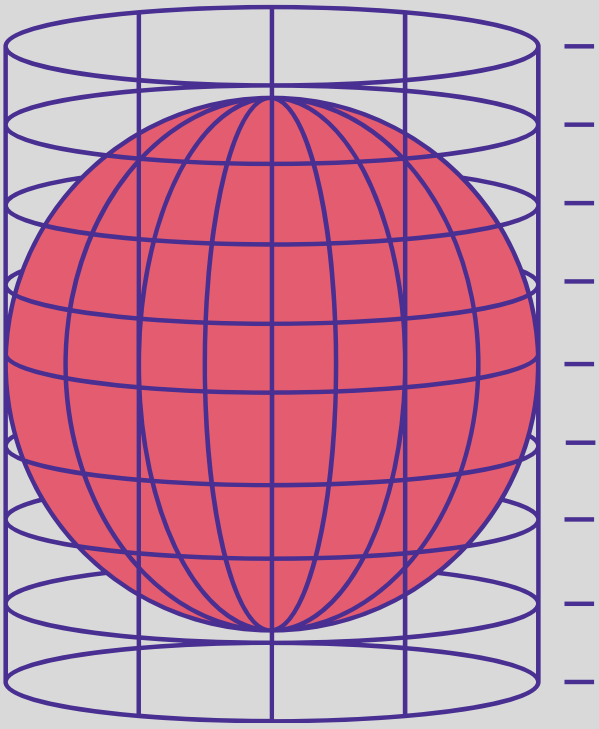
Seventeenth International Conference on e-Learning & Innovative Pedagogies

People, Education, and Technology for a Sustainable Future



Universitat Politècnica de València, Spain

e-Learning & Innovative Pedagogies

UNIVERSITAT POLITÈCNICA DE VALÈNCIA

Escuela Técnica Superior de Ingeniería del Diseño

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Seventeenth International Conference on e-Learning & Innovative Pedagogies Conference Proceedings

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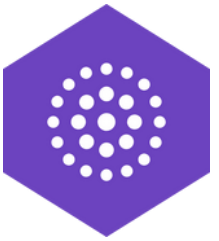

Welcome Letter

e-Learning & Innovative Pedagogies

Dear Conference Delegates,

From wherever you've come, and in whichever way you are participating, welcome to the Seventeenth International Conference on e-Learning & Innovative Pedagogies. I am grateful to all of you for sharing your work at this conference. I particularly want to thank our hosts, the Universitat Politècnica de València, Spain.

The conference comes in the midst of tumultuous and pathbreaking technological developments in technology, in particular with the sudden emergence and widespread adoption of Generative AI. What will be the consequences for society and education? At this stage, the answers can only be hazy and uncertain. But we have to work on them, and this research network can make a contribution to the development of these answers.

I also want to mention technology transformations we have undergone at Common Ground, accelerated like so many other of such changes by the COVID pandemic. By way of context, 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.

Now we have introduced another kind of intervention–to build a scholarly communication infrastructure for a blended in person + online engagement. 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.

I thank our partners and colleagues at the University of Malta and Common Ground who have helped organize and produce this meeting with great dedication and expertise.

Warm Regards,

Bill

Dr William Cope
Director, Common Ground Research Networks
Professor
- Department of Education Policy, Organization & Leadership, College of Education
- Information Trust Institute, College of Engineering
- Health Care Engineering Systems Center, College of Engineering

University of Illinois at Urbana-Champaign

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 offered by new information and communications technologies. The perspectives of our members range from big picture analyses which address global and universal concerns, to detailed case studies which speak of localized applications of technology. We aim to traverse a broad terrain, sometimes technically and other times socially oriented, sometimes theoretical and other times practical in their perspective, and sometimes reflecting dispassionate analysis while at other times suggesting interested strategies for action. Our aim is to build an epistemic community where we can make linkages across disciplinary, geographic, and cultural boundaries. 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 smart phones 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.

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.

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.

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.

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.

Theme 1: 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

Theme 2: 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

Theme 3: 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

Theme 4: 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

Bill Cope

Professor, University of Illinois, 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

Professor, University of Illinois, Urbana-Champaign, USA

Mary Kalantzis was dean of the College of Education at the University of Illinois, Urbana-Champaign, United States from 2006 to 2016. Before this, she was dean of the Faculty of Education, Language and Community Services at RMIT University, Melbourne, Australia, and president of the Australian Council of Deans of Education. With Bill Cope, she has co-authored or co-edited: New Learning: Elements of a Science of Education, Cambridge University Press, 2008 (2nd edition, 2012); Ubiquitous Learning, University of Illinois Press, 2009; Towards a Semantic Web: Connecting Knowledge in Academic Research, Elsevier, 2009; Literacies, Cambridge University Press 2012 (2nd edition, 2016); A Pedagogy of Multiliteracies, Palgrave, 2016; and e-Learning Ecologies, Routledge, 2016.

Advisory Board

e-Learning & Innovative Pedagogies

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

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Seventeenth International Conference

on e-Learning & Innovative Pedagogies

History

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 offered by new information and communications technologies. The perspectives of our members range from big picture analyses which address global and universal concerns, to detailed case studies which speak of localized applications of technology. We aim to traverse a broad terrain, sometimes technically and other times socially oriented, sometimes theoretical and other times practical in their perspective, and sometimes reflecting dispassionate analysis while at other times suggesting interested strategies for action. Our aim is to build an epistemic community where we can make linkages across disciplinary, geographic, and cultural boundaries.

Past Events

- 2008 - Chicago, USA
- 2009 - Northwestern University, Boston, USA
- 2010 - University of British Columbia, Vancouver, Canada
- 2011 - University of California, Berkeley, USA
- 2012 - University of Illinois, Urbana-Champaign, USA
- 2013 - Universidad Nacional de Educación a Distancia, Madrid, Spain
- 2014 - Pacific University in Forest Grove, Oregon, USA
- 2015 - University of California, Santa Cruz, USA
- 2017 - University of Toronto, Toronto, Canada
- 2018 - St John's University, Manhattan Campus, New York, USA
- 2019 - Hotel Grand Chancellor Hobart, Hobart, Australia
- 2020 - University of the Aegean, Rhodes, Greece (Virtual)
- 2021 - University of the Aegean, Rhodes, Greece (Virtual)
- 2022 - National Changhua University of Education, Changhua City, Taiwan (Virtual)
- 2023 - University of Malta, Malta

The **e-Learning & Innovative Pedagogies Research Network** is thankful for the contributions and support of the following organizations.

Special Focus

e-Learning & Innovative Pedagogies

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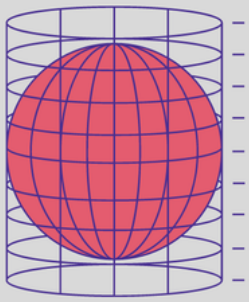
People, Education, and Technology for a Sustainable Future



e-Learning & Innovative Pedagogies

Universitat Politècnica de València, Valencia, Spain

7-8 March 2024

People, Education, and Technology for a Sustainable Future

Today's world, increasingly global and interconnected, faces a series of challenges related to the use of technology, education, the creation and management of knowledge, inequalities, and environmental impact. To approach these challenges and turn them into progressive opportunities, it is necessary that we reflect on pathways to a more advanced, inclusive, and sustainable future—pathways from the university and society through research, education, and debate.

This conference aims to be an open and dynamic, multidisciplinary, and international forum to address these challenges from various standpoints, critically examining the tools of technology and knowledge. The debate at the conference is organized around four major themes, raising fundamental issues of our current society and addressing in a transversal way: 1) Histories of Technology; 2) Knowledge Makers; 3) Social, Cultural, and Intercultural Realities; and 4) Curriculum, Evaluation and Technologies in Education. The conference will be a meeting point and a collaboration framework so that people advance, with the help of knowledge, education, and technology, towards a more productive, fulfilling, and sustainable life.

Francesca Romero Forteza
Professor, Department of Applied Linguistics, Universitat Politècnica de València, Valencia, Spain

Dr. Francesca Romero Forteza has a degree in Catalan Philology and is a professor in the Department of Applied Linguistics at the Polytechnic University of Valencia, where she teaches Catalan for specific purposes in various engineering degrees. She is currently the Director of her department. Her research is focused on computer-assisted language learning and, more specifically, on self-learning. Other topics on which his research deals are virtual learning environments and the teaching of specialized languages. For her dissertation, she obtained the extraordinary prize granted by the University and has also obtained the prize for teaching excellence granted by the Social Council of the Universitat Politècnica de València.

Rafael Seiz Ortiz
Professor, Department of Applied Linguistics, Universitat Politècnica de València, Valencia, Spain

Dr. Rafael Siex Ortiz has his degree in English Philology from the University of Valencia and PhD in Applied Linguistics from the Polytechnic University of Valencia. He is a Professor at the Department of Applied Linguistics at the Higher Technical School of Design Engineering, he has taught at this institution since 1995, where he teaches English for Specific Purposes (Technical English for Engineering).

He develops his research within the CAMILLE group (Computer Assisted Multimedia Interactive Language Learning Environments), in the field of Computer Assisted Language Learning, more specifically in the use and pedagogical evaluation of ICT in language learning and its application to methodological approaches. such as Content Integrated Learning and Foreign Languages, areas in which he has been a teacher trainer. He is a professor of the Master in Languages and Technology, in the Department of Applied Linguistics. He has participated as a speaker in numerous conferences on applied linguistics and educational innovation, and has published research articles in these fields. He has been the Principal Investigator of two competitive research projects funded by the local government of Valencia, as well as a member of the research team of various research projects subsidized by the Ministry of Education of Spain and by the European Union. He belongs to the professional associations SEDELL (Spanish Society for the Teaching of Language and Literature) and AESLA (Spanish Association of Applied Linguistics) and is a member of the editorial committee of the magazine "The Eurocall Review".

Committed to educational innovation, he has published numerous scientific articles on educational research, and has collaborated for many years in various Educational Innovation and Improvement Projects at the UPV, as a coordinator or as a member of the teaching team. He has organized numerous conferences at ETSID, such as the CUIEET (University Conference on Educational Innovation in Technical Teaching), on various occasions, Valencia Global or the ASELE Conference (Association of Spanish as a Foreign Language), among other academic events. He organizes every four years and since 2007 at the ETSID the Valencian Conference on Computer-Assisted Language Learning, a reference event among secondary school teachers and with the presence of international speakers.

He has carried out university management tasks at ETSID, where he has been deputy director of the Library and deputy director of Professional Activities and Employment. He is currently deputy director of International Relations at this school. Since the 1990s and up to the present, he has always been committed to the development of the School's International Relations, participating in the coordination of two ALFA international projects with Latin America and has been a visiting professor in English courses, writing of academic texts and educational technology in different foreign universities, such as the Agricultural University of Prague, the National University of Colombia, Penn State University (United States) or the University of Kavala (Greece), among others.

He is a translator of technical and academic texts and a poet, an active member of the Polimnia 222 Poetry Workshop of the UPV. In 2017, he won second prize in the David Mejía Velilla international literary contest, convened by the University of La Sabana and the Colombian Academy of Language, with the collection of poems "Declamar la Luz".

Phil Hubbard

Senior Lecturer Emeritus, Stanford University, USA

"Theory and Theories in Computer-Assisted Language Learning"

Phil Hubbard is Senior Lecturer Emeritus at the Stanford University Language Center, where he served as Director of English for Foreign Students 2003-2020. Working the past four decades in the field of computer-assisted language learning (CALL), he has published in the areas of CALL evaluation, development, theory, research methodology, listening, teacher education, and learner training. He served on the team that developed the TESOL Technology Standards (2008, 2011) and is Associate Editor of the journals Computer Assisted Language Learning and Language Learning & Technology. Currently, he is collaborating with groups in the Canadian settlement language sector creating targeted technology standards for teachers, learners, and programs and developing a platform to support independent language learning.

Julio Cabero Almenara

Professor, University of Sevilla, Spain

"La significación de las tecnologías digitales en la sociedad del conocimiento y su repercusión en la educación"

Es Catedrático de Tecnología Educativa en la Universidad de Sevilla, director del Grupo de Investigación Didáctica y de la Revista Pixel-Bit. Revista de Medios y Educación. Ha impartido numerosas conferencias sobre Tecnología Educativa en diferentes universidades españolas, europeas y latinoamericanas. Es miembro fundador de Edutec. En la actualidad es el Director del Secretariado de Innovación Educativa de la Universidad de Sevilla. Además, ha sido reconocido con destacados premios y distinciones en su campo, como la medalla de la ciudad de Sevilla por su trayectoria docente e investigadora en la Universidad de Sevilla.

Bill Cope

Professor, University of Illinois, Urbana-Champaign, USA

"Generative AI Comes to School: Challenges and Opportunities"

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.

Vicenta González

Professor, University of Barcelona, Spain

"La Inteligencia artificial generativa como aliada del docente de lenguas"

Licenciada en Filología Hispánica y Doctora en Filosofía y Ciencias de la Educación. Profesora de la Facultad de Educación (Universidad de Barcelona), imparte docencia de Lengua castellana en los Grados de Educación Infantil y Educación primaria, de Análisis y diseño de materiales en el Máster de Formación de profesores de ELE, donde también es responsable de la asignatura de Prácticas. Además, colabora con diferentes programas de formación de profesorado de ELE (UIMP-IC, formacionele.com, LovELE-Lovaine, ISD-Múnich, EOI). Sus líneas de investigación se centran en la práctica reflexiva en la formación del profesorado, la gamificación en la enseñanza de lenguas extranjeras y el uso de las TIC (http://www.ub.edu/realtic/) y en la formación de los tutores de prácticas (https://sites.uclouvain.be/DCP_Tusele/).

Emerging Scholars

e-Learning & Innovative Pedagogies

Each year a small number of **Emerging Scholar Awards** are given to outstanding early-career scholars or graduate students. Here are our 2024 Emerging Scholar Award Winners.

Yidan Shao
Fordham University, USA

Claudia Ribeiro Pereira Nunes
Universidad Complutense de Madrid, Spain

Mostafa Hanafy
University of Illinois Urbana-Champaign, USA

Gabrielle Heard
University of Calgary, Canada

Nishat Tasneem
University of Edinburgh, Scotland

Lamprecht Lotter
University Of Johannesburg, South Africa

Caelen Siow
Touro University, USA

Wendy Mockler Giles
University of Illinois, USA

Stavroula Andreopoulos
University of Toronto, Canada

Hari Kumar Repudi
School Education Department, Govt of Andhra Pradesh, India

Álvaro López Enríquez
University of Granada, Spain

Presentations, Presenters, Participants

2024 Special Focus–People, Education, and Technology for a Sustainable Future

Transformative Learning for Sustainable Futures: Research Center's Ubiquitous Initiatives Empowering Adult Learners in the United States

Ana Paula Correia, Professor/Director, Educational Studies/Center on Education and Training for Employment, The Ohio State University, Ohio, United States
Traci Lepicki, Associate Director, Center on Education and Training for Employment, The Ohio State University, Ohio, United States
Melissa Ross, Associate Director, Center on Education and Training for Employment, The Ohio State University, Ohio, United States

This innovation showcase delves into the latest initiatives of the Center on Education and Training for Employment (CETE), a translational research center located in the United States. These initiatives, in the realm of ubiquitous learning, have impacted mostly adult learners and advanced their professional development, fostering economic prosperity and cultivating healthy communities. We explore CETE's role as a catalyst for social transformation, emphasizing its integration of learning technologies in designing sustainable futures. A future where learners can pursue different professional learning paths that lead to well-paid jobs in the digital economy. Key initiatives include the migration of a comprehensive five-day workshop on job analysis into a virtual and online educational event; an award-winning self-paced online training collection on how to effectively teach online; a hybrid curriculum to develop organizational social justice practices; and, more recently, an intentional effort to grow internal capacity on the utilization of generative artificial intelligence tools. Such initiatives exemplify CETE's commitment to translating research into evidence-based practices in a series of efforts to leverage e-learning tools and innovative pedagogies to bridge educational gaps, provide just-in-time technical training, promote lifelong learning, and facilitate the design of socially transformative frameworks.

What Factors Are Correlated with Student Success?

Robert Corwyn, Distinguished Professor, Psychology, UA Little Rock, Arkansas, United States
Belinda Blevins-Knabe, Professor, Psychology, University of Arkansas at LIttle Rock, Arkansas, United States
Elisabeth Sherwin, Professor and Chair, Psychology, University of Arkansas at Little Rock, Arkansas, United States

Knowing what predicts college success can lead to better instructional approaches, and institutions can benefit from higher retention rates, optimized resource allocation, and more conducive learning environments. To discover the best predictors of student success (i.e. overall GPA), we collected data in our Capstone class from the Spring of 2020 to the Fall of 2024. Our focus was to find measures that allow us to design interventions that increase the likelihood of student success. For aptitude measures, Verbal ability ($r(103) = .32$, $p < .00$) and Word knowledge ($r(111) = .31$, $p < .00$) were significant predictors of overall GPA. A free version of the psychology GRE was also a significant predictor ($r(103) = .24$, $p < .00$) as was Reading Comprehension ($r(110) = .39$, $p < .00$) and Critical Thinking (($r(110) = .34$, $p < .00$). Distractibility and hopelessness were negatively related to overall GPA. Several factors, including Academic Delay of Gratification, Incremental Theory of Intelligence, Self-Regulation, and Academic Beliefs were not predictive. Data analysis and data entry continue. The results support our efforts to enhance reading, writing, and critical thinking skills in the curriculum. Along with observations in the classroom, these results suggest that students have difficulties fully comprehending instructions, and thinking critically. Future interventions may need to focus on these skills as well as basic English proficiency.

The Fine Art of Crafting Tomorrow: A Journey Into Humanity-Centered AI Design

Vivian Gomes, Chief Education Officer, Design, SHNORH | Academy of Art, Design and Strategy, California, United States

In an era dominated by rapid advancements in artificial intelligence, the imperative for humanity-centered AI design becomes increasingly critical. My study, titled "The Fine Art Of Crafting Tomorrow: A Journey Into Humanity-Centered AI Design" takes participants into the core of AI innovation, where the focus transcends mere technological advancements to embrace and address the human experience holistically. We dive deep into the intersection of AI, ethics, and user-centricity. The presentation aims to highlight practical strategies and insights that have the potential to significantly reshape AI's impact on society. We explore how humanity-centered AI design is not just a theoretical concept but a transformative force that is poised to redefine our interaction with technology and, more importantly, with each other. The talk emphasizes grounding participants in a mindset of positive possibility rather than one of fearful expectation. Through this lens, we examine innovative ways to apply insights from the crossroads of user needs, technology, business, and ethics. Key aspects include: 1. Ethical Frameworks in AI Design: Understanding the importance of incorporating ethical considerations in AI development to ensure that technology serves the greater good of humanity. 2. User-Centric AI Solutions: Showcasing how AI can be designed with a deep understanding of user needs, leading to more intuitive, accessible, and beneficial technological solutions. 3. Balancing Innovation and Humanity: Discussing strategies for maintaining a balance between technological innovation and human values, ensuring that AI advancements enhance rather than diminish the human experience.

Storytelling and Infographics: Impact on Attitude Strength and Behavioral Intention

Simone Kubowitsch, Professor, Business Psychology, Technical University of Applied Science Augsburg, Bayern, Germany
Heiko Dreizler, Hochschule Augsburg
Sarah Hatfield, Professor, Business Psychology, Augsburg Technical University of Applied Sciences, Bayern, Germany

The textile industry has a substantial impact on the environment, society, and the economy due to its vast production scale, resource consumption, and waste generation. Therefore, it represents a crucial topic for Environmental Sustainability Education (ESE). Changing learners attitudes and promoting attitude strength is a critical first step for producing lasting changes in behavior. Among others, knowledge, importance and values are determinants of attitude strength. In this study, we investigate whether attitude strength towards sustainable textile consumption can be influenced more effectively by a cognitive/ knowledge oriented or an affective / value-oriented learning setting. 120 students are assigned to one of two experimental conditions. In the knowledge condition, they will elaborate relevant information about sustainable textile behavior through infographics about sustainability and textile industry presented in a learning platform. In the affective appeal condition, the students will experience personal stories of personas dealing with the negative impact of unsustainable behavior. These storytelling elements are presented in a video-based environment. Knowledge, mood changes, attitude strengths and behavioral intention are measured. Preliminary studies indicate e. g. that the affective appeal condition leads to a greater change along the dimension of valence and a higher attitude strength compared to the knowledge condition. However, regarding behavioral intention, only minor differences are observed. In the future, additionally direct measurement of behavior should be considered, for instance, by conducting trial purchases in virtual reality environments.

The Use of a Flipped Classroom Model for Inquiry-based Learning in Senior Phase Natural Sciences

Lamprecht Lotter, Learning and Curriculum Designer, Online Learning Innovation, Skoleondersteuningsentrum, Gauteng, South Africa

This study explores the experiences and perceptions of three senior phase natural science teachers using the flipped classroom approach (FCA) to enable them to implement inquiry-based learning (IBL) activities in their classrooms. The research data consists of semi-structured interviews and classroom observations. The data was analyzed using the electronic quality of inquiry protocol (EQUIP) classroom observation tool, focusing on the teachers' effectiveness in creating and implementing inquiry-based activities. The findings suggest that the FCA supports implementing ibl activities by changing the role of the teacher to facilitator and allowing the learner to engage with the inquiry activity. The perceptions of the participating teachers suggest a positive experience using the FCA for IBL. Based on this finding, teachers looking to implement this approach should consider the recommendations for the successful implementation of FCA for IBL to enhance learners' experiences. Successful implementation of IBL activities depends on well-structured lessons planned in advance and well-functioning technologies and learning management systems to facilitate the implementation. Implementing the FCA for IBL activities did have challenges, including accessing resources, group dynamics, learner motivation, and time constraints. However, the potential affordances of the FCA for IBL were recognized and invite investigation into future research.

Redefining Learning Paradigms: Integrating Artificial Intelligence into Classrooms

Richard Manprisio, Assistant Professor, Division of Science, Math and Technology, Governors State University, Illinois, United States
Sai Vikith Medasani, Student, Master of Science in Information Technology, Governors State University, Illinois, United States
Salman Tabrez Mohmad, Governors State University
Mohammed Abdul Salam, Assistant Professor, Information Technology, Governors State University, Illinois, United States

This paper explores the evolving role of Artificial Intelligence (AI) in educational settings, emphasizing the transformative impact on both teaching and learning processes. We delve into how AI technologies, specifically tools like ChatGPT and other machine learning algorithms, reshape educational experiences. Our focus is twofold: understanding how students leverage these technologies for enhanced learning and how teachers can integrate them into their pedagogical strategies. We examine the mechanics behind these AI tools, discussing their functionality and potential to personalize learning and teaching methodologies. Additionally, the paper addresses the challenges and ethical considerations surrounding AI in education, such as academic integrity and the appropriate use of technology. Through this exploration, we aim to provide insights into the benefits and complexities of AI integration in classrooms, setting a foundation for future advancements in educational practices and policies.

Universal Design for Learning Principles and Guidelines for the Design of Smart Learning Environments that Consider Diversity and Eliminate Learning Barriers

Daria Mizza, Assistant Professor, Educational Studies, American University in Cairo, Egypt

This paper explores the pedagogical principles necessary for successful teaching strategies in smart learning environments. To that effect, the first part of this paper delves into the paradigm known as Universal Design for Learning (UDL), a framework for the development of educational programs that is based on the idea that a diversity of learners is the norm in any course and constitutes an asset. The second part of the paper illustrates how the principles, guidelines, and controls of the UDL can be applied to the development of a smart learning environment, and demonstrates how the integration of digital technologies makes it possible to achieve the so-called "redundancy effect", which makes teaching clearer and more understandable. The paper concludes with recommendations for implementing inclusive teaching practices.

Education and Technology Regulations for a Sustainable Future in Spain: Case Study

Claudia Ribeiro Pereira Nunes, Student, PhD, Universidad Complutense de Madrid, Madrid, Spain

Technology on education is SGO 4 in the United Nations 2030 Agenda for Sustainable Development, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This research is a study about Technology in Education regulation in Spain. In summary, after the entry into force by Royal Decree 1105/2014, 26th of December, establishing the primary curriculum of Compulsory Secondary Education and Baccalaureate, electronic literacy content, media literacy and innovative learning environments have been introduced in all the compulsory subjects of CSE courses, being able to choose between one and three specific topics in the issue during the last years of the aforementioned educational cycle. In September 2015, the White Book was presented for designing University qualifications within the digital economy framework, developed by four ministerial departments (Economy, Industry, Employment, and Education) with experts from the University sphere and the digital industry. In the following years, it deals with incorporating technologies into the classrooms to improve the quality of education and integrate students and professors into the information society. The National Center for Curricular Development in Free Software (CEDEC) is responsible for "drafting, elaborating, developing, cataloguing and monitoring free digital content, targeted at specific educational collectives, that develop the education system's curriculum". In the end, the researcher presents some details of technology education in Spain.

Empowering Girls to Reduce Gender Gap in IT and ITES Sectors in South Asia Region : Reaching Out through eLearning Programmes

Aparajita Ojha, Professor, COMPUTER SCIENCE AND ENGINEERING , PDPM Indian Institute of Information Technology, Design, and Manufacturing, Madhya Pradesh, India

The Global Gender Gap Report 2023 of the World Economic Forum suggests that women's skills are not always in line with the 'professions of the future' in South Asia region. With the objective of bridging the gap between the job market expectations and the skill sets of graduating girl students in SA region, a pilot project was implemented for training female students in emerging areas of S&T supported by Asi@Connect Project of European Union. We present the outcome of this innovative project.

Information Fluency as a Core Competency: Promoting Lifelong Learning

Reya Saliba, Instruction and Outreach Librarian, CMU-Q Libraries, Carnegie Mellon University Qatar, Ad Dawhah, Qatar

The United Nations' Sustainable Development Goal 4 calls for promoting lifelong learning opportunities while offering an inclusive and equitable quality education. In Qatar, access to the latest educational tools and the availability of technological infrastructure create a supportive environment for higher education institutions and encourage them to adopt new technologies and approaches for teaching and learning. Academic libraries are essential partners in supporting new educational approaches and tools thus providing the resources and services that facilitate teaching and learning. Through the development of an integrated information fluency (IF) curriculum, librarians at Carnegie Mellon University in Qatar (CMU-Q) designed a series of training workshops, developed online modules, curated a collection of online resources, and offered one-on-one consultations that aim at promoting lifelong learning skills among undergraduate students. By collaborating with faculty members across campus and working with fellow librarians from the main campus in the U.S., CMU-Q librarians created many educational opportunities where students learned about the information landscape, refined their information seeking and evaluation competencies, practised their critical thinking abilities, and developed lifelong learning skills. The IF curriculum was implemented across all undergraduate programs offered at CMU-Q and played a vital role in preparing undergraduate students for their future professional career, personal development endeavours, and civic engagement as participatory citizens who can actively contribute to the improvement of their communities. This paper describes the design, development, and delivery of the IF curriculum, the challenges and opportunities that emerged during its implementation, and the lessons learned while undertaking this interdisciplinary project.

Using an Early Childhood Learning Community in an Effort to Retain Online Students

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Stephanie Heald, Program Chair | BA Early Childhood Education Program Chair | BA Early Childhood Education-Administration Associate Professor, Early Childhood Education/Early Childhood Education Administration, The University of Arizona Global Campus, Florida, United States
Holly Lopez, Program Chair, Department of Education and Liberal Arts, University of Arizona Global Campus, Arizona, United States

University of Arizona Global Campus has five Early Childhood Education programs that currently serve 2,888 students, and the average one-year persistence rate across programs is approximately 47%. This Learning Community aims to impact retention by implementing two social engagement intervention strategies that provide a supportive space for the students in these five programs. The first strategy is to provide a virtual learning community available asynchronously in Canvas which will provide 1) a platform for students to interact with peers and instructors and 2) provide information on upcoming events and professional development resources related to the ECE field. The second strategy is to hold monthly synchronous meetings to provide an orientation to the five ECE programs and promote social interaction between peers and faculty. The goal of these interventions is to promote the kind of belonging and connectedness that supports academic growth and momentum which can contribute to long-term retention and ultimately, graduation. Researchers continue to track participation and data to determine how using this online community impacts student retention throughout their programs.

Using Artificial Intelligence to Promote Media Literacy in Higher Education: Fostering Digital Citizenship for Lifelong Learning among College Students

Andrew Simoncelli, Associate Professor, Mass Communication, Nicholls State University, Louisiana, United States
Paul Wilson, Endowed Professor of History and Department Head , History and Geography, Nicholls State University, Louisiana, United States

Artificial intelligence (AI) technologies offer promising new tools to promote media literacy and lifelong learning skills. AI can assist both students and faculty in online college courses like identifying quality sources and recognizing disinformation tactics. In our research, we used different types of AI to determine its impact in helping college students recognize media disinformation and assist in stopping its spread. Some of the methods we used in our classes included: 1) automated fact-checking to flag potential misinformation in those sources. 2) Created interactive multimedia lessons created by AI to reinforce core concepts of media literacy like identifying quality sources and recognizing disinformation tactics. 3) Leverage AI text generators to create mock news articles, social media posts, advertisements, etc that contain misinformation, bias, and manipulation The core benefit of AI is the ability to process volumes of information and provide data-driven insights that enhance human teaching. While AI tools can amplify instruction on media literacy, human expertise is still essential to coach critical thinking skills. With thoughtful integration, AI and human instruction can work together to cultivate media literacy, increase student engagement and lifelong learning. Findings on the benefits of incorporating the use of AI in online history and communication classes to increase media literacy and core history knowledge while simultaneously increasing student engagement are presented.

Designing the Future of Effective Teaching and Significant Lifelong Learning

Constantine Tsinaridis, CEO, Co-Founder, Executive Education, Innovation Synergy, Attiki, Greece Zala Fashant, Chief Design Architect, Learning Designer, Professional Development, Minnesota State - Retired; Innovation Synergy (Greece/US), Minnesota, United States

With the pandemic, and now AI, the future of teaching and learning in higher education is changing at a record pace. Participants will reflect on the traditional learning model of universities as they view how the future model will transform teaching and learning. The challenge is to attract and retain students who are prospering from the Amazon Effect where learning is individualized and immediate. Just-in-time content delivery will challenge institutions to keep up. Competition in the education market provides more portals for learning than ever before. The focus of the presentation is to provide a practical analysis of the decisions institutions need to implement immediately. Specific ideas for individualizing and strategies to provide immediate delivery of lifelong learning will be presented. Future learning will be student-centered, and student-managed to meet the institutional framework. Participants will share their institution's response to these challenges as we identify best practices and barriers to implementation and recognize the urgency of necessary campus conversations. Deeper dive resources will be offered for participants' just-in-time future learning.

Effects of Project-based Learning on Students' Learning Performance and Engagement in Computer Science

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Attention has been drawn to the benefits of integrating project-based learning (PjBL) into educational curricula to enhance student engagement. This study investigates how well project-based learning fosters student engagement and achievements in computer science courses. Qualitative and quantitative research methods were used for this experiment. A total of 60 first year undergraduate students included in the study were divided into the two following groups: experimental group (n=30) and control group (n= 30). National Survey of Student Engagement' (NSSE) based on Coates' five-dimensional framework theory of student engagement was used to collect the data. The results showed that there was no significant difference in the pretest scores between the experimental group and the control group ($p > 0.05$) before the intervention. However, after the experiment, the post test scores of the experimental group were significantly higher than those of the control group ($p < 0.01$), indicating an improvement in engagement. The mean grades and mean engagement of the experimental group were also higher compared to the control group. The difference in engagement between the experimental group before and after the intervention was statistically significant ($Z=-3.522$, $p < 0.05$), with the median data after intervention being higher than before. Specifically, students engaged in project-based learning (PjBL) were more actively involved in self-perception and self-worth compared to students in traditional learning settings. These findings suggest that highly contextualized project-based learning has a positive impact on student engagement and achievements.

A Pacific Approach to Peer Validation – Awarding Digital "Ula"

Wendy Holley Boen, Overall Coordinator - Specialist Teaching, Institute of Education, Massey University, Auckland, New Zealand

The Ula is a Pacific tradition where a garland made of flowers or chocolate is gifted to others as a sign of respect and appreciation. This Samoan practice has been introduced in a programme for Specialist Teachers at Massey University, New Zealand, in a digital form - and is used as a non-formal recognition of peers. As an extension to digital badging, it is used to reinforce engagement and application to practice for Resource Teachers in the Specialist Teaching programme. The Specialist Teaching programme is a national 2-year postgraduate qualification for 400 experienced teachers annually to become specialised Resource teachers. The role of the Resource Teacher is to support families, teachers and systems to cater more effectively for all learners in an inclusive education system. The journey is often transformative for these Resource Teachers as they re-story themselves as change agents for a more equitable society. The programme's hybrid approach cultivates a national interprofessional network through face-to-face opportunities and an online learning community. Alongside their growing specialist domain knowledge, resource teachers can struggle to evidence the less tangible competencies required to support learners with additional needs (e.g. building relationships, disrupting inequitable practices). The research outlined in this presentation explored the value students place on giving and receiving ula; the professional competencies typically recognised, and how this process shapes the interprofessional network within and beyond study. This paper summarises the importance of non-formal validation of competencies as part of students' overall self-assessment of learning, growth, collaboration and impact.

Social Change Through YouTube: The Use of Black Women's Stand-Up to Propel Conversations About Race

Caitlin Hawkins, Director of DEI Training, The Diversity Institute, Cleveland State University, Ohio, United States

This research explores the role of Black women stand-up comedians as educators and activists, with a specific focus on how their comedy performances, viewed through platforms like YouTube, can serve as a means to build in-group community with Black audiences and educate secondary white audiences. Through their artistry and comedic performances, these comediennes have effectively utilized humor to challenge social norms and foster dialogue on critical issues. This paper explores how Black women stand-up comedians navigate the intersections of their identities through content analysis of YouTube videos connected to the literature. Comediennes drew from their lived experiences as Black women to shed light on the nuances of race, gender, and other societal factors, which create informal learning opportunities for viewers. Drawing from Black feminist thought and audience research, this study delves into the transformative potential of Black women's comedy in fostering understanding, empathy, awareness, and community.

Telenovela Production from Script to Screen: A Multidisciplinary Approach to Digital Pedagogy, Culture, and Language

Elena Mangione, Teaching Professor, Romance Languages and Literatures, University of Notre Dame, Indiana, United States
Steven Varela, Director of Teaching and Learning Technologies, Office of Informational Technologies, University of Notre Dame, Indiana, United States

This paper presents a case study of an innovative Spanish language and culture course, an academic endeavor that foments language acquisition while introducing the cultural and economic significance of telenovelas, a genre central to LA/latino media and an export commodity with global impact. Students engage critically with the genre, exploring its role in shaping cultural narratives. Students transition from theory to practice, undertaking roles of writers, actors, directors, editors, and producers to create an original Spanish-language telenovela. Scriptwriting workshops emphasizing narrative structure and character development reflective of cultural nuances complement practical modules on acting, filming, and directing. Central to this pedagogical approach is the creation of a digital space where the production process is documented and shared. We discuss the digital tools and platforms utilized to facilitate this collaborative and creative space, and how these tools enhance learning outcomes. The digital pedagogy component extends to post-production, where students engage in editing and subtitling in English to reach a wider audience. The final product is a four-episode telenovela (with 4 commercials) that is not only an educational tool but a piece of cultural production. The project culminates in a public screening. We detail the pedagogical framework, the multidisciplinary approach, and the assessment strategies employed to measure engagement and learning outcomes. The case study contributes to the discourse on digital pedagogies/spaces for learning, demonstrating how traditional forms of cultural storytelling can be effectively leveraged to enrich modern educational experiences and prepare students for an evolving digital landscape.

Ubiquitous Professionals: Towards Sustainable Professional Development through Life-wide, Life-long and Life-deep Learning

Mandia Mentis, Associate Professor, Institute of Education, Massey University, New Zealand

Professional education programmes require re-imagining in order to ensure ongoing relevance in a constantly changing world, where learning is ubiquitous - occurring anywhere, anytime, anyhow. There is a need to prepare practitioners who are nimble, and committed to shaping and being shaped by an evolving society. This paper outlines the shift towards a pedagogy of life-wide, life-long and life-deep learning in a professional educational programme for Specialist Teachers at Massey University, New Zealand. Life-wide learning blurs boundaries of space, place and context and the programme provides opportunities to evidence learning anywhere - through formal, informal, and work-based contexts. For instance, students draw on experiences across their personal and professional lives. Life-long learning blurs boundaries of time, and the programme sets up structures to create networked communities of practice for anytime and ongoing learning through practice. Students have lifelong access to course materials, and ongoing opportunities to contribute at various levels of experience within the community. Life-deep learning relates to enacted values and philosophies that inform practice and the programme facilitates a strengthening of professional and cultural identities. This study highlights the pedagogical approaches of life-long, life-wide and life-deep learning and the resulting shift in the professional identities and agency of Specialist Teachers. Professional development that is not limited by time or context and is driven by cultural values enables practitioners to become ubiquitous professionals - more agentic, connected, and responsive to an ever-changing landscape of practice.

Perceived Productivity in Virtual Teams: Implications for Higher Education Courses

Susan Watson, Clinical Associate Professor, Dept. of Multidisciplinary Innovation, University of North Texas, Texas, United States
Kara Fulton, Clinical Professor and Dept. Chair, Dept. of Multidisciplinary Innovation, University of North Texas, Texas, United States

Collaboration on projects is common-place in higher education and may present additional challenges in an asynchronous online course. Using regression and correlation analysis, we examine both personality and teamwork attributes to determine which factors contribute the most to gains in perceived productivity. The implications of this study can be used for initial team formation, team management, coaching and mentoring, and instructor involvement in student teams by focusing on attributes most attributed to higher perceived productivity in virtual settings.

Scientific Literacy and Communication in STEM: Enhancing Student Learning

Stavroula Andreopoulos, Professor, Teaching Stream, Biochemistry, University of Toronto, Canada

Recent data has shown that passive learning does not promote the development of scientific literacy and communication skills, nor does it improve student engagement and academic performance. Partnering with an English language specialist, we transformed a third-year undergraduate molecular biology course (BCH311) to address these issues by designing four assignments and accompanying interactive e-modules focused on reflection, critical thinking, science literacy, making foundational connections, and communication skills. To assess how our new strategies impacted the course learning experience, students were surveyed on their perceptions of the e-modules and their role in encouraging scientific skills development. Additionally, we examined e-module viewing count data that was generated from our learning management system (LMS) Quercus and analyzed it with respect to post-module submission scores and assignment/quiz scores for each of the four e-modules, along with final overall student grades. We report here that the e-modules enhanced and supported the learning experience for students, and they encouraged the development of science literacy and communication skills. Student engagement (as measured by e-module viewing counts) was also positively associated with academic performance indicators. For example, the earlier and more frequently students accessed the e-modules, the better their assignment grades. Collectively, these results demonstrate that competency in scientific literacy is assisted by the designing of four assignments focused on communication and written/oral skills while the creation of interactive e-modules tailored to each assignment supports skills development through active learning exercises and feedback.

Artificial Intelligence and the Flipped Classroom in Translation Training: An eLearning Proposal from the TRADUTEACH Group

Cristina Toledo Báez, Associate Professor, Translation and Interpreting, University of Málaga, Spain

Translation technology has undergone rapid development over the past decade. The age of big data and corpus-based methods has ushered in the datafication of translation This innovative translation technology, driven by artificial intelligence and machine translation, is causing a transformative impact on the translation industry and, naturally, is also influencing translation training. The e-learning project titled "Flipped Classroom as a Methodological Approach for the Teaching-Learning of Machine Translation" (PIE22-124), developed by members of the Permanent Group of E-Learning in Linguistic Technologies Applied to the Teaching-Learning of Translation (TRADUTEACH), is currently being implemented during the second semester of the 2023-2024 academic year at its leading university, the University of Málaga, Spain, as well as at five other Spanish universities (University of Valladolid, Alcalá, Pablo de Olavide, Cádiz, and Complutense de Madrid). This project aims to cultivate learning outcomes related to machine translation, post-editing, and artificial intelligence in a blended learning environment using the flipped classroom as the methodological approach. Preliminary results from a group of students in the Bachelor's Degree in Translation and Interpreting at the University of Málaga indicate that 90.9% of students find the knowledge gained during the project implementation very useful. However, surprisingly, 63.6% of students believe that tools utilizing artificial intelligence should not be taught in Bachelor's Degree courses on translation.

Integrating Technology in Teaching World Language

Jianhua Bai, Student, Ph. D., University of Pittsburgh, PA, United States

This study reports on how we integrate technology into the teaching of Chinese as a foreign language, which can be applied to the teaching of other world languages. The paper starts with some fundamental guiding questions: what are the strengths and limitations of technology in the context of language teaching? Can we do improve the effectiveness of teaching and learning if technology is integrated into our curriculum? What specific pedagogical problems can it help solve? How can it be integrated meaningfully and effectively into various phases of our curriculum of teaching world languages? Specific instructional examples will be used to illustrate the use of various instruments such as Flipgrid, Jamboard, ChatGPT, Padlet, Zoom to help promote better collaboration and more effective teaching and learning and assessment of world languages.

Academic Quality Assurance in Online Higher Education: Guiding Principles and Questions

Marion Brown, Associate Dean Academic, Faculty of Health, Dalhousie University, Nova Scotia, Canada

This paper presents guiding principles and leading questions for academic quality assurance in online higher education in a university in Nova Scotia, Canada. The approach taken is grounded in the long-held values of academic freedom and social responsibility, both of which are foundational to ensure freedom of inquiry, analysis, engagement, and exchange, and lead thought and action in critical and progressive directions. The three principles communicate a foundation for beliefs and behaviours regarding best practices in online and blended education and foreground academic freedom and integrity, social responsibility, and considerations of equity, diversity, inclusion, and accessibility for student, staff, and faculty engagement in online/blended teaching and learning. Principle #1 is Intention: the purpose for proposing a program or course be online or blended; Principle #2 is Impact: the effect an online or blended program or course is anticipated to have on students and faculty; Principle #3 is Interaction: ways and means of interpersonal contact among and between students and faculty. Questions for actualizing the principles are offered within the framework and application examples are shared.

Multimodal Literacy as a Pedagogical Shift for English for Specific Purposes

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Student multimodal literacy practices within the field of English for Specific Purposes (ESP) is an under-researched area since the teaching of ESP focuses more on the development of traditional skills like speaking, writing, reading, and listening to respond to the students' language needs for their future employment. Even though multimodal texts are abundantly implemented in ESP courses, for example, YouTube videos, website articles, and content-related books, they are mostly aiming to enhance students' skills, for example, writing and rote-learning of vocabulary lists, and to extend linguistic knowledge in the subject of their studies. This accentuates ESP students' passive role in the classroom and deprives them of the opportunity to gain more control over their own learning. Given the multimodal affordances of digital productivity tools, it is deemed necessary for a pedagogical shift to take place in the ESP classroom to increase the students' agency. This case study explores ESP students' semiotic awareness through the creation of their multimodal artefacts, and to enable them to actively participate in designing aspects of their ESP course as a way of fostering more meaningful learning opportunities and supplementing traditional literacy models in the teaching and learning of ESP. The study implements the framework of Multiliteracies, focusing on multiform meaning, and the concept of Design to analyse the multimodal artefacts of 33 ESP students in a tertiary education institution. Sources of data include the students' multimodal artefacts, open-ended questionnaires, and the instructor's field notes of the students' class presentations of artefacts.

New Directions in ePedagogies: Learning Languages with Online Tools

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I am currently experimenting with online tools that can replace and/or complement certain aspects of traditional classroom language teaching. In one study, I had students complete tasks on the Duolinguo application for the first four weeks of a 200-level French course taught abroad. The platform allows the course instructor to select specific learning goals, monitor progress, and set up achievement benchmarks for the students. In another semester-long project, I have students do intensive language learning on Duolinguo for a semester (two times a day for at least fifteen minutes for five days a week). To add a cultural component, I require students to find and follow three Instagram accounts that regularly post in French. One of these accounts has to be an account that uses posts and stories to explain specific grammar structures. In my paper, I discuss the parameters of these two experiments and the results that I collected. Language learning applications and other online tools cannot replace a structured classroom experience but they can effectively complement traditional forms of learning. I argue for hybrid modes of language learning that leverage tools that are free and widely available and that have the potential to increase student engagement and overall learning outcomes.

Student-industry Collaboration across Time and Space: The Role of Technology during Design Thinking and Doing

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There are numerous opportunities in software and technologies to collaborate online. Especially due to the pandemic, digital collaboration skills were amongst professionals as well as students were tested, instructed and advanced. It is no surprise that in this particular period, many books on online collaboration and innovation have appeared. Students that collaborate with industry partners can take shape in various forms. Often in universities of applied sciences, collaboration is limited to industry partners commissioning an assignment, presenting or discussing it with students, have one or two times an update meeting, and perhaps join for a final product presentation. By using design thinking and a designated co-creation structure, it is possible to intensify student-industry collaboration across time and space. As we will experience in our workshop, offline co-creation sessions can be integrated in an online environment that stimulates engagement of industry representatives and therewith fosters collaboration. Various technologies have been tested and decisions have been made to integrate certain technologies and instructions within our design thinking toolkit. Certain software has its limitations and choosing does lead to the creation of particular instructions in order to make the most of a complete collaborative structure. Design thinking coupled with proper technology allows students and industry representatives to work together and co-create across time and space. In experimenting with the possibilities and instructions, we now have a good can discuss what works and what does not work in relation to collaboration across time, across space, and its combination.

AI Tools for Quality Course Design: Improving the Student Learning Experience

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Faculty and instructional designers are recognizing the strategies AI applications can delivery significant learning to courses. In this session we examine how AI tools can be used in course design, enhance assessments and learning activities, and ways to save time so they can focus their time on teaching students. The focus is to provide practical ideas where the AI is used for quality achievement, using artificial intelligence to develop and expand human intelligence. Participants will consider the latest pedagogical best practices that will increase student learning and skill development needed for their careers and will have the opportunity to share their own practices during the session. Specific examples of course design ideas for assessments and rubrics including self-assessments, student assignments using AI, resource creation, and teaching and learning strategies to increase engagement and higher-level thinking are presented. Deeper dive resources are offered for participants' just-in-time future learning.

Innovative and Engaged Online Language Courses

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Asynchronous, online courses and programs have been increasing dramatically in enrollment in recent years. Traditional, face-to-face, language courses have been the standard for immersing students in a foreign language and improving their language proficiency through abundance practice and language samples. This paper addresses innovative pedagogies and technology to engage students in the asynchronous language classroom and simulates the experience of an in-person classroom by advancing skills in speaker, listening, reading, and writing. New technologies have transformed the online learning experience by providing students with new opportunities to increase presence–interactions with the course materials, the instructor and fellow students. This paper focuses on online Spanish courses and strategies to increase engagement and enhance course design. The introduction of technologies including Duolingo, Kaltura Video Quizzes, Quizlet, and other programs have increased active learning and language practice. Finally, the study explores ways to enhance technology and engagement, including VR, gamification, and AI, in future language courses as further opportunities for simulations and enhanced active learning.

Flip and Blend Your Class for Better Student Engagement

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The FLEND methodology, an instructional design model that stands for Flip and Blend (integrated), has been developed through deep reflection on the fast- paced changes occurring in the world today. With intense competition in technology, artificial intelligence, business, medicine, and other fields, it is crucial for education to equip young learners with a diverse range of prerequisite skills that enable them to adapt to the demands of the 21st century. As Franklin D. Roosevelt said, 'We cannot always build the future for our youth, but we can build our youth for the future.' The core concept of FLEND is to provide a flexible and engaging learning experience in a digital-based class, enabling learners to explore, understand, analyze, evaluate, and assimilate content more quickly. Equally important, FLEND aims to develop highly essential skills, often referred to as the 5Cs: communication, collaboration, critical thinking, creativity, and citizenship. These skills are invaluable and cannot be challenged by AI.

Value-Creating Approaches In/Through Online Learning and Instruction

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This self-study presents innovative pedagogies in and through asynchronous online learning and instruction in DePaul University's Value-Creating Education for Global Citizenship program. First, we present the Eastern pedagogies that undergird this program's content and interactional approaches and outcomes. Advanced by Japanese educators Makiguchi Tsunesaburō, Toda Jōsei, Ikeda Daisaku, these include sōka kyōikugaku/hō (value-creating pedagogy/approaches), global citizenship, and dialogue. For these pedagogues, knowledge/truth does not have inherent value; those who acquire/cognize it (i.e. students) discern and determine its value dialogically and at individual and social, local and global levels. They argue that an authentically happy life is forged by applying knowledge/truth to create value or meaning in terms of beauty (perceived through the five senses), gain (benefitting the entirety of the individual), and good (benefitting the larger community or society). Second, using these pedagogies as theoretical frames, we examine our own value-creating online teaching practices that helped our students in turn create value in their learning and applied practice. Leveraging multiple platforms, technologies, and methods, we make our courses dialogic even in an asynchronous setting. We not only emphasize dialogue in our courses, but, afforded by unique digital capacities, we as faculty also practice dialogic, collaborative planning and teaching by being in each other's courses and participating in regular program meetings of distributed cognition and collective intelligence. These approaches facilitate mixed models of sociability within and between faculty and students across diverse international geographies and cultures, offer innovative contributions to online education, and contribute to theories of dialogue and value-creating pedagogy.

The Evolution of Experiential Learning: Simulation Development from Live-actor to Asynchronous Online

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Simulations have multiple uses in training and education as intensive forms of role-play. As models analogous to real-world situations, simulations offer students opportunities to learn challenging skills in lower-stakes environments. Building on a background of live-actor simulation for medical education, the researcher created an online simulation that evolved from in-class, to hybrid, to fully online asynchronous use for students in a Risk and Crisis Communication course. This simulation acts as a capstone, testing students' abilities to rapidly apply course theory, including concepts of stakeholder audiences, confidentiality, ethics, and transparency. Based on a credible fictional scenario, the simulation assumes the students have been hired as crisis communication consultants by a restaurant chain experiencing health and safety concerns, and a subsequent public relations crisis. The scenario evolves in real-time over 30-minutes with students receiving messages from various stakeholders, sometimes with competing interests. At the end of the simulation, students write a news release applying course concepts and based on information from the simulation. Students are also debriefed, either verbally or in a reflective memo. Students report finding the simulation daunting, but also fun and exciting. They test and apply their knowledge, improving their confidence before graduating into professional communication careers. Such simulations can be adopted for use in any language and in a variety of courses and disciplines (e.g., business, medicine, law, engineering, design, etc.). In addition to the paper, an opportunity to run a portion of the digital simulation is presented.

Metacognitive Aspects in Open and Distance Education: Results of Quantitative Research

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The cultivation of metacognitive skills is essential throughout the lifespan, playing a pivotal role in enabling individuals to reflect upon and regulate their learning processes. This is especially relevant in the context of open and distance learning (ODL), which offers unique opportunities for learners to take charge of their educational trajectories. This paper delves into the impact of ODL on the development of metacognitive skills among adult learners in Greece. Through quantitative research involving participants engaged in various ODL formats–from undergraduate and postgraduate courses to professional development seminars lasting six months or more–the study investigates the extent to which ODL facilitates enhanced self-regulatory practices and self-awareness. The research seeks to address the metacognitive aspects ODL learners develop. Preliminary findings indicate that there is a transformative potential for ODL in fostering profound metacognitive awareness and autonomy in learning. The implications of these findings extend beyond individual learning gains, offering valuable insights for the design and implementation of future ODL programs aimed at nurturing lifelong learners equipped with critical self-reflective capacities.

Digital Pedagogies: Jeopardy, a Grammar Game

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Gamification in educational settings has been shown to increase engagement and motivation in students. The researcher has been exploring the use of games to enhance learning in both the classroom and in online environments through the development of a grammar game for an introductory course in professional communication. This game helps students improve upon basic writing and compositional skills, focusing on the most common weaknesses such as errors in sentence structure, punctuation, and word choice. Imitating the American quiz show Jeopardy and using enriched PowerPoint slides, the game is divided into several categories with four levels of increasing challenge and complexity. Divided into teams, students are shown one sentence at time with a varying number of mistakes, and they then have 90 seconds to correct the error/s and explain the problem in their own words. Through the use of hyperlinks embedded in the PowerPoint slides, students have access to correct answers, straightforward explanations of grammar, challenge exercises, and links for further information. The game is made available online after class to provide students the opportunity for further engagement. Instructors assess students' general knowledge of writing mechanics while providing a lively activity within a low-stakes environment. Writing skills are part of all course assessments in this introductory communication course. The game, in conjunction with instructor feedback, improves the overall average writing competency. A game demonstration is included.

Online Teaching with Emotional Intelligence: Supporting Students in a Virtual Classroom

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Online Teaching with emotional intelligence (EI) is of interest to educators in grades 4-12 globally, as well as pre-service teachers who are new to online teaching. It targets those teachers trained in face-to-face classrooms who are now transitioning to online teaching and may lack in appropriate online teaching strategies and techniques to successfully connect with and foster relationships with their students. A secondary audience is school administrators who wish to support their district teachers by equipping them with an understanding of the important role emotional intelligence plays when delivering quality education. Contributing to both theoretical and practical literature, this poster presentation is research-based to provide educators with a repository of tried-and-true strategies and tools for developing an understanding of how EI can help teachers in a virtual environment and impact learning. Actual stories and insights from teachers in the field are shared.

Virtual Exchange to Prepare Teachers as Advocates for Inclusion

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This study explored teachers' understanding and experience of disability and their viewpoints about inclusion as a result of participating in a virtual exchange experience. In-service and pre-service (n=12) teachers, who are enrolled in a Master of Education teacher preparation program, took part in 8 weeks virtual exchange experience that aimed at challenging their understandings and typical beliefs about disability and inclusion. The purpose of this study was to examine how working virtually in global teams influenced teachers' understanding of disability and their viewpoints about inclusion.

Computer Science Opportunities, Development, and Education in Rural Schools: Computer Science Opportunities, Development, and Education in Rural Schools - Digital Practices in STEAM Lessons

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In this workshop we envision a demonstration of how to implement comprehensive pedagogical practices in 3rd-8th classrooms that include STEM plus writing and music as part of a single lesson. We aim to support our impact and findings in the areas of study to show evidence of impact especially in perceptions an attitudes towards these practices for both students and teachers who are part of this study. We are a group of five faculty members from Missouri State University who were awarded a four million dollar grant from the U.S. Department of Education . Our main objective is to expand and improve, computer science education while teaching in different content areas in rural schools. We seek to promote integrative pedagogical practices that involve STEAM areas into their everyday teaching. We have named this project Computer Science Opportunities, Development, and Education in Rural Schools (CODERS). We represent three colleges, The College of Arts and Letters, College of Applied and Natural Sciences, and College of Education. We offer expertise in six disciplines: Computer Sciences, Physics, Math Writing, Literature and Language, Music, and Education. We have worked with two cohorts of rural teachers from Missouri, USA, 33 educators. We provide them with tools, artifacts and professional development training and guidance to offer integrative pedagogical STEAM practices that students from specific populations, such as low socio-economic status and other disadvantages would not have otherwise.

Integrating AI Tools in Second Language Writing: Pitfalls and Potential

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In world language education, concerns often arise regarding the accuracy and limited learning benefits of machine translation (MT), leading to its avoidance. However, the rapid development and widespread use of MT and AI tools by learners necessitate their integration into language learning. This project, tailored for an intermediate Japanese language course at an American university, proactively incorporated MT and AI tools in second language writing (L2 writing). The final phase of the project involved the production and presentation of a digital storytelling video; however, the primary focus was on the process of revising the video script. For the script, the students completed six writing entries, including in-class drafting and revision using AI tools, such as DeepL and Chat GPT, recording each step. Post-project surveys and observations revealed the benefits and challenges specific to each tool. While all students appreciated the use of AI tools in revising, some criticized Chat GPT's feedback as inaccurate, stemming from its inability to handle unfamiliar vocabulary and sentence structures. Additionally, instances occurred where Chat GPT flagged correct sentences as incorrect. DeepL posed a different obstacle, with correct English translations provided for some incorrect sentences that the students wrote, leading to error oversight. These results highlight the potential of AI tools in L2 writing but stress the importance of proactive teaching to leverage them effectively. By incorporating clear strategies for leveraging AI tools' strengths and weaknesses, educators can empower learners to use these technologies for effective language learning, self-reflection, and autonomous learning.

Redefining Learning Together - the Role of Peer Collaboration in Game-based Education and Exam Retakes: Empowering Students through Teamwork, Games, and Shared Academic Goals

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This study investigates the impact of peer learning in enhancing collaboration (over competition) across educational settings, employing game-based learning and innovative exam retake strategies. Our methodology includes two primary components. First, we employ digital mini-games to encourage active engagement and collaborative problem-solving. This aspect is designed to highlight the benefits of working together towards common educational goals, suggesting that collaboration can make the learning process more enjoyable and effective. The second component involves an innovative examination strategy, where students have the opportunity to retake exams collaboratively after an initial individual attempt. This method aims to use the collective knowledge of the group, allowing students to enhance their understanding and academic outcomes through post-examination collaboration. By providing a space for students to share insights and tackle problems together, we seek to assess the impact of this collaborative learning approach on deepening and expanding their grasp of the subject matter. We have employed quantitative analyses of pre- and post-test scores and qualitative feedback from surveys and observations, intending to understand how collaborative learning influences student engagement and outcomes. This research tries to highlight the benefits of peer learning strategies in creating a more interactive and inclusive learning environment.

WhatsApp as a Language Learning and Teaching Tool: A Focus on Written Corrective Feedback Timing

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Mobile instant messaging (MIM) is underutilized yet promising as a language learning tool in the L2 classroom. The 'reply' feature makes it easy to provide written corrective feedback (WCF), and the permanent and salient nature of text messages make MIM chats ideal environments for noticing and L2 acquisition to occur. However, when to provide feedback to students remains unclear. No study to date has investigated this issue in a mobile-mediated communication context, the purpose of the present study. Participants are university students (n = 60) enrolled at a large public Spanish university. They complete several one-way communicative tasks with a researcher in a WhatsApp chat. The tasks elicit the use of 10 target language (TL) items (expressions related to two communicative functions: expressing regret and giving advice). WCF is provided in the form of corrective recasts to grammatical errors following the TL items. Students receive WCF either during task completion (n = 20), after task completion (n = 20), or no WCF at all (n = 20). Gains are measured by a timed oral elicited imitation task (implicit knowledge) and an untimed use of English test (explicit knowledge) given before, immediately after, and 7 days after the treatment. In a preliminary analysis, a GLMM test revealed that students learned over time but that there was no significant difference between the two treatment groups, suggesting that time may not play a significant factor in students' learning of grammatical structures in this context, lessening the burden on teachers to provide immediate WCF.

Learner-Content Interaction in Asynchronous Courses: A Quantitative Analysis

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As online learning has evolved in the last several decades, most concerns centered around the lack of face-to-face interactions between learners and teachers. Thus, most distance education research has focused on examining reciprocal interpersonal interaction among learners and between learners and instructors. There has been little research on online learner-content interaction even though it plays an essential role in ensuring the effectiveness of asynchronous online learning. Online course content design can take advantage of the latest digital technologies and apply instructional design best practices while accommodating learner diversity. This study is a quantitative analysis of student interactions with asynchronous course content in a "Research Methods" course at the University of North Texas. The results of our multiple regression analysis of student interaction with the course content supported Merrill's "Principles of Instruction" theory. Student engagement with higher level instructional strategies, such as "demonstration" via concept videos and "application" via self-tests and small group intra-module activities, correlated with better student learning outcomes for both undergraduate and graduate students. The amount of time of online class participation and the number of content page views were not predictors of student learning outcomes. In addition to the results of the study, we consider how to facilitate asynchronous learner-content interaction to engage students in deep and meaningful formal learning and enhance their overall learning experience.

Maximizing Student Engagement in an Online Setting : New Perspectives

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Maximizing online student engagement is an aspect of learning that is esoteric to virtual learning platforms. This study illustrates the benefits of student engagement in a virtual setting. Instructors must replicate in-person engagement among students who live in separate geographic regions. Without proper engagement strategies, virtual learning can become nothing more than an independent study course as students work in silos and fail to connect with one another. Furthermore, learner to learner engagement is a highly valued component of virtual learning that is sometimes not achieved. The study contributes to the body of knowledge surrounding virtual learning pedagogy. It relies on an exhaustive literature review. A plethora of new literature has been produced in the area of virtual and online education. This study analyzes student engagement as a result of this recent paradigm shift and concludes with several action items to achieve a higher level of student engagement.

Digital Technologies and Higher Education Gateway Mathematics Courses : Outcomes and Perspective from a Large USA Public Research University

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Students arrive at university with diverse mathematical backgrounds. This results in a diversity of mathematical knowledge, augmented by the fact that what constitutes previous mathematical coursework at the various institutions varies greatly, as do grading procedures used by different secondary schools, confounding traditional indicators of students' mathematical knowledge and maturity. Getting students started, and retaining them, in the appropriate mathematics course is important for their mathematical success and success on campus in general. Thus, there is a great need to evaluate preparedness precisely and to implement placement policies, best educational practices, learning supports, and course designs effectively. Mathematics diagnostic testing has been widely used internationally for 30 years in university mathematics departments particularly for those entering their first year of study (Tall & Razali 1993). Its purposes, among others, range from supporting at-risk students (Mullen & Cronin 2022), informing faculty and administrators of student abilities (Rylands & Shearman 2022), and placing students in their appropriate first course (Reddy & Harper, 2013) Over the past 7 years, the Illinois Mathematics' Department has made great strides in digital technologies from diagnostic testing to mathematics support to course offerings. Now is an excellent opportunity to reimagine, develop, and implement best practices in such digital technologies, particularly with regards to pedagogy and student engagement. This paper describes the purposes, design, and implementation of digital mathematics diagnostic testing tools and digital learning supports at the University of Illinois Urbana-Champaign. Collected data is shared.

Learning by Doing: Asychronous vs Synchronous Literature Circles - Which Format Is More Impactful?

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Using literature circles in a asychronous graduate level education course is not a common teaching method. This researcher conducted action research on course participants to see if this teaching method was effective and if so which type of activity asynchronous or synchronous literature circle was more impactful on the students. Using a literature circle format so teachers can learn how to use type of instruction this in their K-12 classroom is essential to improve reading ability and engagement of all types of learners. This research is helpful to determine if this instructional practice should be used in other teacher education online courses.

Boosting ESP Learners' Communication Skills through Project-Based Learning and the Use of ChatGPT

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Despite the benefits that Artificial Intelligence (AI) can bring to teaching English for Specific Purposes (ESP), the emergence of ChatGPT has raised concerns in higher education. This highlights the need to carry out studies dealing with how to achieve an ethical and responsible use of AI and discuss its benefits, risks and drawbacks. There are sundry options that are currently being explored to find ways of incorporating ChatGPT into the language classroom, aiming to support transformative pedagogies. This paper focuses on one such option aimed at boosting ESP learners' communication skills through project-based learning and the integration of ChatGPT. The authors report on the outcomes of an experimental project conducted at a Spanish university whereby intermediate ESP learners participated in a collaborative project based on curricular content making use of ChatGPT to build on each other's input and co-construct knowledge. One of the aims of the study was to analyze how learners used ChatGPT to reformulate complex ideas conveyed in English to a level of understanding that was appropriate to their level of comprehension. The authors report on the findings of this project. Amongst the more interesting findings are ways of incorporating automatically generated corrective feedback, alleviating instructors from conducting this task and be able to focus on other learner support actions, as well as discovering that project-based learning and integrated AI tools can effectively aid ESP learners in developing life skills, such as effective communication, that can be of help in their future professional careers.

Exploring Novel Approaches to Embrace Complexity in Healthcare Among Undergraduate Nursing Students

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Undergraduate nursing education is predominantly based on face-to-face teaching-learning strategies and students' performance is often assessed through academic paper assignments. Online assignments offer increased adaptability, autonomy and flexibility, hence their incorporation within the nursing curriculum can prove beneficial for students' learning. We investigate learning, engagement, enjoyment, and a sense of community among fourth-year undergraduate nursing students. We administered a multilayered assignment, Complexity Project, to two sections of the same course in the traditional individual assignment and the online combination of individual and group assignment format. We used mixed methods and administered surveys containing open and close-ended questions. 84% of students found the Complexity Project a learning experience, 78% felt engaged throughout the project and 68% enjoyed the project-related activities regardless of the format. However, in the traditional group, increased workload due to the individual nature of the assignment and in the online group, challenges associated with group work acted as a barrier to learning and enjoyment. The sense of community was higher among the students who completed assignments using the online format. They felt connected with other students as the online format provided them with the opportunity to visit their colleague's project pages and provide feedback on their work. Overall, both groups appreciated the learning from the assignment. The study highlights the importance of tailoring assignments in a way that balances individual and group components and fosters a sense of community among students for a more thorough and enriching learning experience.

Artificial Intelligence - a Tool for Learning: Embracing New Tools

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Students enter college to advance their learning. Although there are many tools available to assist learning, artificial intelligence (AI) is one that is not frequently used. Why are professors not using AI in their classrooms? Do they think students will abuse the tool? Do they think students will not exercise their own minds to complete assignments? The truth is both students and professors alike use AI daily to make life easier. Learning is a way of life that can be made easier with AI.

Positive Influencing Factors of Online Technical Instructional Video-generating Motivation and the Relationship between Motivation and Intention

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The relationship between generating motivation and intention of online technical instructional videos is crucial for helping locate quality contributors. This study aims to confirm the positive relationship between online technical instructional video-generating motivation and online technical instructional video-generating intention to predict generative behavior and find strengthening factors of motivation. Survey data from 329 participants was analysed with partial least squares structural equation modelling (PLS-SEM). Results reveal that video-generating motivations (sharing, competence, membership and reward) strengthen the video-generating intention, although perceived autonomy motivation weakened the video-generating intention; Factors of altruism, self-enhancement, trust in technology, social outcomes expectation and perceived enjoyment positively affect video-generating motivation; Motivations of competence and reward played full mediation roles respectively on self-enhancement and perceived enjoyment effect on video-generating intention. It is concluded that the more video-generating motivation people have, the more likely they generate online technical instruction videos. So, determining where to reinforce motivation is necessary. The findings' implications are discussed.

Innovative Educational Programs Focused on the Energy Transition for a Sustainable Future: Green Hydrogen

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In today's rapidly evolving plan to address the energy transition and the corresponding global economy, there is an immediate need for a different kind of worker, one who is adaptable, versatile, and well-rounded. Employers seek college graduates who possess not only technical expertise but also effective communication, collaboration, innovation, and critical thinking skills. To transform the learning experience and better prepare graduates at Purdue University, the Purdue Polytechnic Institute developed a transformative education initiative to embed new ways of teaching and learning into the curriculum. The foundation for this innovation is based on 10 Elements of Transformation with a focus on active learning, experiential learning, and engagement with industry. Using the 10 Elements of Transformation, as inspiration for innovative learning about the energy transition, a game-based learning (GBL) approach is being utilized to develop leadership skills, such as decision making, communication, and team building. The authors are using GBL with Artificial Intelligence (AI) in a faculty-led, study abroad program for engineering students to Arequipa, Peru in collaboration with a hybrid Study Away for energy engineering students from the University of Technology and Engineering (UTEC) in Lima, Peru. This Vertically Integrated Projects (VIP) for Integrated Business and Engineering educational program is focused on Anglo American's FutureSmart MiningTM at the new Quellaveco mine in highlands of the Andes in southern Peru, which is 100% powered by renewable energy, 100% digital mining and automation ready, demonstrating technology, digitalization and sustainability working hand in hand.

Radical Virtual Social Justice Pedagogy : Crisis is Opportunity

Nina Rose Fischer, Associate Professor, Interdisciplinary Studies, Gender Studies and Social Welfare, CUNY John Jay College of Criminal Justice and CUNY Graduate Center, New York, United States Adriana Perez Cortes, Profesor Asociado, Filosofía, Universidad Minuto de Dios

The pandemic revealed and heightened systemic inequalities in education. People of color from low- income and working class socio-economic status in metropolitan areas across the United States are disproportionately harmed by the pandemic. Black and Latinx people are three times more likely to contract COVID-19 and twice as likely to die from the virus than whites. As educators it is our utmost responsibility to create a supportive learning environment where our students thrive. Through this workshop we assert that traditional teaching methods are ineffective at addressing student needs, especially students disproportionately impacted by the pandemic. Addressing the survival and affective needs of students in a social justice oriented classroom increases the likelihood of success in class and subsequent graduation rates. A unique case study from an Interdisciplinary Studies Program on an urban, public university campus demonstrates the efficacy of virtual social justice pedagogy to successfully meet the needs of students during the pandemic. We present thematic categories that emerged from evaluative data from both faculty and students that encompass the central aspects of our antiracist, culturally affirming pedagogical efforts: 1) Questioning interdisciplinarity, 2) Disrupting systemic inequality and 3) Power shifting. We also demonstrate and practice how to operationalize these themes in the classroom.

At the Intersection of Learner Voice and Instructor Design: Exploring Student-faculty Dialogue on Priorities in UDL Integration in Tertiary Education

Frederic Fovet, Assistant Professor, Faculty of Education and Social Work, Thompson Rivers University, British Columbia, Canada

There is growing interest in the tertiary sector for Universal Design for Learning (UDL) as a transformative lens to shift instructors and departments away from a deficit approach to learner diversity. UDL indeed allows the creation of an effective whole-class approach to the inclusion of diverse learners and reduces the reliance of campuses on accessibility services and individual interventions. It reduces stigma, erodes the strain on services, empowers learners, and supports instructors in a process of inclusive redesign within their practice. Even when UDL is embraced and integrated on a campus, however, it quickly becomes evident that there can be many different and divergent areas of teaching and learning where UDL can be implemented and support change. There are so many possible avenues of transformation that it can become almost daunting for practitioners. This project examines both student voice and faculty reflective practice to identify where consensus might exist between these two groups of stakeholders as to what should take priority when it comes to the redesign of campus and classroom practices. It showcases the outcomes of a qualitative research process that took part on a Canadian campus, bringing together these two stakeholder groups to create authentic dialogue on inclusive pedagogical transformation.

Rethinking Grading: Exploring the Potential of Ungrading as an Alternative Assessment Approach in Higher Education

Mostafa Hanafy, Student, PhD, University of Illinois Urbana-Champaign, Illinois, United States

The traditional grading system used in education has come under scrutiny, with educators and scholars questioning its effectiveness and exploring alternative approaches. This research paper examines the concept of "Ungrading," a radical philosophy challenging conventional grading systems, and its potential to transform education. The paper begins with an overview of the current grading system in the United States, highlighting its drawbacks and the need for change. It then delves into the meaning and principles of ungrading, exploring its advantages and disadvantages. Two case studies and the author's personal experience at the University of Illinois Urbana-Champaign provide empirical evidence. The paper concludes with a discussion of the research gaps in the field and offers recommendations for future research. By questioning the benefits of traditional grading and considering alternative assessment approaches, educators can reimagine the learning process and promote student-centered education.

PluriTEAL as a Hybrid Pedagogical Framework for Social Transformation: Reshaping the Modes of Postsecondary International Studies

Koichi Haseyama, Lecturer, Faculty of Education, University of British Columbia, British Columbia, Canada

This autoethnographic study reports on transnational Plurilingualism-Infused Teaching English as an Additional Language (PluriTEAL) practices at a university in Japan, where a degree program requires the Japanese students to learn English and (to) conduct their own research projects in British Columbia, Canada over the first two years of their undergraduate studies for social transformation purposes. This Content-Language Integrated Learning (CLIL) design has been embodied through Placemaking Project in the mixture of cyber and physical spaces at a global level. By seeking possible best practices in online education models, the set of coursework aims at students' online scholarly journeys of project-based inquiry to end physically in a foreign country. This evidence-based blended mode of pedagogy (online & in-person) also provides the audience with a theoretical understanding and application designs in exploring a pedagogy in TEAL that is anchored in the framework of Plurilingualism and Plurilingual competence. The pedagogy is a holistic approach to learner's personal repertoire of linguistic and cultural knowledge and skills as their Funds of Knowledge for learning in various fields, systems and ideologies of global and local communities. To embody this pedagogical lens to a practical level in the learners' individually unique research projects, PASTeL (Plurilingualism, Art, Science, Technology, and Literacy) is explored in CLIL frameworks. The data collection methods include pedagogical fieldnotes and reflective journaling. This pedagogical-methodological approach to educational research is a reflection of a collaborative inquiry model where the students and instructors co-explore a co-constructive methodology for online documentation of the reflective learning journey.

Emerging Technology for Cultural Competency: An Exploration of How Emerging Technology Can Reinforce Intercultural Learning Practices

Gabrielle Heard, Student, EdD Educational Research, University of Calgary, Alberta, Canada

Intercultural pedagogical practices can best be implemented through emerging technology. Cultural competency can be achieved in multicultural classrooms that are centralized in western countries. In classrooms where western culture is paramount, ostracizing teaching methods can result in miscommunication, shame, and segregation. Through gamification, video, and interactive learning, cultural understanding and mutual cultural respect can be achieved. Problems are first examined from the perspective of students who do not belong to the dominant culture of the classroom. The notion of culture is defined in personal narratives from students in high controlled religions and by new immigrant students. Afterwards, ideas of how intercultural pedagogy can eliminate bias a3nd exclusion are introduced. Examples are given of how emerging technology has successfully resulted in cultural competence. Emerging technology methods include: 1) gamification through imagery and classroom participation. 2) Immersive instructional videos that emphasize humanity and familiarity within unknown cultures. 3) Interactive media with real world examples and characters that represent diversity, equity, and inclusion.

Specialist Teaching - Amplifying Othered Voices in Digital Spaces: A Pedagogy of Knowledge Reciprocity between Specialist Teaching Students and their Communities

Martene Mentis, Lecturer, Institute of Education, Massey University, New Zealand

Technological transformation has the potential both to empower and to marginalise. This is an especially real tension for the most vulnerable in our communities – children and young people othered by material, corporeal or symbolic difference. Digital innovation, typically driven by louder and more privileged cohorts, can reinforce the quiet experienced by othered voices in traditional forums. This study describes a pedagogical approach intent on disrupting learning hierarchies, amplifying unheard voices, honouring their stories and actively inviting their influence on the learning landscape. The pedagogy informs a year-long course in a new post-graduate Specialist Teaching programme for teachers learning how to support all children and young people to experience an inclusive and equitable education. Using a suite of digital multimodal networking tools, the course is designed to enable Specialist Teaching students from across Aotearoa (New Zealand) and across endorsement specialities (including Blind & Low Vision, Complex Needs, Deaf & Hard of Hearing, Gifted, Learning & Behaviour) to participate in a virtual learning community. Working inter-professionally and collaboratively on enquiry and action projects, students are invited to learn how to listen, to value the knowledge, wisdom, and experience within their practice context, and to respond authentically through creative poiesis. The intention is to create a democratised and multidirectional knowledge flow amongst the Specialist Teaching cohort (spanning geography and speciality) and between the Specialist Teaching students and their diverse communities of children and youth, families, teachers and support services.

Teaching College Students about Inequities in Access to Technology for Education

Jennifer Pearce-Morris, Associate Professor of Sociology, Raritan Valley Community College, United States

This presentation describes a lesson the author created for her SOCI 101 Introduction to Sociology class in which students are taught how and why equal access to technology helps ensure quality education for children and young adults in all education levels across society (e.g., elementary, middle-school, high-school, post-secondary). It is important to address inequities in access to technology for education because it is tied to opportunity gaps and attainment gaps (Tawfik, Reeves, & Stich, 2016), and these inequities can affect how people access schooling during times of illness or school closings (Korkmaz, Erer, & Erer, 2022). The author teaches this topic from a sociological perspective, but all professors and those employed in the school sector can offer lessons in their fields on equal access to technology in education so that the lessons are applicable to their disciplines. Teaching about inequities in access to technology for education is important because many people receiving the lessons, such as college students, will be going into fields in which they work with people from different backgrounds (e.g., socioeconomic, geographical), and because many will go into fields tied to the education system itself, such as public policy, social work, psychology, law, politics, education, technology, etc. Students found the lesson to be informative and helpful. This study offers ideas on how professors from other fields can teach about inequities in the education system.

Community-based Online ESOL Classes and Intersectional Migrant Integration: Implications in the Post-pandemic Era

Nishat Tasneem, Student, Ph.D. in Social Work and Social Policy, University of Edinburgh, Lancashire, United Kingdom

With the onset of the pandemic, there was a crop up of an increased proportion of community-based online English for Speakers of Other Languages (ESOL) classes in Glasgow and elsewhere across Scotland to support the English language learning needs of refugees and asylum seekers. It is to be noted that in relation to community-based ESOL learning classes, Scottish integration strategy documents manifest that such opportunities to practice with native speakers outside formal classes can boost migrant integration, confidence, and skills development. However, in the post-pandemic era, provisions for such online classes for refugees and asylum seekers have decreased significantly as perceived needs and preferences seem to be higher for in-person classes. While such community-based online classes come with the challenges of lack of additional funding, digital literacy, accessibility, etc., however, these can play a vital role in promoting language education for refugees and asylum-seekers with intersectional identities. The study uses a narrative inquiry approach-including interviews, participant observation, and policy document analysis- to highlight the voices, agencies, and needs of the research participants in this regard. The findings highlight that such online classes and digital pedagogy, due to their potential to transcend beyond physical constraints, can promote social justice and social transformation for intersectional migrant groups with various disabilities, economic constraints, caregiving responsibilities, etc., who are often overlooked in such community-based integration processes. The study also presents an intersectional integration model which will help to merge the gap between theory, practices, and policies regarding ESOL provisions in community-based organizations in Scotland.

Facilitating Multipotentiality in Education: Innovative Pedagogical Approaches for Instructor-Led Student Empowerment

Jason Waldow, Fiull Time Comm Prof., School of Social and Behavioral Sciences, Purdue University Global, United States
Lindsey J., Editor, Curriculum, Purdue Global University

In the evolving landscape of higher education, the concept of multipotentialism emerges as a vital paradigm. This study delves into the significance of multipotentialism in contemporary academia. It challenges the conventional notion of a singular academic or career trajectory, advocating for a versatile approach that embraces multiple interests, talents, and passions. This poster spotlights the pivotal role online college instructors play in fostering a multipotentialite mindset. Through this lens, we explore diverse methodologies and strategies that instructors can employ to enhance student engagement and versatility, preparing them for a dynamic employment landscape. The study encapsulates the defining characteristics of multipotentialites and offers practical, instructor-focused approaches to enrich and diversify the student academic experience, thereby aligning with the broader goal of holistic student empowerment.

Using Digital Tools to Peak the Community's Interest in Urban Gardening and Wildlife Conservation

Douglas Hermond, Professor, Educational Leadership, Prairie View A&M University, Texas, United States
Nathan Hermond, Extension Associate (Entomology), College of Ag, Food and Natural Resources, Prairie View A&M University, Texas, United States

The United States' census of 2020 indicated that African Americans and Latinos eclipsed the Anglo population in Texas, with the gap expected to continue to widen. This comes at a time when minority populations are migrating to urban centers that are food deserts, where they are less likely to pursue agriculture as a professional pursuit. To illustrate, only 24% of students enrolled in the largest College of Agriculture in the state are Latinos and African Americans. Thus, Cooperative Extension Programs shoulder the responsibility of promoting agriculture within minority communities. In this context, Prairie View A&M University has developed innovative approaches in using digital tools as technologies of mediation to acquaint urban youth with existing opportunities to pursue agriculture as a profession as well as to apply nascent techniques for urban gardening and wildlife conservation. The digital tools we use are: 1. Graphic Design materials. 2. Drone video and photography of Agricultural themes. 3. Animation design. These are educational innovations that merge entertainment with pedagogy and instruction to reintroduce agriculture to urban communities so that they can operate sustainable systems. The purpose of this paper is to acquaint e-learning proponents with examples of the three digital tools we apply in order to inspire the next generation to engage in agriculture so as to transform their behaviors and improve their lives. We likewise use this forum to dialog about the prospects of applying these digital tools to inspire future generation of agriculture learners across the world, especially in food deserts.

Taking the Voice out of Artificial Intelligence : Using AI for Speech Building

Tyler Sorg, Professor, General Education, Purdue University Global, Indiana, United States
Dorothy Williams, Professor, College Social & Behavioral Sciences, Purdue University Global, United States
Dena Aucoin, Academic Chair, Education and Communication, Purdue University Global, Michigan, United States

The main objective of this exercise is for students to facilitate speech-building alongside artificial intelligence. In this exercise, students will resourcefully use AI as a comparison tool to help them see what to include in the introductions of speeches as well as what not to include. Students will learn that the personalization of speech writing cannot be done through AI. Using AI, we can help students develop speech layouts and precisely format wording to be more informative and persuasive (Yang et al., 2022). However, AI cannot create the human element of interpersonal connection (Lui & Ren, 2022), or the effective and needed elements of speech organization (Lucas, 2019). This exercise will have participants build speeches using both AI and their knowledge which will allow them to see the shortcomings of artificial intelligence but will increase their clarity on the topic, correct organization, and the need for personalized, human creativity for speech building. AI builds speeches in a general, cookie-cutter way and this exercise will solidify the need for a) professors/instructors teaching speech courses, and b) students using AI only as a secondary source, not a primary.

Evaluating English Learning Apps for Chinese Preschoolers: A Critical Multimodal Case Study

Rongle Tan, Student, PhD Candidate, Macquarie University, Australia

English learning apps are popular in informal Chinese early childhood education. While previous studies of educational apps for preschoolers have highlighted concerns about their developmental appropriateness (Callaghan & Reich, 2018), critical studies of English learning apps for non-English background preschoolers are yet to emerge. This study examines to what extent the design of these apps and the discourses around them reflect research evidence on how young children learn English. Adopting a critical multimodal approach to studying semiotic software (Djonov & Van Leeuwen, 2018) and legitimation in discourse (Van Leeuwen, 2017), we analyse how the apps present and legitimise the English learning content they offer for preschoolers, and how other stakeholders in early childhood English education (i.e., parents and teachers) review the apps. Specifically, we selected the iHuman ABC and Khan Academy Kids as cases. Our data comprise the apps' interface design, legitimation statements about the apps found in material promoting the apps, user reviews and semi-structured interviews with 10 English teachers in Chinese private preschools. This study contributes to critical multimodal studies of English learning apps by examining both their design and discourses about their use from different perspectives.

Attendance List

Ana Albalat Mascarell, Universitat Politècnica de València, Spain
Nadera Alborno, American University in Dubai, United Arab Emirates
Stavroula Andreopoulos, University of Toronto, Canada
Chanell Badenhorst, Skoleondersteuningsentrum SOS, South Africa
Jianhua Bai, University of Pittsburgh, United States
Stewart Bauserman, Purdue University, United States
Rachid Bendriss, Weill Cornell Medicine-Qatar, Qatar
Jessica Borgs, HZ University of Applied Sciences, Netherlands
Marion Brown, Dalhousie University, Canada
Leonardo Caporarello, Bocconi University, Italy
M. Luisa Carrió Pastor, Universitat Politècnica de València, Spain
Juan Carlos Castro Palacio, Universitat Politècnica de València, Spain
Maria Christoforou, Cyprus University of Technology, Cyprus
Ana Paula Correia, The Ohio State University, United States
Robert Corwyn, UA Little Rock, United States
Rosa Currás Móstoles, Universitat Politècnica de València, Spain
Milagros del Saz Rubio, Universitat Politècnica de València, Spain
Olivier Delers, University of Richmond, United States
Zala Fashant, Minnesota State - Retired; Innovation Synergy (Greece/US), United States
Joseph Fees, Delaware State University, United States
Khalid Fethi, High Up Academy For English and Leadership, Morocco
Nina Rose Fischer, CUNY John Jay College of Criminal Justice and CUNY Graduate Center, United States
Frederic Fovet, Thompson Rivers University, Canada
Julieanna Frost, Siena Heights University, United States
Kara Fulton, University of North Texas, United States
Adrián Garmendía Martínez, Universitat Politècnica de València, Spain
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Caitlin Hawkins, Cleveland State University, United States
Stephanie Heald, The University of Arizona Global Campus, United States
Gabrielle Heard, University of Calgary, Canada
Douglas Hermond, Prairie View A&M University, United States
Nathan Hermond, Prairie View A&M University, United States
Wendy Holley Boen, Massey University, New Zealand
Andrew Homburg, Missouri State University, United States
Phil Hubbard, Stanford Language Center, United States
Nozomi Inukai, DePaul University, United States
Catherine Jenkins, Toronto Metropolitan University, Canada
Georgia Karagianni, Hellenic Open University, Greece

Attendance List

Harpreet Kaur, Alberta Health Services, Canada
Simone Kubowitsch, Technical University of Applied Science Augsburg, Germany
Michael Lapointe, Toronto Metropolitan University, Canada
Monita Leavitt, Athena's Advanced Academy, United States
Traci Lepicki, The Ohio State University, United States
Holly Lopez, University of Arizona Global Campus, United States
Álvaro López Enríquez, University of Granada, Spain
Martin Lopez Mendivil, University of Regina, Canada
Lamprecht Lotter, Skoleondersteuningsentrum, South Africa
Inés Lozano Palacio, Universitat Politècnica de València, Spain
Elena Mangione, University of Notre Dame, United States
Richard Manprisio, Governors State University, United States
Maria Marino, Florida International University, United States
Beatriz Martín Marchante, Universitat Politècnica de València, Spain
Hisae Matsui, Princeton University, United States
Marcela Maya, Universidad EAFIT, Colombia
Selena Meiklejohn Whiu, University of Auckland | Waipapa Taumata Rau, New Zealand
Mandia Mentis, Massey University, New Zealand
Martene Mentis, Massey University, New Zealand
Souzana Mizan, Federal University of São Paulo, Brazil
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Santiago Moll Lopez, Universitat Politécnica de València, Spain
Juan Antonio Monsoriu Serra, Universitat Politècnica de València, Spain
Francisco Misael Muñoz Pérez, Universitat Politècnica de València, Spain
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Rena Rockwell, Webster Universtiy, United States
Melissa Ross, The Ohio State University, United States
Begoña Saiz Mauleón, Universitat Politècnica de València, Spain
Reya Saliba, Carnegie Mellon University Qatar, Qatar
Renata Schneebergerova, Association of Professionals in Andragogy, Czech Republic
John Sheffield, Purdue University, United States
Michelle Simecek, University of Arizona Global Campus, United States
Andrew Simoncelli, Nicholls State University, United States
Caelen Wen Xuan Siow, Touro University, United States
Tyler Sorg, Purdue University Global, United States
Harriette L Spiegel, The University of Tennessee at Martin, United States

Attendance List

Kirsten Stein, Athena's Advanced Academy, Inc., United States
Tana Strojna, EXPO CZECHIA, Czech Republic
Rongle Tan, Macquarie University, Australia
Nishat Tasneem, University of Edinburgh, United Kingdom
Mandy Theune, HZ University of Applied Sciences, Netherlands
Cristina Toledo Báez, University of Málaga, Spain
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Clara Ureña Tormo, Universitat Politècnica de València, Spain
Valentyn Van Der Merwe, Skoleondersteuningsentrum, South Africa
Steven Varela, University of Notre Dame, United States
Anila Virani, Thompson Rivers University, Canada
Jason Waldow, Purdue University Global, United States
Xue Wang, Mongkut国王技术研究所Latkrabang, Thailand
Susan Watson, University of North Texas, United States
Carmen Wehrstedt, Oshki-Pimache-O-Win: The Wenjack Education Institute, Canada
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Dorothy Williams, Purdue University Global, United States
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Paul Wilson, Nicholls State University, United States
Pablo Yanez, William & Mary, United States
Yaoyao Zhang, Technical University of Munich, Germany

Common Ground Research Networks

COMMON GROUND

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.

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COMMON GROUND MEDIA LAB

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ILLINOIS RESEARCH PARK

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

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And to our Research Network members!

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COMMON GROUND

United Nations Climate Change

CLIMATE NEUTRAL NOW

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 Seventeenth International Conference on e-Learning and Innovative Pedagogies, hosted by the Universitat Politècnica de València, Spain, 7-8 March 2024. The conference featured research addressing the following special focus: "People, Education, and Technology for a Sustainable Future" and annual themes:

- Theme 1: Considering Digital Pedagogies
- Theme 2: New Digital Institutions and Spaces
- Theme 3: Technologies of Mediation
- Theme 4: Designing Social Transformations

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