the status of knowledge. There’s no need to take the sports TV producer’s camera angles when you can chose your own on interactive television. There’s no need to watch what the broadcast media has dished up to you, when you can choose your own interest on YouTube, comment on what you’re watching and, for that matter, make and upload your own TV. There’s no need to relate vicariously to narratives when you can be a player in a video game. This new order applies equally well to learning. There is no need to be a passive recipient of transmitted knowledge when learners and teachers can be collaborative co-designers of knowledge.

Instead, there are many sources of knowledge, sometimes problematically at variance with each other, and we have to navigate our way around this. There are many sites and modalities of knowledge, and we need to get out there into these to be able to make sense of things for ourselves. There may be widely accepted and thus authoritative bodies of knowledge to which we have to relate, but these are always uniquely applied to specific and local circumstances—only we can do this, in our own place and at our own time. In this environment, teachers will be required to be more knowledgeable, not less. Their power will be in their expertise and not in their control or command routines.
Move 3: To recognize learner differences and use them as a productive resource

Modern societies used to value uniformity: we all read the same handful of newspapers and watched the same television channels; we all consumed the same products; and if we were immigrant, or indigenous, or of an ethnic minority, we needed to assimilate so we could all comfortably march to the same national beat.

And so it was in schools: everyone had to listen to the teacher at the same time, stay on same message on the same the page, and do the same test at the end to see whether they had learnt what the curriculum expected of them. Today there are hundreds of television channels, countless websites, infinite product variations to suit one’s own style, and if you are immigrant or indigenous or a minority, your difference is an aspect of our newfound cosmopolitanism. This is all part of a profound shift in the balance of agency. Give people a chance to be themselves and you will find they are different in a myriad of ways: material (class, locale), corporeal (age, race, sex and sexuality, and physical and mental characteristics) and symbolic (culture, language, gender, family, affinity and persona).

In sites of learning today, these differences are more visible and insistent than ever. And what do we do about them? Ubiquitous learning offers a number of possibilities. Not every learner has to be on the same page; they can be on different pages according to their needs. Every learner can connect the general and the authoritative with the specifics and particulars of their own life experiences and interests. Every learner can be a knowledge maker and a cultural creator, and in every moment of that making and creating they remake the world in the timbre of their own voice and in a way which connects with their experiences. Learners can also work in groups, as collaborative knowledge makers, where the strength of the group’s knowledge arises from their ability to turn to productive use the complementarities that arise from their differences.

In this context, teacher will need to be engaged members of cosmopolitan learning communities and co-designers, with learners, of their learning pathways.
Scope & Concerns

Move 4: To broaden the range and mix of representational modes.

Ubiquitous computing records and transmits meanings multimodally—the oral, the written, the visual and the audio. Unlike previous recording technologies, these representational modes are reduced to the same stuff in the manufacturing process, the stuff of zeros and ones. Also, like never before, there is next to no cost in production and transmission of this stuff.

Now, anyone can be a film-maker, a writer who can reach any audience, an electronic music maker, a radio producer. Traditional educational institutions have not managed to keep up this proliferation of media. But, if educators have not yet made as much as they could of the easy affordances of the new media, the students often have. When educators do catch up, the learning seems more relevant, and powerful, and poignant. Educators will need to understand the various grammars of the multiple modes of meaning making that the digital has made possible, in the same depth as traditional alphabetic and symbolic forms.

Move 5: To develop conceptualizing capacities

The world of ubiquitous computing is full of complex technical and social architectures that we need to be able to read in order to be a user or a player. There are the ersatz identifications in the form of file names and thumbnails, and the navigational architectures of menus and directories. There is the semantic tagging of home-made folksonomies, the formal taxonomies that define content domains, and the standards which are used to build websites, drive web feeds, define database fields and identify document content.

These new media need a peculiar conceptualizing sensibility, sophisticated forms of pattern recognition and schematization. For these reasons (and for other, much older, good educational reasons as well), ubiquitous learning requires higher-order abstraction and metacognitive strategies. This is the only way to make one’s way through what would otherwise be the impossibilities of information quantity. Teachers then need to become masterful users of these new meaning making tools, applying the metalanguage they and their learners need alike in order to understand their affordances.

Visit: https://ubi-learn.com/about/scope-concerns
Move 6: To connect one’s own thinking into the social mind of distributed cognition and collective intelligence

In the era of ubiquitous computing, you are not what you know already but what you can potentially know, the knowledge that is at hand because you have a device in hand. Even in the recent past, we had libraries on hand, or experts we could consult. Cognition has always been distributed and intelligence collective. The most remarkable technology of distributed cognition is language itself.

However, today there is an immediacy, vastness and navigability of the knowledge that is on hand and accessible to the devices that have become more directly an extension of our minds. Those who used to remember telephone numbers will notice that something happens to their minds when the numbers they need are stored on the mobile phone—the phone remembers for you. It becomes an indispensable extension of your mind. This should spell doom for the closed book exam. Educators will need to create new measures to evaluate learners’ capacities to know how to know in this new environment.

Move 7: To build collaborative knowledge cultures

 Ubiquitous computing invites forms of social reflexivity which can create ‘communities of practice’ to support learning. In the ubiquitous learning context, teachers harness the enormous lateral energies of peer-to-peer knowledge making and the power of collective intelligence. This builds on the complementarity of learner differences—experience, knowledge, ways of thinking and ways of seeing. Learners also involve people who would formerly have been regarded as outsiders or even out-of-bounds in the learning process: parents and other family members, critical friends or experts.

 Digital workspaces built upon social networking technologies are ideal places for this kind of work, at once simple and highly transparent when it comes to auditing differential contributions. Teachers need higher order skills to build learning communities that are genuinely inclusive, such that all learners reach their potential.

 Each of these moves explores and exploits the potentials of ubiquitous computing. None, however, is a pedagogical thought or social agenda that is new to the era of ubiquitous computing. The only difference today is that there is now no practical reason not to make any of these moves. The affordances are there, and if we can, perhaps we should. When we do, we may discover that a new educational paradigm begins to emerge. And as this paradigm emerges, we might also find educators take a leading role on technological innovation.

 The journey of ubiquitous learning is only just beginning. As we take that journey, we need to develop breakthrough practices and technologies that allow us to reconceive and rebuild the content, processes and human relationships of teaching and learning.

Visit: https://ubi-learn.com/about/scope-concerns
Themes & Tensions

Considering Digital Pedagogies
On the dynamics of learning in and through digital technologies.

**Living Tensions:**
- New learning supported by new technologies: challenges and successes
- Old learning using new technologies, for better or for worse
- Traditional (didactic, mimetic) and new (transformative, reflexive) pedagogies, with and without new technology
- Changing classroom discourse in the new media classroom
- Peer to peer learning: learners as teachers
- From hierarchical to lateral knowledge flows, teaching-learning relationships
- Supporting learner diversity
- Beyond traditional literacy: reading and writing in a multimodal communications environment
- Digital readings: discovery, navigation, discernment and critical literacy
- Metacognition, abstraction, and architectural thinking: new learning processes in new technological environments
- Formative and summative assessment: technologies in the service of heritage and new assessment practices
- Evaluating technologies in learning
- Shifting the balance of learning agency: how learners become more active participants in their own learning
- Recognizing learner differences and using them as a productive resource
- Collaborative learning, distributed cognition and collective intelligence
- Mixed modes of sociability: blending face to face, remote, synchronous and asynchronous learning
- New science, mathematics and technology teaching
- Technology in the service of the humanities and social sciences
- The arts and design in a techno-learning environment

New Digital Institutions and Spaces
On the changing the institutional forms of education—classroom, schools and learning communities—in the context of ubiquitous computing.

**Living Tensions:**
- Blurring the boundaries of formal and informal learning
- Times and places: lifelong and lifewide learning
- Always ready learnability, just in time learning, and portable knowledge sources
- Educational architectures: changing the spaces and times
- Educational hierarchies: changing organizational structures
- Student-teacher relations and discourse
- Sources of knowledge authority: learning content, syllabi, standards
- Schools as knowledge producing communities
- Planning and delivering learning digitally
- Teachers as curriculum developers
- Teachers as participant researchers and professional reflective practice

Technologies of Mediation
On new learning devices and software tools.

**Living Tensions:**
- Ubiquitous computing: devices, interfaces, and educational uses
- Social networking technologies in the service of learning
- Digital writing tools, wikis, blogs, slide presentations, websites, and writing assistants
- Supporting multimodality: designing meanings which cross written, oral, visual, audio, spatial, and tactile modes
- Designing meanings in the new media: podcasts, digital video, and digital imaging
- Learning management systems
- Learning content and metadata standards
- Designed for learning: new devices and new applications
- Usability and participatory design: beyond technocentrism
- Learning to use and adapt new technologies
- Learning through new technologies
Designing Social Transformations
On the social transformations of technologies, and their implications for learning.

**Living Tensions:**
- Learning technologies for work, civics and personal life
- Ubiquitous learning in the service of the knowledge society and knowledge economy
- Ubiquitous learning for the society of constant change
- Ubiquitous diversity in the service of diversity and constructive globalism
- Inclusive education addressing social differences: material (class, locale), corporeal (age, race, sex and sexuality, and physical and mental characteristics) and symbolic (culture, language, gender, family, affinity and persona)
- Changing the balance of agency for a participatory culture and deeper democracy
- From one to many, to many to many: changing the direction of knowledge flows
- Beyond the traditional literacy basics: new media and synaesthetic meaning-making

**Visit:** https://ubi-learn.com/about/themes
Bill Cope
University of Illinois at Urbana-Champaign, USA

Dr Bill Cope is a Professor in the Department of Education Policy, Organization & Leadership, University of Illinois, Urbana-Champaign, USA and an Adjunct Professor at Charles Darwin University, Australia. He is also a director of Common Ground Research Networks, a not-for-profit publisher and developer of "social knowledge" technologies. He is a former First Assistant Secretary in the Department of the Prime Minister and Cabinet and Director of the Office of Multicultural Affairs. His research interests include theories and practices of pedagogy, cultural and linguistic diversity, and new technologies of representation and communication. His recent research has focused on the development of digital writing and assessment technologies, with the support of a number of major grants from the US Department of Education, the Bill and Melinda Gates Foundation and the National Science Foundation. The result has been the Scholar multimodal writing and assessment environment. Among his recent publications are edited volumes on The Future of the Book in the Digital Age and The Future of the Academic Journal, and with Kalantzis and Magee, Towards a Semantic Web: Connecting Knowledge in Academic Research.

Mary Kalantzis
University of Illinois at Urbana-Champaign, USA

The e-Learning & Innovative Pedagogies Research Network is grateful for the foundational contributions, ongoing support, and continued service of our Advisory Board.

- Sandra Schamroth Abrams, St. John's University, United States of America
- Fran Blumberg, Fordham University, United States of America
- Nick Burbules, University of Illinois at Urbana-Champaign, United States of America
- William Cope, University of Illinois at Urbana-Champaign, United States of America
- Leonardo Caporarello, Bocconi University, Italy
- Ricki Goldman, New York University, United States of America
- Matt Glowatz, University College Dublin, Ireland
- Mary Kalantzis, University of Illinois at Urbana-Champaign, United States of America
- Mauricio Novoa, Western Sydney University, Australia
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- Alfred Weiss, Pacific University, Portland, United States of America
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The Fifteenth International Conference on e-Learning & Innovative Pedagogies
For over 30 years, Common Ground has been invested in crafting forums that seek to break down barriers of access in scholarly communication. In each phase, we’ve built spaces for interdisciplinary dialogue, before such approaches were in vogue; connected international voices when disciplines were too often isolated in national silos; and supported an agenda of access and equality, by offering pathways and opportunities for diverse voices.

**We now propose another kind of intervention -- a scholarly communication infrastructure for a blended future.**

Our blended model seeks to transcend physical boundaries by offering a space to extend in-person conference content online while ensuring online-only delegates are afforded equal participatory and experiential spaces. At the same time, the model offers participants a legacy resource to which they can return, with access to a social space where fellow participants can keep connected long after the conference ends.

**In this future we also commit to bilingual pathways.**

We support the presentation, publication, and social networking for English and Spanish speaking delegates. In doing so we seek to offer spaces where we can "speak our language" and at the same time interact together.

**And blended is more than technology.**

And blended is more than an approach to technology. We’re using this conceptual filter to consider some of our original mission positions: blended disciplines as an approach to interdisciplinary research practices; blended affinities as a way to approach a shared politics for recognition and redistribution; blended voices as a way to consider where research happens in outside of academia; blended ideas as the common ground for a new sense of civics.
e-Learning as Participation in Meaning: Multimodal and Multiliteracies Perspective

Educational technologies frequently have a back-to-the future aura. All too frequently, digital learning artifacts such as learning management systems, video lectures and classroom-style meetings replicate old patterns of participation in learning. This conference examines emerging patterns of participation in meaning in a new generation of learning management systems, with their potentials for collaborative and peer learning, multimodal representations of knowledge, and on-the-fly feedback in support of the learning process. Our main question will be, how can multimodal and multiliteracies perspectives help educators to optimize the affordances of e-learning environments and expand the scope participation in learning?

Bill Cope
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Bill Cope is a Professor in the Department of Education Policy, Organization & Leadership, University of Illinois, Urbana-Champaign. He and Mary Kalantzis are also directors of Common Ground Research Networks, a not-for-profit organization developing and applying new publishing technologies. His research interests include theories and practices of pedagogy, cultural and linguistic diversity, and new technologies of representation and communication. His and Kalantzis’ recent research has focused on the development of digital writing and assessment technologies, with the support of a number of major grants from the US Department of Education, the Bill and Melinda Gates Foundation and the National Science Foundation. The result has been the Scholar multimodal writing and assessment environment.

Plenary Speakers

Robin Mansell
Professor, London School of Economics and Political Science, England, UK

Robin Mansell is Professor of New Media and the Internet in the Department of Media and Communications, London School of Economics and Political Science. She received her PhD 1984 from Simon Fraser University Canada and was Professor of Information and Communication Technology Policy at SPRU (Science Policy Research Unit) University of Sussex 1988-2000. Her research focuses on technology innovation, digital platform regulation and governance and its socio-political and economic consequences. She is author of Imagining the Internet: Communication, Innovation and Governance, Oxford University Press, 2012 co-author of Advanced Introduction to Platform Economics, Edward Elgar Publishing, 2020 and more than 120 papers and other books. He holds an Honorary Doctorate from the University of Fribourg.

George Siemens
Professor, University of Texas, USA
Co-leader, Center for Change and Complexity in Learning (C3L), University of South Australia, Australia

George Siemens researches how human and artificial cognition intersect in knowledge processes. He co-leads the Center for Change and Complexity in Learning (C3L) at University of South Australia and holds a Professor role at University of Texas, Arlington and He has delivered keynote addresses in more than 40 countries on the influence of technology and media on education, organizations, and society. His work has been profiled in provincial, national, and international newspapers (including NY Times), radio, and television. He has served as PI or Co-PI on grants funded by NSF, SSHRC (Canada), OLT (Australia), Intel, Boeing, Bill & Melinda Gates Foundation, and the Soros Foundation. He has received numerous awards, including honorary doctorates from Universidad de San Martin de Porres and Fraser Valley University for his pioneering work in learning, technology, and networks. He holds an honorary professorship with University of Edinburgh.

Dr. Siemens is a founding President of the Society for Learning Analytics Research (http://www.solaresearch.org/). He has advised government agencies Australia, European Union, Canada and United States, as well as numerous international universities, on digital learning and utilizing learning analytics for assessing and evaluating productivity gains in the education sector and improving learner results. In 2008, he pioneered massive open online courses (sometimes referred to as MOOCs).
Plenary Speakers

Jack Linchuan Qiu
Professor and Research Director, Department of Communications and New Media, the National University of Singapore, Singapore

Jack Linchuan Qiu is Professor and Research Director in the Department of Communications and New Media, the National University of Singapore. He has published more than 100 research articles and chapters and 10 books in English and Chinese including Goodbye iSlave: A Manifesto for Digital Abolition (University of Illinois Press, 2016), World Factory in the Information Age (Guangxi Normal University Press, 2013), Working-Class Network Society (MIT Press, 2009), and co-authored book Mobile Communication and Society (MIT Press, 2005). His work has been translated into German, Japanese, Korean, French, Portuguese, and Spanish. Jack is recipient of the C. Edwin Baker Award for the Advancement of Scholarship on Media, Markets and Democracy, and an elected Fellow of the International Communication Association (ICA). He has served on the editorial boards of 14 academic journals, while collaborating with trade unions, NGOs, co-ops, startups, and international organizations to promote social justice and sustainable development.

Yeu-Ting Liu
National Taiwan Normal University, Taiwan

Yeu-Ting Liu is Professor of the Department of English at National Taiwan Normal University. His research focuses on bilingual processing and cognitive development of second/foreign language learners. He is currently one of the investigators for the Immersion/CLIL program sponsored by the Taiwanese Ministry of Education.
Chiou-lan Chern
National Taiwan Normal University, Taiwan

Chiou-lan Chern received her PhD from the University of Queensland, Australia. She is a professor of English at National Taiwan Normal University (NTNU), where she teaches courses on TEFL methodology at undergraduate levels and reading seminars at the graduate level. Her research interests include L2 reading instruction and critical thinking, English language policies, and English teacher education. She has conducted various research projects sponsored by Ministry of Science and Technology and teacher development projects commissioned by the Ministry of Education in Taiwan.

Chih-Cheng Lin
National Taiwan Normal University, Taiwan

YChih-cheng Lin is professor in the English Department at the National Taiwan Normal University, Taipei, Taiwan. His research interests include computer-assisted language learning and its application in language teaching. He has been offering related courses for undergraduate and graduate students. He has published studies on computer-assisted language learning in international academic journals.
Meei-Ling Liaw
National Taichung University of Education, Taiwan

Meei-Ling Liaw is a professor of the English Department at National Taichung University of Education in Taiwan. Her research focuses on intercultural learning, reading, teacher education, and CALL. She is Associate Editor of Language Learning and Technology and is on editorial boards of several international journals, including LLT, JVE, and Intercultural Communication Education. She also serves as Vice-President of the Taiwan PPTELL (Pedagogy and Practice in Technology Enhanced Language Learning) Association.
Each year a small number of Emerging Scholar Awards are given to outstanding early-career scholars or graduate students. Here are our 2022 Emerging Scholar Award Winners.

**Jhon Eduardo Mosquera Perez**  
Pontifical Bolivarian University, Columbia

**Anastasia Biggs**  
Colorado Technical University, USA

**Haida Umiera Hashim**  
Academy of Language Studies, Universiti Teknologi Mara (UiTM)

**Toshiyuki Hasumi**  
Department of Education, National Chengchi University, Taiwan

**Samuel Amponsah**  
University of Ghana, Ghana

**Gil Dekel**  
Open University, United Kingdom
Digital Archiving in the Face of the Pandemic: Empowering Students through Remote Service-learning

Vivianna Goh, Student, Social Ecology/PhD Student, University of California, Irvine, California, United States

This research examines the implementation and evaluation of the Pandemic Histories Archive Project (PHAP): a remote service-learning opportunity that empowered undergraduates to document their experiences during the COVID-19 pandemic. Nearly 300 undergraduates participated in PHAP by completing asynchronous training modules and creating field notes, interviews, social justice reflections, photographs, and other materials for the university library’s digital archive. Analysis of qualitative survey data revealed that participants enjoyed the creative freedom granted by the project, and the knowledge and skills they acquired through service hours. Study findings offer recommendations for online teaching and provide insight for how higher education can serve underrepresented students in times of crisis.
The Impact of Rubrics on Teamwork in Online Courses

Maureen Andrade, Professor, Organizational Leadership, Utah Valley University, Utah, United States
Jill Jasperson, Associate Professor, Organizational Leadership, Utah Valley University, Utah, United States

Effective teamwork is important in higher education courses to prepare students for future professional contexts. Learning outcomes resulting from teamwork include motivation, knowledge retention, deep learning, critical thinking, and professional competency development. Teamwork in online courses can help students make connections, build community, reduce feelings of isolation, and encourage course persistence. Effective teams typically work toward a common goal. When teams know what that goal is, they can collaborate and share their skills to achieve it. Instructors can assist in this process by making assignment goals clear through the use of rubrics that outline assignment expectations and by providing feedback to help students achieve their goals. This study examines the use of teamwork and rubrics in three online undergraduate courses in a school of business in an open admission regional public university to determine if rubrics improve the effectiveness of student teams. Findings indicate that in the course sections where rubrics were not used, students perceived greater effectiveness in three of the eight areas examined—understanding roles, dividing the work, and contributing equally, suggesting that rubrics may not have the impact expected. Although one would expect that feedback by means of a rubric would encourage both individual learners and teams to monitor their performance and make needed adjustments in their processes, this did not appear to be the case. Future research needs to explore if and how assignment rubrics, which are typically used to identify goals and expectations and provide formative feedback, impact teamwork skill development.

The Evaluation of Mobile Technology Adoption as a Employee Training Tool between Pre-COVID and COVID

Anastasia Tracy Biggs, Lead Faculty, Computer Science and Information Technology, Colorado Technical University, United States

The purpose of this qualitative case study is to explore why and how corporate training managers can adopt mobile technology for employee training. The case study method explored the learning processes to determine if a learning model is appropriate for the use of mobile technology as a training tool (De Zan, De Toni, Fornasier, and Battistella, 2015, p. 341). This qualitative case study utilized interviews to explore how the use of mobile technology can be adopted to train employees. The use of interviews examined the degree of employee growth from mobile training (Alberghini, Cricelli, and Grimaldi, 2014, p. 260). Case study methodology answered how mobile technology through cause-effect relationships explored the lack of mobile technology adoption interventions between corporate managers and the organization (De Zan et al, 2015, p. 335) (Tsang, 2013, p. 197).
Spaces of Inquiry: Virtual Research Conversations

Lorenzo Cherubini, Professor, Education, Brock University, Ontario, Canada

The inter-disciplinary and bi-epistemic social science research under discussion incorporates technology to create a virtual research community of Indigenous and non-Indigenous community members, leaders, educators, and researchers. In partnership with a Native Friendship Centre in Ontario, Canada, the research project is positioned from an Indigenous knowledge framework and addresses the lived realities of Indigenous community members and their experiences and perceptions of colonization. Native Friendship Centres offer Indigenous community members culturally appropriate programs, supports, and learning opportunities to further their sense of well-being. The research partners underscore the significance of honouring the voices of Indigenous community members by inviting them to actively participate in the research inquiry. This paper considers how the virtual Research Conversations changed the boundaries of formal and informal research practices and redefined the space of social interaction between the participants and the researcher. Participants’ individual narratives throughout the Research Conversations represented a multiplicity of voices and the primary data for the study. The data was subsequently analyzed using a qualitative grounded theory approach. Situated as a settler–ally, I consider what it means to participate in decolonizing research methodologies in a culturally sensitive manner. The researcher had to be adaptive to the synergy between participants’ narratives while also recognizing how participants’ commentary was limited by the virtual platform.

Immersive Realities in e-Learning: Digital Pedagogies and Strategies for Institutional Adoption

James Hutson, Department Head, Art History and Visual Culture, Lindenwood University, Missouri, United States

The potential benefits of integrating immersive realities into postsecondary curricula have been touted over the last two decades, but budgetary and technical constraints of implementation have limited its adoption. However, with the recent advances in technology, along with a lower–price point for hardware and more friendly user interfaces, has lowered the barrier to entry and now institutional e-learning adoption is possible. Previously, XR labs were housed within Computer Science programs on campuses, but with the all-in-one headsets now available, new digital pedagogical strategies are possible to bring immersive learning to students distanced from institutional resources. The lessons learned in face-to-face classes in using VR now must be investigated and leveraged in distance and online education. This paper presents the three–phased plan for integration and implementation of VR technology and teaching at Lindenwood University. Starting with the Art History and Visual Culture Department, the University has developed resources for educators in all fields. As well, the latest results on our institutional study of the effectiveness of the technology in e-learning will be presented, which demonstrates the applicability of VR in multiple subject areas and ability to “close the loop” with online learners.
Crossing Divides: Connecting Distance Graduate Students to a Rural Tribal Community Through Web-Based Platforms

Jamie Jensen, Assistant Professor/Chair, Social Work, Humboldt State University, California, United States

Learning to engage community change in a virtual format presents with challenges for graduate level social work students. Students struggle to move from the application of theory and methods in virtual role plays to engagement and implementation in physical communities. This results in a loss of learning opportunity and lack of integration of knowledge into their professional framework for practice. This paper is a case study presentation of ten graduate students who are enrolled in a distributed learning social work degree program. Faculty in the program partnered with a Tribally-chartered nonprofit behavioral health agency to connect the ten students with a rural Northern California Tribal community. The faculty and student worked with Tribal members to build a youth-driven community coalition focused on reducing suicide and substance use in Native youth. The study demonstrates how the use of various web-based platform can be used to increase access and opportunity for engaging students with underserved rural communities to create real change.

From Classroom to Screen: Transitioning to an Active and Collaborative Synchronous Virtual Teaching/ Learning Environment

Marcy L. Koontz, Curator, The Fashion Archive + Associate Professor, Clothing, Textiles and Interior Design, The University of Alabama, Alabama, United States Hunter Jones, Assistant Professor, Clothing Textiles and Interior Design, The University of Alabama, Alabama, United States

When the World Wide Web became mainstream in the mid 1990s, it revolutionized the internet. Many educators immediately embraced this new technology and began to creatively think about learning and teaching in new ways within their respective subject matter. It required an extraordinary amount of time and dedication to develop the necessary skills needed to create innovative pathways for effectively and efficiently teaching with and within this new environment. Students, in the beginning, had to quickly adjust to these new opportunities however individuals born at the start of the new millennium have never known a world without this technology. For the past quarter of a century, educators in higher education have implemented a plethora of new technologies that have emerged over the ensuing decades and the teaching/learning landscape has been transformed. In late spring 2019, the world-wide pandemic disrupted educational systems and numerous educators scrambled to find the path of least resistance to shift their instruction to an online asynchronous or synchronous format. This paper documents the process of transitioning a visual merchandising class, offered for the past twenty years within an in-person computer lab classroom, to a synchronous virtual learning environment. Data from two sections of this class was collected over four semesters and the findings presented include access to and navigability of the online class, pacing of assignments, time-on-task, student to instructor and student to student interactions, and the overall quality of student work.
Digital Design and Opportunities for Young Children’s Creative Thinking: Pedagogy Counts Too!

Karen Murcia, Professor and Chief Investigator, ARC Centre of Excellence for the Digital Child, Curtin University, Western Australia, Australia
Katie Fielding
Susan Blackley
Emma Cross

Contemporary early years learning frameworks and curricula are challenging educators to integrate digital technologies into children’s learning environments. There are a range of perspectives evident in the research literature on the digitisation of childhood however, increasingly there is an expectation that young children develop foundation digital capabilities. In this study, a range of popular and innovative early years digital devices and apps were critiqued for the learning affordances offered to young children. An underpinning assumption was that quality experiences with digital technologies supported children as active and creative producers rather than passive consumers of products and information. The design features of devices and apps targeting children aged 3 to 8 years were critiqued by researchers and early years educators through the A to E of Children’s Creativity Framework. It emerged that design features used in digital devices could potentially either provoke or hinder children’s creative thinking. However, educators pedagogy would be a significant influence on the quality of children’s learning with the critiqued devices and Apps.

Learning to Learn in New Ways: Reflections on Teacher and Student Wellbeing

Shaun Nykvist, Associate Professor, Department of Education, Norwegian University of Science and Technology, Norway

The nature of education is shifting and changing considerably in the wake of the recent Covid 19 pandemic and there has been a need for transformational practices that respond to constantly changing societal needs. This has resulted in many types of educational scenarios across the world with the terms hybrid and remote teaching becoming a core part of the language associated with teaching. However, while there has been a need to transform education and adopt new ways of connecting and engaging with students in hybrid and remote learning situations, teachers have needed to respond in different ways, often having to prepare multiple lesson scenarios for the same class. This has resulted in additional workload requirements and the need to learn new ways of working with digital tools to best meet the needs of students. It is within this context, that this paper reports on how 23 teachers have responded to this challenge, and the impact that this has had on their wellbeing. In addition, the paper not only highlights how 23 educators of primary and middle years classes have developed strategies to promote practices associated with positive wellbeing, but it also explores strategies that they have used to support the wellbeing of their students. The findings indicate that there is a need for not only further professional learning opportunities in the area of digital learning, but for a support team that sits in the third space between the professional and educational domains.
Design of A Mobile App for E-learning (Block Programming) : Learning Computer Coding via High Level Iconic Blocks

Jing Siang Pek, Student, BSc Information Technology and Business (ERP), Singapore University of Social Sciences, Singapore
Hinny Kong, Associate Lecturer, School of Science and Technology, Singapore University of Social Sciences, Singapore

This paper summarizes the design experience of a mobile app for the learning of computer programming based on the support of a backend learning management system (LMS). The LMS enables learners to learn programming via the mobile app as well as enables learning administrators to author learning content using a learning system server application. The mobile learning app enables the learners to browse learning content related to programming as well as 2D navigational problems to be solved using programming blocks. The mobile application prototype was designed for secondary school students, android device users.

Teaching Communication Skills in a Blended Learning Environment: ESL Educators’ Challenges

Sangeeth Ramalingam, Student, Doctor of Philosophy, Universiti Kebangsaan Malaysia, Selangor, Malaysia

In line with Sustainable Development Goal 4, higher learning institutions in most of the countries place great emphasis on the integration of technology in teaching and learning. Thus, many tertiary institutions have employed blended learning approach extensively in ESL education. Wide implementation of blended learning at higher education is also due to the Covid-19 pandemic. Massive use of blended learning made ESL educators to employ a variety of social media platforms, mobile technologies, learning management systems, and other web-based educational resources for language teaching and learning. Although there has been a lot of discussion in the past about blended learning, less studies focus on the issues that educators face in blended learning ESL classrooms, particularly when teaching communication skills. Hence, this study looks into the issues that ESL educators have been facing when teaching communication skills in blended learning environments. An open-ended survey was used to collect data for this study and the respondents were ESL educators from both public and private higher education institutions. Various significant categorical of themes regarding ESL educators’ challenges in teaching communication skills in blended learning derived from the findings. Based on the identified issues, this study provided numerous recommendations for teaching communication skills in blended learning context at higher learning institutions. The findings of this study guides ESL educators to make crucial decisions with regards to the implementation of blended learning in ESL classrooms.
Supporting Online Doctoral Student Dissertation Success: Best Practices for the Journey

Melanie Shaw, School of Education, Northcentral University, United States

Online doctoral education is expanding; however, there is a paucity of research on the strategies to support student success in the dissertation phase of their program. In this presentation, research practices will be shared from 10 years of empirical study, to support student doctoral research completion. From modified processes and interventions, to pacing and learning tools, details will be shared about faculty approaches that promote doctoral student completion. To better understand the impact of a variety of investments, this study includes student intervention and progress data to analyze which interventions were predictors of online doctoral student success as measured by accelerated program progression and graduation.

Student Characteristics, Technology, and Perceptions on the Importance of Online Accounting Faculty

Ferdinand Siagian, Associate Professor, Accounting, Minnesota State University Mankato, Minnesota, United States
Daniel Bryan, Associate Professor, Milgard School of Business, University of Washington Tacoma, Washington, United States

We survey students enrolled in online accounting courses at two AACSB accredited universities in the United States to solicit their opinions about replacing online accounting faculty with the technology provided by textbook publishers. We test various factors such as student performance, optimism, economics, and demographic factors that may be associated with the opinions. We find that student opinions are significantly affected by the quality of the faculty and the quality of the technology provided by the publishers. Our results indicate that more students prefer to have a teaching faculty in their online accounting courses. However, we find that high performing students are more likely to have opinion that the technology can replace the teaching faculty. They also tend to believe that they can perform equally well without a teaching faculty. Additionally, several students change their preferences when there are incentives to take online courses without a faculty. We find that more students are willing to take online courses without faculty when offered lower tuition or time flexibility. Overall, our study suggests that students value the quality of the faculty very highly and do not think that the technology can replace an excellent faculty.
‘AReal-Vocab’ - a New À La Mode of English Vocabulary Learning Mobile Application for Children with Autism Spectrum Disorder

Haida Umiera Hashim, Student, Doctor of Philosophy, Faculty of Education, Universiti Kebangsaan Malaysia, Malaysia

American Psychiatric Association defined autism spectrum disorder as a neurological disorder in which diagnosed children may face difficulty in social communication or have a repeated or restricted set of behaviours. Learners with autism are mostly visual strategy learners and they tend to learn better through pictures and images. Due to their cognitive disabilities, most learners with autism struggle to acquire new vocabulary and with the existence of the Fourth Industrial Revolution, the use of technology is no longer a stranger to the education field. The use of augmented reality technology has proven to be helpful in providing autism learners with a more meaningful learning session. Therefore, an augmented reality mobile application named ‘AReal-Vocab’ is designed and developed to help children with mild autism in their English vocabulary learning. The developed mobile augmented reality application then later employed to 6 mild autism children to discover to what extent the designed and developed augmented reality mobile application helps to assist them in their English vocabulary learning. Findings have gathered that ARealVocab mobile application has given an impact in children with mild autism’s English vocabulary learning. Not only AReal-Vocab has helped mild autism children to learn English vocabulary in a more interesting yet meaningful manner and at the same time spark their interest in their English vocabulary language learning process, AReal-Vocab also acts as a platform to inculcate leisure learning at home, and helps to stimulate pronunciation skills and language articulation at home.

Economics Students Views of the Functionality of the Flipped Pedagogy

Micheal M Van Wyk, Professor and Chair of Department, Curriculum and Instructional Studies, University of South Africa, Gauteng, South Africa

In recent decades, research studies on the flipped class pedagogy strategy has shown significant educational benefits in student learning across subjects and contexts. This investigation determines students’ views of the functionality of the flipped pedagogy in a teaching methodology course at an ODeL university. An explanatory narrative-based design was employed using virtual videoconferencing to collect data. Postgraduate Certificate students (n=12) were purposively selected. This study has shown that the role of the lecturer is crucial in ensuring the success of the functionality and usage of flipping the class as a digital pedagogical approach in empowering students in learning to teach the subject. Furthermore, this exploratory study makes an educational contribution to the practical implementation for future research purposes.
The Impact of a Virtual Pedagogical Agent and a Digital Environment on the Development of Second Language and Literacy in Young English Learners: RULE of Three - Revolutionary Virtual Language and Early Literacy Pedagogy for Young English Learners

Linda Ventriglia, Researcher, School of Education, University of California at Riverside, California, United States

The RULE of 3, or RAP, REHEARSE, ANALYZE, PRODUCE is a revolutionary approach to the development of language and literacy for English learners in a digital setting. Vygotsky and others have theorized that a constructivist approach to learning focused on social interactions and engaging activities is essential for the process of early language and literacy development. Although the benefits of the social constructivist approach to learning have been demonstrated for English learners in a classroom setting, less research has been done in a virtual learning environment. The purpose of this study is to highlight how a virtual pedagogical agent, as an animated digital character, can provide opportunities for English learners to acquire both language and literacy skills. We present our vision of how a programmed animated pedagogical agent using the RULE of 3 approach can accelerate the development of academic vocabulary, language, and early literacy. We delineate the animated virtual instructional agent’s key design features, roles and functions, We present research which confirms the efficacy of a virtual instructional agent. A randomized control trial was conducted with 339 kindergarten students in 16 United States schools with high percentages of English learners. Compelling evidence was found that kindergarten students exposed to the RULE of 3 performed better across language and literacy measures than those who did not receive the intervention. Results suggest ELs benefit from early language literacy interventions designed to unite phonological and linguistic skills using a virtual approach to learning.

Students’ Learning Adaptability in College English Course with Blended Learning Mode

Shuhan Yang, Student, PhD candidate, Rajamangala University of Technology Rattanakosin, Nakhon Pathom, Thailand

College English, a compulsory course for Chinese non-English majored undergraduate students, is playing an important role in tertiary education to improve the learners’ language skills and other high-order abilities. In the teaching reform of reducing class hours and meeting students’ demand for personalized learning, blended learning has been widely adopted to integrate information technology into classroom instruction. However, it has been disclosed in previous studies that blended learning failed to achieve the desired success partly because of learners’ inability to adapt to the shift from F2F teaching mode to this novel format. A growing literature has identified learning adaptability as a positive prerequisite for student engagement and academic achievement, but the affecting factors of it have yet to be investigated. In this study, 39 nonEnglish majored learners from 5 universities were interviewed, and their interview transcripts were analyzed with software NVivo 11 Plus. The results show that the non-English majored learners haven’t been fully adapted to the new format adopted in College English yet, and their adaptability is affected by agentive factors and contextual factors, which were developed from 40 coded free nodes. The study has significant implications for understanding students’ learning in blended learning environment and necessitating the consideration of factors affecting students’ adaptability so as to further promote successful teaching reform in English teaching by incorporating technologies.
The Perception of Teachers and Parents about COVID-19 and Digital Strategies for the Attention of Students in Confinement

Tania Acosta Márquez, Research Professor, Unidad 096 Norte, Universidad Pedagógica Nacional, Distrito Federal, Mexico
Mariana Hernandez Olmos, Docente, Unidad 096 Norte CdMx, UPN, Ciudad de México, Mexico
Olga Rocío Díaz Cancino, Teacher, Unidad 096, UPN, Mexico

The purpose of the project is to explore and describe the perceptions that teachers and parents have about the impacts of COVID-19 on the emotional area both in teachers and students, as well as in virtual work and distance that has been implemented with the Learn at Home program to replace the face-to-face strategies. From the search for information in scientific sources, a framework was developed from which the main categories of analysis emerge for later operationalization in three data collection instruments aimed at teachers and preschool parents. It is intended to train human resources through the Social Service that students of the Bachelor’s Degree in Preschool Education will perform, who will participate in the collection of information through the different instruments. Likewise, we evaluate the work carried out by them, as well as the development of a proposal that each one elaborates for their intervention in the classroom based on the recognition and awareness before the subject of COVID or eventual confinements. From the systematization of the data and the obtaining of results, we reflect on the relevance of new strategies, more active and dynamic, that allow us to respond to the needs of students, parents, and teachers to health and environmental risks.

Integrating the Computer-assisted Language Learning Approach into English Language Teaching

Jhon Eduardo Mosquera Pérez, Full Time English Educator, Education, Universidad Santo Tomás, seccional Tunja, Boyacá, Colombia

When it comes to the specific field of English language teaching and learning, many approaches have been implemented historically with the intention of improving such activities worldwide. While some of these have centered their attention on grammar and pronunciation (e.g., the grammar and audio-lingual approaches), others have focused instead on the development of meaning making and on the execution of specific tasks (e.g., task-based language teaching, communicative language teaching, among others), where communicating in the language is the most important aspect to achieve. Moreover, approaches to English education have not only intended to keep improving all of the aforementioned aspects. Beyond that, they have been incorporating the use of new technologies with the purpose of maximizing such tasks. It is in this order of ideas that the CALL approach gains ground. Overall, CALL stands for “computer assisted language learning” and as its title suggests, advocates for the incorporation of technology mediated learning when it comes to language education as technology has undergone a process of what Bax (2001) regards as “normalization”. In light of all of these aspects, in this paper I center my attention on providing insights on how new technologies can be implemented within the field of language learning (English language education, more specifically) and how these can maximize said processes. Moreover, I share a compilation of more than 200 sources I have been compiling for such endeavor.

Toshiyuki Hasumi, Student, PhD Student, National Chengchi University, Taipei, Taiwan

Thanks to the global penetration of mobile devices and emergence of new technologies, game-based student response systems (GSRS) are increasingly used to complement traditional education. A wealth of studies and reviews have provided in-depth analysis of GSRS research; however, given the fast-evolving nature of technological advances and the perpetuity and challenges of technology adoption, there is a need for an update of the overall research landscape. To fill this gap, the current study employs bibliometric analysis to generate an overview of GSRS research for entrant or novice scholars of the field. Using the search terms “GSRS” and other relevant terms, 324 articles and reviews published in the last five years between 2017 and 2021 were retrieved from the Scopus database to investigate the most current development of SRS research. Performance analysis was first conducted through R Bibliometrix to reveal SRS scientific production and the most relevant journals, authors, and documents. Next, scientific mapping using bibliographic coupling in VOSviewer identified the research fronts from a close reading of the cluster documents. The analysis revealed the top five authors and journals and most locally cited documents and references. Bibliographic coupling uncovered the six research fronts, including (1) Application of GSRS; (2) Affective factors; (3) Interaction and collaboration; (4) Kahoot!; (5) Student experience; (6) Chemistry education. These findings provide a preliminary guide of the most relevant and current studies, core SRS references, recent topics of interest, and potential journal to consider for submission for scholars interested in implementing GSRS instruction and research.
Developing a Technology-enhanced Board Game for Food and Agriculture English Learning: A Content-language Integrated Learning Approach Using Educational Robots and Internet-of-things-based Tangible Objects

Vivien Lin, Assistant Professor, Graduate Institute of Children’s English, National Changhua University of Education, Changhua, Taiwan

Under the trend of applying social robots as learning companions or tutors for language education among young learners, this study integrates robotics and internet-of-things (IoT) technology in language education to realize content-based instruction, game-based learning, as well as embodied. The researchers created a board game using an educational robot and tangible objects to teach upper graders English vocabulary and knowledge about chickens and eggs in the food and agriculture curriculum. The board game integrates five major instructional strategies, including cooperation, competition, ownership, differentiation, and adaptivity. By immersing learners in a game narrative with elements such as digital dice-rolling, answering leveled questions, using hint cards, rescue cards, oral practice, and a leaderboard, the game is expected to reduce anxiety in language and knowledge acquisition as well as raising motivation and overall learning effectiveness. The researchers aim to conduct a pilot-test with a five groups of fifth-graders in class of 20 students to examine the effects of the board game on enhancing EFL oral expression of chicken-and-eggs related vocabulary. First, students’ learning outcomes in terms of vocabulary recognition and oral expression will be measured by pre- and post- vocabulary tests. Second, students’ continuous usage intention will be measured by a survey followed by semi-structured. It is expected that the results will inform instructional designers and EFL practitioners about the design and effects of educational robots and IoT-based tangible objects to engage young learners in content-based language learning.
Active Learning Strategies for Multicultural and Multilingual Students

Muyuan He, Assistant Professor, Art, The City College of New York, New York, United States

The paper is about all types of strategies to engage students in online classes, including gamification, retrieve, research, group activity, and knowledge application. All of the methodologies were used while I was teaching at the City College online. We have a diverse student body of various cultural and religious backgrounds. While this interesting aspect shows in their ideation process, it is harder to engage the students when they have other financial, medical, immigration challenges. It is better to maximize the learning outcome during the synchronous class time every week. The study is divided into two sections: the first section showing the reasons of the pedagogical decisions; the second demonstrating the breakdown of a three-hour-long synchronous online class.

Meeting the Needs of Neurodivergent and Disabled Learners in the Digital Learning Environment: Barriers and Opportunities

Sarah La Rose, Adjunct Professor, School of Theology and Christian Ministry, Anderson University, Indiana, United States

This paper discusses barriers facing three groups of students in the digital language classroom. Students who are neurodiverse or who have disabilities identified in adulthood often encounter barriers to receiving accommodation in the digital classroom. Likewise, there is no mechanism to facilitate the accommodation of the needs of non-native English speakers in the second language classroom. The paper proposes that when the needs of students are accommodated, the increased learning outcome and satisfaction that students experience provide cultural benefits to the university and community. The paper proposes ways to structure pedagogy so that accommodation is not dependent on a medical model of service.
A Qualitative Analysis of Virtual Classroom Experience Among Medical Students Mid COVID-19

Alka Panicker, Student, Master of Science, CHRIST (Deemed to be University), Karnataka, India

The curriculum for medicine in India is rigorous and competitive. Due to the pandemic and strict lockdowns enforced in the country, medical schools had to switch to online classes. The transition was sudden and a relatively new concept in India due to the lack of experience with virtual learning among the population. Most medical students were new to this experience and recent literature has highlighted numerous challenges the students have faced such as stress, technological insufficiency and lack of clinical exposure with patients. However, there is limited data focusing on an in-depth analysis of the students experience with the online classes. Through a thematic analysis of semi-structured interviews with undergraduate medical students, we found 5 broad themes which indicate that that students have had a positive experience with online classes (with themes of comforts of virtual learning, role of social support, environmental surroundings and student responsibility) along with a few challenges such as lack of clinical exposure and appearing for in person examinations. Themes of perceived academic stress were present. Understanding the students experience with online classes may provide medical universities a thorough sense of student needs and alternatives, which can be implemented in pedagogy.

Meeting the ACTFL Cultures Standards in Foreign Language Instruction: Developing Students’ Intercultural Competencies via Project-Based Learning

Michelle Smith, Faculty, Asian Languages and Cultures, UCLA, California, United States

Cultures standards are one of the National Standards proposed by the American Council on the Teaching of Foreign Languages (ACTFL) for foreign language learning. As the world becomes more and more interconnected, it has become absolutely essential for foreign language instructors to prepare students to function and thrive in this multicultural, multiethnic, and interconnected global village by designing courses that provide students with the analytical skills needed to develop critical and reflective perspectives on differences between the target culture and the domestic culture. This study explores this issue by discussing how language educators can utilize the concept of project-based learning (PBL) as a vehicle to develop learners’ intercultural communication competencies in a college-level Chinese class with varied learning abilities. The study demonstrates the strategies that allow all learners to participate in investigating, interpreting, and reflecting on the differences and similarities between the Chinese culture and the American culture. The methods of how to design, implement, and assess the students’ PBL learning tasks, offers ways of mitigating challenges during the learning process, and the implications of the study are described.
Reactions, Transitions, and Lessons Learned: A Narrative Study Sharing the Experiences of Practicing Teachers, Remote Learning, School Policy, and Health

Dorothy Valcarcel Craig, Professor of Education, Department of Educational Leadership, Middle Tennessee State University, Tennessee, United States

This two-year study involved two graduate student participants enrolled in an online Masters program. The two participants were enrolled in classes while also teaching full time in public school classrooms during the onset of the COVID-19 crisis as well as throughout the following academic year. Adopting a qualitative framework—the Narrative study traveled the journey of the two participants as they navigated, adapted, and survived the public school classroom during the pandemic. Specifically, the study attempted to delve into the lived reality of teaching during a pandemic and to create meaning, share insights, and offer suggestions through the expression of “pandemic stories.” The study examined specific themes that were organized chronologically and which progressed as the two year research period progressed. The focused and storied themes included: a) Reactions: Initial Reaction to the Pandemic and Actions Taken, b) Perceptions: Personal Perceptions of Safety in the Classroom and Home, c) Transitions: Online Journeys and Alternative Scheduling, d) New Beginnings: Policies related to Masking, Distributing Information to Parents, and Transparency, and e) Lessons Learned: Personal Crisis, Health Stressors, Fears, and the Future of Education. This paper details the narrative story of how each participant coped, struggled, and succeeded as he and she navigated the challenges of teaching during a pandemic while dealing with health issues, lack of resources and training, student issues, and overall lessons learned in order to offer insight that may assist colleagues and fellow school personnel.
Tania Acosta Márquez, Universidad Pedagógica Nacional (Mexico)
Samuel Amponsah, University of Ghana (Ghana)
Maureen Snow Andrade, Utah Valley University (United States)
Amy Baumhöfner, Recurrent Ventures (United States)
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Haida Umiera Hashim, Faculty of Education, Universiti Kebangsaan Malaysia (Malaysia)
Toshiyuki Hasumi, National Chengchi University (Taiwan)
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James Hutson, Lindenwood University (United States)
Jill Jasper, Utah Valley University (United States)
Jamie Jensen, Humboldt State University (United States)
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Mary Kalantzis, University of Illinois (United States)
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Marcy L. Koontz, The University of Alabama (United States)
Sarah La Rose, Anderson University (United States)
Misty LaCour, Purdue University Global (United States)
Attendance List

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Yu Jie Li, National Changhua University of Education (Taiwan)
Meei Ling Liaw, National Taichung University of Education (Taiwan)
Vivien Lin, National Changhua University of Education (Taiwan)
Pochi Lin, The Open University (United Kingdom)
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Chih-cheng Lin, National Taiwan Normal University, Taipei (Taiwan)
Axson Lin, National Changhua University of Education (Taiwan)
Yeu Ting Liu, National Taiwan Normal University (Taiwan)
Ruo Chin Liu, National Changhua University of Education (Taiwan)
Michael Marsh Soloway, University of Richmond (United States)
Rivka Molinsky, Touro College (United States)
Jhon Eduardo Mosquera Pérez, Universidad Pedagógica y Tecnológica de Colombia (Colombia)
Karen Murcia, Curtin University (Australia)
Zune Nguyen, University of Southern California (United States)
Shaun Nykvist, Norwegian University of Science and Technology (Norway)
Willem Hendrik Oliver
Erna Oliver
Alka Panicker, CHRIST (Deemed to be University) (India)
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Founded in 1984, Common Ground is committed to building new kinds of knowledge communities, innovative in their media, and forward-thinking in their messages. Heritage knowledge systems are characterized by vertical separations--of discipline, professional association, institution, and country. Common Ground Research Networks takes some of the pivotal challenges of our time and curates research networks that cut horizontally across legacy knowledge structures. Sustainability, diversity, learning, the future of humanities, the nature of interdisciplinarity, the place of the arts in society, technology’s connections with knowledge--these are deeply important questions of our time that require interdisciplinary thinking, global conversations, and cross-institutional intellectual collaborations.

Common Ground Research Networks are meeting places for people, ideas, and dialogue. However, the strength of ideas does not come from finding common denominators. Rather, the power and resilience of these ideas is that they are presented and tested in a shared space where differences can meet and safely connect--differences of perspective, experience, knowledge base, methodology, geographical or cultural origins, and institutional affiliation. These are the kinds of vigorous and sympathetic academic milieus in which the most productive deliberations about the future can be held. We strive to create places of intellectual interaction and imagination that our future deserves.
The Common Ground Media Lab is the research and technology arm of Common Ground Research Networks. Common Ground Research Networks has been researching knowledge ecologies and building scholarly communication technologies since 1984.

Since 2009, we have had the fortune of being based in the University of Illinois Research Park while building our latest platform – CGScholar. This is a suite of apps based on the theoretical work of world-renowned scholars from the College of Education and Department of Computer Science at the University of Illinois Urbana-Champaign. CGScholar has been built with the support of funding from the US Department of Education, Illinois Ventures, and the Bill and Melinda Gates Foundation.

The CGScholar platform is being used today by knowledge workers as diverse as faculty in universities to deliver e-learning experiences; innovative schools wishing to challenge the ways learning and assessment have traditionally worked; and government and non-government organizations connecting local knowledge and experience to wider policy objectives and measurable outcomes. Each of these use cases illustrates the differing of knowledge that CGScholar serves while also opening spaces for new and emerging voices in the world of scholarly communication.

We aim to synthesize these use cases to build a platform that can become a trusted marketplace for knowledge work, one that rigorously democratizes the process of knowledge-making, rewards participants, and offers a secure basis for the sustainable creation and distribution of digital knowledge artifacts.

Our premise has been that media platforms—pre-digital and now also digital—have often not been designed to structure and facilitate a rigorous, democratic, and a sustainable knowledge economy. The Common Ground Media Lab seeks to leverage our own platform – CGScholar – to explore alternatives based on extended dialogue, reflexive feedback, and formal knowledge ontologies. We are developing AI-informed measures of knowledge artifacts, knowledge actors, and digital knowledge communities. We aim to build a trusted marketplace for knowledge work, that rewards participants and sustains knowledge production.

With 27,000 published works and 200,000 users, we have come a long way since our first web app twenty years ago. But we still only see this as the beginning.

As a not-for-profit, we are fundamentally guided by mission: to support the building of better societies and informed citizenries through rigorous and inclusive social knowledge practices, offering in-person and online scholarly communication spaces.

**Supporters & Partners**

As they say, “it takes a village.” We are thankful for the generous support of:

[Bill and Melinda Gates Foundation]

[IES Institute of Education Sciences]

[Illinois Ventures]

And to our Research Network members!
Climate change is one of the most pressing problems facing our world today. It is in the interests of everyone that we engage in systemic change that averts climate catastrophe. At Common Ground Research Networks, we are committed to playing our part as an agent of transformation, promoting awareness, and making every attempt to lead by example. Our Climate Change: Impacts and Responses Research Network has been a forum for sharing critical findings and engaging scientific, theoretical, and practical issues that are raised by the realities of climate change. We’ve been a part of global policy debates as official observers at COP26 in Glasgow. And we are signatories of the United Nations Sustainability Publishers Compact and the United Nations Climate Neutral Now Initiative.

Measuring

In 2022 we start the process of tracking and measuring emissions for all aspects of what we do. The aim is to build a comprehensive picture of our baselines to identify areas where emissions can be reduced and construct a long-term plan of action based on the GHG Emissions Calculation Tool and standard established by the United Nations Climate Neutral Now Initiative.

Reducing

At the same time, we are not waiting to act. Here are some of the “low hanging fruit” initiatives we are moving on immediately: all conference programs from print to electronic-only; removing single-use cups and offering reusable bottles at all our conferences; working closely with all vendors, suppliers, and distributors on how we can work together to reduce waste; offering robust online options as a pathway to minimize travel. And this is only a small sample of what we’ll be doing in the short term.

Contributing

As we work towards establishing and setting net-zero targets by 2050, as enshrined in the Paris Agreement and United Nations Climate Neutral Now Initiative, and to make further inroads in mitigating our impacts today, we are participating in the United Nations Carbon Offset program. As we see climate change as having broad social, economic, and political consequences, we are investing in the following projects.

- Fiji Nadarivatu Hydropower Project
- DelAgua Public Health Program in Eastern Africa
- Jangi Wind Farm in Gujarat

Long Term Goals

We’re committing to long-term science-based net-zero targets for our operations – and we believe we can do this much sooner than 2050. We’ll be reporting annually via The Climate Neutral Now reporting mechanism to transparently communicate how we are meeting our commitments to climate action.

www.cgnetworks.org/about/climate-pledge
Proceedings of the Fifteenth International Conference on e-Learning & Innovative Pedagogies, 15-16 April 2022. The conference featured research addressing the following special focus: “e-Learning as Participation in Meaning: Multimodal and Multiliteracies Perspective” and annual themes:

- Considering Digital Pedagogies: On the dynamics of learning in and through digital technologies.
- New Digital Institutions and Spaces: On the changing the institutional forms of education—classroom, schools and learning communities—in the context of ubiquitous computing
- Technologies of Mediation: On new learning devices and software tools
- Designing Social Transformations: On the social transformations of technologies, and their implications for learning