

# CONFERENCE REPORT

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International Conference on Transition of Traditional  
Universities to Online Mode  
(ICTTUOM)

May 10<sup>th</sup> to May 11<sup>th</sup>, 2023

Allama Iqbal Auditorium, Faisal Mosque Campus, IIUI

## ORGANIZED BY

**FACULTY OF EDUCATION & DIRECTORATE OF DISTANCE  
LEARNING**

**INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD**

IN COLLABORATION WITH

**IQBAL INSTITUTE OF RESEARCH AND DIALOGUE,**

**HIGHER EDUCATION COMMISSION PAKISTAN**

**& PAKISTAN SCIENCE FOUNDATION**



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## GUEST SPEAKERS

### INTERNATIONAL SPEAKERS



Prof. Dr. Thomas Alfred Bauer  
University of Vienna, Austria



Prof. Dr. Maha Sourani  
Lebanese University, Lebanon



Prof Dr Victoria S. Brown  
Professor of Teaching and Learning  
Florida Atlantic University (Online)



Ramya Srinivasan  
Senior Customer Success Manager  
Coursera

### NATIONAL SPEAKERS



Prof Dr N. B. Jumani  
Vice President (A&F),  
International Islamic University,  
Islamabad



Prof Dr Tanvir Afzal  
Shifa Tameer-e-Millat University,  
Islamabad, Pakistan



Prof. Dr. Shoab A. Khan  
National University of Sciences and  
Technology (NUST)



Prof. Dr. Tamim Ahmed Khan  
Bahria University Islamabad Pakistan



Prof Dr Asmat Ullah  
Dean Faculty of Computing, IIUI

## ORGANIZING TEAM

<b>Patron in Chief</b>	<b>Dr. Hathal Bin Hamoud Al-Otaibi</b> <b>President, IIUI</b>
<b>Conference Chair</b>	Prof. Dr. N. B. Jumani VP (A&F) IIUI
<b>Conference Co-Chair</b>	Prof. Dr. Asmat Ullah Khan Director DDL IIUI
<b>Conference Co-Chair</b>	Prof. Dr. Muhammad Sarwar Dean, Faculty of Education
<b>Conference Focal Person</b>	Dr Fouzia Ajmal Assistant Professor, Department of Teacher Education/In charge Trainings DDL, IIUI
<b>Conference Manager</b>	Mr. Mudassir Ahmad Dy. Director DDL

## CONFERENCE MANAGEMENT/ ORGANIZING COMMITTEE

<b>Directorate of Distance Learning</b>	<b>Faculty of Education</b>	<b>Iqbal International Institute of Research &amp; Dialogue</b>
Prof Dr Asmat Ullah Khan, Dean Faculty of Computing & Information Technology	Prof. Dr. N. B. Jumani, VP (A&F) IIUI	Mr. Syed Hassan Aftab IRD
Dr. Muhammad Zafar Iqbal Ch, In charge Academics DDL	Prof. Dr. Samina Malik VP (F.C) IIUI	Dr Maryam Siddiqa Lodhi IRD
Mr. Junaid Azhar, Incharge Web, DDL	Prof. Dr. Muhammad Sarwar, Dean Faculty of Education	Mr. Syed Mansoor Ali Shah IRD
Dr Syed Musharraf	Dr. Shamsa Aziz, Chairperson, Department of T E	Mr. Irfan Ullah IRD
Mr. Alhasan, AD Protocol Section	Dr. Azhar Mahmood, Chairperson, Department of ELM	
Mr. Atiq Rehman, Dealing Officer DDL	Dr. Muhammad Munir Kayani, Associate Professor (T E)	
	Dr. Munazza Mahmood, Assistant Professor (ELM)	
	Dr. Shazia Naureen, Assistant Professor	
	Dr. Zarina Akhtar, Assistant Professor (T E)	
	Dr. Sheikh Tariq Mehmood, Assistant Professor (ELM)	
	Dr. Fouzia Ajmal	

Assistant Professor (T E)
Dr. Muhammad Zafar Iqbal Assistant Professor (T E)
Dr. Muhammad Nasir Khan, Teaching and Research Associate (T E)
Dr. Alina Raza, Teaching and Research Associate (T E)
Dr. Humaira Imran, Teaching and Research Associate (T E)
Dr Sufi Amin, Teaching and Research Associate (ELM)
Ms. Sumaira Batool, Teaching and Research Associate (ELM)
Ms. Rabia Mumtaz, Teaching and Research Associate (ELM)
Ms. Bushra Rehman, Teaching and Research Associate (T E)
Ms. Naila Bashir, Assistant Director (ELM)
Ms. Raffiqa Nazli, Assistant Director (T E)



## CONFERENCE MESSAGES

### Message of the President, IIUI

The major purpose of higher education is to magnify the existing body of knowledge by providing solutions to different problems and improving teaching and learning practices at all levels of education. In this regard distance education mode is one of the best options to educate the masses, to produce skilled workers, to cater the learning needs of semi-skilled workers and



Arranging two days International Conference on Transition of Traditional Universities to Online Mode (ICTTUOM, 10th-11th May 2023) will be really beneficial for professionals, policy makers, students and distance learners. Distance mode envisages that people can continue their education and trainings throughout their lives. Similarly, different phrases e.g., learn from “the cradle to the grave” learns from “the womb to the tomb” or learn from “the cradle to the cremation” can be twisted to highlight the significance of online and distance learning. Dissemination of knowledge through distance mode will be a crucial response of Higher Educational Institutions to deal with all the challenges. Renowned universities of the world have particular focus on Open and Distance Learning. I appreciate the efforts made by Prof. Dr. N. B. Jumani, Vice President, Administration & Finance, Prof Dr. Samina Malik, Vice President, Female Campus, Prof. Dr. Mohammad Asmat Ullah Khan, Director, DDL; Prof. Dr. Muhammad Sarwar, Dean, Faculty of Education; Dr. Fouzia Ajmal, Focal person ICTTUOM-2023; Dr. Muhammad Zafar Iqbal, Incharge Programs, DDL; Dr. Syed Mushraf, Incharge web portal; Mr. Mudasir Ahmad, Dy. Director, DDL and all members of the organizing committee. I do hope that emerging issues pertaining to DDL will be discussed in this conference and experts will search out a way forward to solve the issues. I am hopeful that this conference will meet the expectations of the academic community and conference will add new knowledge in the existing body of knowledge about distance and online learning.

**Prof. Dr. Hathal bin Hamoud Al-Otaibi**

**President IIUI**

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## **Message of the Vice President (Administration & Finance), IIUI**

Nowadays, it becomes easy for students to gain immensity of knowledge through online mode. A vast variety of online courses is at your threshold. Online mode of learning is a panacea that provides opportunities to the masses to manage their learning according to their own choice, time and space. All reputed universities of the world are offering online short courses and degree programs. Likewise, universities are adopting blended



learning approaches to facilitate the learners. International Islamic University, Islamabad (IIUI) successfully shifted all programs to online mode during Pandemic-19. The fundamental purpose of online learning modes is to provide greater access to the masses within limited financial resources. I feel proud that Directorate of Distance Learning and Faculty of Education, International Islamic University has organized two days International Conference on Transition of Traditional Universities to Online Mode (ICTTUOM-2023). This is really appreciable that the academicians, professionals, researchers from different countries and from all over Pakistan and those who are joining this event through online mode. A link to this conference will be available at IIUI website and participants can join the conference through live streaming. This is the need of the day to discuss the future of online learning for universities and the need and challenges of online learning in this conference. I hope that this conference will provide an opportunity for all of us to learn about different trends and innovations in the field of distance education.

**Prof. Dr. Nabi Bux Jumani**

**Vice President (Administration & Finance)**

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## **Message of the Vice President (R & E)/Academics**

Online and Distance Learning is playing a significant role in the development of the education sector. Well known universities of the world are offering online academic programs through distance mode of learning. There is a dire need to analyze different online learning approaches through arranging seminars and conferences to sensitize the youth to understand the need and importance of online learning. I am confident that different issues pertain to quality of online and distance learning, online learning approaches and challenges we are facing will be discussed



in ICTTUOM-2023. I am really happy to see that Directorate of Distance Learning is going to

organize a two-day International Conference on Transition of Traditional Universities to Online Mode (ICTTUOM, 10<sup>th</sup>-11<sup>th</sup> May 2023). I truly appreciate the efforts made by the management of the Faculty of Education and Directorate of Distance Learning for organizing this conference.

**Prof. Dr. Ahmed Shuja Syed**

**Vice President (R & E) /Academics, IIUI**

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### **Message of the Vice President, Female Campus**

Traditional education system leaves learners at the mercy of note taking and collection of learning material. On the hand a variety of online learning apps facilitate distance learners to learn in paper less environment. On the other hand, Online Learning is a flexible and cost-effective learning approach during the 21st century. This approach facilitates learners to schedule their learning activities according to their own convenience.



Particularly it is a panacea for professionals and provides them career advancement opportunities. Online learning mode accommodates everyone's learning needs, likewise, content can be easily updated. This conference will provide an opportunity for professionals, experts and academicians to evaluate the pros and cons of different online learning approaches. I do appreciate the efforts made by the Faculty of Education and Directorate of Distance Learning team for organizing International Conference on Transition of Traditional Universities to Online Mode (ICTTUOM). The organizing Committee has invited renowned keynote speakers to enlighten the audience about the latest developments in distance education and E-Learning fields. I do hope that organizing this conference will not only provide a valuable forum for the experts to share their expertise, but it will also be a networking opportunity for the participants. I wish all the success for this event.

**Prof. Dr. Samina Malik**

**Vice President, Female Campus, IIUI**

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### **Message of the Dean, Faculty of Education**

Online education is a better option to achieve your educational dreams for a number of reasons; you can switch to your learning at any time. It reduces traveling costs; facilitate institutions to cater the learning needs of a large group. If you are interested in opting for online learning, regional boundaries and long distances will never matter. Along with other benefits, online learning or joining virtual classrooms are more feasible for the people who are advancing their education while working. You can enjoy autonomy in deciding your own schedules. Online learning allows you to create your own customized learning environment. Students can easily communicate with their instructors. Youth need to improve searching skills and communication skills to get benefit from different online programs. Directorate of Distance Learning has a dedicated and motivated team. I would like to appreciate the efforts of conference organizing committee, Members of the Directorate of Distance Learning core committee, Incharge Programs, and faculty members Faculty of Education for organizing International Conference on Transition of Traditional Universities to Online Mode (ICTTUOM).



**Prof. Dr. Muhammad Sarwar**

**Dean, Faculty of Education, IIUI**

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### **Message of the Director, Directorate of Distance Learning**

In the present era, distance education and online learning is playing dynamic role in promoting higher education globally. Distance education is the learning platform particularly for those students who cannot afford to get higher education due to financial constraints. Distance education is accessible without any discrimination to the students particularly for those who are residing in remote areas. Distance education has also played significant role in improving the women education particularly in developing countries. Now-a-days a variety of distance education programs are being offered by reputed universities. Leading universities are offering independent study course through networking in which students contact with their teachers/tutors/instructors through computer/internet or through or electronic mail. I congratulate the Faculty of Education and Directorate of Distance Education for organizing



International Conference on Transition of Traditional Universities to Online Mode (ICTTUOM).

**Prof. Dr. Mohammad Asmat Ullah Khan**

**Dean, Faculty of Computing/**

**Director, directorate of Distance Learning, IIUI**

## **INTRODUCTION TO THE CONFERENCE**

The Faculty of Education and Directorate of Distance Learning at the International Islamic University, Islamabad, in collaboration with the Iqbal Institute of Research & Dialogue, Higher Education Commission and Pakistan Science Foundation organized an International Conference on Transition of Traditional Universities to Online Mode (ICTTUOM) on May 10-11, 2023. This significant conference took place at the Allama Iqbal Auditorium, Faisal Mosque Campus, IIUI.

In the 21st century, the formal education system has encountered numerous obstacles, prompting the emergence of distance and online learning as modern approaches that offer students the flexibility to learn within their own time and space. Esteemed universities worldwide have established distance learning centers to foster educational excellence. The onset of the COVID-19 pandemic led to the closure of educational institutions, adversely affecting the learning process for nearly 40 million students in Pakistan. To address this unprecedented challenge, various learning applications such as Learning Management Systems, Google Classroom, Cell-Ed, Ustad Mobile, Kolibri, Alison, EdX, Udemy, Room to Read, Dingtalk, and others played a crucial role in enabling educational institutions to continue classes and provide psychosocial support to learners across all levels, from playgroup to higher education. Consequently, distance education modes have experienced rapid growth worldwide, compelling traditional universities to transition to online modes following the COVID-19 outbreak.

The International Conference on Transition of Traditional Universities to Online Mode aimed to foster the generation, dissemination, advancement, and application of knowledge at the local, regional, and international levels concerning the transition of traditional universities to online modes. This esteemed gathering provided a platform for academicians, professionals, scholars, administrators, policy-makers, curriculum developers, and researchers to share research-based insights and valuable recommendations, addressing the challenges faced by traditional universities in the realm of distance education and online learning. This conference served as a pivotal event, facilitating the exchange of ideas and the exploration of innovative solutions to navigate the transformative journey of traditional universities towards online modes of education.

## **SCOPE OF CONFERENCE**

The sessions of the conference will focus on addressing the emerging issues and challenges in distance education and e-learning. This forum will provide a platform for distinguished national and international academicians and researchers to explore the potential and guidelines for the optimal utilization of distance education and e-learning in national development. It is hoped that this seminar will help bridge the gaps in universities' objectives and outcomes by streamlining emerging strategies in online modes of education.

## **CONFERENCE THEMES**

- Adaptation to New Technologies
- Best practices in Online Learning
- Blended Learning
- Communication Challenges in E- Learning During COVID-19
- E-Learning Strategies
- Evaluation in Online Learning
- Future of Online Learning for Universities
- Learning Management Systems
- Needs and Challenges of Online Learning
- Research Models & Paradigms in Online Learning

## EXECUTIVE SUMMARY

The Faculty of Education at the International Islamic University Islamabad, in collaboration with the Directorate of Distance Learning, Iqbal Institute of Research & Dialogue, Higher Education Commission, and Pakistan Science Foundation, successfully organized a two-day International Conference on the Transition of Traditional Universities to Online Mode. The conference brought together over 300 researchers, keynote speakers, educationists, and experts to delve into the emerging issues and challenges surrounding distance education and e-learning.

During the conference, participants explored various recommendations aimed at addressing these challenges. They emphasized the need to establish a comprehensive legislative framework to foster indigenous digital culture and to equip educators with the necessary digital skills to create collaborative learning environments. Additionally, they suggested integrating outcome-based education with e-learning and utilizing Learning Management Systems to observe students' behaviors and interaction styles. Experts and speakers at the conference agreed on the importance of adopting a three-pronged approach, encompassing strategy, policy, and pedagogy, to identify the most suitable hybrid model for universities and their students.

During the opening session, Dr. Nasir Shah, the Director General of Quality Assurance at HEC, Pakistan, highlighted the ongoing efforts of the Higher Education Commission in formulating an online distance learning policy in collaboration with academia. Dr. Shah emphasized the significance of educational institutions providing online learning opportunities to students, particularly in the context of the COVID-19 pandemic and the increasing use of technology in education. Professor Dr. Muhammad Sarwar, the Dean of the Faculty of Education, in his opening ceremony address, expressed gratitude to the IIUI management and collaborators for their invaluable support in organizing the conference. In his vote of thanks, Dr. Asmatullah Khan, the Director of the Directorate of Distance Learning and Dean of Computing at IIUI, praised the collaborative efforts of the conference partners and expressed gratitude for the active participation of both national and international speakers and attendees.

The concluding ceremony witnessed the presence of the Chairman of Pakistan Science Foundation, who emphasized the importance of increased investment in science and technology and the launch of competitive research programs. The Acting President of IIUI and the Vice President of the Female Campus also addressed the audience, underscoring the significance of education and online learning, while acknowledging the challenges associated with internet accessibility and assessment methods in online teaching and learning. Dr. Fouzia



Ajmal, the conference's focal person, presented the report and recommendations, highlighting the participation of over 30 universities in the event.

Overall, the conference provided a valuable platform for fruitful discussions and insights into the Transition of Traditional Universities to Online Mode, fostering collaborative efforts to address the evolving landscape of distance education and e-learning.

**DAY-1**  
**ICTTUOM**  
**MAY 10<sup>TH</sup>, 2023**

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## CONFERENCE SCHEDULE

International Conference on Transition of Traditional to Online Mode (ICTTOUM)

May 10, 2023

Allama Iqbal Auditorium, Faisal Mosque Campus, IIUI

Time	Event	Venue
9:00am – 10:00am	Registration & Guest Seating	Allama Iqbal Auditorium
10:00am – 11:25am	<b>Opening Session</b> Welcome Remarks: <b>Prof Dr. Muhammad Sarwar</b> , Dean FoE, IIUI (Co-chair) Scope of Conference: <b>Dr. Fouzia Ajmal</b> (Focal Person) Address by DG Research HEC <b>Prof. Dr. N. B. Jumani</b> Acting President, IIUI Vote of Thanks: <b>Prof. Dr. Asmatullah Khan</b> , Director Directorate of Distance Learning, IIUI (Co-chair)	Allama Iqbal Auditorium
11:30am-11:45am	Tea & Networking Break	Outside Hall
11:50 am – 1:20pm	<b>Keynote Speeches I (Session Chair: Dr. Muhammad Munir Kayani), FoE IIUI)</b> <b>1. Prof Dr. Shoab A Khan</b> National University of Science and Technology, Islamabad <b>2. Prof. Dr. Asmat Ullah Khan</b> Dean Faculty of Computing/Director DDL IIUI	Allama Iqbal Auditorium
01:25 - 02:25pm	Lunch & Prayer Break	Outside Hall
2:30 - 04:00 pm	Parallel Session (15 min each presenter)	Allama Iqbal Auditorium, Room 1 & 2

<b>04:00 - 04:50 pm</b>	<p style="text-align: center;"><b>Key note Speeches (Session Chair: Dr. Azhar Mehmood, FoE IIUI)</b></p> <p style="text-align: center;"><b>1. Prof. Dr Victoria S. Brown</b> Professor of Teaching and Learning Florida Atlantic University USA (Online)</p> <p style="text-align: center;"><b>2. Prof. Dr. Tamim Ahmad Khan</b> Bahria University Islamabad</p> <p style="text-align: center;"><b>3. Prof. Maha R. Sourani</b> (Lebanese University Lebanon) Online</p>	<p>Allama Iqbal Auditorium</p>
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## OPENING SESSION

The opening ceremony of the two-day International Conference on the Transition of Traditional Universities to Online Mode took place on May 10th, 2023, at the Allama Iqbal Auditorium, Faisal Masjid Campus, IIUI. Dr. Alina Raza, Teaching and Research Associate at the Faculty of Education, extended a warm welcome to the esteemed guests, including Prof. Dr. N.B. Jumani, Acting President of IIUI; Prof. Dr. Samina Malik, Vice President of the Female Campus; Prof. Dr. Asmatullah Khan, Director of the Directorate of Distance Learning, IIUI (Co-chair); Dr. Nasir Shah, the Director General of Quality Assurance at HEC, Pakistan; Prof. Dr. Thomas Alfred Bauer from the University of Vienna, Australia; Prof. Dr. Ahmed Shuja Syed, Vice President (Research and Enterprise)/Academics; Prof. Dr. Muhammad Sarwar, Dean of the Faculty of Education, IIUI (Co-chair); and Dr. Fouzia Ajmal, Focal person, IIUI.

**The following distinguished individuals graced the podium and delivered their addresses during the inaugural session:**

### ADDRESSES

#### **Professor Dr. Muhammad Sarwar**

Dean, Faculty of Education, IIUI

Prof. Dr. Muhammad Sarwar, the Dean of the Faculty of Education, expressed his appreciation for hosting the conference, which aims to address the challenges of education in third-world countries. He emphasized the significance of transitioning to online education, as it grants access to education and enables a single teacher to teach thousands of students. Dr. Sarwar highlighted the conference's goal of exploring opportunities and innovation in the transition to online education and expects the presenters to inspire creative and innovative approaches. He also acknowledged the organizing committee's efforts in making the conference a success.

#### **Dr. Fouzia Ajmal**

Focal Person, Faculty of Education, IIUI

Dr. Fouzia, focal person, welcomed the guests and gave an overview of the event, emphasizing the significance of online learning. 69 papers were selected out of 111 submitted, with authors from various fields presenting their papers. Dr. Fouzia expressed gratitude to all the participants, speakers, and supporters, including Dr. Nasir Shah, Prof. Dr. N.B. Jumani, Prof. Dr. Samina Malik, Prof. Dr. Asmatullah Khan, and Prof. Dr. Mohammad Sarwar. She thanked

everyone who made the event possible and appreciated the presence of the attendees despite the unrest situation in Islamabad.

**Dr. Nasir Shah**

Director General of Quality Assurance, HEC, Pakistan

Dr. Nasir Shah, the Director General of Quality Assurance, Higher Education Commission Pakistan, thanked Dr. Nabi Bakhsh Jumani, Acting President of IIUI and all the faculty members and expressed gratitude towards Prof. Dr. Thomas Alfred Bauer, guest speaker, who came all the way from Austria to attend the conference in Islamabad. During his speech, Dr. Shah emphasized the significance of the teaching profession and the need for high-quality educational programs in Pakistan. He also spoke about the HEC's ongoing efforts in developing an online distance learning policy in collaboration with academia in Pakistan. In light of the COVID-19 pandemic and the increasing use of technology in education globally, Dr. Shah stressed the importance of institutions providing learning opportunities to students through online modes. Additionally, he emphasized that universities must obtain a No Objection Certificate (NOC) from HEC before commencing online classes. Finally, he expressed his vision for the future of education in Pakistan, emphasizing the significance of incorporating technology into the education system to improve access and quality for students.

**Prof Dr. N. B. Jumani**

Acting President, IIUI

Prof Dr. N. B. Jumani, Acting President of IIUI, during the conference conveyed appreciation to the guest speakers, including Dr. Thomas from Austria, who attended the event. Dr. Jumani also acknowledged the presence of colleagues, students, and presenters, including Dr. Nasir Shah, and highlighted the significance of distance education while also sharing his vision for the future of distance learning in Pakistan. He emphasized the importance of online learning and the potential of advancements in artificial intelligence and virtual reality. Dr. Jumani acknowledged Allama Iqbal Open University as the first distance education university in Pakistan and emphasized that every university in Pakistan can now offer online education with the Distance Learning Policy by HEC. He encouraged universities to prepare for the future of online learning and technology. Dr. Jumani also appreciated the selection of keynote speakers by the organizing committee and expressed his optimism that the discussions during the conference would be useful for policy-making. He concluded by encouraging universities to prepare themselves for the age of online learning and technology.

**Prof. Dr. Asmat Ullah Khan**

Director Directorate of Distance Learning, IIUI (Co-chair)

Dr. Asmatullah Khan, Dean Faculty of Computing/Director DDL IIUI, extended a warm welcome to all the guests and acknowledged the presence of the students. He expressed his belief that the next era of education belongs to distance learning. He stressed the importance of online learning and emphasized that all universities should start online learning programs. In his speech, he highlighted that many prestigious universities have already shifted to online modes of learning while maintaining the quality of education. He further added that Harvard University is offering online summer courses, which is a testament to the acceptance of online education. Dr. Khan also highlighted the importance of lifelong learning and appreciated the HEC's policies regarding scholarships for students. He gave special thanks to the focal person, Dr. Fouzia Ajmal, for her hard work in organizing the conference.

## **KEYNOTE SPEECHES**

### **ONLINE AND HYBRID LEARNING: A MUST TRANSITION FOR PAKISTANI UNIVERSITIES**

Prof Dr. Shoab A. Khan

National University of Sciences and Technology (NUST)

Prof. Dr. Shoab A. Khan from National University of Science and Technology Islamabad delivered a keynote speech on “ONLINE AND HYBRID LEARNING: A MUST TRANSITION FOR PAKISTANI UNIVERSITIES”. During his keynote speech, Prof. Dr. Shoab A. Khan discussed the challenges and opportunities of online teaching in Pakistan. He emphasized that online teaching was a necessity during the COVID-19 pandemic and many universities continued to offer hybrid, online, and blended learning even after the pandemic. He described different mediums and instruments for online learning, including video conferencing, Facebook streaming, and Skype-like streaming software. Prof. Khan also discussed important strategies for effective online learning, including student engagement, editing, and feedback, and recommended creating a question bank for assessing students' knowledge and skills. He emphasized the importance of having proper equipment for online teaching, such as a camera, lighting, camera stand, and high-quality voice, as well as the use of an LMS system and media section for proper online learning. He recommended that universities must develop proper procedures for online teaching and use various software for effective online learning. He encouraged universities to offer lectures accessible on mobile phones and to develop assignments that can be checked by software. Prof. Khan discussed the framework for the transformation of universities to offer online certificates, courses, and even complete degrees. He suggested that universities may also offer some of these courses in hybrid or blended mode, requiring a thorough comprehension of teaching techniques and hardware and software to support effective online teaching. In conclusion, Prof. Khan emphasized the need for universities to adapt to the age of technology and online learning to offer quality education to a vast population, as Pakistan has 218 universities accredited by the Higher Education Commission (HEC) of Pakistan, many of which are clustered in big cities like Islamabad, Lahore, and Karachi. Therefore, universities must offer online courses and degrees to outreach the growing population spread across the geographical boundaries of the country.



## **NAVIGATING THE TRANSITION FROM TRADITIONAL TO ONLINE EDUCATION: OPPORTUNITIES, CHALLENGES, AND BEST PRACTICES**

Prof. Dr. Asmat Ullah

Dean, Faculty of Computing/ Director, Directorate of Distance Learning, IIUI

Dr. Asmatullah Khan, the Director of Directorate of Distance Learning at IIUI, gave a keynote speech titled "Navigating the Transition from Traditional to Online Education." In his speech, he discussed the importance of technology and blended learning for the younger generation and the challenges faced in online learning. He emphasized that with the rapid advancement of technology and the widespread availability of high-speed internet, online education has become an increasingly popular mode of learning. It allows students to access educational resources from anywhere and at any time, providing greater flexibility and convenience. Furthermore, it is cost-effective, as it eliminates the need for physical classrooms, textbooks, and other related expenses. Dr. Khan also highlighted the benefits of online learning platforms, which often offer a more personalized learning experience, with adaptive assessments and personalized feedback. However, he also acknowledged the challenges of transitioning to online education, including a lack of technical skills and infrastructure, lack of motivation and self-discipline, lack of training and support in online teaching strategies, and addressing concerns about quality and accreditation. To overcome these challenges, Dr. Khan suggested providing solutions such as creating an effective online learning environment with the right mechanisms, assessments, designs, and student engagement, incorporating an appropriate learning community, and focusing on student feedback for teacher improvement. He shared his experience of obtaining 22 online certificates and getting a license from HEC for online and blended learning. He mentioned that mobile devices have a great impact on youth and is becoming more popular. According to him, online learning promotes self-discipline, and students are able to complete coursework on time. Effective online learning requires the right mechanisms, assessments, designs, and student engagement. He concluded his speech by saying that the COVID-19 pandemic has highlighted the need for online education as a viable alternative to traditional education. He believes that online education has the potential to become the primary mode of learning and calls for educators and policymakers to support it. As we look to the future, we can expect online learning to continue to evolve and become an even more integral part of the education landscape.

## PARALLEL SESSION-I

**THEME: NEEDS AND CHALLENGES OF ONLINE LEARNING**

**Session Chair:** Professor Dr Fazal Ur Rehman

**Session Moderator:** Amir Waleed & Sehrish Mateen

**Time:** 02:30 to 04:00 p.m.

**Venue:** Iqbal Hall

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant findings	Significant recommendations	Anything important regarding research presented
1.	ICTTUO M-001	<b>Dr. Attiq-ur-Rehman</b>  Assistant Professor, Department of International Relations, NUML, Islamabad	<b>THE WORLDWIDE SPREAD OF SMARTPHONE CULTURE FOR DIGITAL LEARNING AND ITS IMPACTS ON PAKISTANI SOCIETY</b>	The growth of Android software applications has led to a rise in malicious activities due to inadequate knowledge of smartphone technology. The lack of digital content and societal unawareness of the digital domain also contribute to this issue. Additionally, unclear government vision for cyber legislation and inefficient responses from legislative authorities towards emerging digital trends in	<ul style="list-style-type: none"> <li>• The government of Pakistan needs to develop a comprehensive legislative framework for indigenous digital culture</li> <li>• A pragmatic approach is required to address the actual problems of the society in the digital domain.</li> <li>• The study recommends allocation of sufficient sources to the education</li> </ul>	Insufficient awareness of smartphone technology, limited digital content, and an unclear government cyber policy are causing a surge in malicious activities within Android applications.  The education sector needs to receive adequate resources to equip students with the necessary IT skills and

				<p>society are significant factors. The culture of digital inequalities in the country is also linked to inadequate socio-economic development. Addressing these issues is crucial to ensure the safe and effective use of technology in society. Improved education on smartphone technology, increased digital content, and more comprehensive cyber legislation are all necessary steps towards achieving this goal.</p>	<p>sector for empowering students in the IT sector.</p>	<p>empower them for the digital future.</p>
2.	ICTTUO M-004	<p><b>Dr. Shamaila Haleem,</b> Postdoc Fellow, Islamic Research Institute, International</p>	<p><b>EFFECTIVE STRATEGIES OF BLENDED LEARNING</b></p>	<p>The study highlights a variety of effective strategies for blended learning that teachers can apply in their classrooms. These include collaborative learning, utilization of diverse media like Max Out Media, retention of traditional teaching methods,</p>	<ul style="list-style-type: none"> <li>• The study recommends that teachers should receive adequate training in different models of blended learning.</li> <li>• The Self-Blend Model is suggested to be a useful approach for improving</li> </ul>	

		Islamic University, Islamabad		incorporation of technology for reinforcement, implementation of digital curriculums, and adoption of project-based and game-based learning. Other strategies that can be employed are the incorporation of online work, structured work, gradual approach to implementation, reflection and goal-setting, and the use of mobile learning tools.	learning outcomes through online courses. <ul style="list-style-type: none"> <li>The promotion of various models of blended learning, such as Project-Based, Supplemental, and Mastery-Based, is recommended to enhance the effectiveness of blended learning in classrooms. It is important for teachers to be equipped with the knowledge and skills to implement these models effectively.</li> </ul>	
<b>3.</b>	ICTTUO M-070	<b>Paras Talpur, Anjleena Aijaz, Amima Aijaz, Dr. Asad Abbas</b>	<b>CHALLENGES FACED BY UNDERGRADUATE STUDENTS IN LEARNING DURING COVID-19 PANDEMIC</b>	Undergraduate students face various challenges during E-learning, such as lack of technological expertise and access, internet-related issues, and mental health problems. The use of costly	E-learning needs a lot of improvement like sharing creative ideas, updated content, brainstorming, discussion and provide training for using ICT key tools.	Effective ways to enhance E-learning for undergraduate students include proper teacher training, providing ICT tools, organizing content effectively, and

		<b>Rizvi,</b> Department of Education, The Begum Nusrat Bhutto Women University, Sukkur		technological gadgets and unclear communication also pose challenges. Proper training of teachers, providing ICT tools to students, organizing content effectively, considering the level of students, and soliciting feedback from learners are effective ways to enhance E-learning for undergraduate students.		considering student feedback.
<b>4.</b>	ICTTUO M-020	<b>Hina Shaukat,</b> Lecturer, Department of Educational Sciences, National University of Modern Languages, Islamabad	<b>EVALUATION OF BLENDED LEARNING APPROACH FOR TEACHER TRAINING PROGRAMS</b>	The study revealed that teachers utilized various online resources to facilitate blended learning, such as WhatsApp, Skype groups, and Learning Management Systems. Blended learning requires both teachers and students to possess a variety of competencies, making it challenging for teacher trainers to design course	<ul style="list-style-type: none"> <li>• Component of formative assessment and feedback may be incorporated in instructional plan for better learning outcomes.</li> <li>• Expert committee may be established for content designing for blended learning approach.</li> <li>• Technology based resource centered needs</li> </ul>	Blended learning has various benefits for teaching and learning, but requires support through the provision of technological resources, expert committees for content designing, and frequent training sessions for teachers.

				<p>materials and conduct face-to-face sessions simultaneously. Teacher respondents encountered challenges such as disruptive internet connectivity, intermittent electricity, and a lack of adequate technological resources for students. Nevertheless, blended learning remains an effective approach to teaching and learning, allowing for improved communication, coordination, and cooperation among teachers and students.</p>	<p>to be established to provide technical support and guidance to both teacher and learner.</p> <ul style="list-style-type: none"> <li>• Proper training may be provided to teachers by arranging frequent workshops and training sessions.</li> <li>• The universities administration may focus on implementation of blended learning in courses.</li> </ul>	
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**THEME: ADAPTATION TO NEW TECHNOLOGIES**

**Session Chair:** Dr. Munazza Mehmood

**Session Moderator:** Sadoor Ahmad & Ms. Aysha Sadaf

**Time:** 2:30 – 04:00 p.m.

**Venue:** Room 1

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant findings	Significant recommendations	Anything important regarding research presented
1.	ICTTUO M-042	<b>Noreen Ghazala</b> , PhD scholar at Minhaj University, Lahore.  <b>Dr. Azhar Majeed Qureshi</b> , Assistant Professor, Allama Iqbal Open University,	<b>RELATIONSHIP OF PEDAGOGICAL CONTENT KNOWLEDGE AND PROFESSIONAL SKILL IMPROVING IN SCIENCE TEACHING</b>	1. Analysis revealed that teachers who perform more professionally and understand their responsibility and duties perform better.  2. Pedagogical content knowledge (PCK) has significant effect on the professional improvement of science teachers at secondary school level particularly of male science teachers	<ul style="list-style-type: none"> <li>• This study recommends that this research work will contribute to the improvement of their teaching strategies.</li> <li>• In addition to these, the educational policy makers can use the results of this study to formulate new policies in the areas of PCK for improvement of teaching.</li> <li>• Schools' administration can be used it as milestone</li> </ul>	<p><b>Target population:</b> School Science teachers of Punjab Province</p> <p>One reason for the deficiencies that persist in science teachers' ability to instill deep understanding is a gap between pedagogy and content knowledge in practical sense.</p> <p>For innovation and implementation, it definitely takes time.</p>

		Islamabad, Pakistan		<p>as compared to female science teachers</p> <p>3. Mostly science teachers face difficulty in Communication skills improvement even during integration of PCK as professional development program.</p> <p>4. Their students' performances are also better in terms of learning achievements.</p> <p>5. The study also concluded that teachers' professional programs such as PCK is greatly related with the classroom performances and teaching effectiveness. The effective learning and output of the students</p>	<p>to improve the output of student's educational performance and continuous quality improvement of the teaching and learning.</p>	<p>In Pakistan, concerns also provoked a focus on science teachers and their effectiveness. However, understanding PCK and how it creates conditions for effective learning of science is challenging and required a better understanding of this relationship from a classroom perspective.</p> <p>Moving from rote memorization to innovative learning.</p> <p>PCK brings content knowledge (CK) and thinking about its teaching onto a common plane.</p> <p>Males were observing PCK more than females in public schools.</p>
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				depends upon the teachers.		
2.	M-034	<b>Sara Abid &amp; Dr. Sumeira Munawer,</b> Leades University, Lahore PhD scholar at Minhaj University, Lahore	<b>EFFECTIVENESS OF ASSIGNING HOME WORK AT SECONDARY SCHOOL LEVEL IN DISTRICT KOTLI AZAD KASHMIR</b>	<ul style="list-style-type: none"> <li>• Overall mean score shows that most of the teacher's believe that homework has very important role in education.</li> <li>• The study revealed that that students are given homework on regular bases.</li> <li>• Practice makes perfect</li> <li>• Homework is mandatory and key to success for the students.</li> </ul>	<ul style="list-style-type: none"> <li>* Homework policy should be designed and should be implemented keeping in mind students learning objectives and their success criteria.</li> <li>* Teachers should be trained for assigning homework based on application and inquiry learning.</li> <li>* Feedback and comments should be passed by the teachers for improvement of students writing.</li> </ul>	<ul style="list-style-type: none"> <li>* Assigning homework has positive impact on students' learning.</li> <li>* It helps students acquire knowledge, provides opportunity for learning. It is the key to success for the weak students, and helps in securing high grades.</li> <li>* Total population was 572 SST's.</li> <li>* 5 tehsils of district Kotli were taken and stratified sampling was used.</li> </ul>

3.	M-074	<p><b>Dr. Asad Rizvi<sup>1</sup>, Dr Roshan Ali<sup>2</sup>, Ms. Nadira<sup>3</sup> and Mr. Jai Parkash<sup>3</sup></b></p> <p><sup>1</sup>Associate Professor, Department of Education, The Begum Nusrat Bhutto Women University Sukkur</p> <p><sup>2</sup>Assistant Professor, Department of Education, The Begum Nusrat Bhutto Women University Sukkur</p>	<p><b>COVID19 AS BLESSINGS AND OPPORTUNITIES FOR THE TEACHERS OF DIGITAL ERA: THE BRIGHTER SIDE OF THE PICTURE</b></p>	<p>Benefits:</p> <ol style="list-style-type: none"> <li>1. Familiarization with digital teaching</li> <li>2. exploring different features and ways of online teaching,</li> <li>3. enhanced technological knowledge</li> </ol> <p>Opportunities:</p> <ol style="list-style-type: none"> <li>1. Produce greater opportunities for teachers to learn more from the teachers of advanced countries.</li> <li>2. Decrease the cost of teaching</li> <li>3. Decrease the cost of learning</li> <li>4. Introduce Flexible learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Keep online teaching ongoing</li> <li>2. Make it an essential part of curriculum of prospective teachers</li> <li>3. Use of GC in normal days also</li> <li>4. Get Ready for 2121 Pandemic</li> </ol> <p>Still now we should use GC with face-to-face learning/teaching. That is feasible to gain data/content anytime.</p>	<p>Basic idea: There's always a brighter side of something.</p> <p>Population: All students and teachers of universities in Sukkur.</p> <p>The important question is how we engage the students in online learning? So, there are lots of methods to engage them online that can be adopted. We can see what the other countries are doing.</p>
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4.	M-031	<b>Sadoor Ahmad</b> , PhD. Scholar, International Islamic University, Islamabad Dr. <b>Azhar Majeed Qureshi</b> , Assistant Professor Allama Iqbal Open University, Islamabad	<b>USE OF ICT TOOLS AND TEACHER COMPETENCIES AT SECONDARY LEVELS SCHOOLS</b>	<ul style="list-style-type: none"> <li>The survey results indicated that most instructors believed that the use of ICTs improves the teaching and learning process at the secondary level of education</li> <li>Participants commonly utilized technological sources such as computers, the Internet, and social media to apply their competencies.</li> <li>There was no statistically significant difference in the frequency of utilizing</li> </ul>	<ul style="list-style-type: none"> <li>The incorporation of technology into school-level teaching can increase the overall quality of education in Pakistan. The government should make efforts to encourage the use of technology in public education.</li> <li>The government should guarantee that information and communications technology (ICT) is</li> </ul>	<p>ICT is essential component of modern technology.</p> <p>Technology is becoming ingrained in the structure of society. Therefore, competence in computer skills and fundamental knowledge is essential.</p> <p>In 2016 Govt. of KPK planned to develop 1500 labs in higher and higher secondary institutions before that KPK doesn't have even a computer subject in schools.</p>

				<p>ICT tools depending on the respondent's gender, school-based, diploma, and academic qualification.</p> <ul style="list-style-type: none"> <li>• Only individuals with up to 5 years of experience had higher needs for ICT tools than the other three groups.</li> </ul>	<p>available in all public schools.</p> <ul style="list-style-type: none"> <li>• The government should guarantee that information and communications technology (ICT) is available in all public schools.</li> <li>• Teachers should be provided with the necessary training to incorporate more ICT tools into the classroom setting.</li> <li>• Teachers should be provided with the necessary training to incorporate more ICT tools into the classroom setting.</li> <li>• Teachers should be provided with the necessary training to</li> </ul>	<p>District Swabi was area of research.</p> <p>Only 1 % Ph.Ds.' were in computer sciences.</p> <p>Majority teachers have not updated themselves with new trends or tech.</p> <p>There were labs but students were not allowed to use them. And teachers were focused on bookish knowledge to teach computer and no practical work.</p>
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					incorporate more ICT tools into the classroom setting.	
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**THEME: ADAPTATION TO NEW TECHNOLOGIES & BLENDED LEARNING**

**Session Chair:** Dr. Sheikh Tariq

**Session Moderator:** Muhammad Abdullah Khan & Samreen Zehra

**Time:** 2:30 to 04:00 p.m.

**Venue:** Room 2

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant findings	Significant recommendations	Anything important regarding research presented
1.	ICTTUO M-061	<b>Nabeela Ihsan,</b> <b>Aqsa Manzor,</b> <b>Ayesha Mursal,</b> <b>Dr. Asad Abbas Rizvi,</b>  BS-Education, The Begum Nusrat Bhutto Women University, Sukkur, Pakistan.	<b>INSTANCES OF ARTIFICIAL INTELLIGENCE APPLICATION IN TEACHER EDUCATION: A SYSTEMATIC REVIEW</b>	Artificial intelligence is broadly adopted and used in education particularly in teacher education. So, after systematic review the important tools and techniques found for application of artificial intelligence in teacher education were  <ul style="list-style-type: none"> <li>• Virtual Reality and Simulation</li> <li>• Machine Learning and Artificial Neural Network</li> </ul>	<ul style="list-style-type: none"> <li>• Empirical research should be done on the use of AI in teacher education.</li> <li>• Achievement facials are needed to be predicted and robots are recommended to be used to assist teachers and students.</li> <li>• Policy makers need to incorporate the technology.</li> </ul>	Software developers need to develop user friendly and education related tools and techniques with the concern of teachers.  Teachers also need to keep their selves updated to survive and meet the needs and demands of 21st century students

				<ul style="list-style-type: none"> <li>• Facial Expression Recognition</li> <li>• Collaborative Concept Mapping</li> <li>• Video Annotation Tool</li> </ul> <p>These tools can be used through mobile, computer and through web based.</p>	<ul style="list-style-type: none"> <li>• Courses like programming, machine learning, and robotics should be included by curriculum developers in teacher training.</li> </ul>	
2.	ICTTUO M-067	<b>Bushra Mughal, Mariam Chachar, Shafaq Nasir Ali, Dr. Asad Rizvi,</b> Department of Education, The Begum Nusrat Bhutto Women University, Sukkur	<b>LEARNING ELEMENTARY SCIENCE THROUGH TECHNOLOGY: CONCEPTUALIZ ATION OF USAGE OF VIDEOS BY STUDENTS</b>	<p>Through thematic analysis it was found that Videos are helpful in teaching and learning of science and students learn better when they watch videos. Furthermore, Science learning occur better when they are taught through the strategy of using videos.</p>	<p>It is recommended to the science teachers to use videos in their science teaching</p> <p>Teachers should bring variety of strategies in science classroom in order to develop students' understanding of science concepts.</p> <p>It was recommended to use VBL for better results in science subject.</p>	Videos are basically the source of motivation for the students.

					Videos help students to take the responsibility of their own learning. The quality of education may be improved when such types of effective strategies are being applied.	
3.	ICTTU M-072	<b>Dr. Shamaila Haleem</b> Postdoc Fellow, Islamic Research Institute, International Islamic University, Islamabad, Lecturer, Islamabad Model College for Girls (Post- Graduate), G-10/4, Islamabad	<b>E-LEARNING STRATEGIES FOR THE 21<sup>ST</sup> CENTURY SKILLS</b>	The findings of the study revealed some effective E-Learning strategies for learning the 21st century skills and those were Fluid Learning, Micro learning, Active Participation, Personalize Lessons, Content Curation, Online Support, Spaced Learning, Informal Assessment, Collaborative Learning, Interactive Learning, Generating Curiosity and Providing a	Media literacy skills are very important for E-learning strategies.	The session was really informative and found micro learning an informative strategy.  Fluid learning encourages critical thinking skills of students while collaborative learning helps in developing collaboration skills. Also, Interactive learning promotes communication skills. Moreover, the strategies of generating



				meaningful Experience. Furthermore		curiosity and content curation promote creativity.
4.	ICTTUO M-013	<p><b>Shahida Mariam<sup>1</sup>, Kausar Fiaz Khawaja<sup>2</sup>, Farooq Ahmad Hafiz Ghufran Ali Khan<sup>3</sup>, Muhammad Nawaz Qaisar<sup>4</sup>,</b></p> <p><sup>1</sup>Ph.D. Scholar, Faculty of Management Sciences, International Islamic University, Islamabad</p> <p><sup>2</sup>Assistant Professor, Faculty of Management Sciences, International</p>	<p><b>Capitalizing the uncertainty: dynamic capabilities, blended learning adoption, and competitive advantage of business schools</b></p>	<p>The study revealed that the dynamic capabilities help facilitate adoption of blended learning in business schools and thereby significantly contribute to their sustainable competitive advantage.</p> <p>Industry uncertainty strengthened the positive effects of dynamic capabilities on adopting a blended learning system leading to increased competitive advantage</p> <p>Results show that business schools with high dynamic capabilities can thrive for a sustained competitive advantage by adopting</p>	<p>Use of more objective measures for data collection</p> <p>Involve a larger sample using stratified sampling</p>	<p>Results offer significant value for the key stakeholders of higher educational institutions, who may aspire to implement blended learning to compete in the emerging, uncertain, and challenging global education industry, especially the business schools:</p>

	<p>Islamic University, Islamabad.</p> <p><sup>3</sup>Additional Director, National Accountability Bureau, Peshawar.</p> <p><sup>4</sup>Associate Professor, Fatima Jinnah Women University, Rawalpindi.</p>		<p>emerging technologies during times of high uncertainty</p>		
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## CERTIFICATE DISTRIBUTION



## **KEYNOTE SPEECHES**

### **NAVIGATING TO THE FUTURE OF HIGHER EDUCATION USING INSTRUCTIONAL TECHNOLOGY**

Prof Dr. Victoria Brown

Florida Atlantic University USA

Prof. Dr. Victoria gave a keynote speech on “NAVIGATING TO THE FUTURE OF HIGHER EDUCATION USING INSTRUCTIONAL TECHNOLOGY”. The speech focused on the challenges and opportunities that come with the rapid adoption of distance learning technologies. Prof. Dr. Victoria emphasized that the landscape of higher education is changing due to the recent rapid adoption of distance learning technologies. She mentioned that both faculty and students are better understanding the potential of these technologies in the delivery of instruction. However, strategic planning is necessary for creating and delivering high-quality education using the best of traditional and online instruction. Prof. Dr. Victoria highlighted the challenges with the adoption of distance learning, including inadequate access, inadequate technology skills, belief in student self-paced learning strategies, and issues around quality. Additionally, she mentioned the barriers in adopting this mode of learning, such as concerns about teaching content areas online, time-consuming course design, concerns about social engagement, technology skills of both faculty and students, and concerns about student success. Moreover, Prof. Dr. Victoria discussed the changing world, new plans, and the impact of lockdown, post-pandemic scenarios, and the emerging technologies in education, including AI. In conclusion, Prof. Dr. Victoria's keynote speech shed light on the future of higher education and the role of instructional technology in shaping it. She emphasized the importance of strategic planning and overcoming the challenges and barriers in adopting distance learning to create a better future for higher education

### **USE OF E-LEARNING INITIATIVES TO IMPROVE STUDENTS’ LEARNING**

Prof. Dr. Tamim Ahmed Khan

Bahria University Islamabad Pakistan

Dr. Tamim Ahmed Khan from Bahria University Islamabad Pakistan delivered a keynote speech on “USE OF E-LEARNING INITIATIVES TO IMPROVE STUDENTS’ LEARNING”. In his keynote speech, Dr. Tamim Ahmed Khan emphasized the importance of addressing the socio-economic divide and implementing effective strategies to motivate students towards better learning outcomes. He highlighted the unfortunate reality of economic disparity in our society, where the poor remain poor and the rich remain rich. He also highlighted the need for stunted students to be identified and catered to, as they differ from mainstream students and require more time to learn a new skill.

Additionally, Dr. Khan discussed the impact of academic achievements evaluation considering local language and curriculum. He stressed the need for educationists to implement new policies and strategies effectively to ensure that every university has the resources to start online education and to take tests in the local language for better results. He stressed the importance of guided work through Learning Management Systems (LMS) to cater to the mental age of the child. He noted that online-learning tools provide an effective way to continue the learning process, especially using online learning management systems. With the advent of e-learning technologies and digital devices, we face a change in student's learning style and behavior. Dr. Khan emphasized that students' interaction with these e-learning platforms, such as LMS, can generate a large amount of data that can be studied to find out interesting student learning trends and patterns. He proposed using artificial intelligence techniques, such as Process Mining (PM), to model students' learning as sequences of interactions and perform statistical analysis of these patterns. In conclusion, Dr. Tamim Ahmed Khan's keynote speech highlighted the need to address the socio-economic divide, implement effective strategies to motivate students towards better learning outcomes, and cater to the needs of stunted students. He encouraged the audience to innovate and take ownership of their learning process and emphasized the importance of utilizing e-learning technologies and data analysis techniques to improve learning outcomes.

### **SHARPENING THE SKILL OF WRITING DURING COVID-19: EXCLUSIVE APP OR MICROSOFT TEAMS?**

Maha R. Sourani

Professor, Linguistics & Educational Technology

Lebanese University, Lebanon

Professor Maha R. Sourani discussed the impact of the COVID-19 pandemic on academic institutions worldwide and how the Lebanese University (UL) has mandated the transfer of courses online, resulting in a digitally-mediated model of education. Her study focused on the use of several preferred applications, blogs, and live streaming techniques to facilitate teaching and learning during this challenging time. The study participants represented a convenient sample of students from the FLSH at UL, equally split into two groups. One group attended an EFL course via the Sourany App, an exclusive content management system (CMS) for writing, while the other group attended the same course via Microsoft Teams platform. The findings of the study revealed that the post-experimental group showed significant improvements in their writing skills after the use of the virtual learning mode via Sourany App compared to the control group, which used the Microsoft Teams platform. The minimum and maximum scores did not vary to a large extent in the control group. Professor Sourani highlighted the necessity of shedding light on the roles that teachers need to play amidst these crowded platforms and applications, especially since artificial intelligence is having significant attention lately in the field of teaching languages. In conclusion, the speech emphasized the need for academic institutions to adopt effective and efficient technologies to facilitate teaching and learning during the COVID-19 pandemic.

The study results indicated that the exclusive app, Sourany, provided better outcomes for the students' writing skills, and the study recommends further research on the role of artificial intelligence in teaching languages.

**DAY-2**  
**ICTTUOM**  
**MAY 11<sup>TH</sup>, 2023**

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## CONFERENCE SCHEDULE

### INTERNATIONAL CONFERENCE ON TRANSITION OF TRADITIONAL TO ONLINE MODE (ICTTOUM)

May 11<sup>th</sup>, 2023

Time	Event	Venue
08.30–09:00am	Registration	Allama Iqbal Auditorium
09.00– 10:30am	Parallel Session- II (15 min each presenter)	Allama Iqbal Auditorium, Room 1, 2 & 3
10.30– 11:20am	<b>Key note Speeches (Session Chair: Dr. Shamsa Aziz), FoE IIUI)</b>  1. <b>Prof. Dr. Thomas Alfred Bauer</b> (University of Vienna, Austria)  2. <b>Prof. Dr. Tanveer Afzal</b> (Shifa Tameer-e-Millat University, Islamabad)	Allama Iqbal Auditorium
11:20-11:40am	Tea & Networking	Outside Hall
11:40-01:10 pm	Parallel Session-III (15 min each presenter)	Allama Iqbal Auditorium Room 1, 2, 3 & 4
01:10 - 02:10pm	Lunch &Prayer Break	Outside Hall
02:10 - 03:00pm	<b>Keynote Speeches (Session Chair: Prof. Dr. Muhammad Sarwar, Dean FoE IIUI)</b>  1. <b>Ms. Ramya Srinivasan</b> (Customer Success Director Coursera)  Online	Allama Iqbal Auditorium
03:00pm-04:00pm	Closing Ceremony	Allama Iqbal Auditorium

	<p>Welcome Remarks: <b>Prof. Dr. Asmatullah Khan</b>, Director Directorate of Distance Learning, IIUI (Co-chair)</p> <p>Report of Conference: <b>Dr. Fouzia Ajmal</b> (Focal Person)</p> <p>Address by <b>Prof. Dr. Samina Malik</b> (Vice President Female Campus)</p> <p>Address by: Chief Guest: <b>Prof. Dr. Shahid Mahmood Baig, S. I.</b> (Chairman, Pakistan Science Foundation)</p> <p>Vote of Thanks: <b>Prof. Dr. Muhammad Sarwar</b>, Dean FoE, IIUI (Co-chair)</p>	
<p><b>4:00 – 4:30 pm</b></p>	<p><b>Tea</b></p>	<p>Outside Allama Iqbal Auditorium</p>

## PARALLEL SESSION - II

**THEME:** COMMUNICATION CHALLENGES IN E- LEARNING DURING COVID-19

**Session Chair:** Prof. Dr. Ishfaq Ahmad

**Session Moderators:** Ms. Huma Kausar & Mr. Amir Waleed

**Time:** 9:00 to 10:30 a.m.

**Venue:** Iqbal Hall

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant findings	Significant recommendations	Anything important regarding research presented
1.	ICTTUO M-033	<b>Nasia Tufail</b> , Ph.D. Scholar, Dawah and Islamic Culture International Islamic university, Islamabad	<b>UNIVERSITY EDUCATION VIA ONLINE LEARNING</b>	Use of Audio-Visual aids is the cry of the day as popularity of E-Learning increases day by day and getting admission in online university is convenient compared to traditional university.	Improvement required for E Learning.  Challenges of connectivity issues need to be resolved.  Online is a better medium for tertiary education.	One of the demerits of online is that students and teachers are not trained to handle this medium. Moreover, effective pedagogical strategies need to be adopted.
2.	ICTTUO M-069	<b>Tehreem Fatima, Komal Shabir, Mariam Mawra and Associate Prof Dr Asad Rizvi</b> , Department of Education, The	<b>TEACHERS' PERSPECTIVES ON STEM EDUCATION DURING THE COVID-19: TECHNIQUES,</b>	STEM consist of four domains that are Science, Technology, Engineering and Mathematics. STEM enable students to face contemporary issues and enable them to handle such	It enhances youths' skills of handling and understanding technological revolution.	It can even be implemented during Covid-19. It was a qualitative study and used convenience sampling.

		Begum Nusrat Bhutto Women University Sukkur	<b>CHALLENGES, AND IMPACTS ON STUDENTS' LEARNING</b>	complex challenges of modern era.		
3.	ICTTUO M-016	<b>Dr. Qaisar Abbas</b> Assistant professor, Department of Teacher Education, the Sheikh Ayaz University Shikarpur, Sindh, Pakistan  <b>Dr. Shafqat Hussain,</b> Associate Professor/chairman, Department of Education, Government College University Faisalabad Pakistan.	<b>INVESTIGATION OF TEACHERS' PRACTICES FOR STRENGTHENING DIGITAL LITERACY SKILLS IN ONLINE LEARNING</b>	Regarding the global scenario because of the pandemic, the world is moving towards virtual. The need for digital literacy is inevitable.  It has been revealed that teachers had a moderate level of digital literacy skills, a moderate level of practice  Furthermore, this study also discovered an important positive relationship between teachers' practices and strengthening digital literacy skills ( $r=.761$ ).  Moreover, this study revealed that male teachers had better practices and digital literacy skills than female teachers.	Improve teachers' digital literacy skills and practices for strengthening digital literacy skills in online learning.	Objectives: to assess the level of digital literacy skills of the teachers; to investigate teachers' practices to strengthen digital literacy skills in online learning and to discover the hindrances in strengthening the digital literacy skills of the teachers.

4	ICTTUO M-090	<p><b>Noor Fatima</b>, BS Education, <b>Misbah Shaikh</b>, BS Education, <b>Dr. Syed Asad Abbas Rizvi</b>, Associate Professor, Department of Education, The Begum Nusrat Bhutto Women University Sukkur</p>	<p><b>THE CHALLENGES OF ONLINE TEACHING DURING COVID-19 PANDEMIC: A CASE STUDY OF SHAH ABDUL LATIF UNIVERSITY OF KHAIRPUR MIR'S SINDH</b></p>	<p>The findings tell that online teaching has negative impact on students' learning's. Students as well as teachers are facing so many challenges like as damage of community contact, unfortunate internet association, and sound, shortage of self-governing education assistances among children and young children, and administration has not been prepared in advance.</p>	<p>It was recommended to invest more resources, reduce connectivity issues and improve internet quality.</p>	<p>This special issue focuses on the academic practice of online teaching in higher education during the current crisis. This research paper tends to analyze the challenges of online teaching in covid-19 pandemic.</p>
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**THEME: BEST PRACTICES IN ONLINE LEARNING**

**Session Chair:** Dr Munazza Ambreen

**Session Moderators:** Aisha Sadaf & Safeer Ijaz

**Time:** 9:00 - 10:30 a.m.

**Venue:** Room 1

Sr. #	Paper Id	Name of Presenter	Title of the Paper	Significant findings	Significant recommendations	Anything important regarding research presented
1.	ICTTUO M-084	<b>Farah Shar<sup>1</sup>, Ghanwa<sup>2</sup> and Murik Shar<sup>3</sup>, Dr. Asad Abbas Rizvi<sup>3</sup></b> 1,2,3 BS Education 3 <sup>rd</sup> semester, Department of Education, The Begum Nusrat Bhutto Women University Sukkur	<b>IMPACT OF ONLINE CLASSES ON THE PERFORMANCE OF STUDENTS DURING PANDEMIC PERIOD OF COVID-19.</b>	Initially covid 19 affected the education of the students badly, as there is no concept of online education before this in Sukkur. It was found that high rates of internet connection, load shading, untrained teachers regarding use of technology were the main hurdles that decrease the effectiveness of online system.	<ul style="list-style-type: none"> <li>• Provide proper infrastructure and also complete necessary needs of students</li> <li>• Proper training of teachers may increase the effectiveness of online education system</li> <li>• Universities and policymakers need to make better decision that ultimately could lead to students' academic out come and achievement.</li> </ul>	Purpose of the current study was to review and highlight the impact and challenges posed by transition from conventional to online academics and how to approach them, in the wake of COVID-19 pandemic with the perspective of developing countries like Pakistan. Many universities conducted the online classes for their safety.  No communication, no experiences, no time

						management, stress and ineffective classes were the challenges.
2.	ICTTUO M-051	<p><b>Dr. Sidra Rizwan,</b> Assistant Professor, Secondary Teacher Education Department, Allama Iqbal Open University, Islamabad</p> <p><b>Muhammad Siddique</b> Ph.D. Scholar, Secondary Teacher Education Department, Allama Iqbal Open University, Islamabad</p>	<p><b>ENHANCING ENGLISH WRITING PERFORMANCE THROUGH BLOGGING</b></p>	<ol style="list-style-type: none"> <li>1. Significant difference was found between the control and experimental groups in overall English writing performance. Therefore, the null hypothesis was rejected.</li> <li>2. It is concluded that blogging enhanced the overall English writing performance of students more as compared to those using pen-and-paper.</li> <li>3. Blogging features such as time-and-place independent communication, many-to-many communication, and blog distance exchange proved more effective as compared to traditional</li> </ol>	<p>The English teachers are recommended to use blogging as a tool for enhancing motivation. They may use audios, videos, pictures, and links of different websites which improves the content, vocabulary, organization, language use, and mechanics of the English writing text developed by the students.</p> <p>The results showed that peer feedback affects the performance of students therefore teachers need to conduct practical training sessions with the students so that they may clearly</p>	<p>Students mostly memorize characters, summaries, and essays in order to pass the examination. They have fewer creative practices and group activities in class. Critical thinking and creative abilities are not focused.</p>

				<p>pen-and-paper tools of learning writing and practicing it.</p> <p>4. The students of blogging group improved in writing performance by peer review and receiving multiple feedback from their peers and teacher inside the class as well as after class hours.</p>	<p>understand the process of posting, commenting, and reviewing.</p> <p>Continuous feedback from teacher and peers improved the writing ability of students therefore means of continuous feedback may be devised by the teacher to refine the English writing and make it error free.</p>	
<b>3.</b>	ICTTUO M-039	<p><b>Muhammad Ehsan</b> Ph.D. Scholar, Faculty of Education, International Islamic University Islamabad</p> <p><b>Sadoor Ahmad Khan</b> Ph.D. Scholar Faculty of Education, International Islamic University Islamabad</p>	<p><b>NEEDS AND CHALLENGES OF ONLINE LEARNING</b></p>	<p>1. The study found that the quality of instruction is more important than the modality of instruction in determining faculty's experience and outcome. However, maintaining student discipline, lack of motivation, redesigning courses, learners' participation and</p>	<p>The Higher Education Commission should work with Higher Education Institutions (HEIs) to create rules and methods for overseeing and monitoring this system. Educational institutions must also minimize the risk of interruptions during tests. The study</p>	<p>Due to Covid-19 the world has witnessed an abrupt shift to alternative modes of learning, which mainly depended upon web-based learning. Focused on exploring perceptions of instructors and how they see the future of online education in Pakistan.</p>



				<p>engagement, and IT resource availability are some of the issues and obstacles identified during online teaching.</p> <p>2. To address these issues, teachers suggest regular IT training, budget allocation for IT infrastructure, ethical and moral development of students, modification of course design, and development of secure assessment platforms. Additionally, the establishment of dedicated e-learning labs and flexible curriculum design were suggested to improve the quality of online education.</p>	<p>findings indicate that student teachers' professional growth was harmed by the tension between practicum as real or idealized practice, and institutions must reevaluate their academic calendars in light of new remote learning arrangements.</p>	<p>What challenges the teachers faced and what can be the remedies.</p> <p>Total of 33 universities were part of this study.</p> <p>6 themes and 4 codes were used.</p>
4.	ICTTUO M-003	<b>Safeer Ijaz</b> , Ph.D. Scholar, Faculty of Education, International	<b>EFFECTIVENES OF DISTANCE EDUCATION</b>	<ul style="list-style-type: none"> <li>Majority (73%) students actively participated in</li> </ul>	<ul style="list-style-type: none"> <li>Keeping in view the restriction of COVID-19</li> </ul>	There have been concerns with the availability of materials, technological

		<p>Islamic University Islamabad</p> <p><b>Dr. Muhammad Munir Kayani,</b> Associate Professor, Faculty of Education, International Islamic University Islamabad</p> <p><b>Dr. Sheikh Tariq Mehmood,</b> Assistant Professor, Faculty of Education, International Islamic University Islamabad</p> <p><b>Dr. Anisa Kayani,</b> Senior Headmistress, Punjab Education Department Rawalpindi</p>	<p><b>DURING COVID-19 AT HIGHER EDUCATION: PERCEPTION OF STUDENTS</b></p>	<p>distance classes during COVID-19 pandemic.</p> <ul style="list-style-type: none"> <li>• Majority (88%) students distance learning software's (zoom, Microsoft team) are helpful to complete the objectives of your study during COVID-19 outbreak.</li> <li>• Majority (79%) students face by different problem during distance classes like poor internet connection or electricity load shedding.</li> <li>• Initially, Majority (72%) students worry about the non-availability of resources and gadgets (Smart phone, Laptop, internet connection &amp; software's).</li> </ul>	<p>outbreaks and students' satisfaction with distance learning, it should be continued as mode of education during the Pandemic.</p> <ul style="list-style-type: none"> <li>• Institutions &amp; governments may concentrate on the availability of resources such as laptops, smartphones, internet connections &amp; Software's, etc. for remote education.</li> <li>• Students may receive proper training, designing &amp; how to use technology for</li> </ul>	<p>skills, lack of peer learning, reluctance to participate in online classes, inability to complete assignments, tend to lose concentration &amp; specific health-related problems like vision and mental health disorders.</p>
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				<ul style="list-style-type: none"> <li>• Majority (69%) students agreed that the excess use of digital screen is harmful for eyesight.</li> <li>• Majority (68%) students agreed that poor internet connection interrupts your distance classes during COVID-19.</li> <li>• Majority (70%) students agreed that there is no peer learning in distance classes during COVID-19 Pandemic.</li> <li>• Majority (89%) students agreed that continuous online classes may cause mental health problems like anxiety &amp; depression during COVID-19.</li> </ul>	<p>distance learning programed. Even after this outbreak, instructors &amp; students may encourage to use the distance learning software's or gadgets.</p>	
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**THEME: FUTURE OF ONLINE LEARNING FOR UNIVERSITIES AND LMS**

**Session Chair:** Dr Zarina Akhtar

**Session Moderators:** Syed Ghazanfer Bukhari & Nadia Ijaz

**Time:** 09:00 – 10:30 a.m.

**Venue:** Room 2

Sr. #	Paper Id	Name of Presenter	Title of the Paper	Significant findings	Significant recommendations	Anything important regarding research presented
1.	ICTTUO M-081	<b>Sana Sabayo<sup>1</sup>, Summera Muhram<sup>2</sup>, Uzama Akbar<sup>3</sup>, Nadira Ahmed Dayo<sup>4</sup>,</b> 1. Student, Bs Education, 5th Semester 2. Student, Bs Education, 5 <sup>th</sup> Semester 3. Student, Bs Education, 5 <sup>th</sup> Semester 4. Lecturer, Department of	<b>MATHEMATICS LEARNING THROUGH FUN BY KAHOOT APPLICATION FOR THE DEVELOPMENT OF THE PLAYA'S PROBLEM- SOLVING SKILLS THROUGH STUDENTS DESIGNED MATHEMATICS ONLINE GAMES</b>	Results shows that Kahoot application increase motivation and also encourage other students to learn through understanding online game-based learning.  The results of the student's performance in the experimental group showed that their performance in mathematics before and after the intervention differed significantly. Therefore, students' mathematical skills were improved through Kahoot-based learning games.	Educators can use Kahoot and other online game-based learning tools to improve the quality of education and enhance students' learning experiences  More studies are required to investigate the long-term effects of Kahoot On students' academic performance, problem-solving skills, and motivation.	

		Education, The Begum Nusrat Bhutto Women University Sukkur.		<p>Findings suggest that the use of educational games in the classroom is likely to minimize distractions, thereby improving the quality of teaching and learning beyond what is provided in conventional classrooms.</p> <p>Kahoot improves learning experience and academic performance in math.</p> <p>Kahoot develops problem-solving skills, increases motivation, and reduces anxiety.</p> <p>Kahoot creates a positive learning environment and promotes engagement.</p>	<p>Teachers need adequate training and support to effectively implement online game-based learning tools like Kahoot In the classroom.</p> <p>Kahoot can be used for formative assessment, review sessions, and group work in the classroom.</p>	
2.	ICTTUO M-082	Afshan Noor, Bibi Umul Baneen, Mariyam Ismail Department of	<b>A SYSTEMATIC REVIEW OF COGNITIVE SKILLS DEVELOPED BY VIRTUAL ACTIVE</b>	The main findings of this systematic review suggested active learning pedagogies, technology supported activities,	In class, focus should be on developing cognitive skills rather covering course.	

		Education, The Begum Nusrat Bhutto Women University, Sukkur	<b>LEARNING APPROACHES</b>	assessment, cognitive and constructive theory-based strategies, collaborative, and real-life experience based active learning approaches develop cognitive skills including problem-solving, creativity, critical thinking, reflection, metacognition and so on.	Technology should be used wisely to foster cognitive skills among students.  Most of the reviewed studies suggested real-life experiences to develop cognitive skills, but they dose not focus on teachers' technological assessment trainings, therefore, the institutions should give teachers training on technology  There is a huge difference between rural and urban areas in the use of technology, therefore, they need more opportunities to work on it.	
3.	ICTTUO M-108	<b>Dr. Tariq Javed,</b> Assistant Director, Federal Government Educational	<b>ONLINE ASSESSMENT: A PRE-LAUNCHING SURVEY ABOUT ON-SCREEN MARKING BY NATIONAL EXAMINING</b>	The findings revealed that a great difference appeared for computer proficiency w.r.t province, profession, teaching level, subject and locality.	There is need to sensitize academia for the need of on-screen marketing in this digital era.	Online assessment is very good activity and it saves our time.

		<p>Institutions (C/G) Directorate, Rawalpindi, Punjab, Pakistan</p> <p><b>Dr. Farkhunda Rasheed Choudhary,</b> <sup>2</sup>Assistant Director, Federal Government Educational Institutions (C/G) Directorate, Rawalpindi, Punjab, Pakistan, Assistant Professor, Faculty of Education, Allama Iqbal Open University, Islamabad, Pakistan</p>	<p><b>BODY AT SECONDARY LEVEL IN PAKISTAN</b></p>	<p>Participants were of the opinion that on screen marking caused fatigue for eyes.</p> <p>Participants also did not prefer on-screen marking as they thought that a lot of training is required.</p> <p>Most of the participants had no experience of on-screen marking. Participants were of the opinion that on screen marking caused fatigue for eyes. Participants also did not prefer onscreen marking as they Thought that a lot of training is required.</p> <p>Majority of participants said that they can mark approximately 10papers in an hour. It is concluded that participants feel hard to make the transition from paper-based marking to online marking with</p>	<p>Extensive training must be provided to the respondents in order to increase their computer proficiency.</p> <p>Electronic gadgets must be provided to the teachers to mark papers on screen easily.</p>	
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				exam timelines to contend with. In absence of proper training sessions, examiners would not be able to understand the rubrics and application of on-screen assessment.		
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**Session Chair:** Dr. Shazia Naureen

**Moderator:** Hazira Qomi and Sana Maqsood

**Time:** 9:00-10:40 a.m.

**Venue:** Room 3 (ONLINE)

**Technical support:** Sadoor Ahmad

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant findings	Significant recommendations	Anything important regarding research presented
1.	ICTTUO M-002	<b>Razzaq Ahmad,</b> PhD Scholar, Department of Education, International Islamic University Islamabad  <b>Dr. Sheikh Tariq Mehmood,</b> Assistant Professor, Department of Education, International Islamic University Islamabad	<b>DIGITAL CITIZENSHIP AWARENESS AMONG DISTANCE LEARNERS</b>	The major finding of the study was:  Majority of the respondents agreed about digital access, digital communication, digital etiquette, digital law and digital literacy, while majority of the students have less knowledge and awareness about digital health and wellness, digital rights and responsibilities, digital safety and security and digital commerce.	The recommendation of the study was:  Distance learners may be trained in these areas during workshop sessions of a degree program.  The contents regarding digital citizenship may be added to that course especially in the subject of a computer.  Online awareness sessions must be arranged for distance learners during study durations to	

					improve their digital citizenship skills.	
2.	ICTTUO M-057	<p>1) <b>Prof. Dr. Safia Urooj</b>, Associate Professor</p> <p>2) <b>Rubina Usman Ali</b> M.Phil. Associate, Department of Teacher Education University of Karachi</p> <p>3) <b>Dr. Wahaj Muhammad Khan</b>, Research Scholar, Department of Education University of Karachi</p>	<p><b>A STUDY OF IMPACT OF TECHNOLOGY INTERACTIVE GAMES ON URDU LEARNING AT PRIMARY LEVEL IN PAKISTAN</b></p>	<ul style="list-style-type: none"> <li>The study determined that students at primary level faced many problems in Urdu language learning and they have greater fondness for student-directed learning in the form of gamification self-learning, and accepted a challenge to read, speak, write and listen Urdu interactive activity.</li> <li>This study found that interactive games helped students to understand Jor K Tor and Tor k Jor very easily. This study showed that self-assessment of games supported learners to learn through trial-and-error technique independently.</li> </ul>	<p>The major recommendation of this were:</p> <ul style="list-style-type: none"> <li>There should be experienced teachers hired for Urdu language teaching, who manage their classes smartly.</li> <li>There must be a working school's smart lab with proper networking and internet connectivity.</li> <li>Smart lab must be there in schools for proper ICT integration of Urdu subject.</li> <li>Management should know the importance of ICT integration in education.</li> </ul>	

3.	ICTTUO M-058	<p><b>PROF. DR. SHAHID FAROOQ,</b> Chairman Advanced Studies Education</p> <p><b>PROF. DR. SAFIA UROOJ,</b> Associate Professor Institute of Education &amp; Research Department of Education University of Punjab, Lahore University of Karachi</p> <p><b>DR. WAHAJ MUHAMMA KHAN,</b> Research Scholar Department of Education</p>	<p><b>DEVELOPMENT OF UBIQUITOUS LEARNING MODEL WITH THE ENHANCEMENT OF 21ST CENTURY LEARNING SKILLS 4CS) FOR THE EDUCATIONAL CHANGE IN PAKISTAN</b></p>	<p>According to researcher the research findings consisted of five components:</p> <ul style="list-style-type: none"> <li>• The 21<sup>st</sup> CLSKI–U Model: <ul style="list-style-type: none"> <li>○ U-Learning Environment.</li> <li>○ U-Learning tools.</li> <li>○ U-learning task.</li> <li>○ 21<sup>st</sup> century learning skills and</li> <li>○ Feedback</li> </ul> </li> <li>• The results of assessment on the application of 21<sup>st</sup> CLSKI–U model by the experts show that 21<sup>st</sup> CLSKI–U model is highest suitable. This is because the instructional model as well as its steps and activities of 21<sup>st</sup> CLSKI–U Model were all suitable to the enhancement of 21<sup>st</sup> century learning skills in the students for the</li> </ul>	<p>The main research recommendation was to promote U-learning of students both public and private sector universities may have ICT infrastructure and arrange teacher’s ICT based trainings.</p>	
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		University of Karachi.		educational change in Pakistan.		
4.	ICTTUO M-017	<b>Abia Ali</b> , M.Phil. Education Scholar <b>Dr. Irfan Bashir</b> , Assistant Professor <b>Dr. Afshan Naseem</b> , Assistant Professor Department of Education, University of Management and Technology, Lahore	<b>ESTABLISHING RELATIONSHIP BETWEEN BLENDED LEARNING, MOTIVATION LEVEL AND MENTAL HEALTH OF UNDERGRAD STUDENTS IN PRIVATE SECTOR UNIVERSITIES OF LAHORE</b>	According to finding to the study: <ul style="list-style-type: none"> <li>Using Pearson Momentum correlation, the results showed that students found themselves motivated during a blended course. Students agreed that blended learning was an effective approach, and lastly students believed that their mental health was affected during a blended course.</li> </ul>	The study recommended courses/training for students for managing their mental health and stress using blended learning classes. Study also recommended to find the perception of teachers regarding blended learning so that improvements can be made in their teaching strategies.	
5.	ICTTUO M-049	<b>Saba Naheed</b> , MS Scholar <b>Dr. Zarina Akhtar</b> Assistant Professor, Faculty of Education, International	<b>THE EFFECT OF GARDNER'S OF MULTIPLE INTELLIGENCES THEORY ON THE ACADEMIC ACHIEVEMENT</b>	The findings are arranged according to the objectives and research questions framed for this study. <ul style="list-style-type: none"> <li>The secondary school students of private colleges rated themselves on</li> </ul>	The major recommendations were: <ul style="list-style-type: none"> <li>Though differences on self-perceived multiple intelligences are obvious, the educators should teach through multiple</li> </ul>	

		Islamic University Islamabad	<b>DURING ONLINE TEACHING TO SECONDARY SCHOOL STUDENTS</b>	<p>different multiple intelligences. The highest mean score was of the existential intelligence i.e., 21.60 while the lowest mean score was of the musical intelligence.</p> <ul style="list-style-type: none"> <li>The most dominant self-perceived multiple intelligence of secondary school students was existential intelligence. Secondly, interpersonal intelligence occupied the position of second most.</li> </ul>	<p>intelligences theory method, so the students develop awareness of their multiple intelligences and can polish and enhance their innate abilities.</p> <ul style="list-style-type: none"> <li>Multiple intelligence theory teaching may also help in eliminating the sense of dispossession and inferiority in students created by our culture stereotypes. So, the teachers might gain training on different teaching approaches and techniques which involve activities related to various intelligences</li> </ul>	
<b>6.</b>	ICTTUO M-024	<b>Sania Siraj,</b> Lecturer, Department of Art & Design, SBBWU	<b>ADAPTATION TO THE MODERN PEDAGOGY FOR SUSTAINABLE EDUCATION</b>	<ul style="list-style-type: none"> <li>According to the presenter the student-centered approach is helpful achieving the sustainable education goal.</li> </ul>	She recommended that the interaction which was otherwise impossible should be made possible and anticipate a	

					positive change for sustainable education.	
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## **KEYNOTE SPEECHES**

### **MEDIA COMPETENCE FOR A MEDIA SOCIETY (DIVERSIFICATION OF COMPETENCE IN MEDIA SOCIETY SHARING THE RESPONSIBILITY FOR REASONABLE USE OF MEDIA)**

Prof. Dr. Thomas Alfred Bauer

University of Vienna, Austria

Prof. Dr. Thomas delivered a keynote speech on the challenges and opportunities of managing social attention through media in the modern era. He discussed the importance of media literacy and the need for a literate society to manage social life in the modus of media. Thomas emphasized the need for mediatization to be focused on social environments and for political, social, and public spheres to be developed for mediatization. He highlighted the qualities of media, such as personal use, individual identity, and contextual relevance. Thomas stressed the importance of four-level competencies for media literacy, which include media knowledge, media analysis, media critics, and media creation. He emphasized the need to share the responsibility for the reasonable use of media and the diversification of competence in media society. The speaker also discussed science-logical claims involving augmenting theories through culturalist and contextual models that can interrupt routines of thinking. He noted that science produces complexity, but practice reduces complexity. Social science teaches us that the world is as we think it is, and we need critical, reflexive observation to understand why we think the way we do. In terms of achieving sustainable development, Thomas stated that more qualifications and education are needed, and less professionalization and formation. He called for more media awareness and functional media literacy, as well as advanced media didactic systems and knowledge media laboratories. Additionally, more academic media management and media-related knowledge management is needed. We need to internationalize and promote trans disciplinary, diversify research services, and establish a multi-media knowledge archive system. In conclusion, Prof. Dr. Thomas keynote speech provided valuable insights into the challenges and opportunities of managing social attention through media in the modern era and highlighted the need for more qualifications and education, as well as advanced media didactic systems and knowledge media laboratories, to achieve sustainable development. His talk emphasized the importance of sharing the responsibility for the reasonable use of media and diversifying competence in media society.

## **BEYOND TRADITIONAL E-LEARNING**

Dr. Muhammad Tanvir Afzal

Director and Professor, Shifa School of Computing

Director Campus, Park Road Campus

Shifa Tameer-e-Millat University

Islamabad, Pakistan

Dr. Muhammad Tanvir Afzal, Director and Professor, Shifa School of Computing, Director Campus, Park Road Campus, Shifa Tameer-e-Millat University Islamabad delivered a keynote speech on “BEYOND TRADITIONAL E-LEARNING”. During his speech, Prof. Afzal highlighted the pain points of digital learners and how they can be supported using recent advancements in computing and technology. He emphasized the need for innovative approaches beyond traditional e-learning systems, which often leave digital learners in disarray. Prof. Afzal discussed how state-of-the-art technologies, such as artificial intelligence and machine learning, can be utilized to facilitate digital learners in accessing and comprehending digital content. He also emphasized the importance of developing digital literacy skills among learners to help them navigate the vast amount of information available on the web. Furthermore, Prof. Afzal discussed the potential of gamification, simulations, and interactive multimedia to enhance engagement and retention among digital learners. He highlighted the need for collaboration between academia and industry to develop innovative and effective digital learning solutions. In conclusion, Prof. Afzal's keynote speech on Beyond Traditional E-Learning highlighted the need for innovative and effective approaches to support digital learners. His speech opened up discussions on how to facilitate digital learners in the true spirit of HEC and HEIs.



### PARALLEL SESSION-III

**Session Chair:** Dr Muhammad Zafar

**Session Moderators:** Aisha Sadaf & Syed Ghazanfar Abbas

**Time:** 11:40 to 1:10

**Venue:** Room 1

Sr. #	Paper Id	Name of Presenter	Title of the Paper	Significant findings	Significant recommendations	Anything important regarding research presented
1.	ICTTUO M-47	<b>Amir Waleed</b> , Ph.D. Scholar, <b>Prof. Dr. Muhammad Sarwar</b> Professor and Dean, Faculty of Education, International Islamic University Islamabad	<b>USING BLENDED LEARNING FOR TERTIARY LEVEL STUDENTS AT ISLAMIC INTERNATIONAL UNIVERSITY</b>	<ul style="list-style-type: none"> <li>• The findings of this research revealed that blended learning is an effective approach for tertiary level students at IIUI.</li> <li>• Most of the students (70%) were of the opinion that blended learning would help them to learn more effectively.</li> <li>• Students and faculty believed blended learning approach</li> </ul>	<p>There is a need to address the concerns of students regarding the lack of face-to-face interactions.</p> <p>Based on the findings, it is recommended that IIUI should implement blended learning for postgraduate students initially and then gradually expand it to undergraduate students.</p>	<ul style="list-style-type: none"> <li>• Blended learning has the potential to provide better learning opportunities for tertiary level students at IIUI.</li> <li>• This mode of education provides most convenient approach to e learning, as well as it provides face to face interactions, therefore, it has the potential to alter students learning</li> </ul>

				<p>more engaging than traditional classroom learning.</p> <ul style="list-style-type: none"> <li>• Blended learning allowed them to work at their own pace, and said that the online materials would be helpful.</li> <li>• Blended learning helped the students to develop critical thinking skills, and 65% of the students reported an improvement in their problem-solving skills.</li> <li>• Participants expressed concern regarding the lack of face-to-face</li> </ul>		<p>experiences and outcomes.</p>
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				interactions with their peers and instructors.		
2.	ICTTUO M-080	<b>Dr. Shamaila Haleem,</b> Postdoc Fellow, Islamic Research Institute, International Islamic University, Islamabad, Lecturer, Islamabad Model College	<b>ADAPTATION TO TECHNOLOGY AT HIGHER EDUCATION LEVEL</b>	Teachers can adapt to technology at higher education level in many ways such as: Putting Together Needs-Based Collaborative Groups, prerecorded lessons, creating a Positive Culture around Integrated Technology, Using Multi-Sensory Education Tools with Multiple Applications, Augmented Reality or Virtual Reality, Beyond the Technical, Tech-enhanced, video tutorials, Games and Gamification, Making it interesting, and the like.  Adaptation to technology at higher education level increases research	We need to adopt an effective distance learning strategy.	At higher education level; conferences, seminars, workshops, trainings, and research are now taking place through digital technology.  Digital technology is helpful in connecting the teachers and the learners across the globe  Teachers can adapt to technology at higher education level in many ways.

				<p>opportunities for the teachers, students, researchers, educationists, theorists, academicians, and policy makers.</p> <p>It provides new learning and research opportunities through collaboration with others in the field across the world.</p>		
3.	ICTTUO M-040	<p><b>Syed Ghazanfer Abbas</b>, PhD Scholar, Faculty of Education, International Islamic University, Islamabad</p> <p><b>Prof. Dr. N.B. Jumani</b>, Vice President (AF&amp;P), Faculty of Education, International Islamic University, Islamabad</p>	<p><b>COMPETENCIES OF TEACHERS FOR THE USAGE OF ICTS IN CLASSROOM AT UNIVERSITY LEVEL</b></p>	<ul style="list-style-type: none"> <li>A large number of the respondents (57.1 % &amp; mean score 3.73) agreed that with the help of ICTs teacher can able to enhance their role in the classroom.</li> <li>Majority of the respondents (57.1% &amp; mean score 3.38) gave remarks in uncertain</li> </ul>	<p>Assessment of students' assignment may be done through these technologies e.g., using website and e-mail etc. Continuous seminars and workshops for the training of teachers may be developed and launched so that teachers may update them according to the current advances in the field of ICTs.</p>	<p>The success of the technology use in the educational setting largely depends on teachers attitudes toward technology use.</p> <p>The population for this study consisted all teachers from the faculty of Social Sciences.</p>

				<p>way while 33.3% respondents were agreed that they are not proficient in using print and graphic applications.</p> <ul style="list-style-type: none"> <li>• Most of the respondents (54% &amp; mean score 4.14) opined that updating personal and professional performance is very important for a teacher.</li> <li>• Comparatively the large number of the respondents (41.3% &amp; mean score 3.71) agreed that with a variety of strategies, teachers design technology-</li> </ul>	
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				<p>integrated student's learning activities.</p> <ul style="list-style-type: none"> <li>• Majority of the respondents (40% &amp; mean score 3.76) agreed that the choice of ICT tools in teaching is made by the teacher keeping in view the need of the subject.</li> <li>• Majority of the respondents (44.4% &amp; mean score 3.46) opined that teachers have the facility to use different software in daily classroom activities.</li> <li>• Maximum of the respondents (52.4% &amp; mean score 3.38) agreed that educators use modern ICT-</li> </ul>	
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				based teaching methods and appropriate tools in teaching.		
4.	ICTTUO M-054	<b>Tabassum Sherwani Khan,</b> M.Phil. Scholar, Khwaja Fareed University of Engineering and Information Technology, Rahim Yar Khan	<b>COMMUNICATION CHALLENGES IN ONLINE CLASSES: TEACHERS' PERSPECTIVE</b>	<ul style="list-style-type: none"> <li>• Communication challenges were identified.</li> <li>• Connectivity, network, electricity, technology was identified as challenges.</li> <li>• Lack of technical skills.</li> <li>• Students comprehensive content etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Network facilities</li> <li>• Electricity</li> <li>• The onus is on teacher</li> <li>• Teacher training programs</li> <li>• Content related to: use of technology for conducting online classes.</li> <li>• Students' engagement</li> <li>• Class management</li> <li>• Students' guidance</li> </ul>	According to WHO 1.6 billion suffered due to the shift to online mode.

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant findings	Significant recommendations	Anything important regarding research presented
1.	ICTTUO M-063	<p><b>Muhammad Abdullah Khan</b> PhD Scholar, Faculty of Education, International Islamic University, Islamabad, Pakistan</p> <p><b>Prof. Dr. Muhammad Sarwar</b> Professor/ Dean, Faculty of Education, International Islamic University, Islamabad, Pakistan</p>	<p><b>ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGY IN ELEARNING IN PAKISTAN</b></p>	<p>1. CUI had an effective Online Teaching System (CUOTS), along with CMS and other online resources (MS Teams, Zoom, Skype, etc.) effectively.</p> <p>2. Most updated and mature LMS system is used in Virtual University (VUP) that was incepted in March, 2002. VU LMS offers services to students as video lessons, Handouts, Lesson overview, Announcement section, Moderated discussion board, Graded discussion board, assignment and Quiz section.</p>	<p>E-learning is best way to provide education, trainings and knowledge to masses at their door steps.</p> <p>In Pakistan, majority of People are learning electronically by using internet, cell phones, laptops and watching televisions, therefore, masses are in connection with the learning process directly and indirectly.</p> <p>E-learning is cost effective system therefore, organizations</p>	



				<p>3. Virtual University of Pakistan launched the VULMS Mobile Android App too. The application has been designed to facilitate students to receive push notifications, course announcements, fee alerts, videos and discussions.</p> <p>4. VU has also TV channels for teaching learning process</p> <p>5. ICT Directorate of AIOU is sole responsible to provide all facilities for E-learning, soft books, books in form of CDs, FM radio station bearing frequency 91.6 which broadcasts different lectures/Programs.</p> <p>6. Establishment of in-house software development arrangement. Al-Kasib to cater the software needs of the university as well as provide hands on learning</p>	<p>and industries can save lot of expenses of traveling, accommodation, food, arrangement of programs, devices and software, etc.</p>	
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				<p>opportunities to students. audio visual, lecture recording &amp; streaming Virtual Learning Environment (VLE) directly on their handheld devices and riiod app.</p> <p>7. E-Learning is the official repository of digitized textbooks. Each book has been augmented with Video Lectures, Illustrations, Animations, Simulations and Interactive Assessments. Through this website, you can access 30 Science and Math's textbooks for Grade 1-12 which have been augmented with 13,047 Video Lectures, 592 Simulations, 2 100 Audio minutes and 1,830 Animations. E-Learn is a project of School Education Department (SED)</p>		
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				in collaboration with Punjab Curriculum & Textbook Board and powered by Punjab Information Technology Board (PITB), Taleem Ghar android app. And Taleem Ghar cable channel.	
2.	ICTTUO M-060	<b>Kaneez Fatima Mangi, Shireen Ali, Dr. Asad Rizvi, Nadira Dayo,</b> The Begum Nusrat Bhutto Women University	<b>A SYSTEMIC REVIEW ON EDUCATIONAL ROBOTICS</b>	<p>Educational robotics enhances the learning of students in productive and innovative way.</p> <p>Robotics provides an effective learning which strengthen the skills to solve daily life problems.</p> <p>Robotics are advantageous mean in education at every level.</p> <p>There is higher need of educational robotics in formal and informal settings of learning</p>	<ol style="list-style-type: none"> <li>1. The management should ensure how they can increase the engagement of robotics in education starting with in the general student population.</li> <li>2. Training may be given to teachers related to strong STEM skills and robotics knowledge to indulge the students in a classroom with different approaches.</li> </ol>

					3. Implementation of Educational Robotics will foster the learning in all demanding areas	
2	ICTTUO M-005	<b>Dr. Shamaila Haleem</b> , Postdoc Fellow, Islamic Research Institute, International Islamic University, Islamabad, Lecturer, Islamabad Model College for Girls (Post-Graduate), G-10/4, Islamabad	<b>ONLINE LEARNING: CHALLENGES AND SOLUTIONS</b>	Challenges in online learning include digital literacy, technical issues, infrastructural problems, time management, lack of interaction, online distractions, self-motivation, disabilities and special needs, adaptability struggle, lack of instant communication, not receiving timely feedback, assessment challenge, infrastructural problems, course structure and quality	<ul style="list-style-type: none"> <li>• Train the students for time management</li> <li>• Training of teachers to adopt digital innovation</li> <li>• Develop positive attitude</li> <li>• Generate curiosity by involving students in gamification process</li> <li>• Improve infrastructure to support ICT activities</li> </ul>	
3.	ICTTUO M-041	<b>Misbah Shafait Abbasi</b> , M.Phil. Scholar, Faculty of Education, International Islamic	<b>ASSESSMENT OF PROFESSIONAL DIGITAL COMPETENCES</b>	1. Level of competences named basic, moderate, high and expert competence.	Nothing was recommended by the presenter; however, she	

		<p>University Islamabad, Pakistan</p> <p><b>Dr. Fouzia Ajmal,</b> Faculty of Education, International Islamic university Islamabad, Pakistan</p>	<p><b>OF UNIVERSITY TEACHERS</b></p>	<ul style="list-style-type: none"> <li>• High competency (77.6%)</li> <li>• Basic competency (11.2%)</li> <li>• Moderate competency (11.2%)</li> </ul> <p>2. Majority of the participants agreed that Professional digital competencies are using tools for storing and managing shared files and content, use of Online communication tools, Software available in my university, social networks, learning communities for sharing, educational information., creating voice recordings (podcasts), Protecting devices against threats from viruses, Developing systems for protecting devices and</p>	<p>came up with following conclusions:</p> <ul style="list-style-type: none"> <li>• It is concluded that teachers had high challenges in the usage of digital skills.</li> <li>• However relevant course material for teachers was not available in online classes.</li> <li>• Teachers were not easy to teach course material better through online than traditional classes and had not experience of using technology for online teaching.</li> </ul>	
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				<p>documents, Avoid possible operational problems, Microphones, headphones, and printers, Evaluation, mentoring, or monitoring of students.</p> <p>3. Majority of the participants agreed that challenges of Professional digital competencies in university teachers are:</p> <ul style="list-style-type: none"> <li>• Relevant courses material for teachers was not available in online classes</li> <li>• Cannot teach the course material better online than physical classes</li> <li>• No experience of using technology for online teaching</li> <li>• Not satisfied with the e-learning content</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of feedback on my teaching during an online class.</li> <li>• Lack of time and economical costs can be seen as closely connected difficulties for professional development.</li> </ul>	
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				<ul style="list-style-type: none"> <li>• Not received proper feedback on my teaching during an online class.</li> </ul>		
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**Comments if any**

Overall, the activity was fruitful, Different approaches of research paper writing and presentation enhanced the knowledge of learners regarding article presentation in conference. However, there were few gaps which are also needed to be fulfilled so that this activity would be more refined and standardized.

1. Every presenter must be guided to have his/her own presentation with him/her as well in USB or laptop.
2. Some specified pattern of presentation/ maybe the outline of headings to be presented must be shared with all presenters so that they could cover every important aspect of presentation. Few presentations were without conclusions, findings and recommendations.
3. Important part of Recommendations is missing in majority of research articles, which must be made mandatory for all presenters so that future planning based on these recommendations could be done to ensure the quality and improvement.

**Session Chair:** Dr. Zarina Akhter

**Moderator:** Sana Maqsood & Sadoor Ahmad

**Time:** 11:40 – 1:10

**Venue:** Room 3 (ONLINE)

Sr. #	Paper Id	Name of Presenter	Title of the Paper	Significant findings	Significant recommendations	Anything important regarding research presented
1.	ICTTUO M-011	<b>Zohaib Hassan Sain</b> , Trainer & Researcher Pakistan Safety Council, Pakistan	<b>CHALLENGES FACED TO ONLINE EDUCATION &amp; LEARNING IN PAKISTAN DURING COVID-19 PANDEMIC</b>	<ul style="list-style-type: none"> <li>• According to the students, the main challenge in the implementation of e-learning is the poor quality of internet services.</li> <li>• The students agreed that there are drawbacks to e-learning, with the main one being that it puts more pressure on students while lessening the workload for teachers.</li> <li>• The students concur that time management is no doubt a success factor but it was a big challenge during covid-19 pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>• It was recommended that teachers use interactive communication-based tools and activities to stimulate students' attention and encourage engagement in order to support their e-learning.</li> <li>• To provide a suitable working environment, parents and institutional leaders should assist their students.</li> <li>• The Higher Education Commission (HEC) should develop a policy to enable internet access</li> </ul>	



				<ul style="list-style-type: none"> <li>• According to the students, the main obstacle to the implementation of online education &amp; learning is the lack of training of staff.</li> </ul>	<p>for learning purposes, and the institution should establish an IT support section for teachers and students to provide technical support</p>	
2.	ICTTUO M-065	<p><b>Umair Ayub,</b> M.Phil. Scholar, Department of Education, Government College University, Faisalabad</p> <p><b>Dr. Shumaila Shahzad</b> Associate Professor, Department of Education, Government College University, Faisalabad</p>	<p><b>ONLINE LEARNING DURING COVID-19 PANDEMIC: A STUDY OF CHALLENGES, ATTITUDE AND CONTINUOUS INTENTIONS TO TAKE ONLINE CLASSES</b></p>	<ul style="list-style-type: none"> <li>• Most of the students have positive attitude towards online learning. Mostly students also faced many challenges during online learning. On the other hand, their continuous intentions to take online classes are unclear.</li> <li>• There is a weak positive significant correlation between SATOL and CIOC, comparatively moderate negative between CDOL and CIOC.</li> </ul>	<ul style="list-style-type: none"> <li>• It is suggested to facilitate the students for online learning as in survey many students showed positive attitude towards online learning, like internet availability at home also has positive impact.</li> <li>• Training may be given to students to overcome the challenges associated with online learning.</li> <li>• Institutes and teacher should listen feedback from students and parents in timely manner and made targeted adjustments.</li> </ul>	

					<ul style="list-style-type: none"> <li>• Questionnaire may contain some open-ended questions or qualitative research methods like interview may be used in future research works, so that students would express their experiences about online learning in a better way or to check the validity of quantitative research methods.</li> </ul>	
3.	ICTTUO M-093	<b>Dr. Muhammad Naveed Jabbar,</b> Head of The Education Department, National College of Business Administration & Economics, Lahore, Punjab-Pakistan.	<b>THE ANTECEDENTS OF THE INTENTION OF USING E-LEARNING: A CASE OF PAKISTANI UNIVERSITIES</b>	<ul style="list-style-type: none"> <li>• The findings highlighted the continual model impact on service quality, information quality, and system quality on the perceived value of e-learning.</li> <li>• Perceived value of e-learning impacts on the satisfaction of the students.</li> </ul>	There were no research recommendations	

		<p><b>Dr. Haq Nawaz,</b> Assistant Professor, Department of Education, National College of Business Administration &amp; Economics, Lahore, Punjab-Pakistan.</p> <p><b>Farah Qadir Malik,</b> Lecturer, Department of Education, National College of Business Administration &amp; Economics, Lahore, Punjab-Pakistan.</p>		<ul style="list-style-type: none"> <li>The satisfaction of the students impacts on the intention of using e-learning.</li> </ul>		
<b>4.</b>	ICTTUO M-071	<b>Nida Khalid,</b> M.Phil. Scholar, Department of	<b>A STUDY OF ONLINE LEARNING</b>	There is a weak positive significant correlation between the	<ul style="list-style-type: none"> <li>Training may be given to students to overcome the</li> </ul>	

		Education, Government College University, Faisalabad <b>Dr. Shumaila Shahzad,</b> Associate Professor, Department of Education, Government College University, Faisalabad	<b>ACHIEVEMENT AND CONTINUOUS INTENTIONS TO TAKE ONLINE CLASSES: EVIDENCE FROM HIGHER EDUCATION IN COVID-19 PANDEMIC</b>	moderate positive correlation between SOLA and CIOC.	challenges associated with online learning.  <ul style="list-style-type: none"> <li>• Institutes and teachers must listen to feedback from students and parents in a timely manner and make targeted adjustments.</li> <li>• Data may be collected from teachers too.</li> <li>• Questionnaire may contain some open-ended questions so that students would express their experiences about online learning in a better way or to check the validity of quantitative research methods.</li> </ul>	
5.	ICTTUO M-078	<b>Dr. Faiza Anjum,</b> Assistant Professor of	<b>PERCEPTION AND CHALLENGES IN IMPLEMENTING BLENDED</b>	<ul style="list-style-type: none"> <li>• The Study found most of the participants were not aware of the term blended learning but</li> </ul>	<ul style="list-style-type: none"> <li>• The research highly recommended the mode of blended learning to upgrade academic</li> </ul>	

		Sociology, National Textile University, Faisalabad, Pakistan	<b>LEARNING IN CONTEXT OF PAKISTAN' HIGHER EDUCATION INSTITUTIONS (HEIS)</b>	<p>like to know about blended learning.</p> <ul style="list-style-type: none"> <li>• The finding lighted that there was no supportive environment for blended learning for students</li> <li>• The study found, there was no clear vision of blended learning in HEIs, there is no supportive developmental environment for blended learning teachers.</li> <li>• Mostly teachers want to teach in blended learning.</li> </ul>	<p>performances, achievements &amp; educational outcomes.</p> <ul style="list-style-type: none"> <li>• A model was suggested for implementation of online learning.</li> </ul>	
<b>6.</b>	ICTTUU M-059	<b>Prof. Dr. Shahid Farooq,</b> Chairman Advanced Studies in Education, Associate Professor, University of Punjab, Lahore	<b>IMPACT OF STUDENTS' UBIQUITOUS LEARNING THROUGH WEB 2.0 TOOL ON STUDENTS' CREATIVITY</b>	<ul style="list-style-type: none"> <li>• The findings show a significant impact of UL in developing 4Cs: Creativity, Critical thinking, Communication and Collaboration skills among university students.</li> </ul>	<ul style="list-style-type: none"> <li>• To promote U-learning of students both public and private sector universities may have ICT infrastructure and arrange teacher's ICT based trainings.</li> </ul>	<p>Audience asked how creativity was measured?</p> <p>Research Instrument was discussed in detail.</p>

		<p><b>Prof. Dr. Safia Urooj</b>, Institute of Education &amp; Research, Department of Education University of Karachi</p> <p><b>Dr. Wahaj Muhammad Khan</b>, Research Scholar Department of Education University of Karachi.</p>				
7.	ICTTUO M-021	<p><b>M. Haroon Rashid</b><sup>3</sup>, <b>Fariha Ali</b><sup>2</sup>, <sup>1</sup>M.Phil. Scholar, Bahria University, Karachi Campus</p>	<p><b>CHALLENGES OF THE ONLINE EDUCATION SYSTEM, IN THE CONTEXT OF PAKISTAN'S PRIMARY</b></p>	<ul style="list-style-type: none"> <li>The majority of primary school children in Pakistan do not have access to technology such as laptops or smartphones, making it difficult for them to access online classes.</li> </ul>	<ul style="list-style-type: none"> <li>No recommendations</li> </ul>	

		<p><sup>2</sup>M.Phil. Scholar, Bahria University, Karachi Campus</p>	<p><b>EDUCATION SYSTEM</b></p>	<ul style="list-style-type: none"> <li>• The lack of technical expertise is a significant obstacle in the online education system. Many teachers in Pakistan lack the necessary technical expertise to conduct online classes effectively.</li> <li>• Thirdly, the absence of proper infrastructure is another challenge faced by the online education system in Pakistan.</li> </ul>		
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**Session Chair:** Dr. Munir Kiyani

**Moderator:** Sana Maqsood & Sadoor Ahmad

**Time:** 11:40 - 1:10 pm

**Venue:** Room 4 (ONLINE)

Sr. #	Paper Id	Name of Presenter	Title of the Paper	Significant findings	Significant recommendations	Anything important regarding research presented
1.	ICTTUO M-029	<p><b>Atiqa Maqsood<sup>1</sup>, Tayyaba Muhammad Akram<sup>1</sup>, Aisha Sami<sup>2</sup>, Rabia Hafeez<sup>1</sup></b></p> <p><sup>1</sup>Department Of Science Education, Institute of Education and Research, University of The Punjab, Lahore.</p> <p><sup>2</sup>Department of Education, University of Management and</p>	<p><b>VIEWS OF UNDERGRADUAT E STUDENTS ABOUT FACTORS AFFECTING STRESS RELATED TO WORKLOAD AND EXAMINATION DURING ONLINE LEARNING</b></p>	<ul style="list-style-type: none"> <li>• The results show that stress has a significant negative impact on students' personalities, which makes their lives dull.</li> <li>• The most frequently reported factors contributing to stress were exam anxiety, extensive course loads and duration of exams.</li> <li>• It was also reported that most students had poor knowledge of exam taking and anxiety-reduction.</li> <li>• The fear of course failure, uncertainty about future, and work overload were among the perceived sources of stress</li> </ul>	<ul style="list-style-type: none"> <li>• The administration of the university should ensure that the students have a positive learning environment during online learning and that measures are in place to reduce academic stress, such as an acceptable course load, reasonable lecture hours, a reasonable lecture schedule, and a reasonable assignment load during online learning.</li> <li>• Periodically, guidance events for students should be planned, such as online seminars and open lectures on stress awareness, to ensure that they have the necessary tools to</li> </ul>	



		Technology, Lahore		among undergraduate students during online learning.	deal with problems related to academic stress. To help them develop a positive perspective on academic stress, students should be encouraged to utilize the university's counselling services to enhance their performance.	
2.	ICTTUO M-027	<b>Hadiqa Qaisar,</b> MBBS Student, HBS Medical College, Islamabad	<b>ONLINE EDUCATION: ISSUES AND CHALLENGES</b>	ISSUES RELATED TO LEARNERS:  <ul style="list-style-type: none"> <li>Learners may have inappropriate expectations such as expecting instant feedback on their online comments and assignments or may appear rude and demanding in their emails. Identifying and adopting learning styles and skills required to participate in online courses can be challenging for learners.</li> <li>The review of literature revealed that issues related to</li> </ul>	Recommendations were missing in presentation.	

				<p>content may be summarized into the role of instructors in content development, integration of multimedia in content, role of instructional strategies in content development, and considerations for content development. In majority of online courses, instructors teach with predefined content. In these courses, instructors face the issue of lack of empowerment.</p> <ul style="list-style-type: none"><li>• One of the major challenges with online education is the changing role of the instructor. Pedagogical roles refer to teaching methods; social roles are the way instructors establish social relationships with the students; managerial roles include administrative and</li></ul>		
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				organizational tasks; and technical responsibilities are the technical support that instructors provide for students.		
3.	ICTTUO M-015	<b>Mohtashma Habib,</b> Ph.D. scholar, International Islamic University Islamabad <b>Dr. Shazia Naureen,</b> Co-Author, Assistant Professor International Islamic University Islamabad	<b>CRITICAL ANALYSIS OF USE OF MULTIMEDIA AND OPEN EDUCATION RESOURCES</b>	The instructional strategies with the use of multimedia and OER give rise to more student friendly pedagogies and leads to more effective teaching learning process with minimum input and more output. it suits and meet the needs of students and teachers to accomplish the learning outcomes. Effectiveness of multimedia and OER can be enhanced by proper trainings and workshops and provision of man and material resources.	Effectiveness of multimedia and OERs can be enhanced by proper trainings and workshop. Trainings regarding the use of these ICTs should be mandatory for both students and teacher. Keeping in view theories and philosophies of digital learning tool. Moreover, separate funds for government and private sectors should be allocated for the implications of these technologies. Government should make sure the availability of high-speed internet facility in both rural and urban areas of Pakistan. Care should be taken while using multimedia, number of	

					slides should be less and not overloaded with too much text. In addition, teachers should also make students aware about the authentic open education sources.	
4.	ICTTUO M-055	<p><b>Fatima Muhammad Qassim</b>, Ph.D. Scholar, International Islamic University Islamabad</p> <p><b>Prof. Dr. N. B. Jumani</b>, Vice President (A&amp;F), International Islamic University Islamabad</p> <p><b>Prof. Dr. Samina Malik</b> Vice President (Female Campus), International</p>	<p><b>TEACHER'S PERCEPTION FOR IMPLEMENTING BLENDED LEARNING AT UNIVERSITY LEVEL</b></p>	<ul style="list-style-type: none"> <li>• Teachers are positive and hopeful about blended learning, and their perception of expected challenges is that the internet and electricity are the big issues.</li> <li>• Facilities are needed to adopt blended learning, and the approach should be through constructive approach, participation, accountability, parents' involvement, and autonomous structure.</li> <li>• Factors affecting blended learning positively include student engagement, student</li> </ul>	<ul style="list-style-type: none"> <li>• To effectively use a blended learning approach, teachers must understand students' problems and make sure they are available in student discussion sessions. Additionally, universities should provide strategies for adopting blended courses into their learning environments.</li> <li>• The most redeeming feature of blended learning is greater flexibility and control over learning, which must be tailored to the needs of students. Teachers should adopt a</li> </ul>	

		Islamic University Islamabad		<p>achievement, and student perception.</p> <ul style="list-style-type: none"> <li>Institutions have sufficient facilities for conducting a blended learning approach, and faculty members use Microsoft Teams, Google Classroom, Zoom, Campus Management System, WhatsApp, Vivo, and Google Suite communication tools.</li> </ul>	<p>different teaching pedagogy than what they use in face-to-face teaching, provide proper training to their faculty, and allocate sufficient funds for infrastructure and technology tools.</p>	
5.	ICTTUO M-037	<p><b>Musarrat Riaz,</b> Assistant Professor Department Of Education Rawalpindi Women University, Rawalpindi, Ph.D. Scholar at National University of Modern</p>	<p><b>USE OF TECHNOLOGY AS 21ST CENTURY TEACHING SKILL</b></p>	<p>As use of technology teachers are not well equipped and they don't integrate technology in their teaching activities. Mostly institution have less technical gadgets and also teachers are not trained properly to use these gadgets and incorporate these in pedagogy.</p> <p>Teachers highlighted that the resources and settings of technology especially in the public sector institutions at</p>	<ul style="list-style-type: none"> <li>Proper facilities related to technology must be provided in public sector universities and degree awarding institutions.</li> <li>Teachers must be trained in the area to incorporate of technology in their day-to-day teaching.</li> </ul>	

		Languages, Islamabad. Pakistan		<p>undergraduate level are minimum. It is a greatest challenge for them to incorporate technology in their classroom teaching.</p> <p>Teachers are overworked in other managerial and administrative work that compromise their teaching, especially in reference of teaching with novelty and latest technology use in classroom.</p>		
6.	ICTTUO M-014	<b>Farwa Asif,</b> <b>Dr. Muhammad Samiullah,</b> <b>Dr. Aftab Ahmed</b> Allama Iqbal Open University Islamabad	<b>EFFECT OF  ONLINE  MATHEMATICS  RESOURCES ON  ACADEMIC  ACHIEVEMENT  AT SECONDARY  LEVEL</b>	<p>The mean scores of students in post-test which were taught by using technology were significantly higher than those taught by using traditional method. Adequate access to technology should be provided to teachers and students. Proper training and refresher courses of teachers should be organized time to time.</p>	<p>It was recommended that for educational purposes technology should be used at government level in all government institutions in an effective way.</p>	

7.	ICTTUO M-028	<p><b>Sarah Rasul Mirza<sup>1</sup>, Tayyaba Muhammad Akram<sup>1</sup>, Aisha Sami<sup>2</sup>, Rabia Hafeez<sup>1</sup></b></p> <p><sup>1</sup>Department of Science Education, Institute of Education and Research, University of The Punjab, Lahore.</p> <p><sup>2</sup>Department of Education, School of Social Sciences and Humanities, University of Management and Technology, Lahore.</p>	<p><b>ROLE OF CONCEPT MAPPING STRATEGY AS AN E-LEARNING STRATEGY ON LEARNER'S RATIONAL THINKING</b></p>	<p>The findings highlighted the recommendations for educators, administrators and learners to improve the online system of learning by implementing learner-centered constructive approaches in order to develop logical and creative thinking of students.</p>	<p>Teachers training institution should ensure that pre- service science teachers should understand the construction and implementation of concept mapping strategy.</p> <p>The educational institute should aim at creating a conducive environment in classroom that would lead the learner towards divergent and critical thinking.</p> <p>Teachers should guide and inspire the students to make their own construct between concepts and ideas.</p>	
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## CERTIFICATE DISTRIBUTION







## **KEYNOTE SPEECH**

### **DIGITAL TRANSFORMATION OF UNIVERSITIES - THE ROAD TO HYBRID LEARNING**

Ramya Srinivasan

Senior Customer Success Director - Coursera

Miss Ramya Srinivasan, Senior Customer Success Director, Coursera, delivered a keynote speech on the topic of "Digital Transformation of Universities - The Road to Hybrid Learning". She highlighted the significant changes that have occurred in the higher education sector over the last two years and how universities are adopting hybrid learning models. The growth in online teaching capacity provides opportunities and challenges for universities. To address these challenges, Miss Srinivasan emphasized the need for a three-pronged approach across strategy, policy and pedagogy to identify the right hybrid model for the institution and students. During her speech, Miss Srinivasan answered two critical questions - what it takes to embark on a digital transformation journey, and what are its benefits. She explained that digital transformation requires a change in mindset and an institutional commitment to creating a culture of innovation. Furthermore, it requires investing in technology and building a comprehensive digital infrastructure to support hybrid learning. Miss Srinivasan also discussed the benefits of digital transformation in higher education. She stated that it provides flexibility, accessibility, and convenience for students, as they can access learning material anytime, anywhere. Additionally, digital transformation enables personalized learning and allows for the creation of engaging learning experiences that cater to different learning styles. In conclusion, Miss Srinivasan's keynote speech shed light on the need for universities to embrace digital transformation and the benefits it offers. She emphasized that it requires a collective effort from institutions, educators, and policymakers to create an effective and sustainable hybrid learning model that can enhance the quality of higher education

## **CLOSING CEREMONY**

The Closing ceremony of the two days “International conference on transition of traditional universities to online mode (ICTTUOM)” held at Faisal Mosque campus of the International Islamic University Islamabad on Thursday 11<sup>th</sup> May 2023. The conference was organized by Faculty of Education IIUI in collaboration with Iqbal Institute of Research and Dialogue (IRD), Higher Education Commission (HEC) and Pakistan Science Foundation (PSF). More than 30 universities participated in the conference and almost 300 researchers, keynote speakers and experts took part through both online and physical mode.

**The following esteemed speakers delivered their closing remarks during the closing ceremony:**

### **Professor Dr. Asmatullah Khan’s Address**

Director Distance Education

Professor Dr. Asmatullah Khan delivered the welcoming address during the closing ceremony of the two days “International conference on transition of traditional universities to online mode (ICTTUOM)” and expressed his congratulations to all attendees for the successful two-day conference. He extended his heartfelt appreciation to the session chairs, sponsors, organizers, audience, faculty, and distinguished chief guests for their valuable contributions towards the conference. Professor Dr. Khan provided a brief overview of the closing ceremony, which included a comprehensive report of the conference by the focal person, Dr. Fouzia Ajmal, and keynote speeches by the esteemed chief guests, including Professor Dr. Samina Malik, Vice President Female Campus, Professor Dr. Muhammad Sarwar, Dean Faculty of Education, and Professor Dr. Shahid Masood, Chairman Pakistan Science Foundation. Furthermore, Professor Dr. Khan emphasized the significance of distance learning and highlighted that the insights and conclusions drawn from the conference will contribute towards a more prosperous IIUI and Pakistan.

### **Report of Conference by Dr. Fouzia Ajmal**

Focal Person, IIUI

In her report on the International Conference on Distance Learning, Dr. Fouzia Ajmal, the focal person, highlighted the success of the conference despite facing numerous obstacles and

uncertainties. The conference was held on May 10th and 11th, organized by the Faculty of Education and Directorate of Distance Learning, with support from IRD, HEC, PSF, and various sections of the university. While the first day of the conference had over 300 participants from other institutions, the second day had mostly virtual participation, with only a few presenters on campus and many joining online. The conference focused on several themes related to online learning, including the challenges and needs of online learning, adaptation to new technologies, blended learning, communication challenges during COVID-19, and best practices. During the program, speakers highlighted key points, trends, and reforms related to online learning. However, the program did not go entirely according to plan, as three online sessions were held on the second day instead of one. The conference resulted in several key recommendations, including the need to combine traditional and online instruction to create a better future for higher education, developing media literacy competencies, universities adopting the right strategy, policy, and pedagogy to identify the right hybrid model, and creating a comprehensive legislative framework for digital culture in Pakistan. Other recommendations included focusing on the changing needs of students, developing digital skills for teaching, and finding ways to engage and motivate students in formative assessments. Overall, the International Conference on Distance Learning provided valuable insights into the challenges and opportunities of online learning. The recommendations drawn from the conference can help guide future efforts to improve and expand distance education.

**Professor Dr. Samina Malik**

Vice President Female Campus, IIUI

In her speech, Prof. Dr. Samina Malik, Vice President of the Female Campus, discussed the objectives and goals of the International Conference on Distance Learning. She highlighted that the event was a testament to the shared vision and mission of the Faculty of Education and Directorate of Distance Learning, who overcame several challenges to make it possible. Dr. Malik emphasized the importance of education in human life, and the role of technology in the 21st century. She compared traditional learning with online learning and highlighted the benefits of the latter, such as flexibility and multi-directionality. However, she acknowledged that there is still a long way to go in terms of providing connectivity and training to teachers and students, particularly in remote areas. Dr. Malik stated that the COVID-19 pandemic has forced universities to shift towards online learning, and urged the Higher Education Commission (HEC) to recognize the basic requirements for this transition. She emphasized the need for proper training for teachers and addressing challenges related to assessment in online

learning. In conclusion, Dr. Malik noted that the conference played a crucial role in developing policies for the university and moving towards a future of online learning.

**Chief Guest Prof. Dr. Shahid Masood**

Chairman Pakistan Science Foundation (PSF)

Chief Guest Prof. Dr. Shahid Masood, Chairman of the Pakistan Science Foundation (PSF), expressed his congratulations to all attendees for the successful organization of the ICTTUOM conference and stated that it was a great honor to participate in such a program, which is essential in the current times. He provided an overview of the main mandate of the PSF, which is to promote, popularize, and financially support scientific and technological activities in Pakistan. The PSF has various programs to support these activities and is always proud to partner with events such as this conference. Dr. Masood acknowledged the significant impact of the COVID-19 pandemic on education, which has brought about both advantages and disadvantages. He noted that the online system has revolutionized the mode of communication and that the PSF supports young scientists in their pursuit of scientific inquiry. Dr. Masood also mentioned that there are currently 50 STEM labs across Pakistan, and this number will increase to 500, with 10 labs in each province. These STEM labs will eventually be converted into STEAM labs, with a focus on learning by doing, which represents a paradigm shift from memorization. The objective of the PSF is to motivate students to pursue areas such as nanotechnology, mathematics, biotechnology, and other related fields. He also highlighted the inadequate funding for science and technology in Pakistan, which currently stands at only 0.23% of GDP. Although the PSF has secured some funding in the last two years, it is still not enough. Dr. Masood concluded by expressing his gratitude to all participants, paper presenters, and organizers for arranging and making this event a huge success.

**Professor Dr. Muhammad Sarwar**

Dean Faculty of Education, IIUI

Professor Dr. Muhammad Sarwar, Dean of the Faculty of Education, expressed his gratitude for the successful conclusion of the two-day conference despite the challenges posed by the political situation and road blockages. The conference addressed the transition of traditional universities from face-to-face mode of instruction to online mode. Dr. Sarwar thanked Dr. Shahid Masood of the Pakistan Science Foundation for funding, participating and providing valuable insights. He also expressed his appreciation to Dr. Nabi Baksh Jumani, Acting President, and Dr. Hathal bin Hamoud Al-Otaibi, President IIUI for their patronage of the

conference, as well as to Dr. Samina Malik for her constant guidance and supervision. He thanked the guests, keynote speakers, presenters, participants and organizers for their contributions to the conference's success despite the country's difficult situation. Dr. Sarwar gave special thanks to Dr. Asad Rizvi for bringing the delegation from Begum Nusrat Bhutto Women University Sukkur Sindh.

# PHOTO GALLERY – DAY 01







## PHOTO GALLERY – DAY 02



