22nd European Conference on e-Learning (ECEL 2023)

Pretoria, South Africa 26 – 27 October 2023

Editors:

Sara Jane Johnston Shawren Singh

ISBN: 978-1-7138-8046-2

Printed from e-media with permission by:

Curran Associates, Inc. 57 Morehouse Lane Red Hook, NY 12571



Some format issues inherent in the e-media version may also appear in this print version.

Copyright The Authors, (2023). All Rights Reserved. No reproduction, copy or transmission may be made without written permission from the individual authors.

Printed with permission by Curran Associates, Inc. (2024)

Review Process

Papers submitted to this conference have been double-blind peer reviewed before final acceptance to the conference. Initially, abstracts were reviewed for relevance and accessibility and successful authors were invited to submit full papers. Many thanks to the reviewers who helped ensure the quality of all the submissions.

Ethics and Publication Malpractice Policy

ACPIL adheres to a strict ethics and publication malpractice policy for all publications – details of which can be found here:

http://www.academic-conferences.org/policies/ethics-policy-for-publishing-in-the-conference-proceedings-of-academicconferences-and-publishing-international-limited/

Conference Proceedings

The Conference Proceedings is a book published with an ISBN and ISSN. The proceedings have been submitted to a number of accreditation, citation and indexing bodies including Thomson ISI Web of Science and Elsevier Scopus.

Author affiliation details in these proceedings have been reproduced as supplied by the authors themselves.

Published by Academic Conferences and Publishing International Ltd. 33 Wood Lane Sonning Common RG4 9SJ UK

Phone: 441 189 724 148 Fax: 441 189 724 691 info@academic-conferences.org

Additional copies of this publication are available from:

Curran Associates, Inc. 57 Morehouse Lane Red Hook, NY 12571 USA Phone: 845-758-0400 Fax: 845-758-2633 Email: curran@proceedings.com Web: www.proceedings.com

Contents Preface v vi Committee Biographies ix Academic papers Soft Skills Demand and Supply Through the Lens of Higher Education Students Naghmeh Aghaee, Thashmee Karunaratne 1-10 Intelligent Adaptive E-Learning Systems: Current Approaches, Architectures, and Applications Abbas Fadhil Aljuboori, Hala Al-lawati 11-16 A Framework for Assessing the Complexity of Auto Generated Questions from Ontologies Samah Alkhuzaey, Floriana Grasso, Terry Payne, Valentina Tamma 17-24 Redesigning Professional Development on Digital Transformation Using Andragogy as a Theoretical Lens Linda Bergkvist, Karin Ahlin, Niklas Humble, Peter Mozelius, John Johansson 25-32 Impact of Digital Literacy on Cyberloafing and Compulsive Social Media Use Post-Kahramanmaraş Earthquake Mehmet Ali Canbolat 33-38 Preliminary Findings of the Needs Perceived and Expectations of Users of an Independent Learning Centre Survey in Hong Kong: What do They Tell Us? Felix Chao, Yvonne Loong, Ocean Siu, Sharon Wong, Parker Chan 39-50 Lasting Effects: What the Post Pandemic Return to In-person Teaching Tells Us About the State of e-Learning and its Future Trajectory Paula Charbonneau-Gowdy, Mónica 51-60 Analysing Gaming Behaviour: Insights on Personality Traits Aikaterina Chatziavgeri, Maya Satratzemi 61-68 Students' Acceptance Of Digital Exams: A Case Study In A Swedish University Panagiota Chatzipetrou, Kristijan Majkic, Jonas Samuelsson, Oskar Åberg 69-77 Are the Effects of COVID-19 on Inequality in Tertiary Education in Ghana Gendered? 78-87 Paul Nkegbe, Stanley Dary, Halidu Musah e-Learning Interactions and Academic Outcomes: an Analysis of Undergraduates in Sri Lanka Tiloka de Silva, Buddhika Karunarathne, Vishaka Nanayakkara, Buddhika Karunarathne, 88-96 Malik Ranasinghe, Eshana Ranasinghe Bridging contemporary theory with online practice: The sustained impact on student identities Caroline Galdames, Paula Charbonneau-Gowdy 97-105 Is this an e-School? e-Learning Using Information Communication Technologies in South Africa Mandlenkosi Thwala, Leila Goosen 106-113 Digital Addiction and Financial Literacy: A Study on University Students ABDURRAHMAN GUMRAH, Hüseyin Karagöz 114-120

ChatGPT-Proofing: Redesigning Assessment Practices for E-Learning Tapiwa Gundu	121-130	
Challenges of Using Social Media as a Teaching Tool in Secondary Schools Rafeeq Jaffer, Zane Davids, Lisa Seymour	131-138	
Analysis of the factors affecting successful completion of asynchronous online learning programs		
Buddhika Karunarathne, Vishaka Nanayakkara, Eshana Ranasinghe, Malik Ranasinghe, Supunmali Ahangama, Sandareka Wickramanayake, Chathuranga Hettiarachchi	139-146	
Is it the new Google: Impact of ChatGPT on Students' Information Search Habits Thashmee Karunaratne, Adenike Adesina	147-155	
Exploring the Student Perspective: Assessing Technology Readiness and Acceptance for Adopting Large Language Models in Higher Education		
Claudia Lemke, Kathrin Kirchner, Liadan Anandarajah,	156-164	
Assessment of Academic ESL Writing in an Online Tutorial for Graduate Students Zhi Li, Veronika Makarova, Zhengxiang Wang	165-173	
A Systematic Review: criteria and dimensions of learning experience Ying-Dong LIU, Simon MORARD, Dina ADINDA, Eric SANCHEZ, Marc TRESTINI	174-182	
Online Modules Discussion Forums: A Pedagogical Platform Facilitating Learning in DE EnvironmentsDumisani Godfrey Mabasa183-192		
Implementation of a Multilingual Booklet to Accommodate First-Year Students with Acc Vuyokazi Mntuyedwa, Moeketsi Letseka, Johannes Cronje	demic Work 193-201	
Robot-Assisted Language Education and Speech Therapy for Children with Cleft Lip and Aveen Najm, Esyin Chew, Barry Bentley	Palate 202-211	
Characteristics promoted in order to develop student's critical thinking disposition in online		
discussions during a fully online course Minoru Nakayama, Satoru Kikuchi, Hiroh Yamamoto	212-218	
Student Perspectives on WhatsApp Support for Developing School Experience e-Portfolios on Google		
<i>Sites</i> Professor Nkonki, Ms Tsipa-Booi , Ms Bongo Mqukuse	219-225	
Using Gamification to Develop Students As Strategic Thinkers – A Qualitative Perspectiv Michael O'Brien, Yvonne Costin	e 226-233	
Challenges for implementing design thinking for social innovation: Case study during online learning		
Fazlyn Petersen, Matthew Liam Killian	234-243	
Boosting Digital Entrepreneurship in European Union Higher Education Ioana-Crina Pop-Cohuț, Anca-Otilia Dodescu	244-251	
Curriculum design in higher education: A reflection Kemlall Ramsaroop Ramdass, Kgabo Mokgohloa	252-260	
Knowledge building through academic development Kemlall Ramsaroop Ramdass	261-269	

anous		
A Comprehensive Analysis on the Student Behaviour in Open.uom.lk: A Large-scale Asynchronous Open Online Platform Eshana Ranasinghe, Vishaka Nanayakkara, Buddhika Karunarathne, Malik Ranasinghe,		
70-279		
80-285		
g ICTs 86-294		
95-304		
Meeting the demands of industry: A study on identifying and teaching emerging technologies in Engineering Education Bronwyn Claudia Swartz, Sweta Patnaik 305-313		
What Have People Discussed about ChatGPT in Malaysian Education? A Qualitative Content Analysis of News Articles		
14-321		
Asynchronous e-learning: A collaborative, process-based solution for design and development challenges		
e, 22-330		
31-340		
41-347		
48-357		
58-363		
64-368		
Facilitating Lifelong Learning for Mature Part-time Students: Findings from South Africa and NorwayTone Vold, Ann Lourens, Linda V. Kiønig, Curwyn Mapaling369-374		
A Review of Tools for the Design and Development of Online Interactive Gamified Content : A Simulation Study		

PhD Papers

Student Notetaking media in Higher Education Colin Loughlin	384-389
Towards a brain-compatible approach for online programming education through CHAT Vuyolwethu Mdunyelwa, Lynn Futcher, Johan van Nikerk	390-398
Masters Papers	
Technology-Based Strategies Predicated on Self-Regulated Learning in a Flipped Comput Programming Classroom Simphiwe Dayimani, Keshnee Padayachee	ter 400-408
Late Submissions	
Edtech Startups: Determining the factors involved in internationalisation Keila Malca-Ramirez, Linda Marita Cruz-Pupuche, Franklin Cordova-Buiza	410-417
Empowering Deaf Learners: The Promise of Sign Language MOOCs Paula Escudeiro Maria de Sá Escudeiro, Márcia Campos	418-421
Learning with Moodle and Google Drive: instrumental conflicts in question zeller arnaud, Marquet Pascal	422-427