

# TABLE OF CONTENTS

<b>Graffiti in the 21st Century Classroom: Promoting learning and empowerment for students with traditional and digital graffiti</b> .....	1
<i>Jennifer Laffier &amp; Michael Bowman, Ontario Tech University, Canada</i>	
<b>The impact of Distance Learning for Deaf and Hard of Hearing students during the COVID-19 pandemic in Thailand</b> .....	7
<i>Sudarat Makesine, King Mongkut's Institute of Technology Ladkrabang (KMITL), Thailand</i>	
<b>Artificial Intelligence and Cloud-based Technologies to Empower Learning “Active Experiments via NetLogo”</b> .....	15
<i>Ferial Khaddage, Deakin University,, Australia; Christoph Lattemann, Jacobs University, Germany</i>	
<b>Interdisciplinary team science in the remote workplace: A scoping review</b> .....	22
<i>Janetta Boone &amp; Anila Das, University of North Texas, United States</i>	
<b>Design and Evaluation of a Wiki for Cross-Classroom Collaborative Project-Based Learning</b> .....	27
<i>Gail Rolle-Greenidge &amp; Paul A Walcott, The University of the West Indies, Cave Hill Campus, Barbados</i>	
<b>A Cross-Classroom Collaborative Project-Based Learning Management System</b> .....	33
<i>Paul A Walcott &amp; Gail Rolle-Greenidge, The University of the West Indies, Cave Hill Campus, Barbados</i>	
<b>Educational Project Management and Resource Provisioning System – Project-Based Learning on a Scale</b> .....	39
<i>Vangel Ajanovski, Faculty of Computer Science and Engineering, Ss Cyril and Methodius University in Skopje, Macedonia</i>	
<b>Student Engagement and Attentiveness in Online Learning Systems</b> .....	45
<i>Zahra Derakhshandeh, California State University, East Bay, United States; Babak Esmaeili, Arizona State University, United States; Bhumi Patel, California State University, East Bay, United States</i>	
<b>Attitudes and Behavioural Intention of Academic Staff regarding Learning Management Systems at selected Nigerian Universities</b> .....	59
<i>John Isioma Osode &amp; Geoffrey Lautenbach, University of Johannesburg, South Africa</i>	
<b>Gamification in item-based educational systems – a bibliometric analysis</b> .....	69
<i>Maciej Pankiewicz &amp; Ulan Abdiomar, Warsaw University of Life Sciences, Poland</i>	

<b>Exploring students’ attitudes and perceptions towards the efficacy of learning in King Saud University, Saudi Arabia during COVID-19 pandemic .....</b>	<b>74</b>
<i>Hayaa Alhazani, University of Nevada, Reno, United States</i>	
<b>Bridging the Gap Between Traditional Pedagogies and Digital Technologies “Challenges and Misalignments” .....</b>	<b>80</b>
<i>Ferial Khaddage, Deakin University,, Australia; Cathie Norris, University of North Texas, United States; Elliot Soloway, University of Michigan, United States; Ann-Louise Davidson, Concordia University, Canada</i>	
<b>Current Challenges in the Educational Usage of 3D Printing in Primary and Secondary Schools .....</b>	<b>88</b>
<i>Kamil Malinka &amp; Vladimír Schindler, Masaryk university, Czech Republic</i>	
<b>Teachers’ integration of instructional technology into curriculum delivery in disadvantaged communities: a case of Cape Flats schools in South Africa .....</b>	<b>97</b>
<i>Xolile Mdingi &amp; Agnes Chigona, Cape Peninsula University of Technology, South Africa</i>	
<b>Change of IT equipment and communication applications used by first-semester students from 2011 to 2020 and possible effects of the COVID-19 pandemic: Analysis of a long-term survey. ....</b>	<b>107</b>
<i>Walther Nagler, Bettina Mair, Martin Ebner, Sarah Edelsbrunner &amp; Sandra Schön, Graz University of Technology (TU Graz), Austria</i>	
<b>From Verbal to Visual: Can Instagram be used to Assess Learning in Higher Education? .....</b>	<b>115</b>
<i>Jorge Reyna, The Australian and New Zealand College of Ophthalmologist (RANZCO), Australia</i>	
<b>From Verbal to Visual: Instagram (IG) as an Assessment Tool in Higher Education .....</b>	<b>125</b>
<i>Jorge Reyna, The Australian and New Zealand College of Ophthalmologist (RANZCO), Australia</i>	
<b>Worked Examples: An Overview .....</b>	<b>128</b>
<i>Julie Smith, University of North Texas, United States</i>	
<b>Keeping in School Shape (KiSS): The design and evolution of a program that encourages students to revisit math skills over school breaks .....</b>	<b>135</b>
<i>Carla van de Sande &amp; Jana Vandenberg, Arizona State University, United States</i>	
<b>The Guidelines of Teaching and Learning: Integration with Facebook for Education and Modernization .....</b>	<b>149</b>
<i>Chantana Viriyavejakul, King Mongkut’s Institute of Technology Ladkrabang, Thailand</i>	

<b>Speech-based Learning with Amazon Alexa</b> .....	156
<i>Michael Weiss, Markus Ebner &amp; Martin Ebner, Graz University of Technology, Austria</i>	
<b>#InstaLearn: A Framework to Embed Instagram in Higher Education</b> .....	164
<i>Jorge Reyna, The Australian and New Zealand College of Ophthalmologist (RANZCO), Australia</i>	
<b>Rethink and Redesign Assessments for Student Engagement and Success in Digital Learning Environments</b> .....	173
<i>Yaping Gao, Quality Matters, US, United States</i>	
<b>The six-pack of online assessment</b> .....	175
<i>Filip Vervenne, LUCA school of arts, Belgium</i>	
<b>Exploring online specifications grading: An undergraduate course case study</b> .....	179
<i>Ewa Wasniewski, University of Calgary, Canada; Tai Munro &amp; Tariqa Tandon, MacEwan University, Canada</i>	
<b>Evaluation Design Methodology for Piloting Two Educational Augmented Reality STEM Apps in European Elementary Schools</b> .....	185
<i>Jennifer Tiede, University of Würzburg, Germany; Eleni Mangina, University College Dublin, Ireland; Silke Grafe, University of Würzburg, Germany</i>	
<b>Instructional Assessments of ELL's Learning and Progress</b> .....	191
<i>Ling Wang, Austin Peay State University, United States</i>	
<b>Elaborated Feedback: Learners' Preferences, Use, and Actual Effect</b> .....	195
<i>Tomer Gal &amp; Arnon HersHKovitz, Tel Aviv University, Israel</i>	
<b>Evaluating the Efficacy of QuaverSEL: The Impact of QuaverSEL Instruction on Students' Social Emotional Skills.</b> .....	203
<i>Scott Elliot, SEG Measurement, United States</i>	
<b>School Start Screening Tool</b> .....	213
<i>Paul Krassnig, Markus Ebner &amp; Martin Ebner, Graz University of Technology, Austria</i>	
<b>A Problem-Solving Approach to Enhance Computational Thinking Skills of Middle School Students</b> .....	227
<i>Greg Lee, Yu-Wen Yang &amp; Ke-Chun Lin, National Taiwan Normal University, Taiwan</i>	
<b>The Gender Data Gap in Computing Education Research</b> .....	232
<i>Julie Smith, University of North Texas, United States</i>	

<b>How does the awareness of assistive technology by professors impact students with disabilities' success at the college level? .....</b>	<b>238</b>
<i>Humberto Hernandez Ariza, Daemen College, United States</i>	
<b>The Future of K-12 Education as a Result of the COVID-19 Pandemic .....</b>	<b>246</b>
<i>Aubrey Statti, Inaya Jaafar &amp; Kelly Torres, The Chicago School of Professional Psychology, United States; James Pedersen, Essex County Schools of Technology, United States; Soha Abdeljaber, Rising Leaders Academy, United States</i>	
<b>Assessing Computer Science Teachers' Cybersecurity Pedagogical Capabilities Before and After an Educational Workshop .....</b>	<b>253</b>
<i>Hayat Alajlan, King Saud University, Saudi Arabia</i>	
<b>The Effects of Self-efficacy and Teaching Competence feelings on 1st-year Teachers' coping with the Challenges of Online Teaching Imposed by the COVID Pandemic .....</b>	<b>262</b>
<i>Becky Leshem, Ety Gilad &amp; Ety Grobgeld, Achva Academic College, Israel</i>	
<b>Teachers' Readiness for Online Language Teaching: An Exploratory Study .....</b>	<b>266</b>
<i>Jiahang Li, College of Education, Michigan State University, United States; Qينو Wang, New York University, United States</i>	
<b>Supporting the development of student teachers' digital skills within a programme of ITE .....</b>	<b>274</b>
<i>Denis Moynihan, School of STEM Education, Innovation and Global Studies, Dublin City University, Ireland</i>	
<b>The Role of ICTs in Collaboration During the COVID-19 School Year .....</b>	<b>280</b>
<i>Peter Schutte, Rina Durandt &amp; Geoffrey Lautenbach, University of Johannesburg (UJ), South Africa</i>	
<b>Instructors' educational ICT use in Ethiopian higher education .....</b>	<b>285</b>
<i>Bekalu Ferede Tefera, Katie Goeman, Jan Elen &amp; Wim van Petegem, KU Leuven, Belgium; Adula Bekele Hunde, Jimma University, Ethiopia</i>	
<b>Quality of preservice teachers' (technological) pedagogical reasoning and action during internships .....</b>	<b>293</b>
<i>Ottavia Trevisan, University of Padova, Italy; Anneke Smits, Windesheim University of Applied Sciences, Netherlands; Marina De rossi, University of Padova, Italy</i>	

<b>Considering the Influence of Human Multitasking on Business Game Learning: A Comparative Study Focusing on the Performance between High and Low Groups in the Game</b> .....	300
<i>Takashi Tachino, Shoin University, Japan; Yuuki Kato, Sagami Women's University, Japan; Shogo Kato, Tokyo Woman's Christian University, Japan</i>	
<b>The relation of prior IT usage, IT skills and field of study: A multiple correspondence analysis of first-year students at a University of Technology.</b> .....	304
<i>Bettina Mair, Martin Ebner, Walther Nagler &amp; Sarah Edelsbrunner, Graz University of Technology (TU Graz), Austria; Sandra Schön, Universitas Negeri Malang, Indonesia</i>	
<b>Course structure determinants on student performance in an ODL program</b> .....	313
<i>Elias Oupa Mashile &amp; Angelo Fynn, University of South Africa, South Africa</i>	
<b>From teachers' perception to explore the teacher leadership practiced: Chinese vocational schools</b> .....	323
<i>Xiaoying Wang, UMSL, United States</i>	
<b>Utilizing learning analytics for teaching success</b> .....	330
<i>Jane Yau &amp; Dirk Ifenthaler, University of Mannheim, Germany</i>	
<b>Continued Rasch Development and Validation of a Standards-Based Instrument to Measure Teacher Educational Technology Competencies</b> .....	339
<i>Joe Winslow, Alex Fegely, Corey Lee &amp; Anthony Setari, Coastal Carolina University, United States</i>	
<b>Student Voice in the Assignment Design Process</b> .....	346
<i>Rita Garcia, University of Adelaide, Australia</i>	
<b>Do We Hate It When Our Friends Become Successful? Envy in Educational Technology</b> .....	356
<i>Jorge Reyna, The Australian and New Zealand College of Ophthalmologist (RANZCO), Australia</i>	
<b>Teacher Collaboration with Technology: The Case of Co-teaching in the Global Read Aloud</b> .....	362
<i>Jeffrey Carpenter, Elon University, United States; Shea Kerkhoff &amp; Xiaoying Wang, University of St. Louis Missouri, United States</i>	
<b>Expanding Students' Worldviews Through Virtual Study Abroad Experiences</b> .....	372
<i>Kelly Torres, TCSPP, United States; Aubrey Statti, The Chicago School of Professional Psychology - Chicago, IL, United States</i>	

<b>An approach for Describing unknown routes for the blind using three-dimensional binaural sound scenes in an ASR environment .....</b>	<b>378</b>
<i>Dariusz Mikulowski &amp; Marek Pilski, Siedlce University of Natural Sciences and Humanities, Faculty of Exact and Natural Sciences, Poland</i>	
<b>Creating Authentic Learning Experiences Through Project-Based Learning .....</b>	<b>386</b>
<i>Alicia Johnson, Virginia Polytechnic Institute and State University, United States; Miguel (Miko) Nino, University of North Carolina Pembroke, United States</i>	
<b>Effects of Remote Learning on Practitioner Integration .....</b>	<b>389</b>
<i>Michael Pollak, Nanna Nora Sagbauer &amp; Martin Ebner, Educational Technology, Graz University of Technology, 8010 Graz, Austria, Austria</i>	
<b>Assessing Student Learning Utilizing TeleMentalHealth Technology .....</b>	<b>401</b>
<i>Amy Doolittle &amp; Cathy Scott, University of Tennessee Chattanooga, United States</i>	
<b>A Design Thinking Workshop to Kickstart Sustainability Initiatives: For Entrepreneurs and SME Leaders .....</b>	<b>407</b>
<i>John Storm, University of Aberdeen, United Kingdom</i>	
<b>Developing a Question Board System for Role-Playing in Legal Education .....</b>	<b>413</b>
<i>Atsuya Tsuda &amp; Tokuyasu Kakuta, Chuo University, Japan</i>	
<b>Online learning of Japanese and cross-cultural understanding with a narrative approach using MANGA .....</b>	<b>419</b>
<i>Yohei Yamamoto, KIBI Inc., Japan</i>	
<b>Beyond Commencement: Supporting Scholarship for Doctoral Graduates .....</b>	<b>424</b>
<i>Imani Akin, Matasha MurrellJones &amp; Shanel Harris, University of Phoenix, United States</i>	
<b>Implementation of Digital technology in Pre-Service teachers' field experience in Dubai, UAE .....</b>	<b>437</b>
<i>Salma Ali, Texas A&amp;M: College of Education, emphasis on Technology and Teacher Education, United States</i>	
<b>Measuring social space in online group learning: Preliminary validation of the social space scale using the Rasch analysis approach .....</b>	<b>445</b>
<i>Karel Kreijns &amp; Maartje Henderikx, Open Universiteit, Netherlands; Joshua Weidlich, DIPF   Leibniz Institute for Research and Information in Education, Germany</i>	

<b>Virtual Workshop on the Guided Inquiry Collaborative Learning (GICL) in Cyber Security</b> .....	459
<i>Xiaohong Yuan, North Carolina Agricultural and Technical State University, United States; Li Yang, University of Tennessee at Chattanooga, United States; Wu He, Old Dominion University, United States; Jennifer Ellis, The University of Tennessee at Chattanooga, United States</i>	
<b>Online Elementary ESL Teachers' Utilization of Online Communities of Practice (OCoP) as a Source for Advancing their Professional Online Teaching Knowledge and Skills</b> .....	460
<i>Lauren Belaid, University of North Texas, United States</i>	
<b>Relationship building built on trust and mutual respect: A classroom teacher's challenge.</b> .....	463
<i>Mark Miller, Franciscan University of Steubenville, United States</i>	
<b>Making of an Open Makerspace in a Secondary Vocational School in Austria: Development, Activities, User Behaviour and Gender Balance</b> .....	467
<i>Nanna Nora Sagbauer, Educational Technology, Graz University of Technology, 8010 Graz, Austria, Austria; Klaus Stocker, HTL Hollabrunn, 2020 Hollabrunn, Austria, Austria; Michael Pollak &amp; Martin Ebner, Educational Technology, Graz University of Technology, 8010 Graz, Austria, Austria</i>	
<b>Building a New Community of Practice to Implement an Online Gamification Training on Facebook</b> .....	480
<i>Junhe Yang, University of North Texas, United States</i>	
<b>Satoyama Forest Management Game: Evaluation of a Game Experience Using Eye Tracking</b> .....	486
<i>Ryota Aoki &amp; Shigenori Inagaki, Kobe University, Japan; Hiroshi Mizoguchi, Tokyo University of Science, Japan; Fusako Kusunoki, Tama Art University, Japan; Yoshiaki Takeda, Kobe University, Japan</i>	
<b>Enjoyable, Game-like Computer Programming in Club Activities at Elementary Schools</b> .....	491
<i>Haruo Hasegawa, Graduate School of Teacher Training Development, University of Toyama, Japan</i>	
<b>The Use of Innovative Approaches to Enhance Social Learning of Individuals with Autism Spectrum Disorder: A Brief Review of Literature between 2016-2021</b> .....	497
<i>Kuei-Hui Hsiao &amp; Paul E. Resta, The University of Texas at Austin, United States</i>	
<b>Designing Problem-Based Learning Activities in Mathematics to Develop Gaming Instructional Materials based on the New Backward Design Method</b> .....	502
<i>Kentaro Nagahara &amp; Toshiki Matsuda, Tokyo Institute of Technology, Japan</i>	

<b>Students Voice in the Design and Development of an Interactive and Bilingual 3D Platform for Guided Anatomy Learning</b> .....	508
<i>David Vergote &amp; Malaika Ogandaga, Faculté Saint-Jean, University of Alberta, Canada; Victor Fernandez Cervantes &amp; Gillian Pierce, Faculty of Science - Computing Science, University of Alberta, Canada; Martine Pellerin, Faculté Saint-Jean, University of Alberta, Canada; Eleni Stroulia, Faculty of Science - Computing Science, University of Alberta, Canada</i>	
<b>“May Force be with You”, Disciple Training in Physics through Game-based Learning</b> .....	514
<i>Jiaqi Yu &amp; André Denham, The University of Alabama, United States</i>	
<b>Learning with the practitioners: Defining and implementing active learning in higher education</b> .....	519
<i>Pedro Isaías, University of New South Wales (UNSW – Sydney), Australia; Paula Miranda, Setubal School of Technology - Polytechnic Institute of Setubal, Portugal; Sara Pifano, ISRLab – Information Society Research Laboratory, Portugal</i>	
<b>An Innovative Approach on Academic writing: A FHR Case study on the Effect of Learner-Centered Writing Support for Improved Academic Writing Skills of Students in Higher Education</b> .....	529
<i>Johanna Pinas, Anton de Kom University of Suriname, Suriname; Genevieve Blanchard, FHR Institute For Higher Education, Paramaribo, Suriname, Suriname; Simone Koole, FHR Institute For Higher Education, Suriname</i>	
<b>Categorizing 3D Printing Lesson Activities</b> .....	537
<i>Marlo Steed, Faculty of Education, University of Lethbridge, Canada; Kathryn Kryska, Universtiy of Lethbridge, Canada</i>	
<b>ILEX – an Integrated Language learning EXperience</b> .....	544
<i>Bartholomäus Wloka &amp; Werner Winiwarter, University of Vienna, Austria</i>	
<b>Towards a Comprehensive Conceptual Framework for Robotics Education</b> .....	554
<i>Patricia Mae Gouws &amp; Jan Carl Mentz, University of South Africa, South Africa</i>	
<b>Training and Communities of Practice to Promote Online Teaching and Learning Professional Development in Faculty</b> .....	561
<i>Miguel (Miko) Nino &amp; Kristen Purvis, University of North Carolina at Pembroke, United States</i>	
<b>Bringing Out the Best In People/in Me (BOBI-P/-M)</b> .....	566
<i>Evelien Verschroeven, Innovation OIC, Belgium; Jef Teugels, Reins Group, LLC, United States</i>	
<b>Triggers: Choose your own way</b> .....	572
<i>Letitia Bergantz, Mark Gale &amp; Christy Stanley, Athens State University, United States</i>	



<b>Using a MUVE to support knowledge and skill development with complex information science content</b> .....	576
<i>Vin Cent Loh, Sarah K Howard &amp; Barry Harper, University of Wollongong, Australia</i>	
<b>Evaluation of educational effects of gaming instructional materials for promoting metacognitive skills in interpersonal problem solving</b> .....	581
<i>Yoshiko Okada, College of Engineering, Teacher Certification Program, Shibaura Institute of Technology, Japan; Toshiki Matsuda, Institute for Liberal Arts, Tokyo Institute of Technology, Japan</i>	
<b>Designing Virtual Reality Experiences with 360 Videos: An Instructional Design Perspective</b> .....	587
<i>Betul Czerkawski, University of Arizona, United States; Gerald Ardito, Manhattanville College, United States</i>	
<b>Effects of VR on Student Learning: A Scoping Review</b> .....	592
<i>Anila Das &amp; Janetta Boone, University of North Texas, United States</i>	
<b>Enhanced learning through virtual environments: Designing simulations for fire investigators</b> .....	598
<i>Rachel Ralph, Centre for Digital Media, Canada; Ellen Brown, University of British Columbia, Canada; Gini Choi, Tom Hackett, Al Kadivar, Aashay Mehta, Chenjie Whatley &amp; Kanger Qian, Centre for Digital Media, Canada; Junsong Zhang &amp; Bob Walker, Justice Institute of British Columbia, Canada</i>	
<b>Peer group supervision in Zoom and social VR- Preparing preservice teachers for planning and designing digital media integrated classes</b> .....	602
<i>Gabriela Ripka &amp; Silke Grafe, Chair of School Pedagogy, University of Wuerzburg, Germany; Marc Erich Latoschik, Chair of Human and Computer Interaction, Germany</i>	
<b>Fostering Teacher Educator Technology Competencies (TETCs) in and with Virtual Reality. A Case Study.</b> .....	617
<i>Thomas Schroeter &amp; Jennifer Tiede, University of Würzburg, Chair of School Pedagogy, Germany; Marc Erich Latoschik, University of Würzburg, Chair of Human-Computer Interaction, Germany</i>	
<b>Teachers' narrative into home-based work encountered parenting during the COVID-19</b> .....	630
<i>Salma Ali, Texas A&amp;M: College of Education, emphasis on Techn, United States</i>	
<b>Parents' perspectives on their children's and their own distance learning experiences during Covid-19 lockdown</b> .....	633
<i>Lilach Alon &amp; Rafi Nachmias, Tel Aviv University, Israel</i>	
<b>Teaching Coding in Covid Era</b> .....	640
<i>Delphine Billouard-Fuentes, Emlyon business school, France</i>	

<b>“Like buying time”: Educators' Use of Online Education Marketplaces during the COVID-19 Pandemic</b> .....	644
<i>Jeffrey Carpenter, Elon University, United States; Catharyn C Shelton, Northern Arizona University, United States; Lauren Mitchell, Elon University, United States</i>	
<b>Successfully Facilitating Learning during Covid-19 Lockdowns</b> .....	654
<i>Kathiravelu Ganeshan, Otago Polytechnic Auckland International Campus, New Zealand</i>	
<b>From Emergency Remote Instruction to Quality Online Education and Digital Learning: A Practical Checklist and Course Design Guide</b> .....	660
<i>Yaping Gao, Quality Matters, US, United States; Fernando Senior, Quality Matters, Latin America and the Caribbean,</i>	
<b>Remote Workshop about Teaching for Graduates and Students</b> .....	664
<i>Haruo Hasegawa, Graduate School of Teacher Training Development, University of Toyama, Japan</i>	
<b>Employing game design and VR to explore anxiety in the face of the Covid-19 pandemic</b> .....	670
<i>Gray Hodgkinson, Nanyang Technological University, Singapore</i>	
<b>Emotional costs among students with learning disabilities and ADHD in online learning during the Covid-19 epidemic</b> .....	678
<i>Maya Kalman-Halevi, Rony Tutian &amp; Yehuda Peled, Western Galilee College, Israel</i>	
<b>Continuing Masterclasses and Guest Speakers ala Phil Donahue Over Zoom</b> .....	689
<i>Dan Keast, The University of Texas Permian Basin, United States</i>	
<b>Integrated Use of Video in Nursing Programs</b> .....	692
<i>Linda Merillat, Shirley Waugh &amp; Lori Edwards, Washburn University, United States</i>	
<b>Experiences of 9th-12th grade teachers transition to online teaching amidst the Covid19 pandemic</b> .....	702
<i>Heather Pederson &amp; Melissa Scotch, Walden University, United States</i>	
<b>Accessibility amid a pandemic – A faculty perspective</b> .....	711
<i>Richard Pineau, Wayne State University - Department of Mathematics, United States; Kelly Dormer, Wayne State University - Student Disability Services, United States</i>	
<b>Internationalization strategies in the context of COVID-19: institutional and pedagogical perspectives.</b> .....	715
<i>Laura Helena Porrás-Hernández, Universidad de las Américas Puebla, Mexico; Bret Linford &amp; Michael Vrooman, Great Valley State University, United States; Georgina García-Romero, Universidad de las Américas Puebla, Mexico</i>	

<b>Distance Teaching during the COVID-19 Pandemic: Perceptions of Higher Education Technology Uses in Italy and the USA .....</b>	<b>720</b>
<i>Ottavia Trevisan, University of Padova, Italy; Gerald Knezek &amp; Rhonda Christensen, University of North Texas, United States; Marina De Rossi, University of Padova, Italy</i>	
<b>Combating ‘Zoom-fatigue’: A comprehensive approach to academic program adaptation and supporting digital wellness during COVID-19 .....</b>	<b>727</b>
<i>Shannon Tucker, Cherokee Layson-Wolf, Andrew Coop, Lisa Lebovitz &amp; George Anagnostou, University of Maryland School of Pharmacy, United States</i>	
<b>Building a Virtual Community for Future Teachers During the COVID 19 Pandemic .....</b>	<b>732</b>
<i>Junko Yamamoto, Slippery Rock University of Pennsylvania, United States</i>	
<b>Comparison of English teachers’ behavior, concerns in integrating information technology into English instruction between Taiwan and China .....</b>	<b>741</b>
<i>Yu-Rou Huang, Chiao-Ling Huang, Shu-Ching Yang, Yi-Fang Luo &amp; Willian Liu, National Sun Yat-sen University, Taiwan</i>	
<b>Quality Model for OER: Feedback from Computer Science Students in Teaching Programs .....</b>	<b>743</b>
<i>Lubna Ali, Richard Werkes, René Röpke &amp; Ulrik Schroeder, RWTH Aachen University, Germany</i>	
<b>Web Accessibility of MOOCs for Learners with Disabilities .....</b>	<b>748</b>
<i>Destiny Benjamin, University of North Texas, United States</i>	
<b>Future proof Teacher Professionalization. The Case of the MOOCs. ....</b>	<b>756</b>
<i>Maartje Henderikx, Open University Netherlands, Netherlands; Maaïke Mustamu-Veringa, Stichting Eduvier, Netherlands</i>	
<b>A Learner’s Experience on the Perceived Role of Teaching Presence in Massive Open Online Courses on edX and Coursera Platforms .....</b>	<b>764</b>
<i>Anne Mutiga, University of Nevada-Reno, United States; Hallett Hullinger, Oral Roberts University, United States</i>	
<b>Mending the Gap – developing a design towards teachers’ 21st century competence development .....</b>	<b>776</b>
<i>Lisa Gjedde, Aalborg University, Dept for Culture and Learning, Denmark</i>	
<b>Taiwanese Parents’ Attitudes toward Young Children’s Use of Information Communication Technology .....</b>	<b>781</b>
<i>Yu-Rou Huang, National Sun Yat-sen University Institute of Education Institute of Education, Taiwan; Shu-Ching Yang, Yi-Fang Luo, E-jean Wu, Willian Liu &amp; Chen-Wei Yang, National Sun Yat-sen University Institute of Education, Taiwan</i>	

<b>A Framework for Developing Equity-Focused STEM Content for Young Children .....</b>	<b>798</b>
<i>Roni Ellington, Morgan State University, United States; Beth Daniels, Felicia Orozco &amp; Carol-Lynn Parente, TPT - Twin Cities PBS, United States</i>	
<b>The Relationship between Emotional Intelligence Training and Universal Diverse Orientation among Mid-Level Employees in US Service Organizations .....</b>	<b>809</b>
<i>Betty Vu-Fulmer, Natalya Koehler, Bora Pajo &amp; Jessie Kong-Younghee, Franklin University, United States</i>	
<b>Singapore Preschool Teachers' Attitude Towards Advertisements in Digital Media for use with Children. ....</b>	<b>815</b>
<i>Jason Gan, Donna Pendergast &amp; Sarah Prestridge, Griffith University, Australia</i>	
<b>IntelliCure: A Novel Deep Learning Platform to Differentiate Morphological Features from Malignant and Benign Endometrial Carcinoma .....</b>	<b>821</b>
<i>Khushi Garg &amp; Lara Mahajan, MyEdMaster, United States</i>	
<b>"AI ethics" using "supervised learning": IoE proposals .....</b>	<b>827</b>
<i>Susumu Sawai, Information Research Center for Learning, Japan</i>	
<b>Exposed to Cyberbullying on Social Media: Exploring the Social, Educational and Psychological Impacts on Teenagers and Youth .....</b>	<b>832</b>
<i>Sam Yousefifard, University of British Columbia, Canada</i>	
<b>A Study on the Education and Modernization of Basic Education in the Northeast of Thailand .....</b>	<b>843</b>
<i>Ratchita Sarimanond, School of Industrial Education and Technology, King Mongkut's Institute of Technology Ladkrabang, Thailand</i>	
<b>Literacy Education in the Era of Globalization: A Mixed Methods Study of the Global Read Aloud .....</b>	<b>850</b>
<i>Shea Kerkhoff, University of Missouri - St. Louis, United States; Jeffrey Carpenter, Elon University, United States; Qian Yang &amp; Ying Dong, University of Missouri - St. Louis, United States</i>	
<b>Collaboration and Communication in Blended Learning .....</b>	<b>869</b>
<i>Maria Esposito, Molloy College, United States; Justina Zendrian, Molloy College and Jericho School District, United States</i>	
<b>The Effect of Perceived Interaction and Task Value on Intention of Course Re-selection through Student Engagement in Flipped Learning .....</b>	<b>878</b>
<i>Yuyang Yuan, Hae-Deok Song &amp; Hyejoo Yun, Chung-Ang University, China</i>	

<b>Student Perceptions of Online Learning Environments in Higher Education</b> .....	884
<i>Mthobisi Jula, UKZN, South Africa; Indira Padayachee, University of KwaZulu-Natal, South Africa</i>	
<b>The Effect of Academic Self-Efficacy, Perceived Usefulness, Perceived Ease of Use, and Acceptance Attitude on Learning Persistence through Student Engagement in MOOC</b> .....	892
<i>Ha-Eun Kim, Hae-Deok Song &amp; Ye-chan Lee, Chung-Ang University, Korea (South)</i>	
<b>Online and Face-to-Face Yoga Instruction: How Do These Compare in the Areas of Anxiety and Flexibility?</b> .....	898
<i>Robyn Miller, Bowling Green State University, United States; Judy Lambert, The University of Toledo, United States</i>	
<b>Teaching and Learning Digital Design Thinking</b> .....	907
<i>Francesca Mastrogiacomì, LUISS Business School, Italy</i>	
<b>Technological Pedagogical Content Knowledge (TPACK) Scale for Language Teachers</b> .....	917
<i>Yu-Rou Huang, Shu-Ching Yang, Chiao-Ling Huang &amp; Yi-Fang Luo, National Sun Yat-sen University Institute of Education, Taiwan</i>	
<b>Innovation to Improve Information Literacy Skills of Nurse Educator Students</b> .....	918
<i>Melissa Scott, April Matthias, John Osinski &amp; Tammy Ivins, University of North Carolina-Wilmington, United States</i>	
<b>A Study on the Modernization of Basic Education Problems and trends for Ubiquitous environment in three Southern border provinces</b> .....	921
<i>Riana Wadatan, King Mongkut's Institute of Technology Ladkrabang, Bangkok, Thailand, Thailand</i>	
<b>Effects of competition in gamified online distance learning on intrinsic motivation: A comparative case study</b> .....	928
<i>Klaudia Bovermann &amp; Sebastian Habla, FernUniversität in Hagen, Germany; Joshua Weidlich, DIPF   Leibniz Institute for Research and Information in Education, Germany</i>	
<b>Distance Education during the COVID-19 pandemic</b> .....	938
<i>Patricia Fidalgo, Emirates College for Advanced Education, United Arab Emirates; Joan Thormann, Lesley University, United States; Oleksandr Kulyk, Oles Honchar Dnipro National University, Ukraine; José Lencastre, University of Minho, Portugal; Maria Joao Figueiras, Zayed University, United Arab Emirates</i>	
<b>Hands-on Cybersecurity Labs in online learning</b> .....	941
<i>Bogdan Ksiezopolski, Damian Rusinek, Marek Miskiewicz &amp; Aneta Wroblewska, Maria Curie-Skłodowska University in Lublin, Poland</i>	

<b>Using Phenomenography to Understand STEM Doctoral Students' Meaning-Making with Discussion Board Postings</b> .....	950
<i>Richard Pineau, Wayne State University - Department of Mathematics, United States; Jazlin Ebenezer, Wayne State University - Teacher Education Division, United States</i>	
<b>Working with Principal Interns during the 2020 Pandemic of COVID 19: Moving From Frustrations to Resolutions</b> .....	956
<i>Jillian Ardley &amp; Angela Goodloe, Norfolk State University, United States</i>	
<b>Cross-cultural learning in Global Read Aloud</b> .....	967
<i>Xiaoying Wang, University of Missouri Saint Louis, United States; Shea Kerkhoff, University of Missouri - St. Louis, United States; Jeffrey Carpenter, Elon University, United States</i>	