



5th International Congress on eLearning 2022

Date & Time: December 8 - 10, 2022 (8:00 am - 12 nn PST)

Platform: Digital

Theme: “Breaking the ICE: Innovations, Collaborations and Engagement Towards a Stable and Inclusive Hybrid Learning Ecosystem”

Rationale:

The Pandemic left no country untouched, no people safe and no educational institution was shielded from its effects on the educational ecosystem. On the other side of the coin, it forced the hand of educational institutions to move forward and make the most of the technology available to them. The past two years have seen the most rapid growth in the use of eLearning, be it in the fully online mode or in the hybrid/blended mode. The abruptness of the shift called for an “emergency” or “rapid” implementation of eLearning and it was a journey filled with trial and error for a vast majority of implementers. As we emerge from an “emergency state” we are faced with the need to create a more stable, resilient and inclusive eLearning environment as we move forward in today’s reality.

The experiences of the pandemic has brought about the need to rapidly shift in the manner of educational delivery and as such has brought new meaning to the traditional definitions of innovation, collaboration, engagement and even inclusivity and diversity. As we continually adapt to circumstances, so must our methods of teaching and learning as well as that of student engagement. Aside from this, our concern for instituting cybersecurity at the different levels of the educational institution has never been so real as it is now with attacks in relation to cybersecurity.

Call for Papers:

The congress seeks the active participation of the different stakeholders in the eLearning practice from educators in K-12 to higher education, school administrators, policy makers both from the government and private sectors, industry players, researchers, media specialists, instructional designers, and eLearning advocates. Submissions may be in the form of empirical



research, best practices, case studies, or frameworks for policy and decision-making on the application of information and communication technologies for education that will prepare learners for future employment.

We encourage submission in the following areas:

Innovations

- **Beyond Covid-19: Learning from Online Teaching and Learning Experiences of the Pandemic** *(The pandemic has caused an “emergency” shift to online education in a manner that was sudden and unplanned for most institutions thereby resulting in numerous challenges in the teaching and learning processes that had to be faced. With the realization that there is no going back, there is a need to go beyond the “emergency” or “rapid” status and create a more stable and meaningful learning environment drawing from lessons and experiences encountered, success and failures of implementation in order to and reintegrate these into the hybrid pedagogies to be implemented in the current scenarios)*
- **The Educational Trifecta: Transforming Education with Technology, the Innovative Practices in eLearning** *(The educational trifecta considers the engagement of students in three areas in particular and these are: learner-content, learner-learner and learner-instructor, these areas have not changed even during the shift from traditional face-to-face learning to the online environment to ensure that student-centered learning is continued. There is however a question of the ability of educational institutions and faculty members to encourage engagement in this trifecta in order to assure that meaningful education occurs at all levels and regardless of modality used by the teachers. Practices in eLearning)*
- **Culture, Heritage, Local Knowledge and Digital Education** *(Preservation and experiencing of local, urban and cultural heritage and knowledge has been enriched with the advent of technology and the use of eLearning. The digitalization of local knowledge and heritage ensures not only its preservation but enables access as well as its use in education as part of the learning materials to be used in the teaching and learning process. Digitalization not only through multimedia recordings but also through the use of augmented reality, virtual reality and gamification has contributed much to the appreciation of culture, heritage and local knowledge.)*
- **Educational Adventures: Emerging Innovative Learning Designs to Educate and Inspire Change** *(Today’s digital natives have a different way of studying and processing*



information. More often than not they better appreciate material to be learned with the use of multimedia as well as gamification and similar innovations. This can be a challenge for some teachers but for others it can lend to a more innovative learning design and inspires a change in the educational delivery system)

- *Transcending Social Distance: Innovative Practices in e-Learning (Social distance has always been a concern in learning and they often challenge institutions of learning in how to engage students in order to transcend social distance. The rapid shift to online education brought about by the pandemic have pushed teachers to use digital pedagogies, mediation technologies and other innovative digital technologies that changed the dynamics of teaching and designed social transformation leading to the creation of new digital institutions and learning spaces.*
- *The Virtual Laboratory and Internships: Merging Technology and Skills (Learning Technology has been playing a big role in the education process be it in the traditional classroom or the online environment. This has been especially important during the pandemic wherein there was a need for a massive shift in the delivery of education. The theoretical aspect was easier to transform, the difficulty usually lay in the laboratory courses and internships wherein the development of skills and hands-on experiences is of paramount importance. The role of the virtual laboratory and virtual internships in the development of the skills has been brought forward but the question of its equivalency to the face-to-face counterpart is also a bone of contention for some)*

Collaborations

- *Implications of Online Education for Educational Leaders and Policy Makers (The response of the education sector to the Pandemic was to shift to the online environment by force of circumstance, the move has been rapid and many were caught unaware, educational leaders and policymakers could not move as fast and the change that needed to happen had happened and many current policies, memorandums, circulars and laws have not caught up. A clear set of policies and guidelines are needed and should be based on an innovative educational framework that takes into consideration the teacher capacity, situation and context of the learners, efficiency of the learning environment and the general availability of resources.)*
- *Digital Learning and Entrepreneurial Education (Outcomes-based education is the thrust of today's educational system hence capstone projects and final program requirements*



have been linked to “real world” or industry needs/requirements. Through these projects, students are able to apply theories and understand industry requirements which leads to the completion of the project. Going a step further, since these relevant capstone projects are real-world applications it can be transformed into “start-ups” or “entrepreneurial innovations” that can create new businesses.)

- Thesis, Term and Capstone Projects, Real-world Applications and Entrepreneurial Start-ups *(Completed research term projects and capstone projects with real world applications in different fields and possibly with the potential for becoming a start-up is the focus of this sub-theme. This is open for different categories from students, faculties, employees and even industry practitioners.)*

Engagement

- Rewiring the Circuit: Mainstreaming Hybrid Education *(Hybrid learning pertains to an instructional model wherein portions of instruction is delivered in the online environment and the remaining portion is to be delivered face-to-face. This is to be differentiated from blended learning wherein online resources are used to supplement face-to-face instruction. As we try to normalize the educational environment there is a realization that what is the norm or considered as mainstream education is no longer the traditional classroom but rather a hybrid model of instruction will take center stage. Because of this there is a need to rethink, rework and rewire the educational system as we know it. There is a need to consider key components of hybrid education such as: use of a LMS, Individualized learning, project-based learning and the use of multimedia in creating instructional material and the like)*
- Bridging the Distance: Online learning for Differently-abled Students *(The gap in educational delivery for differently-abled students has been even more pronounced in online education hence the need to close the distance is more than ever before so that the students are not lost in the online space.*
- Using Technology in Leveling the Playing Field *(The rapidity of progress in a society usually runs parallel to the development of technology. The past ten years is where the most rapid and rigorous advances in technology have happened and this included the development of technology and its use in the educational environment. Development of any form is not without its challenges, it can create biases and exclusionary practices. How can we use technology to level the playing field as far as elearning is concerned?*



Can we replace algorithmic biases with algorithmic fairness and what are the key actionable indicators to predict student outcomes in the online environment? How can we accept diversity and propagate social inclusion and development as well as greater student equity in today's eLearning ecosystem?)

- Algorithmic Biases in Education
- Algorithmic Fairness
- Diversity
- Social Inclusion and Development
- Cybersecurity in the Classroom: What teachers, students and parents need to know (*The rapid shift into the online educational environment also led to the proliferation of "hackers" attacking the educational sector hence there is a need for educational institutions as well as teachers and students to know more about Cybersecurity as it is to be applied to education. Integral to this is access to learning tools necessary to understand, detect, avoid and counteract cyber threats that they encounter*)

Abstract Submission:

All abstract proposals must indicate the type of paper the proponent(s) is submitting: a full research paper, a work-in-progress research paper, a case study, a concept or theoretical paper, a project showcase, a best practice or white paper.

The abstract must stipulate the following:

- a. objectives of the study;
- b. research design;
- c. results, benefits or lessons learnt, and novelty of the paper (innovation being contributed to the field of eLearning).

Indicate the title of the paper, full name(s) of the author(s), institutional affiliation and email address of the corresponding author. The abstract must have a maximum of 250 words. Ensure that you are submitting your own work or a co-authored work. Cited materials should not be included in the abstract.

ICE2022 will be utilizing the EasyChair Conference System for abstract and paper submission and review. Abstracts are encouraged to be submitted on or before **October 22, 2022**. Authors of accepted papers will be notified not later than **November 15, 2022**. Accepted abstracts of authors who register by **November 24, 2022** will be included in the program. To avoid technical



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difficulties, the video recordings of the presentations should be submitted by November 25, 2022, presenters however are required to be live for the open forum aspect of their presentations. Final details shall be sent upon acceptance of the paper.

ICE2019 Submission Page:

Conference email: conference@pelsph.org

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