

CONFERENCE REPORT

INTERNATIONAL CONFERENCE ON DISTANCE EDUCATION AND E-LEARNING (ICDEEL-2016)

Held on:

DECEMBER 19th & 20th, 2016

At:

Quaid-e-Azam Auditorium, Faisal Mosque Campus



Compiled by:

Dr. Muhammad Zafar Iqbal Chaudhary

Ms. Alina Raza

Ms. Memoona Bibi

**Directorate of Distance Education
International Islamic University
Islamabad**

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Directorate of Distance Education

International Islamic University

Islamabad

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Dean Faculty of Social Sciences

International Islamic University Islamabad, Pakistan

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Additional Director Distance Education/

Chairman, Department of Education (Male Campus)

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Prof. Dr. Samina Malik

Additional Director Distance Education/

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International Islamic University Islamabad, Pakistan

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1. Prof. Dr. N. B. Jumani Director, Directorate of Distance Education/Dean Faculty of Social Sciences
2. Prof. Dr. Samina Malik, Additional Director Distance Education/Director, Female Campus
3. Dr. Muhammad Munir Kayani, Additional Director Distance Education/Chairman, Department of Education (Male Campus)
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6. Dr. Azhar Mahmood, Associate Professor, Department of Education
7. Dr. Asad Abbas Rizvi, Assistant Professor, Department of Education
8. Dr. Zarina Akhtar Assistant Professor, Department of Education
9. Dr. Sh. Tariq Mahmood, Assistant Professor, Department of Education
10. Dr. Muhammad Zafar Iqbal, Assistant Professor, Department of Education
11. Dr. Abdul Zahoor Khan, Assistant Professor/Chairman Department of Anthropology
12. Dr. Syed Akmal Hussain Shah, Lecturer, Department of History and Pak Studies
13. Ms. Alina Raza, Teaching Research Associate, Department of Education
14. Ms. Fouzia Ajmal, Teaching Research Associate, Department of Education
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Message of the Rector, IIUI

International Islamic university Islamabad has always played a key role in promotion of education with a unique vision, among more than 150 universities of the country. A large number of students from more than forty eight countries of the world are studying in IIUI which is unprecedented characteristics of a University in Pakistan. By adding a mode of Distance



Education we consider ourselves privileged to be associated with this unique pedagogical practice according to demands of the best of modern world. I am really excited to welcome you to this exceptional academic event, the “International Conference on Distance Education and E-Learning (ICDEEL-2016)”. This conference will provide a forum to the academicians, professionals and researchers to reshape their knowledge about Distance Education and E- learning along with an intellectual and international linkage atmosphere. It will focus on the latest trends, issues and innovations in teaching and learning in Distance Education. I do hope that important issues in particular the quality issues will be discussed, analyzed and questioned during the conference.

Prof. Dr. Masoom Yasin Zai

Rector,

International Islamic University Islamabad

Message of the President, IIUI

Open and Distance Learning (ODL) mode has become popular not only in Pakistan where more than 15 universities are offering their programs through dual mode. International Islamic university, Islamabad, is in the process of embarking on a new phase in the history of the higher education by establishing the Directorate of Distance Education. This Directorate is striving hard to achieve academic excellence. Organizing an International Conference is a big challenge and I appreciate the efforts made by the organizing committee in this regard. I warmly welcome all keynote international and national guest speakers, paper presenters, faculty members, professionals, students and participants of the International Conference on Distance Education and E-Learning (ICDEEL-2016). I value the insightful contribution made by all of you.



Prof. Dr. Ahmed Yousif Ahmed Al Draiwesh

President,

International Islamic University Islamabad

Message of Director, Directorate of Distance Education

The Directorate of Distance Education, International Islamic University Islamabad in collaboration with Iqbal International Institute for Research & Dialogue (IIRD) and Higher Education Commission, Pakistan has organized an International Conference on Distance Education and E-Learning (ICDEEL, 2016) on December 19-20th 2016. The focus of the conference was on the use of latest media/technologies in distance learning and integration of new technologies in Distance Education & E-Learning. This international conference was an opportunity to connect and collaborate with researchers from various international organizations/universities. This event provided a chance to national experts of distance education to learn about latest modes of distance education experienced by renowned international academicians. The selected papers in the area of Distance Education, E-Learning, Dual Mode Universities, M-Learning, ICTs and Education and Learner Support System were presented by national and international researchers. Keynote speakers including eminent academicians, practitioners and experts from different countries participated in the conference. ICDEEL-2016 was a forum of great value for the researchers who require new knowledge and path-breaking ideas to lead their way through the tough competition at the Global level in the field of Distance Education and E-learning.



Prof. Dr. N. B. Jumani

Director, Directorate of Distance Education &

Chief Organizer of (ICDEEL,2016)/

Dean, Faculty of Social Sciences, IIUI

Message of Additional Director (F), Directorate of Distance Education

Distance education, E-Learning and dual mode learning is immediate need, as 21st century is era of technology. Keeping in view this fact the conference was organized by Directorate of Distance Education. It is my firm belief that this conference has provided a platform to all international and national educationists, researchers, students and professionals working in the field of distance education to sit together and think collectively to solve the problems and cope with the challenges we are facing in the field of Distance Education and E-Learning. I do hope that the recommendations of this conference will be helpful for the improvement of practices in the field of Distance Education and E-learning. I am highly thankful to Prof. Dr. N. B. Jumani and all my colleagues for organizing this mega event.



Prof. Dr. Samina Malik

Additional Director, Directorate of Distance Education (F)

Director, Female Campus IIUI

Message of Additional Director (M), Directorate of Distance Education

Distance Education and E-Learning is the future of the world, as it is flourishing as dynamic emerging trend during 21st century. World is now shifting from global village to digital global village. We really feel immense pleasure that Director of Distance Education, International Islamic University, Islamabad hosted the International Conference on Distance



Education & E-Learning (ICDEEL-2016). I do hope this conference will be a mile stone to sensitize the community involved in dissemination of distance education programmes through various modes. We hope that galaxy of eminent national and international scholars will take an account to trends, problems, and issues of distance education and E-learning. I extend my heartiest thanks to guest speakers, paper presenters, participants of the conference and Worthy Rector IIUI, Worthy President, IIUI and Prof. Dr. N. B. Jumani, Director DDE/ Dean FSS, we made all it possible due to their support and wisdom.

Dr. Muhammad Munir Kayani

Additional Director, Directorate of Distance Education (M)

Focal Person (ICDEEL, 2016)

Chairman Department of Education (Male)

List of Abbreviations

BCSO	British Council School Online
ISA	International School Award
AIOU	Allama Iqbal Open University
IIUI	International Islamic University, Islamabad
NUML	National University of Modern Languages
GCUF	Government College University, Faisalabad
HEC	Higher Education Commission
LMS	Learning Management System
BZU	BahauddinZakariya University
PD	Professional Development
ICDEEL	INTERNATIONAL CONFERENCE ON DISTANCE EDUCATION AND E-LEARNING
ODL	Open and Distance Learning
IIRD	International Institute for Research & Dialogue
ICTs	Information and Communication Technologies
DDE	Directorate of Distance Education
DAIs	Degree Awarding Institutes
NGOs	Non Government Organizations
FSS	Faculty of Social Sciences
OER	Open Educational Resources
MOOCs	Massive Open Online Courses
ADB	Asian Development Bank
OLDE	open learning and distance education
UNESCO	United Nations Educational, Scientific and Cultural Organization
DE	Distance Education
F2F	Face to Face
BKUC	Bacha Khan University Charsadda
IER	Institute of Educational Research
EPPSL	Educational Planning Policy Studies And Leadership

Introduction

Distance Learning has become popular mode of learning around the globe. International Islamic university, Islamabad, is in the process of embarking on a new phase in the history of the higher education by establishing the Directorate of Distance Education. This Directorate is determined to achieve excellence in the field of distance education. In this regard, Directorate of Distance Education, IIU organized an International Conference (ICDEEL-2016). Paper presenters from national and international universities, academicians, researchers, educationists, professionals, and experts working in the field of distance education, experts working in NGOs/INGOs attended the conference.

Scope of Conference

The ICDEEL, 2016 has opened the avenues of new knowledge particularly in the field of distance education. The event was highly informative and relevant for academicians and administrative staff of universities and Degree Awarding Institutes (DAIs) of the world, offering a variety of academic programs through distance or blended learning approach. This conference was a learning forum for the academic and administrative staff of degree awarding institutes of Pakistan.

- This conference was a learning forum for the academic and administrative staff of Degree Awarding Institutes of Pakistan.
- Proceedings of the conference will be beneficial for the personnel of NGOs/INGOs disseminating knowledge through distance or blended learning approach.
- Report of the conference will be beneficial for many directorates of distance education, functioning under the umbrella of many national universities in Pakistan.
- Its focus was on the use of latest media/technologies in distance learning and implementation and integration of new technologies in distance teaching learning.

Conference Themes:

Sr.	Theme
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- | | |
|---|--|
| 1 | Distance education in developing countries |
| 2 | Distance education in developed countries |
| 3 | Blended learning |
| 4 | Teacher's Support Program in Distance Education |
| 5 | Learning strategies in Distance Education and Blended Learning |
| 6 | Emerging trends in Andragogy |
| 7 | Literacy through media |

Sr.	Theme
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- | | |
|----|---|
| 8 | Mobile Learning |
| 9 | Virtual Learning |
| 10 | Quality of research in Distance Education |
| 11 | Pitfalls and solutions in dual mode of learning |
| 12 | ICT and education |
| 13 | Support system in distance education |
| 14 | Training of tutors |

Guest Speakers

INTERNATIONAL SPEAKERS



Prof. Dr. Marilyn Leask UK



Dr. David Roof, USA



Dr. Martin Valcke Belgium



Prof. Dr. David Morris, UK



Prof. Dr. C. J. Sabio, Philippine

NATIONAL SPEAKERS



Prof. Dr. Mehmoodul Hassan Butt
Islamabad (PAK)



Prof. Dr. Naveed A. Malik
Lahore (PAK)



Prof. Dr. Perveen Munshi
Hyderabad (PAK)



Prof. Dr. Umar Ali Khan
D.I. Khan (PAK)



Prof. Dr. Muhammad Nasir
Islamabad (PAK)



Mr. Abdullah Butt Karachi
(PAK)



Dr. Hafiz M. Inamullah,
Peshawar (PAK)



Dr. Irshad Hussain,
Bahawalpur (PAK)



Dr. M. Naeem Mohsin,
Faisalabad (PAK)



Ms. Uneeza Alvi, Dy. Director,
DDE, IBA Sukhar

Executive Summary

The Directorate of Distance Education, International Islamic University Islamabad, has organized the conference “International Conference on Distance Education and E-Learning (ICDEEL-2016)” in collaboration with Iqbal International Institute for Research & Dialogue (IRD) and Higher Education Commission, Pakistan on 19th to 20th December 2016 at the Quaid-e-Azam Auditorium, Faisal Mosque Campus. The focus of the conference was on the use of latest media and technologies in distance learning and implementation and integration of new technologies in Distance Education and E-Learning. This international conference provided an opportunity to Pakistani researchers and professionals working to promote distance education to connect and collaborate with researchers from various organizations to share their knowledge and experiences. The Keynote speakers included eminent international and national academicians, practitioners and experts having rich experience in the field of Distance Education and E-Learning. Keynote speakers include:

- Prof. Dr. Marilyn Leask, De Monfort University, UK
- Dr. David Morris, UK
- Prof. Dr. Cecillia Junio-Sabio, Vice president, Ramon Magsaysay School of Government, Philippine
- Prof. Dr. Ramesh Sharma, Wawasan Open University, Malaysia
- Prof. Dr. Martin Valcke, Ghent University, Belgium
- Dr. David Roof, Ball State University, USA
- Dr. Mario Gielen, University of Hasselt (IMOB), Belgium
- Dr. Steve Warner, The University of the Southern Caribbean, Trinidad, Tobago
- Prof. Dr. Naveed A. Malik, Rector Virtual University, Lahore
- Dr. Naeem Mohsin, Director DDE, G.C University, Faisalabad
- Prof. Dr. IjazShaffi Gilani (R) Dean, FSS, IIUI
- Prof. Dr. Muhammad Nasir, Dean, AIOU, Islamabad
- Dr. Irshad Hussain, Director DDE, Islamia University Bahawalpur
- Mr. Abdullah But, CEO EDUCAST, Karachi

- Dr. Hafiz Inamullah, Executive Director DDE, IER, Peshawar University

This conference was a forum of great value for the researchers to acquire new knowledge and path-breaking ideas to lead their way through the tough competition at global level in the field of Distance Education and E-Learning. Major themes of the conference include; ICTs and Education, Distance Education in developing and developed countries, dual mode universities, mobile learning, and quality and support systems in distance education. The paper presenters were belonging to Trinidad, Tobago, China, Indonesia, Nigeria, Gambia and Pakistan. Overall paper presenters and participants were belonging to 46 countries. Similarly, local paper presenters were belonging to 48 universities/institutions of five provinces of Pakistan functioning in Mardan, Bahawalpur, Islamabad, Charsadda, Rawalpindi, Lahore, Faisalabad, Sargodha, Karachi, Kohat, Jamshoro, Azad Jammu & Kashmir, Peshawar, Muzaffarabad, Haripur, Swabi, Hyderabad, Swat, WahCantt, and Malakand.

Four international key note speakers presented thought provoking speeches in person, similarly, four renowned international professors presented their virtual presentations. Eight national speakers were also included among key note speakers. Three parallel sessions in 8 different rooms and a Panel Discussion on Distance Education also held during the conference. In the conference, 117 abstracts were presented by researchers from Pakistan and other countries in the areas of Distance Education in Developing Countries, Distance Education in Developed Countries, Web-Based Learning Communities, Blended Learning, Teacher's Support Programs in Distance Education, Learning and Grading Management Tools/Software, Learning Strategies in Distance Education and Blended Learning, Emerging Trends in Andragogy, Literacy through Media, Mobile Learning and Virtual Learning. Moreover, the proceedings of two days of the conference were broadcasted by I Telecast though live telecast on computers & mobile phones.

Prof. Dr. Masoom Yasinzai, Rector IIUI and Prof. Dr. Ahmed Yousif Ahmed Al Draiwesh, President IIUI was the guest of honor on the first day of conference while the event was attended by more than hundred researchers from abroad and Pakistan. Dr. Marilyn Leask, Professor of Educational Knowledge Management at the University of De Monfort United Kingdom UK, Dr. David Roof from Ball State University, USA, also participated the conference and shared their expertise to the participants and students. Dr. Muhammad Munir Vice President, Deans, Directors, Faculty members and large number of students also attended the conference.

Conference Program Schedule

Monday, December 19, 2016

Time	Event	Venue
8:30am – 10:30am	Registration & Guest Seating	Quaid-e-Azam Auditorium
10.30am – 11:25am	Opening Session Welcome Remarks Prof. Dr. N. B. Jumani, Director, Directorate of Distance Education/ Dean FSS, IIUI Speeches Rector, IIUI President, IIUI Vote of Thanks Prof. Dr. Samina Malik, Additional Director Distance Education/Director, Female Campus, IIUI	Quaid-e-Azam Auditorium
11:30am – 11:45am	Tea & Networking Brea	Outside the Hall
11:50 am – 1:20pm	Keynote Speeches <ul style="list-style-type: none"> • Prof. Dr. Marilyn Leask, UK • Prof. Dr. David Roof, USA • Prof. Dr. Ramesh Sharma, Malaysia (Virtual Presentation) • Dr. M.Naeem Mohsin Director, DDE, GC University, Faisalabad 	Quaid-e-Azam Auditorium
01:25pm-02:15pm	Lunch & Prayer Break	Outside Hall
02:20pm-03:35pm	Parallel session I	Quaid-e-Azam hall Room 1,2,3,4,5,6,7
03:40 - 04:40 pm	Key note Speeches <ul style="list-style-type: none"> • Prof. Dr. Naveed A. Malik, Rector, Virtual University, Lahore • Dr. Steve Warner, Trinidad & Tobago • Dr. Mario Gielen (Virtual Presentation) • Dr. Hafiz Inamullah, IER, Peshawar University, Peshawar 	Quaid-e-Azam Auditorium
04:45pm-05:00pm	Tea & Networking Break	Outside Hall
07:30pm-08:30pm	Dinner for Presenters and Guests	IRD Guest House, Faisal Mosque Campus, IIUI

Tuesday, December 20, 2016

Time	Event	Venue
08.00am –09:00am	Registration	Quaid-e-Azam Auditorium
09.00am – 10:20am	Keynote Speeches <ul style="list-style-type: none"> • Prof. Dr. Cecillia F. Junio-Sabio Philippine • Dr. Mahmood Ul Hassan Butt, Ex-Vice Chancellor, AIOU • Prof. Dr. IjazShaffi Gilani • Prof. Dr. Martin Valcke Belgium (Virtual Presentation) 	Quaid-e-Azam Auditorium
10:25am -10:40am	Tea & Networking	Outside Hall
10:45am -12:00pm	Parallel Session-1	Quaid-e-Azam Hall, Room 1, 2, 3, 4, 5, 6, 7
12:05pm-01:25pm	Parallel Session-II	Quaid-e-Azam Hall, Room 1, 2, 3, 4, 5, 6, 7
11:00am-12:00pm	Panel Discussion	Room 1
01:25 - 02:15pm	Lunch &Prayer Break	Outside Hall
02:20 - 03:40pm	Keynote Speeches <ul style="list-style-type: none"> • Prof. David Morris, UK (Virtual Presentation) • Prof. Dr. Muhammad Nasir, AIOU • Dr. Irshad Hussain, Director, DDE, Bahawalpur University, Bahawalpur • Mr. Abdullah But, EDUCAST, Karachi 	Quaid-e-Azam Auditorium
03:45-04:45pm	Closing Ceremony Report of Conference Dr. Muhammad Munir Kiyani, Addl. Director, DDE/Chairman, Department of Education IIUI Address President, IIUI Rector, IIUI Vote of Thanks Prof. Dr. N. B. Jumani, Director, Directorate of Distance Education/Dean, FSS,IIUI	Quaid-e-Azam Auditorium
4:45 – 5:00 pm	Tea Break	Outside the Hall

DAY 1

DECEMBER 19th, 2016

OPENING SESSION

Welcome address by:

Prof. Dr. Masoom Yasinza

Rector, IIUI

While addressing this august platform, I am feeling immense honor and pleasure. I appreciate the efforts made by the Directorate of Distance Education for organizing International Conference on Distance Education & E-Learning (ICDEEL-2016). Open and Distance Learning (ODL) is considered as an opportunity for those who left over of the conventional system of education. Distance education is an economical way to educate the masses. Economic condition of Pakistan demands skill oriented people in the market. In this regard non-formal mode of education along with formal education will be more helpful to provide life skills to the masses. Distance education is a panacea for human resource development, as it provides opportunities to educate the masses at comparatively lower opportunity costs.

Distance Education mode has been growing rapidly worldwide in the present era. Open and Distance Learning (ODL) has become popular not only in Pakistan where more than 15 universities are offering various academic programmes through dual mode but highly ranked international universities of the world are successfully offering academic programmes and professional courses through distance education mode. Due to economic conditions, it is difficult to educate all at all levels through formal mode. In this situation Open and Distance Learning (ODL) is growing at an extraordinary fast pace. ODL is emerging as a need and trend in the field of education as it provides an opportunity to acquire education according to learner's own pace and convenience.

I hope this conference will provide an excellent opportunity to all intellectuals to discuss the challenges and prospects of Distance Education in Pakistan. I would like to convey my heartiest congratulations to the organizing committee and the team of Directorate of Distance Education for arranging such a unique conference. I appreciate that Directorate is one year old but this conference shows the vision and commitment of the Directorate towards Distance Education. My expectations from the Directorate of Distance Education are very high. We will support DDE for its further progress and development.

Welcome address by:

Prof. Dr. Ahmed Yousif Ahmed Al Draaweesh

President, International Islamic University, Islamabad

It is my pleasure to welcome all distinguished international and National guests speakers, paper presenters and participants in the “**INTERNATIONAL CONFERENCE ON DISTANCE EDUCATION AND E-LEARNING (ICDEEL-2016)**”. I am delighted to see a galaxy of educationists and experts in the field of distance education in this conference. I appreciate the efforts of conference organizers.

The foundation of the Islamic University, Islamabad was laid on the first day of the fifteenth century Hijrah i.e. Muharram 1, 1401 (11th November, 1980). This landmark of the beginning of the new Century symbolizes the aspirations and hopes of the Muslim *Ummah* for an Islamic renaissance. The university was created to produce scholars and practitioners who are imbued with Islamic ideology, whose character and personality conforms to the teachings of Islam, and who are capable to cater to the economic, social, political, technological and intellectual needs of the Muslim *Ummah*. One campus of IIUI is situated within the premises of majestic Faisal Mosque, which is a symbol of International Islamic brotherhood and unity. In conformance with the Islamic precepts, the university provides academic services to men and women through separate campuses for each segment.

This University aims at providing for all round and harmonious development of individuals and the society and to reconstruct human thought in all its forms on the foundation of Islam. In addition to offer teaching and research programmes, the University also tries to develop Islamic character and personality among the students and teacher and the supporting staff. For this purpose, we organize orientation courses, training programmes, conferences and seminars. This university is playing a vital role in serving national and international community in dissemination of knowledge and sharing of research in all fields of education and aims at achieving higher standards of excellence by setting up a wide range of well developed distance education programmes. Now the world is moving from global village to digital global village and many universities are establishing global classrooms for the students to study in their native countries. Thus modern technology is super seeding each aspect of life and influencing teaching learning as well.

The Directorate of Distance Education, International Islamic University was established during 2015. We really feel pleasure to become a part of Distance Education project of HEC. Open and Distance Learning (ODL) mode has become popular not only in Pakistan but also at highly ranked international universities of the world. Large segments of our population, especially working people

do not have access to higher education, distance education courses and introducing a dual system of education is vital in Pakistan. That is why distance learning is rapidly becoming an alternative to traditional classrooms.

The U.S. Department of Education reported in 2011 that about 20 percent of all students enrolled in post-secondary schools take at least one distance learning course. Female students and working people can benefit from the flexibility that comes with distance learning and dual mode learning. Distance learning can provide a path to higher education to the students who don't have the time or money to attend formal universities. I feel happy to share with the participants that Government of Pakistan has included distance education in vision 2025 document.

This conference will led a mile stone in the history of distance learning through inspiring debates about innovations in distance education, Distance Education in Developing Countries, Web-Based Learning Communities, Blended Learning, Teacher's Support Programmes in Distance Education, Learning and Grading Management Tools/Software, Learning Strategies in Distance Education & Blended Learning, Emerging Trends in Andragogy, Literacy through Media, Mobile Learning, Virtual Learning, Simulations and Modeling, Marketing of Distance and Blended Learning, Pitfalls and Solutions in Dual Mode of Learning, Quality Distance Education

Quality of Research in Distance Education, Usage of ICTs in Distance Education, and Support System in Distance Education and Case Studies in E-Learning will be discussed in the conference. I do hope that the participants of this conference will share their wonderful experiences about new paradigm shift from traditional teaching learning to the digital teaching learning. I again welcome the all distinguished international guests Speakers, National guests' speakers, paper presenters, professional, faculty members and students.

Vote of Thanks by:

Prof. Dr. Samina Malik

Additional Director Distance Education/Director, Female Campus, IIUI

Worthy Rector, IIU, Prof. Dr. Masoom Yasinzai, honorable President, IIU, Prof. Dr. Ahmed Yousif Ahmed Al Draiwesh, Director, Directorate of Distance Education, Dr. N. B. Jumani, esteemed guests, faculty members, my colleagues, our highly cherished presenters, and dear students. I really feel honored to welcome all of you to the opening ceremony of the “INTERNATIONAL CONFERENCE ON DISTANCE EDUCATION & E-LEARNING (ICDEEL, 2016). This an era of proliferation of cyberspace and students cannot be kept away from instructional technologies. Propagation of cyberspace has allowed the channelizing of information. Our present conference aims at looking at this multidimensional aspect of education and its interaction within the classroom. As a matter of fact, I believe that the info-sphere in all its forms has altered the very concept of geo-temporality as both time and space are becoming malleable and perhaps distended within the cyber-world. Question is? How do we use it to our benefit? Do we have apps that benefit student learning and make them independent learners? Do we have objective analyses of these apps? How do we quantify and qualify the benefits of E-learning? What is the role of teachers and the producers of these technological devices and apps? How do we train our teachers to acquire these skills specially, in a Pakistani context, there are many academicians who are not computer savvy and depends upon others to access information? These are some very pertinent questions that need to be explored and it is precisely for this reason that this conference is being held.

I would like to extend my gratitude to the Worthy Rector, Prof. Dr. Masoom Yasinzai, for taking time out of busy schedules and attending this ceremony. I am also indebted to the Honorable President Prof. Dr. Ahmed Yousif Ahmed Al Draiwesh, for coming here in recognition of the significance of this broad research area in a global context. It is owing to their generous support that we are able to arrange such mega-events. I am also thankful to Prof. Dr. N. B. Jumani, Director, Directorate of Distance Education for his continuous support and guidance. He has the ability to instill motivation in us and try to arrange such events. I am thankful to Dr. Shamsa Aziz, Dr. Muhammad Munir Kyani, and conference organizing committee members and supporting staff for making this event possible. I want to pay thanks to the presenters for actually contributing to this conference and sharing brilliant ideas with us. I am sure that the invaluable presence of eminent foreign and local scholars will be a bonus for you since their insight could further channelize your research in future. I wish you all the very best of luck.

Keynote Speeches
Distance Learning Opportunities & E-learning readiness
Prof. Dr. Marilyn Leask, UK
Ed. Futures Collaboration/MESH
& De Montfort Univ. Leicester, UK

Prof. Dr. Marilyn Leask presented her paper about ‘Distance Learning Opportunities in Pakistan & E-learning Readiness’. Recently UNESCO has acknowledged the status of growing intellectual capacity, demand for education, literacy and out of school children in Pakistan. Creating opportunities of Distance Education in Pakistan is an innovative solution to achieve increased literacy/mass education/open access to knowledge for all, rural/urban equality of access to knowledge and education and community development. Pakistan has massive intellectual resources, if coordinated efforts are there to share knowledge with all through building open universities. Readiness to E-learning and promotion of distance education can play a pivotal role in the development of Pakistan. Distance education and e-learning will provide the mass education opportunities for Pakistanis, that are required to meet the challenges of educational demands, illiteracy, gender bias in access to education and rural/urban knowledge needs.

But, without coordination and open access to quality resources, the opportunities could be squandered with the population lacking access to trusted knowledge resources. Small nation states have very limited capacity e.g. Maldives 400,000 people; Guam, Kiribati, Pacific Islands, Caribbean islands. Many countries are in chaos. We all feel the impact of instability, mass migration, large refugee communities. Imagine if collectively we could make our knowledge easily available for those experiencing such disrupted lives. What if countries with large numbers of universities collaborated, Pakistan is one of these and has large numbers of highly qualified academicians. She explained the role of nation to build a system in terms of policies, infrastructure, influence (employers, universities, society) and coordination in strategic leadership, targeted resources and incentives e.g. requiring university research impact; valuing research synthesis equally with original work. The role of institution is to provide trained human resources (technical/pedagogical), accountability, infrastructure, processes for content development, cost effectiveness analysis.

There is a need for open access quality assured knowledge banks with a commitment to free knowledge sharing to improve public services for all fits with aid agency goals, the major religious & humanist beliefs. Grasping the opportunities to work with government and universities to up skill

employees, provide opportunities for young people in rural and urban areas to acquire skills needed to take the country forward, support teachers in providing a bridge between communities needs and national knowledge resources is important. As far as individual learners are concerned, they require Cognitive online presence that is “an ability to converse in an online environment in constructing meaning of learning content”; Study habits: “Taking Initiative in Learning; independent and self-directed learning” and Social online presence: “Presenting and projecting oneself in an online learning environment”. Presenting and building trust in an online teaching/learning environment”

Individual lecturer require: Teaching online presence (Instructional design of courses; Guiding students; Giving feedback to student queries and discussions), Cognitive online presence (Ability to converse in an online environment in constructing meaning of learning content) Social online presence (Presenting and projecting oneself in an online learning environment”. Presenting and building trust in an online teaching/learning environment). Teaching styles must be student –centered encouraging independence, creativity, active learning and collaboration in students. Teacher should facilitate and guide rather than didactic teaching by using strategies to accommodate different learning needs of students. The role of individual families is to promote connectivity, Female education, Support for e-learners. There are also some conditions for National e-learning:(1) Accessibility, connectivity and technological skills are prerequisites but not sufficient, (2) Growing influence of social media and its implications for e-Learning, (3) Need for societal acceptance and public awareness in promoting eLearning,(4) Role of culture in shaping learning style,(5) Leadership (socio-political and institutional) and (6) E-Learning readiness”.

At international level collective commitment to share knowledge summaries openly, to connect knowledge holders with users is required. E-Learning leadership at the national level is needed. At Society/cultural level there is a need to utilise social media as a launching pad for eLearning. At Institutional level leadership is important to enhance e-Learning. All levels a system wide change – from teacher-led pedagogy to student-centred pedagogy is a dire need of Pakistan.

Distance Education for Teacher Training: Studies in Teacher Professional Development in Pakistan and Abroad

David J. Roof

Ball State University, USA

The presentation of Dr. David J. Roof was a comparative analysis about “Distance Education for Teacher Training in context of Pakistan and Abroad”. Dr. Roof started his presentation by highlighting the significance of teacher training, the purposes of teacher training, teaching practice elements and design of learning experiences for distance education. The major themes of his presentation were: The challenges in distance education, understanding change, provision of support, professional development of teachers, teacher training: modes, models, and methods in distance education for teacher training. Dr. David gave an overview from literature that Pakistan’s Allama Iqbal Open University’s radio-based teacher training program has experienced passing rates of 57 percent (Robinson, 1997). Sulistyo-Basuki (2007) cites a lack of support for low levels of student persistence in courses in Indonesia’s Open University.

Studies of online learning programs in the United States revealed that when facilitator support is lacking, teachers leave such programs at very high rates, especially when this lack of support is compounded by technical problems (Center for Children and Technology, 2008). Distance education programs enjoy high rates of completion; these programs have been characterized by ongoing support. In contrast to their radio counterparts cited above, 95 percent of teachers in Pakistan’s Allama Iqbal Open University’s face-to-face component passed the course (Robinson, 1997). As decision-makers in other industries know, those learning or attempting to improve their craft, like teachers, cannot simply be told to get better.

He stressed upon teachers need of providing support to understand and adapt change. Development asks teachers to change the way they teach, and the way they themselves were taught. It may ask them to use new technologies to support new modes of instruction, assessment, and classroom organization. It often asks them to teach with a new curriculum, to learn new content, and to do it via an unfamiliar tool (computers) or via a mode of learning—the web, radio, television, or print—in which they are separated from their instructor and perhaps their colleagues. Such complex and ambitious goals require constant and various modes of delivery.

Dr. Roof recommended that Professional Development should be measured in years not months. Change can take between five and seven years to take hold, according to Hord et al., (2006). Early

concerns about information, how the innovation affects the teacher personally, and management issues often take at least three years to be resolved (Hord et al., 2006). Management concerns about a new curriculum, for example, can take at a least a year to resolve as teachers become familiar with it, try and fail with a particular instructional method, and reconcile how to use higher-order thinking strategies in an educational system. He also defined the Types of Supports Needed by Teacher saying that Support is not simply one type of assistance, but rather a multilayered array of different types of “infrastructure” that help teachers successfully carry out their professional responsibilities. For teachers, support often includes the following: Administrative support; instructional support; school-based community; technical support; community and/or family support and time.

There is a need to present various types of teacher training modes and models for their professional development. If support is going to be an issue, select distance education interventions that are highly structured and by their very nature offer-in class supports. Provide mentors and partners to first-time or incoming learners. Capitalize on social media to simulate face-to-face interaction and build personal learning networks. Build in opportunities for face-to-face interactions among participants

Discussing about Distance Education for Teacher Training he shared his findings that teachers who participate in online learning combined with in-class mentoring show greater improvements in teaching than teachers who participate only in online learning and recommended that there is a dire need to build the capacity of support providers. Form partnerships with local entities to develop or share locally appropriate content and form a consortia with external but similarly focused entities to share, modify, and develop content.

Social Impact and Democratization of Education: Experiences from a Mega Open and Distance University

Dr. Ramesh C Sharma
Wawasan Open University, Malaysia

Dr. Ramesh Sharma discussed his experience of working with mega open universities and started his virtual presentation with introduction of mega universities around the world especially in India and highlighted the growth storey and salient features about Indra Gandhi Open University and said that in this open university Programmes are offered at all level (Open Basic Education to Doctoral Degrees) and over 2 million students at School level and 4.2 million at higher education level are enrolled. Technical courses are also offered but some areas are still not allowed (e.g. Medicine and Law). He also discussed the technological innovation in Indra Gandhi Open University and elaborated instructional delivery system and said that it differs radically from that of other conventional universities. Multimedia approach and self-instructional material is used. Counselling session are also been conducted by both face to face and via tele-conferencing mode. Practical classes are also organized. There is also a Learner Support Network consisted of regional centres, study centres, program study centres, special study centres, work centres, sub study centres, partner institutions and distance learning facilitators. Poverty index pattern centres, village knowledge centres, confederation of NGOs of rural areas. Student support services for each type of study centre are also available like: advice counselling, tutoring individually and in groups, the learning of study skills, including examination skills, peer group support, feedback concerning assessment and progress, language support, career guidance, information services, library, A/Vend CD facilities, conduct of examination, administrative, problem solving and technology mediated instruction. Dr. Sharma also discussed about Pan-African e-Network Project - A practical example of South-South Cooperation. He concludes that open universities provides education for a social cause and assessable for those who most need it. Higher education is now trending towards online learning that is a blend of distance and face to face learning focusing on measuring learning. Enabling Environment for ODL Malaysian higher education blueprint 2015-2025 is heading towards major shifts: creating nation of lifelong learners, and promote globalized online learning. Wawasan Open University e-Learning Road Map for 21st Century Education is heading towards Global E-Learning Mainstream by developing their policies accordingly. They are integrating such courses and conducting a series of workshops on processes of OER integration for course development. Most important point is that to remain relevant in this 21st century, E-Teachers need training too!

Distance Education: Status, Challenges and Solutions

Dr. Muhammad Naeem Mohsin

Director DDE, G.C. University Faisalabad

Dr. Muhammad Naeem Mohsin delivered his presentation on Distance Education and major themes of his presentation were: meaning of distance education, objectives of DE, components and disadvantages of Distance Education and issues and challenges involved in DE. Discussing his views about distance education he said that the Distance Education has evolved as an alternative to the formal system of education after an increasing realization that it is not perfectly coping with the educational needs and demands of the rapidly growing population. The demand for education in Pakistan through formal system has consistently run ahead of resources the bulk of their population; therefore, remains educationally defined, and there are failing the demand in formal system, the need of non-formal education in various disciplines become evident in concept of distance education. The main objectives of Distance Learning are to: Provide educational facilities to people on their door step; provide facilities to ensure quality education and promote entrepreneurship education; hold examinations and to award and confer degrees, diplomas, certificates and other academic distinctions; Increase competitiveness, quality of life with short and practical studies; Enhance professional knowledge and skills through Practical courses; develop, foster and carry out cooperation with various institutions

Highlighting the components of Distance Education Dr. Naeem said that the main components of its teaching system are: correspondence package which includes self-learning printed study material; correspondence tuition and face to face tutorial meetings with qualified tutors; workshop of each selected course at the end of each semester; course assignments (as an instrument both for teaching and continuous assessment) and final examination at the end of the Semester. He also discussed some Disadvantages of Distance Education that student must be more active and self-directed in learning environment- depends on individual motivation and initiative and occasional feelings of isolation- potentially less group support for learners leading to isolation and possible non-completion of program. Instructional design for group activities and group interaction are more demanding on the instructor. Distance Education is not for everyone. It is neither for undisciplined learners nor inflexible instructors. There are also some Technology issues of the learners i.e. technophobia; unavailability of required technologies; limited access to a computer as well as the Internet and required computer skills especially for beginners.

Dr. Naeem Mohsin described challenges involved in Distance Education that how to improve the quality and quantity of education provided; How to create an abundant and skilled workforce qualified to meet the demands in the labour market; How to ensure that all segments of society have wide access to quality knowledge and skills; How to increase and ensure the possibility of research in small institutions. Challenges need to be overcome are: Course design & support; individual teacher & student and organizational, society and cultural context; technology access, cost, design, and localization. In developed countries, the challenges are at the course and individual level; in developing countries, the course, context and technology are the larger challenges. For example countries where the government won't hire anyone who has an online degree.

In the perspective of distance education he recommended that quality of the learning program will depend on well-designed instructional materials as well as the ability of the instructor to facilitate present trends in open and distance learning. Tailor training and teaching practices to improve relevance to teaching and learning needs in a digital environment. Improve and strengthen accreditation processes for ODFL institutions. Align ODL programs with national needs. Women and students with special needs shouldn't have barriers to access learning. Invest more in ODL, through budgetary allocations and cost sharing at higher levels of education considering the invaluable roles it plays in the overall African development. They should analyse costs carefully and support long-term financing. Prepare national strategies and build capacity for using ODL and technology within the overall continental framework for educational reform and implement these strategies within sector-wide approaches where they exist. Create partnerships and networking among ODL institutional providers within the continent on one hand, and with the private telecommunication sector, and Non-Governmental Organizations (NGOs) to share knowledge and reduce costs. Commence the procedure for establishing distance education system and policy.

Parallel Session I
Day 01
December, 19th 2016

Parallel Session I

Session Chair: Dr. Fazal Ur Rehman
Venue: Room 1

Moderator: Shaheen Ashraf Thairkhali
Time: 02:20pm-03:35pm

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant Findings	Significant recommendations	Anything important regarding research presented
01	007	Muhammad Asif, Lecturer English, Virtual University of Pakistan	The Pedagogical Effectiveness of Online And Face-To-Face Education at Postgraduate Level in Pakistan	<p>The student assignments and student assessments for the teacher participants reflected the pedagogical teaching styles</p> <p>The resources used during the face-to-face mode were teacher-controlled in all classrooms</p> <p>The teacher participants in this study may have demonstrated pedagogical styles in the face-to-face mode based on their personal preferences</p>	Effective teaching is not a matter of having to choose between dichotomous teaching strategies, but instead it is knowing how to balance the teaching strategies to achieve learning	
02	009	Dr. Wajeeha Shahid Lecturer, Department of Education, NUML, Islamabad	Teachers' Attitudes towards Personalized Learning at Higher Level: A Comparative Study	Teachers of both the sectors were using five aspects of personalized learning namely access to technology, student involvement, teacher as a facilitator, two way collaboration and manageable class size as per Basye Model.	The management of higher education institutions has to support and facilitate teachers to attain the goals of personalized learning in effective and efficient manner.	
03	010	Dr. AjmalKhurshid, Sana Hameed, Language Scientist	Well-trodden Routes and Mountains still to Climb: the Process of Distance Education in Flux	There is a dire need of implementation the theory of equivalence in the evolutionary process of distance education	The transposition of learning mode requires new theories for the practical propositions and establishment of the	

		Fiza Research Scholar			distance learning	
04	006	Dr. Shair Ali Khan, Assistant Professor Department of Translation & Interpretation Faculty of Arabic International Islamic University Islamabad	Techniques and Resources of Online Teaching Translation Project Management: A Web-based Pedagogical Analysis	Web sources help the teacher of translating project management, provide the students plenty of resources for accomplishing their project management tasks	Web sources may be used effectively for translation in project management.	
05	013	Dr. Sadaf Zamir Ahmed, Assistant Professor. Dr. Sajid Ali YousufZai Assistant Professor , Department of Education ,University of Wah Hina Zamir Ahmed, MS Scholar, Department of Education, Foundation University, Rawalpindi Dr. Muhammad Naeem Butt, Assistant Professor, Institute of Education & Research, Kohat, University of Science and Technology	Role of Mobile–Assisted Learning (Mall) in Promoting Social Contacts And Collaborative Learning	Limited researches are available on this topic that how to utilize mobile devices to sustain a pedagogic style that is not teaching led and supporting collaborative methodology.	Digital vocal sound recorders have been proposed as perfect tool to backing collaborative learning style. Altered mobile machineries can be engaged by diverse pedagogical methodologies	

Parallel Session I

Session Chair: Dr. Fazal Ur Rehman

Venue: Room 1

Moderator: Shaheen Ashraf Thairkhali

Time: 02:20pm-03:35pm

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant Findings	Significant recommendations	Anything important regarding research presented
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02	009	Dr. Wajeeha Shahid Lecturer, Department of Education, NUML, Islamabad	Teachers' Attitudes towards Personalized Learning at Higher Level: A Comparative Study	Teachers of both the sectors were using five aspects of personalized learning namely access to technology, student involvement, teacher as a facilitator, two way collaboration and manageable class size as per Basye Model.	The management of higher education institutions has to support and facilitate teachers to attain the goals of personalized learning in effective and efficient manner.	
03	010	Dr. AjmalKhurshid, Sana Hameed, Language	Well-trodden Routes and Mountains still to Climb: the Process of Distance Education in Flux	There is a dire need of implementation the theory of equivalence in the evolutionary process of distance education	The transposition of learning mode requires new theories for the practical propositions and establishment of the	

		Scientist Fiza Research Scholar			distance learning	
04	006	Dr. Shair Ali Khan, Assistant Professor Department of Translation & Interpretation Faculty of Arabic International Islamic University Islamabad	Techniques and Resources of Online Teaching Translation Project Management: A Web-based Pedagogical Analysis	Web sources help the teacher of translating project management, provide the students plenty of resources for accomplishing their project management tasks	Web sources may be used effectively for translation in project management.	
05	013	Dr. Sadaf Zamir Ahmed, Assistant Professor . Dr. Sajid Ali YousufZai Assistant Professor , Department of Education ,University of Wah Hina Zamir Ahmed, MS Scholar, Department of Education, Foundation University, Rawalpindi Dr. Muhammad Naeem Butt, Assistant Professor, Institute of Education & Research, Kohat, University of Science and Technology	Role of Mobile–Assisted Learning (Mall) in Promoting Social Contacts And Collaborative Learning	Limited researches are available on this topic that how to utilize mobile devices to sustain a pedagogic style that is not teaching led and supporting collaborative methodology.	Digital vocal sound recorders have been proposed as perfect tool to backing collaborative learning style. Altered mobile machineries can be engaged by diverse pedagogical methodologies	

Parallel Session I

Session Chair: Prof. Dr. Muhammad Javed Iqbal

Moderator: Dr. Aftab Hussain Mughal

Venue: Room 2

Time: 02:20pm-03:35pm

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant Findings	Significant recommendations	Anything important regarding research presented
01	017	Tariq Javed, (PhD Scholar) Mohi-ud-Din Islamic University Nerian Sharif AJ&K	Efficacious Apps In M-Learning	Mobile Mouse Pro: Control Visual aids during lectures Inspiration Maps: Analyze logical planning World Lens: Translation of any word into other language Neu. Notes: Hand written Notes Discover : To know information about world anytime Conduit Mobile: Construct your own app		
02	024	AmbreenShahzadi M.Phil Scholar Allama Iqbal Open University, Islamabad. Pakistan Sidra Noreen M.Phil. Scholar Allama Iqbal Open University, Islamabad.	Usability of HEC Digital Library: Perceptions of University Teachers	Most the of teachers use digital library for research work and classroom lectures. Teachers are also facing many problems in using digital library like intellectual property right, low	Necessary training must be given to university teachers on use of digital library Trained staff from HEC must be hired in these institutions.	

		Pakistan		bandwidth, technical support services and difficulty in accessibility to e-database.		
03	026	Khadija Malik, Lecturer Department: Psychology Forman Christian College	Impact of Globalization on Cultural Identity and Quality Of Life	Hybridization prevails in young adult whereas the middle aged people maintain their cultural identity Globalization has raised living standards but also led to many psychological and physical problems	There is need to identify new attitudes and ways of thinking as the environment demands flexibility and the capacity to seek personal development opportunities	
04	027	Abdul Basit P.hd. (Scholar) University of Management and technology, Lahore. Abdul Aziz M.Phil Scholar B.Z.U, Lahore. Muhammad Akram Sabir Ph.D.(Scholar)Allama Iqbal Open University, Islamabad Abdul QudoosM.Phil Education Minhaj University, Lahore	Perceptions of Prospective Teachers to Enhance Professional Development in Distance Education	The teacher education programs of AIOU are good to meet the needs of distant students but they lack their compatibility in continuous professional development of prospective teachers Curriculum is not developed creative and according to professional abilities of students. There is a gap between theory and practice. ICT in teacher education is not up to the mark and, teaching practice is not fruitful due to improper assessment of prospective teachers.	Lot of concentration, effort, affective strategies and continuous professional development programs are required to improve distance education programs	
05	029	Asma Bibi (Student at AIOU)	Learning From Tradition and Innovating the Future of Tutorials	Tutors lead whole group discussion using a question	At least 50% attendance in tutorials may be compulsory.	

		Dr. Afshan Huma (Assistant Professor, Department of EPPSL; AIOU)		<p>and answer approach.</p> <p>AIOU's tutors are highly qualified and competent.</p> <p>It is valuable for those students who have needs the help in different topics of book.</p> <p>Attendance is not mandatory so students and tutors are not performing their duties.</p>	Assessment criteria may be decided for tutorial meeting participation	
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Parallel Session I

Session Chair: Dr. Ch. Muhammad Ajmal
Venue: Room 3

Moderator: Shah Faisal
Time: 02:20pm-03:35pm

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant Findings	Significant recommendations	Anything important regarding research presented
01	030	Dr. Khuda Bakhsh Assistant Professor, GC University, Faisalabad	Factors Influencing the Effectiveness of Distance Education			
02	031	Shamim Akhtar, Senior Head Teacher School Education Department Govt. Girls High School 7/9.R RehmanGarhKhanewal Professor Dr. Riaz-ulHaq Tariq, Chairman at National Council for Accreditation of Teacher Education	Our Working Experiences with British Council School Online (BCSO) and Achievement of the International School Award (ISA)	It improved the team work of the teachers and its cultivated the importance of unity and hard work The splendid work of our partner schools opened for the teachers and students the new horizon and vistas of life It improved our results and effectiveness of our school		
03	033	Dr. TahiraJabeenAssistant Professor, Department of English, University of Azad Jammu & Kashmir, Muzaffarabad.	Filling the Transactional Distance Through Technology: Teaching Literature At Undergraduate Level in Distance Education"			
04	034	HunainAijaz Chief of Academic Services and lecturer in the	Tutor Training: The Unaddressed Challenge in E-Learning	Tutors are highly qualified in their own fields of expertise Lack of tutors' knowledge and	Recognition of the importance of tutor training in e-learning A tutor training framework	

		<p>Department of Islamic Studies Islamic Online University The Gambia</p> <p>Ms. SyedaMadeehaBokhari Associate Registrar Islamic Online University The Gambia</p>		<p>experiences in competently using the LMS features is interfering with student success</p> <p>Tutors are not able to benefit from the LMS features and reports which can ease their work</p> <p>Need of a proper policy framework in institutions to train and monitor tutor performance</p>	<p>needs to be developed and implemented by institutions (customized according to the LMS system)</p>	
05	035	<p>Muhammad Saeed, PhD Scholar Department of Special Education University of the Punjab, Lahore.</p> <p>Prof. Dr. HumaraBanoChairperson, Department of Special Education University of the Punjab, Lahore.</p> <p>Prof. Dr. M. Naeem Mohsin, Director, Directorate of Distance Education Government College University, Faisalabad.</p> <p>Abdul Aziz M.Phil Scholar BZU, Lahore Campus</p>	<p>A Study of the Effectiveness of Distance Education System for Disabled Students of The Punjab</p>	<p>Students value distance education programs a lot and satisfied with them.</p> <p>Long distance of program, late of missing intimation of tutors and provision of educational material/brail books are major demands.</p>	<p>Authorities need to address these problems to make their program more accommodative for special need population of this country.</p>	

Parallel Session I

Session Chair:

Moderator:

Venue: Room 4

Time: 02:20pm-03:35pm

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant findings	Significant recommendations	Anything important regarding research presented
01	039	Muhammad Irfan Ashraf PhD Scholar, Department of Education, Prof. Dr. N. B. Jumani Dean, Faculty of Social Sciences, IIUI	Academicians' Perceptions about Dual Mode Education in Pakistan	Academics directly involved in dual mode education have very positive attitude as they deliver face to face education while their involvement in distance delivery might be seen as an add-on. Academics not directly involved have less positive attitude towards ODL	Orientation workshops may be conducted regarding utility and effectiveness of dual mode education for all faculty members.	
02	041	Maqsood Ahmad, Dr. Naveed Sultana, Dawood Ahmad Ph.D Scholar, Allama Iqbal Open University, Islamabad. Chairperson, Faculty of Secondary Teacher Education, Islamabad. Department of Education, University of Sargodha, Lyallpur Campus. Faisalabad	Online Professional Development Issues of O level Teachers in Pakistan	Performance improvement of O level teachers by PD training	Issues of O level teachers can be solved by proper PD training	

03	043	Dr. SairaNudrat, Assistant Professor, Department of Education, National University of Modern Languages, H-9, Islamabad	Need Analysis for Training of Tutors related to the social skills in Distance Education	Majority of the respondents had below average level of social skills There was no significant difference in social skills development ability with reference to age, gender and qualification	Distance education institutes may provide training sessions specifically focused on communication skills for the tutors. Age of the tutor may also be considered as young generation can better understand young tutors.	
04	032	Dr. Samina Tahira Assistant Professor Education In-Charge Department of Education Govt College Women University Faisalabad Dr. Naveed Shibli (Riphah International University) Dr. Hameedullah Khan(Riphah International University) Ms. NoshabaAnjum (Riphah International University)	An Overview of the Use of Media as a Medium to Inculcate Social Competence in Pakistani Society	Media as a literacy medium can help to deliver social competence among Pakistanis	Need to address the challenges of global village and to survive in it in new world order	
05	046	Dr. Shafqat Hussain Associate Professor Education, GC	Relationship Among Students' Satisfaction, Academic Facilities and Quality of Education in Distance Learning	The students who satisfied with learning quality performed better however	Better infrastructure facilities must be provided to improve the performance and	

		University FSD ZahidaJavaid Lecturer Distance Learning Education, GC University FSD Qaisar Abbas Ph. D Scholar Education, GC University FSD		they complain low academic facilities provided to distance learning students at university level and receive low learning quality from the faculty	satisfaction among distance learning students	
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Parallel Session I

Session Chair:

Moderator:

Venue: Room 5

Time: 02:20pm-03:35pm

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant findings	Significant recommendations	Anything important regarding research presented
01	047	Ms. Sarwat Shaheen Qureshi Ms English Linguistics Scholar ELDC, MUET, Jamshoro. Dr. Asif Iqbal Assistant Professor Government College University Faisalabad Prof: Qurat-ul-Ain Mirza Assistant Professor ELDC, MUET, Jamshoro Dr. Natasha Memon Associate Professor ELDC, MUET, Jamshoro	Investigating the students' motivation in online language courses	The students were instrumentally motivated throughout the course. The teacher's role and learning environment were the critical factors to motivate students in technology driven course.	This study will help the higher education authorities to devise better policies for the integration of new technology. It will reduce the cost of education	
02	050	Dr. Asif Iqbal Associate Professor Education, GC University FSD. ZahidaJavaid Lecturer Distance Learning Education, GC University FSD.	IMPACT OF BLENDED LEARNING ON STUDENTS' SATISFACTION IN DISTANCE LEARNING ENVIRONMENT	Students took interest and found it more popular and innovative way of learning however they complain about the insufficient resources regarding blended learning Distance learning students	Modern technology must be introduced and access should be provided to distance learning students	

		Samina Tahira HoD, Department of Education, GC Women University Faisalabad.		have no access to modern technology and it is a great barrier towards their learning		
03	051	Dr. Muhammad Naeem Mohsin Chairman Department of Education, GC University Faisalabad. Dr. Asif Iqbal, Assistant Professor Education, GC University Faisalabad	Analysis of Test Anxiety and Performance of Students in Distance Learning	Students were less satisfied with the indicators of physical environment and content mastery Female students were less satisfied with the paper management techniques so they performed poor with higher anxiety when compared with male students	Students may be trained regarding paper management and anxiety reduction techniques	
04	053	Mr. ZahidaJavaid Lecturer Distance Learning Education, GC University Faisalabad. FarihaSohail Ph. D Scholar Education, GC University Faisalabad BushraYasin Ph. D Scholar Education, GC University Faisalabad	An Analysis of Opportunities and Threats in E-Learning in Higher Education Institutions	There is a significant difference regarding e learning facilities in GC university Faisalabad and arid agriculture university Rawalpindi	Students need to adopt positive attitude to get quality education	
05	058	Aleena Khalid Ghori Scholar MS Educational Psychology Department of Psychology, IIUI Dr. KehkashanArouj,	When Andragogy Meets Psychology: An efficacious Combo	Psychology informs contemporary adult education theory and practice to promote the development of adults in a variety of domains	Adult children must be treated differently than children because adult students need to see their learning as practical and relevant in a formal higher education setting	

		Assistant Professor, Department of Psychology, IIUI				
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Parallel Session I

Session Chair:

Moderator:

Venue: Room 6

Time: 02:20pm-03:35pm

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant findings	Significant recommendations	Anything important regarding research presented
01	060	Rehmat Shah, PhD Scholar IIUI, Dr Syed Asad Abbas Rizvi Assistant Professor, Department of Education, IIUI	Application areas of Knowledge Management Practices in Distance Education	Malaysian researchers cover all aspects of research and command in the field of knowledge management practices and its theoretical and practical foundations. Pakistani researchers are new in this field of knowledge management and contributed to theoretical perspectives, review of literature etc.	Both Muslim state researchers and scholars should contribute in the application area of knowledge management. Pakistani researchers should be involved in the emerging field of knowledge management practices particularly in the field of higher education problems and solutions	
02	061	Rehmat Shah, PhD Scholar IIUI, Islamabad. Dr. Syed Asad Abbas Rizvi Assistant Professor, Department of Education, IIUI	Knowledge management practices in higher education institutes of Islamic world	Islamic world scholars and researchers are aware about new phenomena of knowledge management and its relation to higher education institution.	Strong collaboration network through knowledge management should be established and shares their knowledge experiences within Islamic world	
03	062	Muhammad Safdar Bhatti, TEFL Coordinator, AIOU Bahawalpur. Dr. Asif Iqbal, Assistant	Comparison of Communication Confidence Between Masters and TEFL Students in E-Learning Environment	There was a significant difference between the communication level of Masters and TEFL students. The students belonged to	Students' communication skills may be improved with additional practices. The teachers should provide communication training to	

		Professor Education, GC University Ms. Rafia Mukhtar		TEFL program performed well during communication. Gender wise analysis showed that female students were more proficient when compared with male students. Masters students were hesitant in fluent communication.	learners for English proficiency.	
04	064	Dr. Munazza Ambreen, Assistant Professor, AIOU, Islamabad. Prof. Dr. N.B. Jumani, Dean FSS, IIUI, Islamabad Mr. Maqsood Ahmed, PhD (Education) Scholar, AIOU, Islamabad Mr. M Qamarud Din, PhD (Education) Scholar, AIOU, Islamabad	DISTANCE LEARNERS' PERSISTENCE IN RURAL AREAS OF ISLAMABAD CAPITAL TERRITORY	Rural distant learners need a high level of support services from the learners institution and local community to balance the extra ordinary challenges they face due to their remote location and limited access to support services and for rural distant learners to be successful, the tutor has to take a proactive role in supporting his or her services Providing support resources contributes to higher retention rates of distance learners especially from remote areas	The students persistence may be attributes to external support services by the institution, such as mentoring, tutoring technology support, study skills, attitude and financial resources.	
05	065	Ibtasam Thakur & Asmaa Nouman PhD scholars Special Education department University of the Punjab,	Role of Internet In Distance Education In Pakistan	Role of internet in distance education is quite beneficial but internet use is generating a sort addiction among students which is pushing them towards isolation from		

		Lahore		real world.		
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Parallel Session I

Session Chair:

Moderator:

Venue: Room 7

Time: 02:20pm-03:35pm

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant findings	Significant recommendations	Anything important regarding research presented
01	066	Ayesha Ashraf ,PHD Scholar English Literature NUML Islamabad	Role of Computer Technology in Education	Learners understood theme, concepts, purpose, characters, pronunciation, accent and tone in a better way as compared to traditional lecture method. Students gave positive feedback and were psychologically motivated to adopt digital technology in the long run to meet core objectives of education.		
02	072	Dr.Zahoor-ul-Haq, Lecturer,Bacha Khan University Charsadda, AnasBaryalTeaching Assistant, BKUC	Effect of Internet on The Performance of Students in English Language at Post Graduate Level	Majority of the respondents found internet helpful in English language learning. Some of the respondents found it as a time wasting activity on irrelevant activities	Universities should provide internet facilities in the distance learner's centers. Teachers should also be trained in using modern technology	
03	074	TahiraMahboob, Sabheen Gull, Zahra	A Predicted Approach Towards Women in Engineering, Education/Profession Using Machine Learning Approach	Women have contributed to the diverse fields of engineering in modern and	A number of organizations and programs may be created to understand and overcome	

		Saleem Assistant Professor, Software Engineering Student, Bachelors of Software Engineering Fatima Jinnah Women University, Rawalpindi		historical times. Women are often under- represented in the fields of engineering, both in academia and in the profession of engineering	this tradition of gender disparity	
04	125	Dr Muhammad NaseerUd Din, Assistant Professor, IER, Kohat university of Science and Technology -Kohat Dr Hamid Hassan Associate Professor, College of Education –H- 9- Islamabad Ms. SaimaKayani Ph.D. Scholar (Education) Lecturer, Department of Education, Women University ofBagh AJK Advocate Muhammad IshafqUd Din High Court Bar Association Rawalpindi	Effect of Computer Technology on Student’s Achievements at University Level	Performance levels of students and their achievement levels increases with the use of computer technology	Application of computer technology (multimedia) as supplementary strategy in teaching Educational Psychology may be more effectively used to increase interest and enhanced motivation levels	
05	076	DoniaKiani, M.S. Scholar, Department of Education,	The impact of Learning through Mobile phones on students	Mobile phone is the best available resource to access education because of its easy	Before buying mobile phones people should study its specifications. Mobile phone	

		International Islamic University, Islamabad		access and availability at all times, saves precious time, knowledge of authentic web links to common core for research	<p>operators should reduce internet service tariffs so that more can afford and use mobile internet services.</p> <p>For educators, a classroom policy should clearly explain how students should or should not use their mobile devices in the classroom.</p> <p>Campus and class rooms should be virtually equipped with internet service.</p>	
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Keynote Speeches
Virtual University of Pakistan: Distance Learning and Open Educational Resources

Prof. Dr. Naveed A. Malik
Rector Virtual University, Lahore

Dr. Naveed Malik gave his presentation about Virtual University of Pakistan, Distance Learning and Open Educational Resources. He first introduced the concept of Open Educational Resource that OER are freely accessible, openly licensed documents and media that are useful for teaching, learning, and assessing as well as for research purposes ". "It is the leading trend in distance education/open and distance learning domain as a consequence of the openness movement Open Educational Resources (OERs) are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt and re-share them. Then he discussed the synergy between Distance Education and Open Educational Resources and said that DE courses are usually developed and then delivered. A substantial amount of effort goes into the detailed design exposing only a finite set of students to these materials would be a colossal waste. Hence DE depends on OER and OER means knowledge is free for every student.

Dr. Naveed Malik also described about OER Collections that are; interactive simulations for science and math (over 360 million simulations delivered) MIT BLOSSOMSMATH and SCIENCE Video lessons for High School, VU Virtual University Complete University level courses from Virtual University of Pakistan, OER Commons a dynamic digital library and network, NPTEL and STEM Courseware for colleges and universities. He also explained five rules for permission of open educational resources: retain, reuse, revise, remix and redistribute.

There is also a Licensing Framework that is called Creative Commons that helps you legally share your knowledge and creativity to build a more equitable, accessible, and innovative world. We unlock the full potential of the internet to drive a new era of development, growth and productivity.

Discussing the Genesis of OER at Virtual University he said that VU was established as a modern e-learning university having Federal Government charter and its Objective was to provide high quality but affordable education to all students regardless of physical location. The adopted Model for this concept was Video centric approach, video schedule announced and followed and Video lectures

available on-line / on TV / on DVDs. The Design Process of VU in 2002 was on Broadcast Television (PTV), in 2004 it started own TV channels off PAKSAT that was free to air and let people encourage to record and view the lectures with open up the content and classroom door to let people see the quality of the courses. It was decided that VU content would be open, Courses to be made available to the general public, not just to students, Initially on CDs, then on DVDs – at cost of duplication only. Now The World is moving on. YouTube becomes the largest video repository of content and the cost of establishing a dedicated video channel on YouTube is Zero. In this perspective VU started its own channel on YouTube in 2008 placing all video lectures there for Students to start creating playlists. In 2011 VU started its own OCW site contains: Properly structured courses, Assignments & solutions and reading materials, etc.2012: VU's OCW site declared best new site of the year by OCW Consortium OER are now Policy at VU.

21st Century Learning in an Online Environment

Steve Warner, Ph.D

The University of the Southern Caribbean

The Republic of Trinidad and Tobago

The presentation of Dr. Steve Warner was about 21st century learning in an online environment and the main themes of this presentation: the importance of learning in the 21st century; 21st century skills and its importance in an online environment and; the impact of 2T2C Model in an online environment

Discussing the critical points in the 21st Century learning he pointed out that e-learning is indeed a viable and competitive option for facilitating learning in terms of interpretation and analyse or manipulating information. It helps in critically thinking about information, ideas and opinions to draw conclusions, inferences or generalizations, and of course in communication and collaboration as well. But what is critical to be facilitated in the 21st century is: teamwork, communication, innovation and creativity, evaluating and analysing, challenging the learner, promoting active participation, augmentation, problem solving, conducting investigations, tackling complex subject matter (atcs, 2010), a new learning culture that caters to learners being at the centre of learning and being fully involved in social and collaborative learning

He generate a discussion by raising a very important question about the importance of 21st century skills and elaborated that employers in the 21st century stipulate that employees be critical thinkers, effective collaborators, innovators and excellent communicators. 21st century companies, organizations and countries are interested in finding the most qualified human capital to contribute to the advancement of knowledge creation. To be able to hold information-age jobs, graduates need to think deeply about issues, solve problems creatively, work in teams, communicate clearly in many media, learn ever-changing technologies, and deal with a flood of information (Friedman, 2005)

Based on Theoretical Framework he recommended that Learners of a constructivist e-classroom should therefore be given problems which they have not encountered before but of which they may believe they have the content and the technical ability to solve. Questions given by facilitators should be mostly non-algorithmic and can be given in the form of projects and assignments which will allow their learners to think and develop high order thinking. Social learning is naturally adopted to e-learning and must be used appropriately

After presenting The 2T2C Model and its impact on online environment he concluded his presentation by raising some thought provoking questions for policy makers, facilitators and educators about using this information and not just knowing it and ensuring how learning takes place in an online environment in the 21st century.

The Added Value Of Moocs In Distance Learning

Dr. Mario Gielen

University of Hasselt (IMOB) Belgium

The presentation of Dr. Mario Gielen was about “The added value of MOOCS in distance learning” and shared his experience of working with MOOCS at University of Hasselt. He started with a brief introduction of massive open online course abbreviated as “MOOC”. Describing its salient features he highlighted that it is massive, having open registration with open content, affordable and free of charge. Self-paced learning and Real-time interaction with proper schedule, start end dates

The Idea behind MOOC was the concept of providing “*Free Education for All*”. UHasselt as a younger and smaller university and initiated that idea to experiment with MOOCS. He described the whole procedure of launching moocs at UHhasselt i.e starting the course, teaching procedure and schedule, practical and theoretical parts, individual and collaborative assignments, quizzesz, passing criteria, asseessment and feedback procedure, maintaining active participation during online live chat moment and discussion moments and oral exam before start of an academic year. Rewarding procedure is: earning a badge on completing a module, earning certificate 1 on completing all 6 modules, earning certificate 2 on completing the oral exam. He also highlighted the benefit of MOOCs for students, teachers and higher education institution in distance learning.

Distance Education

Dr. Hafiz Muhammad Inamullah

Executive Director, IER, Peshawar University, Peshawar

The presentation of Dr. Hafiz Muhammad Inamullah was about Distance Education and the major themes of his presentation were: various terms used for distance education, history of distance education, role of learners, teachers and technology in distance education, modes of learning, design issues, profile of distant learners, problems and challenges in distance education.

Dr. Inamullah shed light on various related terms used in distance education i.e. online learning, E-learning, flexible learning, open learning, Telematics, web-based and distance education and some old and new concepts in the field of distance education. He also discussed the significance of distance education, the role of instructor, learner and technology in distance education and some positive and negative aspects of distance education.

While presenting the development of distance education he said that in 1840 University of London offered external degree programs and with the passage of time correspondence courses started world-wide. Ana Ticknor created a Boston-based society in 1873 for women to encourage studies at home. In 1974 People Open University (AIOU) in Pakistan and in 1983 Indra Ghandi Open University was established. China has similar program today with 1,000,000 enrollment. Currently more than 60 universities are offering courses through distance mode. Distance education has emerged with technology, telecommunication, transportation, & computer technologies.

Dr. Inamullah also analyzed distance education according to learner's viewpoint and presented its advantages (anytime, anywhere, less travel, self-paced, self-directed, increased accessibility, Multimedia) and disadvantages including Intimidating tech, Costs of technology, Isolating and separation, additional requirement of self-discipline including motivation, meta-cognition, and collaboration. He presented various Mode of Learning i.e. face to face, audio video lectures/tutorials, video conferencing, TV broad casting, LMS, self instructional material and also talked about some design issues related to technology, teaching, learning and evaluation in distance education. Highlighting the profile of distance learner he argued that in distance education learner is open-minded about sharing (life, work, educational) experiences as part of the learning process.

He has access to computer hardware/software, be able to communicate through writing, distracted (job, family, hobbies) & generally older (but this is changing), Self-motivated and self-disciplined

(responsible). Distance Education is normally accelerated and requires commitment. Continuing education motivates and accepts critical thinking and decision making as part of the learning process. He also shed light on some serious problems with Distance Education and said that technology doesn't work and servicing remote students is very difficult on our country. Instructors don't respond to email and keeping electronic resources up to date seems very hard. Dwindling resources for Education, lose of faculty, upcoming Commercial Courseware are major problems of Distance education but its market potential in the hundreds of billions of \$\$ and Universities will fight loss of Higher Educational Monopoly.

There is a dire need to shift the focus of distance education universities to certification for quality and credibility of degree. He also talked about selection criteria, quality of resource persons and tutors, attitude of academia and attitude of learner towards distance education. Dr. Inamullah said that distance education is here to stay as information technologies are rapidly growing. The world as their (universities and corporations) market, resistance is futile, so get use to the concept of distance education. Stressing on the concept of pedagogy first and technology later he said, "We don't want technology to get ahead of pedagogy".

DAY 2

DECEMBER 20th, 2016

Key Note Speeches

Growth and Potential of Distance Education in Asia: Philippines Country Report

Prof. Dr. Cecilia Junio-Sabio

Vice President. Ramon Magsaysay School of Government,

Pamantasan ng Lungsod ng Maynila (PLM)

University of the City of Manila, Intramuros, Manila Philippines

Prof. Dr. Cecilia Junio-Sabio presented a country report of Philippines in context of growth and potential of distance education in Asia. In first part of her presentation she introduced the University of the City of Manila and explained salient features regarding academic profile of the university. The *Pamantasan ng Lungsod ng Maynila*(PLM), created by a National Charter (RA 4196) in 1965, was envisioned to be Manila's premier institution for higher learning. PLM is committed to the highest intellectual and ethical standards, guided by the values of academic excellence, integrity, and social responsibility, PLM endeavors to be one of the leading universities in the ASEAN. PLM strives to produce competent graduates with integrity who will be responsible citizens who can contribute effectively to local, national and global initiatives for the progressive and sustainable development of humanity; and a No. 2 State funded University of the country next only to U.P. in terms of academic standards. It is one of the best performing schools in a number of licensure exams such as Medicine, Physical Therapy, Nursing, Architecture, Electronics Engineering, Electrical Engineering, Mechanical Engineering, Chemical Engineering, Civil Engineering and Social Work. Generally better than the National Passing Average in all other licensure examinations and Provides free higher education to the residents of Manila who passed academic standards?

Discussing Distance Education in Asia Dr. Sabio said that for the last years, open learning and distance education (OLDE) has attracted educational managers and policy makers to consider OLDE as a new measure of educational provision. Specifically in East Asia, distance education institutions and/or programmes have developed promptly and played a very significant role in making education accessible and equitable to many. (ADB, 2011) For countries across the region, higher education is aimed not just to accommodate more students. They see higher education as a means to the larger goal of improving the livelihood of individuals and the socio-economic development of their societies (UNESCO, 2014). Enrolment in higher education has experienced explosive growth across Asia over the last 20 years, this result to: High participation rates, Increase demand of the society and economy for specialized human resources, and The perceived importance of advanced education in subsequent life opportunities (e.g. ADB, 2011; World Bank, 2012).

To accommodate these enrolment increases, higher education systems have had to ‘expand out’ by constructing new universities, hiring new faculty members, *diversifying delivery mechanisms*, and allowing and encouraging the entry of private higher education providers. In many countries across the region, this, in turn, has required that higher education systems ‘expand up’. Universities in the region.....also sought less expensive means of instructional delivery, such as online instruction and other forms of distance education. According to the UNESCO Report (2014) East and Southeast Asia now lead the world in the delivery of distance education. Asia is leading the way in *using distance education as a means to extend access* while controlling costs in higher education. Across the region, more than 70 universities now deliver instruction exclusively through distance education (ADB, 2011). In China, the Central Radio and Television University directly serves about 2.6 million active students and, indirectly, another 3.5 million through its network of Provincial Open Universities (ADB, 2011). The Universitas Terbuka Indonesia serves nearly 650,000 students, most of whom are teachers enrolled in in-service training programmes (Zuhairi, 2010).

Explaining the potential for distance education providers Dr. Sabio said that they can be tapped to provide meaningful education and training opportunities for the large population of out-of-school children and adolescents. Policy makers should align its development programs in making the necessary changes in education policies and focusing their efforts on the most disadvantaged, especially those with disabilities, to ensure that no one is left behind. Distance education providers should commit to promoting quality life-long learning opportunities for all. Providing equitable and increased access to quality technical and vocational education and training and higher education and research, with due attention to quality assurance.

In general distance education providers should strive to achieve the SDG No. 4 along with the conventional Higher Education Institutions achieving SDG No. 4. by 2030: Ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. Ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education. Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

Achieving SDG No. 4 by 2030: Substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship; eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous

peoples and children in vulnerable situations; Ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

Achieving SDG No. 4 by 2030: ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development; build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all; substantially expand globally the number of scholarships available to developing countries, in particular least developed countries; Substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

Talking about distance education in the Philippines she said that as an archipelago of more than 7,000 islands, the Philippines is an ideal place for the development of DE. Currently, only 17 higher education institutions offer DE programmes. University of the Philippines Open University (UPOU), which is part of the University of the Philippines System, CAP College, the Asian Institute for Distance Education, and the Southeast Asia Interdisciplinary Development Institute. The rest are conventional universities offering a few of their programmes by way of DE. Most of the DE provision is at the graduate level, which would perhaps account for the low DE student enrolments nationwide. (Jung, I. et.al, 2011) Pamantasan ng Lungsod ng Maynila whose graduate programs are generally offered via off-campus modality; Polytechnic University of the Philippines which offers both undergraduate and graduate courses using print-based modules and other ICT-enabled facilities, Philippine Women's University, Central Luzon State University, among others.

Dr. Sabio also highlighted recent D.E. efforts in the Philippines and gave a reference of republic act 10650, otherwise known as "An Act Expanding Access to Educational Services by Institutionalizing Open Distance Learning in levels of tertiary education and appropriating funds, which was approved by President Aquino in December 2014. According to the guiding principles of the Law: Learner Centeredness – ODL programs shall focus on the needs of the learner and the goals of facilitating independent learning; quality and relevant programs – ODL programs shall be equivalent in challenges and depth to conventional classroom or traditional programs in unconventional delivery; Transparency to guide informed choice – ODL implementers shall make information about their programs, particularly on the curriculum and delivery mode/strategies, student support

services, and other relevant information available to accrediting bodies, academic peers, regulators and students.

Updated information shall be made accessible through such media as internet; peer review – a review by experts in ODL to determine the acceptability of the course or subject shall be institutionalized following the criteria set by the CHED and/or TESDA, as applicable; Public Responsibility and Accountability – implementers shall heed the public impact of ODL programs and shall always exercise due diligence in avoiding harm to program stakeholders, especially students. Consumer protection, in particular, shall be a priority because of the high value that Filipinos put on education; and Quality and Continuous Improvement – An HEI or post-secondary school shall embed in its program framework the proactive needs assessment of students and stakeholders in terms of the ODL program planning, implementation and evaluate. The interaction of students’ needs, interests and skills, technology available and Filipino culture should be carefully examined, explored and monitored to continuously improve all aspects of development and delivery.

Dr. Sabio also elaborated mode of delivery that is print – textbooks, study guides, workbooks, course syllabi, correspondence feedback and other print formats; Audio-Visual – radio, audio cassettes, slides, film, videotapes, television, telephone, fax, audio-conferencing and video-conferencing; Electronic/Computer Technology and Virtual Classrooms – internet, CD-ROM, electronic mail, e-bulletin boards, m-learning, i-lectures, e-learning or online learning management systems; and face to face sessions – conducted in learning and study centers.

Blended Education

Prof. Dr. Ijaz Shaffi Gilani

Dr. Ijaz Shafi Gilani discussed about blended education and said that blended education is based on blending people from across the world, it is reportedly more effective than purely face-to-face or purely online classes. The modern learning has grown dramatically but it took us 60 years to expand that much. Blended learning results in high levels of student achievement and even more effective by using a combination of digital instruction and face to face learning. Teachers can now streamline their instruction to help all students reach their full potential. A classroom environment that incorporates blended learning naturally requires learners to demonstrate more autonomy, self-regulation, and independence in order to succeed. Blended education provides an opportunity to have more flexibility for students and instructors in varied ways to engage and demonstrate their learning. Both instructors and students have the opportunity to develop their technology skills. Now learning through technology has become a certificate for job. The expansion is enormous but requires a thoughtfulness. For designing blending education, the first step is to think about what you want to teach, and what you want students to learn. What do you want students to know, value, or be able to do. Once you know your learning outcomes, you can start thinking about the ways you will engage students in learning and the ways in which you will measure this learning. With these learning and assessment activities in mind, consider which ones lend themselves best to online learning and which are a better fit for in-class learning, or face-to-face activities.

Implementing educational innovations: the case of embedding video in courses

Dr. Martin Valcke
Ghent University Belgium

Dr. Martin Valcke in his virtual presentation discussed implementing educational innovations a case about embedding video in courses and started with some research based conclusions that innovation can start small. Upgrading existing courses is already a stepping stone and traditional courses can be easily upgraded. Video is a very effective, efficient and satisfying innovative building stone in which the teacher is in control. Sharing some reported implementations of video-assisted learning in lectures Dr. Valcke said that video and movie material have been used in supporting traditional teaching for decades. On the last decade, the video streaming technology and the development of mobile technology have made it possible to tailor online videos for any use, also for educational purpose.

This has inducted a number of new ideas for educational implementaton such as flipped classroom. In flipped classroom, the students prepare themselves to the lectures with the help of pre-lecture aassignments using video-lectures and other mterials. In the lectures teachers use their pedagogical expertise to make meaning of the information studet gathered before the lecture using the material available. Video streaming technology has also made it possible to do minor and majo improvments for all types of lecture implementations. It is reported to increase students activity and the amount of studnts passing the course. Pre-lecture activites can be implemented using video tutorials. Common idea of the most of the video implementations is to push the routine-like tasks in the video-asisted material, which is available 24/7 online, and to use the lecture time in more valuable way.

Dr. Valcke shared his experience of imbedding videos in his lectures at Ghent University. He used video as an introduction to a new weekly theme: knowledge clip, snippet, intro-video for maximum 10 minutes. Research about videoclips revealed that small interventions already have an impact. It immediately optimizes a traditional face-to-face lecture. Most studies even compare overall impact and compare e.g., face-to-face with complete e-learning, flipped classroom and traditional blended learning (first F2F – next online). So it is a significant higher impact due to flipped classroom.

Data from this experiment come in agreement with other studies wherein different quantitative research methodologies were employed, adding to the evidence of the effective use of videos in learning. Carefully constructed videos can be an efficient supplement to current practices releasing the classroom time for even more exiting and interactive engagements.

Parallel Session I
Day 2
December 20th, 2016

Parallel Session I

Session Chair:

Moderator:

Venue: Quaid-e-Azam Hall

Time: 10:45am-12:00pm

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant Findings	Significant recommendations	Anything important regarding research presented
01	016	Dr. AqeelaSaghir, Ijaz Ashraf, RakshandaKousar, HumaTabassum, Gulfam Hassan Institute of Agri. Ext. and Rural Development, Institute of Agri. & Resource Economics, Univ. of Agric., Faisalabad.	Role of Social Media in Distance Learning Educational Program at University of Agriculture, Faisalabad	Lack of computer knowledge, Load shedding, Lack of time, and lack of interest were some important issues reported by the students which effects on social educational learning.	Computer related learning should be enhanced among students to improve role of social media in distance education in Pakistan.	
02	002	Steve Warner, Ph.D University of the Southern Caribbean, Trinidad and Tobago, West Indies	Facilitating E-Learning Using Social Methods in the 21st Century	Social facilitation model, 2T2C, can aid in transforming e-classroom environments and assist in improving learner's creative, inventive and innovative thinking, indicative of pedagogy and technologies to accomplish the dissemination of skills and competencies fitted for the twenty-first century's knowledge economy. Delivery model with ODL training for facilitators increases efficiency and	It is recommended that the use of this model will assist e-facilitators with ensuring that learning is achieved. The study involved secondary school mathematics teachers being trained using 2T2C with a blended approach and successfully incorporating 21 st century skills, albeit with challenges.	

				effectiveness in preparing students for lifelong learning.		
03	084	Muhammad Riaz, Lecturer, Government Mian Muhammad Nawaz Sharif Degree College Sargodha/PhD Scholar, Department of Education, University of Sargodha, Sargodha. Muhammad Uzair-ul- Hassan, Assistant Professor, University of Sargodha, Sargodha	Comparing Professional Attitude of Formal And Non-Formal Prospective Teachers: Gender Based Differences	Professional attitude of non- formal prospective teachers is higher than the professional attitude of formal prospective teachers but formal and non- formal prospective teachers on the basis of gender statistically showed the significant differences in their level of professional attitude. Male prospective teachers of formal sector showed less positive professional than that of female prospective teachers of formal and non- formal sector.	The profession of teaching requires the proper development of instructional skills among teachers as well as dedicated and committed teachers for the continuous development and learning of students	
04	090	Prof. Dr. Muhammad Javed Iqbal Director Mass Education at Sarhad University Peshawar Abdul Shakoor, PhD Scholar at Sarhad University Peshawar. Mohammad Nabi, Scholar Sarhad University of Science & IT Peshawar, Pakistan	An Analysis of Teaching Practice Workshop for The Students of Distance Education of Allama Iqbal Open University Islamabad Peshawar Region	Distance learners need more input than regular educational degree provider university students because of their distance from the teachers and other facilities.		
05	128	AWODIJI, OmotayoAdewale	E-Supervision of Students' Research Writing in Nigerian Higher Education	Students both at undergraduate and graduate	Compulsory technological training for all	

	<p>Department of Management Science, COMSATS Institute of Information Technology, Islamabad, Pakistan</p> <p>ADEWALE, Sulaimon Department of Educational Management, University of Ilorin, Ilorin, Nigeria</p>	Institutions: Challenges and Prospects	<p>level spent more than expected time on their research writing due to deep-rooted problems such as supervisor-supervisee relationship, systems/procedural problems to socio-politico problems and personal/psychological problems among others</p>	<p>lecturers/faculty members and students and that the current usage of social media should be explored by both supervisor and supervisee to facilitate research writing.</p>	
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Parallel Session I

Session Chair:

Moderator:

Venue: Room 1

Time: 10:45am-12:00pm

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant Findings	Significant recommendations	Anything important regarding research presented
01	120	Nighat Parveen, Ph.D Scholar, Dr. Shazia Zamir, Assistant Professor, NUML	Factors affecting Behavioural Intentions to use Mobile Learning in Higher Education	All respondents were behaviorally interested to learn through mobiles. There is no significant difference between the behavioral intentions of male and female respondents for using mobile learning. No significant difference was observed in behavioral intentions of respondents from different age groups to use mobile learning.	It is recommended that management of higher education may design and implement use of mobile devices in learning. Teachers can make teaching interesting by using mobile devices with regard to students positive behavioral intentions. Efforts may be boosted for development of software to facilitate mobile learning at higher education level.	
02	124	Kiran Bano, MS Education Scholar, Department of Education IIUI	Role of Digital Libraries in Enhancing Research Skills of Students	The study reported that digital libraries are playing very essential role in enhancing research skills of the students by providing access to thousands of resources all around the world. Students also getting benefit from these online resources in their research work.	On the basis of findings, it is suggested that universities should provide awareness about digital libraries and make it easy for the students to access them.	
03	089	Afia Khan, PhD Scholar, Department of Sociology, University of Sargodha, Muhammad	Role Of ICT Education for Women Empowerment: Opportunities, Possibilities and Risks	Women are more willing to get a job rather than starting their own business due to socio-economic factors after getting ICT education.	Women may significantly contribute in the progress of their country by getting ICT education and skills.	

		Riaz Lecturer, Govt. Mian Muhammad Nawaz Sharif Degree College Sargodha		Pakistani women had to face many cultural impediments and these are considered a great risk and barrier in their empowerment.		
04	126	Advocate Muhammad Ishafqud Din, High Court Bar Association Rawalpindi. Dr. Muhammad NaseerUd Din, Assistant Professor, IER, Kohat university of Science. Dr. Shamsa Aziz, Associate Professor, Department of Edu, IIU. Miss SaimaKayani Ph.D. Scholar (Education), Lecturer, Department of Education, Women University of Bagh AJK	Role of Mobile Phones in Student's Learning at University Level	Digital devices such as smart phones, tablets, and laptop computers are important university classroom tools. They support student learning by providing access to information outside classroom. However, when used for non-class purposes, digital devices may interfere with classroom learning. They offer a number of advantages and indicate great potential as learning tools, depending on its proper use. In the classroom these devices are used as a learning tool and exchange of information. Because mobile devices are increasingly multifunctional, they have the ability to perform various functions in the classroom. Mobile phone also disadvantageous for students if not used wisely, it may distract students from learning, provide a vehicle to cheating and so many disadvantages including wastage of time and money.	Seminars should be conducted to give awareness for the ethics of mobile phone usage. The study results showed that students spend more than three hours a day in texting therefore, it is recommended that they should realize that time is most precious.	

				On the basis of finding and conclusion it is recommended that mobile phones ring tone disturbs students as well as teachers during class so student should keep switch off their cell phones during class. Mobile phone has negative impacts on student's moral values.		
05	116	Ms. Syeda Tooba Bukhari, MS Education scholar, Department of Education, IIUI	Role of E-Learning and Digitalization towards Improving Education: A Literature Based Study	Irrespective of all the challenges faced, e-learning and digitalization has transformed and restructured traditional models of education, and aid institutions to furnish deeper level learning that mirrors current paradigm of education.		

Parallel Session I

Session Chair:

Moderator:

Venue:Room 2

Time:10:45am-12:00pm

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant Findings	Significant recommendations	Anything important regarding research presented
01	130	Yousaf Khan, Ph.D Scholar, Department of Secondary Teacher Education, AIOU, Islamabad, Pakistan	Factor Analysis of Social Media Communication And Interaction In E-Learning	The principal factors analyzed in the study were “Individual” and “Fit” with significant constructs, variables, and indicators for valid instrumentation in e-learning through social media communication and interaction.	The social media is a best mean for exchange of views, information, feedback, knowledge and skill through synchronous and asynchronous tools, applications, and technologies.	
02	131	Ms. Kausar, International Islamic university, Islamabad	Impact of ICT in Education on Student’s Learning: A Literature Study	Students encountering ICT in learning process had higher motivation and higher confidence and understanding level. Furthermore, it showed that ICT promote lifelong independent learning skills of learners. It also helped teachers to make the contents understand easily and made communication effective	ICT must be made the part of every teacher training program followed by monitoring and evaluation of its practice also the media should play role in promoting the learning process through use of ICT, the educational institutions need to provide with ICT which are accessible to every student and teacher.	
03	133	Ms. AmnaJabeen, Department: Education , IIUI	Students Satisfaction Level Towards E-Learning at MS Level	Learner’s and instructor’s attitude towards EL, their Computer Efficacy, Interface of learning portal, quality of course content and administrative support were	The institutions must consider these factors to improve the satisfaction level of the students in online environment and also for the growth of EL in educational	

				<p>main aspects which affected student EL satisfaction</p> <p>Satisfaction level of students towards E- Learning is high and students feel good in E-Learning..</p>	sector.	
04	134	<p>Uzma Khalid Ghori, Sr. Lecturer Education, Manager R&D(ORIC), University of Wah, Pakistan.</p> <p>Aleena Khalid Ghori, International Islamic University, Islamabad</p>	Distance Education: Providing the Room for Continuous Professional Development	The teacher's distance education program of Allama Iqbal Open University are good to meet the needs of distant students, and along with their jobs.	There is a room for improving teacher education program of AIOU as they still need more devotion for the professional courses at M.Ed level.	
05	137	<p>Muhammad NaufalFairuzillah.</p> <p>Dr. Muhammad Zafar Iqbal, Assistant Professor IIU, Dr. Sheikh Tariq Mehmood, Assistant Professor Department of Education,</p>	Distance Education System in Indonesia: A Case Study	Indonesia is largest archipelagic state. Keeping in view the archipelagic profile of the country. The Government of Indonesia is putting best efforts to promote distance education in Indonesia and increasing number of distance learning institutions	The Government needs to develop a fiber network to join the distance learning institutes in the country.	

Parallel Session I

Session Chair:

Moderator:

Venue:Room 3

Time:10:45am-12:00pm

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant Findings	Significant recommendations	Anything important regarding research presented
01	138	Dr. Amjad Ali Arain Assistant Professor, Faculty of Education, University of Sindh	Role of E-Learning In Reducing Students' Stress Enrolled in Distance Education Programs.	Online mode of learning/delivery is more facilitating and has a significant positive effect in reducing students stress enrolled in distance education programs.	Universities offering distance education programs should use e-learning mode of education and apply modern technologies to support and facilitate students.	
02	139	Ms. FouziaAjmal, PhD Scholar and Teaching and Research Associate, Department of Education, IIU Prof. Dr. N.B. Jumani, Dean, Faculty of Social Sciences, IIUI	Making Learning Meaningful through Concept Maps in Distance Education in Pakistan	Concept maps are effective tools for bringing application level for distance learners and helpful for developing and clarifying their concepts. Therefore, it was concluded that concept maps may helpful for distance learners to develop deeper understanding of the concepts	The results recommend for the utilization of concept maps as an effective strategy for making students' learning meaningful in distance education in Pakistan.	
03	141	Dr. Shah Nazir, Assistant Professor and Head of Department of Computer Science, University of Swabi	Social Awareness to Prevent Software Piracy	There is a lack of knowledge and methodologies which can fully identify the software piracy in an efficient way	People can be discouraged by using pirated software that it might put your organization in huge trouble and big losses. Once they know about such software then they will not use pirated software and ultimately the software industry will get profits of its software which they are developing.	

04	142	Ms. TahzeebMahreen, MS Education scholar, IIUI	Stimulating Effects of Media in Improving Quality of Distance Education: A Literature Based Study	The intellectual style, identity qualities, and self- expectations are the three primary enhanced areas in student's educational life in distance education programs. The study also indicated a high positive relationship between the media available at study centres & media used by the distance education. In the end, the two fundamental challenges found out were the nearly impossible task of understanding the life situation of the learner when distance and time interfere with communication and second, the monetary requirements of the distance education institution and the well-being of the student who could possibly be exhorted into a distance education environment must be considered.	Recommendations included the realization of the duty of distance learning instructor to help students understand the effective use of media for their study lessons and also to develop online learning communities to be in instant connection with the students.	
05	145	Alina Raza, Teaching/Research Associate, Department of Education IIUI	Historical Perspective of Instruction System Design (ISD): A Literature Review	Instructional designers have explored the possibilities of designing and development of instructional program in various educational settings because Instructional Design is the systematic, interrelated and learner centered approach to the Analysis, Design,	It is recommended that every instructional process need to be powered by the strong baseline of Instructional System Design that requires teachers to be trained as instructional designers. Instructional system design is a broad field of study need to	

				Development, Implementation, and Evaluation of learning materials/activities and provides a road map for the development of effective instruction during teaching learning process.	be considered as a vital part of teacher training, educational research, and development.	
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Parallel Session I

Session Chair:

Moderator:

Venue: Room 4

Time: 10:45am-12:00pm

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant findings	Significant recommendations	Anything important regarding research presented
01	146	Aysha Khalil, Faculty, IER-PU-Lahore PhD Scholar (E-Learning in Teacher Education), AIOU, Islamabad	E-Adoption of Smart Learning in Higher Education	Smart learning has transpired as novel paradigm which have facilitated anytime, anywhere learning.	The traditional features and environment of e-Learning have been unsuccessful to gauge the innovative features of recently emerged learning environments and resultantly, have ascertained the need of adoption of new patterns of smart learning so that educational needs of organizations and learning needs of technology-oriented learners may be fulfilled	
02	019	Ms. Sheema Khan Visiting Faculty, Department of Sociology, IIUI. Ms. Rabia Ali, Assistant Prof, Department of Sociology, IIUI Prof. Dr. N. B. Jumani, Dean, Faculty of Social Sciences, IIUI	Being a Researcher in Distance Education System: Challenges and Dilemmas	Distance education is emerging as an important mode of education worldwide. It is especially useful in meeting the needs of students/ professionals who do not have access to formal system of education. the distance education system have gained limited attention in academia especially in the context of Pakistan		

03	044	Ms. Sameen Sarwar, MS Scholar, Lahore College for Women University, Lahore. Dr. AfifaKhanam Assistant Professor, Lahore College for Women University, Lahore	A Comparative Study of Interactive Learning Strategies in an Online, Face-To- Face and Blended Learning Program			
04	059	Mr. Rehmat Shah PhD Scholar, IIUI. Dr. Asad Abbas Rizvi Assistant Professor, Department of Education, IIUI Prof. Dr. N. B. Jumani Professor, Dean, Faculty of Social Sciences, IIUI	Study of Knowledge Management Practices Research Trends in Malaysia and Pakistan	Malaysian researchers cover all aspects of research and commanded on the field of knowledge management practices and its theoretical and practical foundation. Pakistani researchers were new in the field of knowledge management and contributed to theoretical perspective, review of literature etc.	Both Muslim state researchers and scholars should be contributed in the application area of knowledge management. Pakistani researchers should be involved in the emerging field of knowledge management practices particularly with reference to higher education problems and solution.	
05	091	Dr. Sheikh Tariq Mehmood, Assistant Professor, Department of Education, IIUI. Dr. Muhammad Zafar Iqbal, Assistant Professor, Department of Education, IIUI	Quality of Research in Distance Education: Conceptual Awareness of Students about Plagiarism	Most of the students had misconceptions about plagiarism, most of them were unaware about the specific terminologies and types of plagiarism. Majority of the students were unaware about the consequences of plagiarism. They were not properly taught about the concept of plagiarism during their course work in research and it had implications on the quality of	The major recommendations were to add sufficient material about plagiarism in research courses and students may be informed about the HEC policies about plagiarism.	

				research.		
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Parallel Session I

Session Chair:

Venue: Room 5

Moderator:

Time: 10:45am-12:00pm

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant Findings	Significant recommendations	Anything important regarding research presented
01	110	Romana Shaheen MS Education DDE scholar, IIUI Dr. Sheikh Tariq Mehmood, Assistant Professor, IIUI	Mobile Learning in Distance Education: A Pedagogical Approach	Mobile as a media helps in various operational activities in distance education like pre-admission information, admission process, exams results, educational discussions on Whats App, Skype classes, and on IMO.	It was recommended that focused may be on student's interaction with peers, teachers in creating impromptu sites of learning and carrying conversation from place to place, time to time, from topic to topic.	
02	037	Dr. Ehsan Mahmood , Principal IMCB I-10/1, Islamabad . Mr. Hamid Ali Nadeem, Lecturer EPPSL Department, AIOU Islamabad. Mr. Irfan Haider, School Education Department, Punjab	Diversity in Study Habits of Formal and Non Formal Students: A Case of F.G Education College And Allama Iqbal Open University Islamabad	Formal students plan their study time schedule and follow it strictly than non-formal students. Formal students prepare themselves for examinations properly by starting review for major exam well in time, attending extra classes and gaining teachers' help more than non-formal students. Formal students are more capable to take and review notes of each class and more proficient to put notes from the text into their own words as compared to non-formal students. As regards to reading and writing skills no significant difference was found between	Non-formal students should be encouraged to enhance their time management skill. They should be aware how to prepare for examination by reviewing the course before major examination. They should be provided teachers' help through extra classes to improve their academic deficiency. Non formal students should also be guided to improve their note taking capability and putting notes from the text into their own writing.	

				formal and non-formal students. Both categories of students have same level of concentration and understanding of reading material without re-reading. Both types of students have same level of calibre to communicate effectively in writing.		
03	088	Dr. Mumtaz Ali Assistant Professor, Prof. Dr. Fateh Muhammad Burfat Professor, Dr. Ghulam Muhammad Burfat Associate Professor, Dr. Naima Saeed Assistant Professor Department of Criminology, University of Karachi. Karachi	Enhancing English Language Skills of Employees through Online Teaching and Training Program: A Case Study of a NGO from Sindh	Leading Pakistani indigenous NGOs are engaged in serving the humanity at national and international level. One NGO is having 2500 employees		
04	102	Ghulam Sughra, Ph.D Scholar, Mohi-ud-Din Islamic University, Islamabad.	Socialization Process and Value Conflict of Distance Students at Allama Iqbal Open University Islamabad	Distance education is considered as a socializing agency. This learning system serves as a vehicle of social inheritance, a source for developing commitments and individual's capacities. Socialization process contributes to a stable society as established behavior is transferred through socialization process. Socialization process is a	Both students and tutors may be encouraged to increase their utilization level for resolving conflicts through socialization process. Tutors' and students' confidence may be enhanced by developing social training program As Institutions are responsible to resolve conflicts in values therefore there may be prominent policy to overcome in no time. Authority must	

				major determinant of human nature , leads to Status quo in the society and plays important role in grooming one' personality	plan to minimize value conflicts among distance Learners through proper guidance and counseling. Isolation of distance learner can be minimized through technological innovation	
05	103	Nazar Abbas Nazar, PhD Scholar, Allama Iqbal Open University, Islamabad	Time Management for Distance Learners in Pakistan	Time management skills are very important for distance students studying at home. In this technological era, AIOU is trying to meeting all requirements of its customers managing within proper time limits.	Maximum deployment of computers and internet may be ensured in their study centers so that distance learner gets maximum output through Time management approach.	

Parallel Session I

Session Chair:

Moderator:

Venue: Room 6

Time: 10:45am-12:00pm

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant findings	Significant recommendations	Anything important regarding research presented
01	132	Mr. Sajjad Hussain, Center for Education and Staff Training, University of Swat. Dr. Muhammad Munir Kayani. Department of Education, International Islamic University Islamabad, Pakistan	Assessment Literacy of Prospective Teachers and Distance Mode of Education	The presentation of study materials were not attractive as there no specific road map for materials learning to the prospective teachers. Tutors were also following the traditional approach of teaching and the assessment method adopted for students learning assessment was also traditional and only summative practices were involved. Furthermore, no hands-on practices were found which causes assessment illiteracy among the prospective teachers.	At least fifteen days' workshop on assessment skills development may be made compulsory for the prospective teachers.	
02	045	Ms. TabassumSaleem, MS Education, Department of Education, Faculty of Social Sciences International Islamic University Islamabad	Pedagogy, Andragogy, Heutagogy A Tricone and The Distance Education In Pakistan	Distance education can be very useful in enhancing the Andragogy and Heutagogy. Keeping the students' problems, in view the researcher had proposed a model for "Andragogy in Distances Learning Problems and the Solutions".	The present university is also doing well in the field of adult education and long life education but still there is a room for improvement	
03	068	Ms. Sadaf Javed, MS Scholar ,Departmentof	Parent and Peer Attachment on Adolescences' Internalizing Behaviour	Adolescence with secure parental and peer attachment		

		Psychology, Women Campus , IIUI. Dr. Mamoona Ismail Loona Assistant Professor/Supervisor International Islamic University, Islamabad.	Problems	had less internalizing problems as compared to adolescence with insecure parental and peer attachment. Both peer and parent secure attachment scored high on trust, communication and low on alienation. Gender differences showed that girls had more stress than boys. Girls are more securely attached to peers than boys.		
04	086	Ms. Sahib Khatoon, Assistant Professor, English Language Development Centre, Mehran University of Engineering & Technology, Jamshoro, Sindh Pakistan	Investigating learners' autonomy in computer Assisted class –A study of Engineering students	Pakistan where English language is being taught as a foreign language for the reason that the assimilation of computer usage or technology and its practice present learners an extensive variety of possible including authentic material whether that is of any skill improvement either reading or listening and a wide range of grammar and vocabulary assistance, worksheets to make use of that for the better outcome and productivity of English language	Small effort is required to explore the self-determination factors by knowing the views of students about the integration of CALL applications in English language learning classes in Mehran UET Jamshoro	
05	104	Dr. Muhammad Ajmal Chaudhary Chairman , Department of DNFCE. Shaheen Ashraf	OERs: Supporting Source for Distance Learners in Modern Era	OERs have positive effect on distance education students learning, research and professional development.	So OERs play a significant role in distance learning system, the need is to adopt this trend for flexible learning	

		Thairkhali, AIOU. Nazar Abbas Nazar PhD Scholar, AIOU Islamabad		OERs are excellent source of sharing knowledge, it enhance the learning of students, equalize the knowledge among the learners, results in meaningful learning and also increase competition among the self-learner.		
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Parallel Session I

Session Chair:

Moderator:

Venue: Room 7

Time: 10:45pm-12:00pm

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant findings	Significant recommendations	Anything important regarding research presented
01	109	Ms. Fatima Batool, Ms. Scholar, Prof. Dr. Samina Malik, Department of Education, International Islamic university Islamabad	The Predictors of Success For E-Learning at Higher Education Institutions of Islamabad	There is strong relationship between the variables (problems and satisfactions) and indicators (perceptions about ICTs, educational technologies, development and use of e-Learning).	It was suggested that comprehensive strategy must be implemented for ensuring the successful use of information communication technologies in educational institutions.	
02	052	Mr. Qaisar Khalid Mahmood , Lecturer, Department of Sociology, International Islamic University Islamabad	Facebook Use In Higher Education Of Pakistan: Prospects And Challenges	This study outlines educational potentials of Facebook at higher education level that how it is being used by teachers and students for academic and learning purpose in the different parts of the world. Secondly, the current study discusses the challenges in implementing such uses of Facebook in Pakistani context.	The students can develop social ties, sustain existing relationships and can utilize it for learning purpose as well	
03	105	Ms. HinaShaukat, Lecturer ,NUML	Emerging Trends of Andragogy in Distance Education: Teachers Perceptions.	Distance educators and program developers are encouraged to review the vast information regarding andragogy and to incorporate		

				the thinking of Knowles and others when developing distance education programs		
04	057	Ms. Nazma khan, MS Scholar, Education DDE IIUI, Dr Sheikh Tariq Mehmood Assistant Professor Department of Education IIUI	Factors Affecting the Students` Satisfaction in Distance Education at IIUI	In distance learning environment of DDE IIUI enough interaction takes place between students and instructors; Students were satisfied with their experiences on LMS; courses are up to date and well-designed but the completion of outlines of courses was less satisfactory.	It is recommended that focus may be on instructor's performance for the completion of courses outlines in time.	
05	067	Abdul Khaliq Shaheen, (DNFE), Khalid Mahmood, (Teacher Education), AIOU, Tariq Javed Ph.D. Scholar, Mohi-ud-Din Islamic University Nerian Sharif AJ&K.	Do Students Face Problems in Distance Education?	Students have faced many problems such as poor printed textual material, lack of conceptual logic in printed materials, late delivery of books, very less time to complete assignments, closed workshop schedule, evaluation process of assignments and papers without any standard, delay in start of session and lack of proper counseling and guidance towards course work and research project.		

Parallel Session II
Day 2
December 20th, 2016

Session Chair:**Moderator:****Venue: Quaid-e-Azam Hall****Time: 12:05pm-1:25pm**

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant findings	Significant recommendations	Anything important regarding research presented
01	049	Dr. AzharMumtazSaadi, Assistant Professor, Department of EPPSL, AIOU, Mr. Hamid Ali Nadeem, Lecturer Department of EPPSL, AIOU, Islamabad. Dr. Gulzar Ahmad, Assistant Professor Preston University Islamabad Campus	Quality Management Issues Related to Assessment and Evaluation in Distance Learning Education in Pakistan	Students were not satisfied with the assessment and evaluation system of these institutes. The employers were also not fully satisfied with the practical aspect of these students. On the basis of findings it was recommended that teaching practices should be focused its duration as well as methodology needs to be revised.	It was also recommended that more face to face interaction between students and teachers should be ensured. A system should be developed to improve the evaluation mechanism of assignments.	
02	081	Dr. Ishtiaq Hussain Asstt Prof, KUST, Kohat Dr. Naveed Sultana, Associate Prof, AIOU, Islamabad Mr. Zahid Mehmood M.Phil. (Scholar), STED, AIOU, Islamabad Mr. Gul Zareen Khan M.Phil. (Edu), Mr. AttiquirRehman	Impediments in Integration of E- Learning in Distance Education Kohat Region	Integration of e-learning has serious cultural, technological issues and non-availability of facilities especially in rural/remote areas.		

03	148	Zubia Noreen Ph.D Scholar Department of distance & non formal education AIOU, Islamabad	Conducive Classroom Learning Environment in Digital Era: Prospective Approach at Primary Education Level	Technological tools can support a learner-centered and play-oriented primary education curriculum. There are various ways technology can be incorporated into the early conducive classroom learning environment. "The choice of technology should be based on how well the tool serves classroom learning and teaching needs.	There are endless possibilities for technology integration within the classrooms at primary level. At the moment teachers need a way to create and manage digital resources in a way that helps them use those digital tools as effectively as possible in creating and maintaining conducive learning environment.	
04	144	Dr. Riasat Ali , Muhammad Idris, Sajjad Hussain, Syed Saeed, Abdul Wali Khan University Mardan Pakistan	Distance education as knowledge building in the era of information revolution	Using ICTs in building on a description of everyday understanding, knowledge building pedagogy based on the construction and recurrent improvement of ideas of value to a community is explored for implanting in a distance learning setting with different level students. It appears that knowledge building is drastic enough to require assistance for satisfactory implication	Practices of e-learning and distance education in China like obtaining professional licensing, emerging high quality programs and practices of central radio and television universities may be practiced in Pakistan. The information of this study is helpful for policy makers, administrators, educators and students in China and Pakistan.	
05	136	Dr. Muhammad Munir Kayani, Chairman, Department of Education, IIUI. Mr. Yu Cheng Long, M.A (Education) Student, IIUI,	Distance Education and E-Learning in China: Perspective And Prospective	Distance education and e-learning is playing a key role in the learning of the students to help the understanding and the arrangement of the modern distance education trends in china. The open and distance education in China		

		Mr. Abdul Majeed, PhD (Education) Scholar, IIUI		started high quality programs, creating technology-enhanced teaching and learning environment, making quality resources available and open to the public, meeting diversified requirements, clearing obstacles, connecting variety education programs and building the overpass of life-long learning.		
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Parallel Session II

Session Chair:

Moderator:

Venue:Room 1

Time: 12:05pm-1:25pm

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant findings	Significant recommendations	Anything important regarding research presented
01	078	Ms. TahiraMahboob, Assistant Professor, Ms. MubrraSajid, Ms. Mehreen Saeed Software Engineering Fatima Jinnah Women University, Rawalpindi	Personalizing E-Learning Using Machine Learning Techniques	Use of collaborative filtering approaches mostly preferred. Parameter of existing techniques in the personalized E-Learning		
02	079	Ms. TahiraMahboob, Assistant Professor SE FJWU, Arzoo Ahmed, Ms. Zofia, Assistant Professor, Software Engineering, Software Engineering, Fatima Jinnah Women University, Rawalpindi	Optimized E-Learning via Machine Learning Techniques	An adaptive user model is very applicable in E-learning system that collects the huge amount of information from different sources, so that it would be easy to judge student's behavior.	In the absence of the aggregate appraisal measures less difficult machine calculations can accomplish execution to more unpredictable models	
03	114	Ms. Zuneera Bint E Ghazali, Department of Education, International Islamic University Islamabad	Factors affecting teachers' use of information and communications technology: A review of literature	Access to resources and commitment to professional learning are the major factors which stop teachers to use ICT in class. These factors can be controlled by spreading awareness among	Successful implementation of ICT needs to address three interconnected frameworks for change: the teacher, the school and policy makers	

				teachers and by providing them required resources, because Pakistan needs to meet the standards of International education system.		
04	054	Ms. Saima Abbas, Education officer, National Curriculum Council Islamabad, Dr. Sheikh Tariq Mehmood Assistant Professor, Department of Education, IIUI	Availability of Students support Services for the students of Distance Education at IIUI: An analysis	The effectiveness of feedback mechanism. It also shows the provision of study material and non-academic support to student i.e. counseling services, orientation program me and course registration.	Regional center might be highly equipped, library services should be provided to student in both main and regional centers. Institute must be encouraged more and more interactive session between tutor and student.	
05	083	Dr. Quratul Ain Hina, Assistant Professor, NUML Islamabad. Ms. SaimaMehar Student MA(EPM) Department of Education NUML, Islamabad.	Quality of Research in Distance Education: An Analysis of Attitude and Facilities Provided at Higher Level	Attitude of the students was having 8.5% (p <0.01) effect on the quality of research while the provision of the facilities was having 39% (p <0.01) effect on the quality of research. However there was no statistically significant difference found between public and private sector universities with reference to the attitude of students, provision of facilities and quality of research.	The latest electronic facilities related to the media access through internet and web integration may be provided to the students in order to get maximum benefit. There is also a need to develop a serious attitude of the students towards the research activities. The research findings may also be applied in the practical situation to encourage the real creativity of the researcher.	

Parallel Session II

Session Chair:

Moderator:

Venue: Room 2

Time: 12:05pm-1:25pm

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant findings	Significant recommendations	Anything important regarding research presented
01	140	Muhammad Rizwan, Dr. Muhammad Saeed & Dr. Saddaf Ayub University of Haripur, Haripur	Effects of Interactive Whiteboard On The Academic Achievement Of English Vocabulary Learning At Higher Secondary Students Of Haripur	The experimental group outperformed the control group with respect to their achievements. Interactive Whiteboard had significant effects on the achievements of students for learning English vocabulary on higher secondary students.	As a result this study will be effective for English teachers and students.	
02	147	Ms. Sehrish Javed, Department of Education IIUI. Dr. Munazza Mahmood, Assistant Professoor, Department of Education IIUI	Impact of cable TV on educational performance of distance learners	Most of the distance learners accepted the fact that Cable TV effect their performance positively and in some cases negatively because it depends on use of viewers. Most of the learners agreed that the programs they watch on TV were helpful in their study. The purpose of the respondents' for watching was greatly based upon relaxation, entertainment and the quantity of time they spend in watching TV impact their learning positively.	With the progress in technology, media studies need to be shifted towards those new technological gadgets that seem to become globally popular.	
03	094	Sana Ansar, MS student, Department	The Boon of Teaching And Learning Science With ICT	Teachers of Biology and Physics use overhead	Private schools which still focusing on traditional	

		of Education, International Islamic University, Islamabad		projectors instead of the chalkboard, videos, PowerPoint slides for students' visual enhancement, presenting microscopic images for illustrating different concepts. Students are actively involved in tasks and convey more positive feelings, enriched behaviour and on-task concentration when they use computers in biological lessons.	teaching methods for science subjects, must employ ICT for teaching and learning science. There is a need to stimulate teacher trainers to remodel their training programs with ICT for the training of science teachers.	
04	077	DaniyalMushtaq, MS Scholar International Islamic university Islamabad. Ms. Maria kanwal, Arid Agriculture University, Rawalpindi.	Role of Information Communication Technology in Improving Teaching and Learning: A Review Study	Teachers pedagogies and pedagogical reasoning influence their uses of ICT and thereby students attainment. Different categories of data, papers, literature review's and researches review as methodology to achieve all of aims describe above. This literature review is published alongside a companion literature review on the impact of ICT on attainment the reports complement each other and serve to provide a foundation in understanding the research literature on ICT, attainment and pedagogy.	ICT can play an important role in promoting teaching learning progress.	
05	106	Aisha Shams, M.S student, Department of Education,	Effectiveness of Mobile Learning on Academic Progress of MS Education Students: A Case Study Of Distance	Mobile learning is an effective tool used by students of all ages for the	Guidance is needed for students regarding various shapes of mobile learning	

		International Islamic University, Islamabad	Learning Program IIUI	improvement in communication and learning and this device enable students to take guidance or to get current information regarding their courses and exams easily but this fact also prove by the study that some students were unaware of this concept.	along with conducting training sessions for teachers to bring awareness in students and to highlight its importance.	
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Parallel Session II

Session Chair:

Moderator:

Venue: Room 3

Time: 12:05pm-1:25pm

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant Findings	Significant recommendations	Anything important regarding research presented
01	113	Maleeha Arif, MS Education Scholar, International Islamic University Islamabad	Use of internet as information and communication tool for educational purposes at higher level in IIUI	Students had a positive attitude towards the use of the Internet both for information and communication purposes. The Internet is essential for higher students because they considered internet as the best and fastest tool for information and communication as well.	Universities must appreciate the use of Internet for educational purposes and for this; they also provide easy access of internet to students by providing cyber cafe so that students use internet for their educational purposes easily.	
02	075	Tahira Mahboob, Assistant Professor Tania Naseer, Ms. Nazia Ali, Software, students Engineering, Fatima Jinnah Women University, Rawalpindi	Instructors' Assessment in E-Learning using Machine Learning Algorithms	ID3 algorithm gave the best results on given dataset as compare to other algorithms with 93% accuracy.	Machine learning can play an important role of an automatic evaluator for instructors' assessment	
03	115	Ms. Ayesha Ahmad, Department of Education, IIU Islamabad	An Exploratory Study on Factors Affecting Research Attitudes of Students in Distance Education Enrolled in Masters Level	Mostly students have positive attitude towards research. The factors behind the student's positive attitude are teacher cooperation, interest towards research, their curiosity for new knowledge and good research material. Factors	Cooperation of teachers' matters a lot in research conduction, so teacher should be cooperative and kind. Teacher should conduct research class in interesting manner because student's interest matters a lot. For the	

				behind their negative attitude are expenses of research, difficulty in conducting research; it takes plenty of time and fear about its result that it might not be accepted.	conduction of research, students should be given proper time, so they can conduct research without being anxious, uncomfortable and restless.	
04	117	Ms. Hafiza Sundas Abbasi, Department of Education, IIU Islamabad	Perception of International Islamic University Islamabad Students about the Use of Information Communication Technology in Education.	Information communication technology plays an important role in upgrading learning process. Majority of the respondent argued that they are facing the problem of the shortage of ICT facilities. Information communication technology play positive role in improving learning process but due to shortage of facilities they can't avail better opportunities for using ICT	Institutions must have an organized system of ICT for students in classroom for enhancing their learning. Teachers must frequently involve students in such activities in which they can explore new knowledge by using internet	
05	118	Ms. Humaira Akhter, Department of Education, IIU, Islamabad, Ms. Nazia Hussain, Department of Media and Communication Studies, IIU, Islamabad	Use of Information and Communication Technologies for Effective Learning – An ODL Perspective	A large number of researches have been done on the subject in South Asia. However, no significant amount of literature has been found to examine use and effectiveness of ways of information and communication technologies in an ODL environment in Pakistan specifically. This provides a strong base, for this study, to fill that gap by exploring the use and	Further research specifically in Pakistani context is recommended	

				effectiveness of E, M and U-Learning in distance learning in Pakistan		
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Parallel Session II

Session Chair:

Moderator:

Venue: Room 4

Time: 12:05pm-1:25pm

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant findings	Significant recommendations	Anything important regarding research presented
01	119	Ms. SairaHabib, Department of Education, IIU, Islamabad	Quality Issues and its Consequences on Distance Education	Because distance education requires independent learning, so students feel difficulty in understanding the tasks assigned and sometimes they face difficulty even in understanding the subject matter.	Faculty-students and student-student interaction opportunities must be provided through e-learning	
02	122	Ms Mah-e-Seemien, Department of Education IIU, Islamabad	Educational Benefits of Social Media for the Students at Post Graduate Level	Social media and other mobile apps are used not only for communication purposes but for educational purposes too. Furthermore, it was also found that social media is serving as a box of knowledge for post graduate students in every field.	Educational use of social media must be appreciated and increased both in classroom education as well as distance education	
03	127	Ms. SadiaYounis, Department of Education, IIUI	The Impact Of Information and Technology on Student Academic Achievement at Higher Level	The student's skill possesses very strong positive association with perceptive of quality education along with the strong attitude and	Education sector should highly invest in technology all over the world acceptance of technology and its impact on quality education still need to	

				acceptability towards ICT tools are expected to have strong perception of quality education in their institutions.	be addressed in detail in different context.	
04	153	Dr. InamUIHaq Ghazi ,Chairman Department of Translation & Interpretation, International Islamic University Islamabad Pakistan	MSA Package, A Distance E-Learning Program Of Arabic Language For Pakistanis: A Descriptive Analysis	Distance learning is the best alternative option available to this segment of the society because of many reasons such as job timings, financial issues, service issues and family problems. It is difficult for a significant segment of our population to access the institutes for quenching their thirst. <i>MSA Package</i> is the only distance e-learning resource that is available for those who understand Urdu in general and Pakistanis in particular. The package consists of two integrated parts and has been prepared on the basis of latest language teaching research & techniques effectively using the tools of information technology international language proficiency standards.		
05	012	Dr. AsafNiwazSatti, Assistant Professor, Department of Education, University of Haripur Dr. Tahseen Tahir,	Challenges of Initiating Distance Education Programs in Haripur	The study highlighted major challenges of distance learning and provided a well and organized path to follow in order to successfully launch distance learning	This study will pave the way for other universities which may take many challenges or issues into consideration before launching distance learning programs in their	

	Assistant Professor, Department of Education, University of Haripur Dr. UmbreenIshfaq, Assistant Professor, Department of Education, University of Haripur Mr. Kifayat Khan, Lecturer, Department of Education, University of Haripur		programs in university of Haripur.	jurisdiction.	
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Parallel Session II

Session Chair:

Moderator:

Venue: Room 5

Time: 12:05pm-1:25pm

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant Findings	Significant recommendations	Anything important regarding research presented
01	038	Ms. Rizwan Ahmad, Lecturer, University of Education Lahore. Dr. Muhammad Munir Kayani, Chairman Department of Education, International Islamic University Islamabad, Ghulam Abbas International Islamic University Islamabad.	Integration of M-Learning in Teacher Education, Perceptions of Prospective Teachers at University of Education Lahore	Prospective teachers have a positive opinion to the new trends in learning environment. It is an inevitable truth that m-learning technology is very important to be integrated in teacher education programs. Prospective teachers at both levels are in favor of integrating m-learning in their class room activities however the integration differs by gender.	M-Learning technology must be integrated in teacher education as it enhances abilities and skills of prospective teachers.	
02	063	Prof. Dr. Muhammad Javed Iqbal, Director Mass Education, Suite, Islamabad. MianBaqar Hussain Qureshi.PhD Scholars, AIOU, Islamabad . Ms. NuzhatKalsoomShahzadi, AIOU, Islamabad	Impact of LND Test Application on the Performance of Students	LND test app has a impact on achievement of students. The study recommended that school education department may blend the teaching of primary school students with digital technology.	In this regard teachers of primary schools may be trained to implement digital learning through screen application.	
03	069	Dr. Muhammad Ajmal Chaudhary, Chairman,	Open Education Resources: A Great Potential to Support Educational Transformation	OER is giving new shape to distance education in	OER brings education and lifelong learning closer to	

		DNFCE, AIOU, Islamabad. MianBaqar Hussain Qureshi, PhD scholar, DNFE department, AIOU, Islamabad. Ms. NuzhatKalsoomShahzadi, PhD scholar, DNFE department, AIOU, Islamabad.		the third millennium and distance education based in OERs removes limits and offers the possibility of widening participation in education.	the demands of the knowledge society and provides an opportunity to teachers to change their role from dispensers of knowledge to facilitators of open educational practices.	
04	101	Mr. Nazar MuhammadJummani, Lecturer, School of Media And Communication Studies, SBBU, SBA. Ms. SaimaAzhar, Lecturer, Federal Urdu University, Islamabad.	Social Media and Distance Learners; an Effective Tool	Social media can offer innovative learning experiences and enhanced learner engagement. With the prevalence of various social media tools, faculty can design creative online learning activities by asking students to use one or more tools to work on their learning tasks and achieve their learning objectives. There are clear advantages to using social media in distance education. With social media services, online teachers and learners can experience new and better types of communication. Typically in distance education, and entirely in self-paced models,	Students should be guided in the effective use of social media; it will improve their participation	

				students remain invisible to each other. and readiness		
05	087	Muhammad Ilyas MS Education (Scholar), DDE IIUI.	AIOU's Mechanization of Secondary Education Program in AJK Brings down the Quality of Education			

Parallel Session II

Session Chair:

Moderator:

Venue: Room 6

Time: 12:05pm-1:25pm

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant findings	Significant recommendations	Anything important regarding research presented
01	112	Ms. Asima Tariq MS Education scholar International Islamic University Islamabad	The Pattern of Internet and Information Overload On University Students	Majority of the students are facing overload problem while using internet, facilitated pattern of internet use never affect the level of information overload, socio economics status of students is negatively correlated with information overload.	Proper training of using internet should be provided to the students at university level, teacher should guide to the students to download targeted information in good way and teacher should involve students in such activities that increase the student's capability to utilize all the internet information easily.	
02	099	Dr. AnisaKayani, Department of Education, Govt. Of Punjab. Dr. Muhammad Munir Kayani, Associate Professor, Department of Education, IIU, Islamabad.	Dilemma of Research Students at Tertiary Level in Distance Education in Pakistan	The students are facing problems. The reasons are the lack of appropriate resources in the universities/higher education institutions for the execution of research work. Another reason was found that supervisors were not providing timely guidance to the students due to which they were unable to complete their research well in time.		
03	151	Dr. Syed Akmal Hussain Shah, Lecturer Department of History	Distance Education at International Islamic University, Islamabad: The Scope, Prospects and Significance of the Pakistan Studies Programme	In this paper an effort is made to study the importance, scope and prospects of the		

		& Pakistan Studies, IIUI		discipline of Pakistan Studies launched by the Directorate of Distance Education, International Islamic University, Islamabad.		
04	152	Abdul BasitMujahid, Assistant Professor, Department of History, Allama Iqbal Open University, Islamabad	History Curricula for Post-graduate Studies: A Case Study of Allama Iqbal Open University	In the present study an effort is made to analyze the content and relevance of the whole scheme in the context of open distance learning mode		
05	098	Ms. Tasneem Akhtar, Dr. Sheikh Tariq Mehmood, Assistant Professor, Islamic International University Islamabad	Instructional Strategies and Evaluation Process at Allama Iqbal Open University: An Analysis	Suitable and retained in rational direction. Creativeness is maintained in course development process and instructions are also provided on e-learning arrangement. Furthermore, the AIOU is delivering distance courses that fulfill students' requirements with respect to student-instructor interaction, instructor performance, and evaluation of student's performance. Contemporary educational technology should be used and professional development opportunities are available for all stakeholders of the instructional design at Allama Iqbal Open University.	E-assessment techniques should be used to evaluation process. Communication strategies should be up-dated and evaluation process of Allama Iqbal Open University should be more innovative. Media laboratory may be established and to be introducing innovative multimedia based education instructional strategies at Allama Iqbal Open University. Centre for Instructional Design may be developed for enhancement of delivery system. Creativity may be maintained in evaluation process and there is basic need to select appropriate media for student and teacher interaction. Instructional strategies of	

					Allama Iqbal Open University may be modified to meet the future needs. E-learning and e-assessment techniques may be developed. Organized and continuous research may be commenced for future revelation in instructional strategies and evaluation process at Allama Iqbal Open University.	
06	080	Mr. Itbar Khan PhD Scholar International Islamic University Islamabad, faculty member University of Malakand. Dr AzharMahmood Associate Professor, International Islamic University Islamabad	Beliefs of Tutors for the Improvement of Teacher Education through Distance Education in Pakistan	The hindrances and their solutions in teacher education through distance learning from the point of view of tutors	The improvement of teacher education is recommended through distance education in Pakistan.	

Panel Discussion Recommendations

Panel discussion was attended by;

- Prof. Dr. Ahmed Yousif Ahmed Al Draiveesh, President, IIUI
- Prof. Dr. N. B. Jumani, Director, DDE/Dean, FSS, IIUI
- M. Ibrahim Khokhar, Dept. Director, DDE, SALU, Kairpur
- Prof. Dr. Nasir Mehmood, Dean, Faculty of Education, AIOU, Islamabad
- Dr. Steve Warner, Trinidad,Tobago
- Dr. Ishtiaq Hussain, KUST, Kohat
- Dr. Muhammad Ajmal Chaudhary, Chairman, DNCE, AIOU, Islamabad
- Dr. Javed Iqbal, Director, Mass Education, Sarhad University, Peshawar
- Prof. Dr. Cecillia Junio-Sabio, Philippine
- Prof. Dr. Marilyn Leask, UK
- Prof. Dr. David Roof, USA
- Dr. Irshad Hussain, Director DDE, IUB, Bahawalpur
- Dr. Fazul-ur-Rahman, Associate Professor, AIOU, Islamabad
- Dr. Mushammad Tanveer Afzal
- Dr. Muhammad Naeem Mohsin, Director, DDE, GC, Faisalabad
- Mr. Abdullah But, CEO, EDUCAST, Karachi
- Mr. Muhammad Ahmad, Ministry of Science and Technology

Prof. Dr. Ahmed Yousif Ahmed Al Draiveesh, President, International Islamic University, Islamabad appreciated the participants of the panel discussions and pay special thanks to all international participants. President, IIUI stressed that there is a dire need to promote distance education system in Pakistan. All the participants of panel discussions provided valuable input to discussions. Following recommendation were made in the panel discussion forum.

1. President, IIUI appreciated the efforts of conference management committee especially contributions of Prof. Dr. N. B. Jumani for organizing conference on distance education as well as panel discussions.
2. All the participants of panel discussions also appreciated the efforts of Directorate of Distance Education for organizing ICDEEL, 2016.

3. It was agreed upon that there is need to involve experts in the field of distance education in to the committees looking after the matters of distance education at directorates of distance education in various universities and degree awarding institutions.
4. There is need to arrange question answer sessions by experts of distance education to sensitize the faculty and masses about the importance of distance education in Pakistan.
5. President, IIUI highly appreciated the efforts of Higher Education Commission, Pakistan as well he paid special thanks to the Government of Pakistan for launching directorates of distance education in various universities of Pakistan.
6. Prof. Dr. Ahmed Yousif Ahmed Al Draiwesh, President, International Islamic University, Islamabad agreed that IIUI will constitute committee to program the framework of distance education in Pakistan. All participants supported the idea of the President, IIU.
7. Dr. Marylin exceedingly appreciated the concerns and efforts of the President, IIUI to promote DE in Pakistan.
8. Engagement of expert faculty and employees having proper training was recommended by the participants. Employment of expert faculty and staff will enhance the contribution of directorates of distance education to promote a variety of academic and professional courses in Pakistan. Similarly, access to courses is imperative to stimulate the masses and youth because literacy rate is low in the region.
9. Online courses can be initiated through proper planning. Strategic planning will facilitate the directorates of distance education to launch need based professional and academic courses.
10. Dropout rate of learners and promotion of literacy is the most important dimensions of distance education. Directorates of Distance Education will contribute to enhance the literacy rate in the country.
11. Difficulty to reach to the students in some regions of Pakistan remained a challenge. Directorates of distance education my plan special programmes for the people of such regions. E-learning ports are needed to be launched in specific regions.
12. Constitution of Distance Education platform, consisting of experts in the field of distance education was recommended. Similarly, integrated e-learning platform was recommended in the panel discussions.
13. Pakistan need to follow the work already done by other countries in the field of distance education for the professional development of faculty involved in dissemination of courses thorough distance mode or blended learning mode and for the development of instructional material. Because, in distance learning/e-learning teachers and content are equal important

14. Use of e-learning is limited in Pakistan due to technological issues and limited access to internet. Therefore, international collaborations and partnerships might be done by signing MOUs with renowned open universities and degree awarding institutions.
15. Access to internet and related equipment's should be provided to institutions disseminating courses through distance mode of education, so that distance learners may get benefit from YouTube etc. In this regard, HEC need to take serious steps to provide access to advanced internet related technologies to help out the distance learners.
16. Special training for teachers involved in distance education project was recommended, especially teachers should be trained to use advanced level technologies.
17. Pakistan established the importance of distance education and Since 1974 distance education was started and sensitized in Pakistan. Identification and assessment of the work already done is necessary to find out the causes and solutions of the problems we are facing in the field of distance education.
18. Teachers belonging to rural areas lacks in the usage of technology especially, access and equity in basic education is necessary. There is a dire need to link up the education system with our industrial needs. Collective efforts should be made for the quality education especially in distance education.
19. Specialization in the field of distance education should be emphasized for the faculty members with reference to higher education.
20. Universities and degree awarding institutions disseminating distance education courses are required to identify their priorities through need assessment exercise.
21. There is a need to introduce E-learning at secondary level. Similarly, problems of primary and secondary education should be fixed before children move to higher education by making E-learning the part of curriculum.
22. There is a need to sensitize people about the importance of distance education and how distance education work a panacea for their established development.
23. Many times DE students' credentials are not accepted by the public service commission and they feel marginalized in society. Distance learners should be included in Prime Minister laptop scheme.
24. All issues pertaining to distance education must be addressed like the issues of conventional education system.
25. . Student teacher ratio differs in different universities offering DE programs. There is a need to fix the equal ratio of students and teachers in DE.

26. There is need of capacity building of faculty to prepare the content to be delivered through the use of technology. There is a dire need to magnify the usage of technology to promote distance education in Pakistan. In this regard Telecommunication companies may be invited, as distance education cannot be discriminated without technology.
27. All the participants of discussion forum were agreed that there is need to establish Pakistan Association of Distance Education. There is also a need to establish Pakistan Counsel of Distance Education in Pakistan.
28. Proper system to monitor the quality assurance in distance education was recommended.

Keynote Speeches

Five “Rules” for Developing Great e-Learning

David Morris

Coventry University UK

Dr. David Morris virtually presented his paper “Five “Rules” for Developing Great e-Learning” and started with highlighting the expected market demand of e-learning by 2022 that is to be a \$241billion and said that it is Ubiquitous and here to stay, not simply the preserve of educational institutions (LinkedIn management courses, MOOCs, OERs, iTunes U....) it is a Part of a rich pedagogical landscape, A globalised business and a strategic investment. He presented the five rules for developing great e-learning (i) It’s not about technology; technology is at least only 3rd. on the list, (ii) It’s about space, not distance, (iii) Co-create - at all stages (design, delivery, assessment...), (iv) Don’t let economies of scale rule your strategy, (v) Lousy lecturers can make great teachers. He then explained each rule one by one with practical implementation and challenges related to them. Discussing rule number one he said that the top two are pedagogy and organisation. Technological problems have largely been solved. Technologies are no longer designed specifically for e-learning (except, perhaps, “host” systems like Moodle). It is about pedagogies and adapting them to exploit technological affordances of diverse systems (Skype, Facebook, blogs, repositories, video sharing, apps.....).

It is important to Organise the way we teach to embrace new technologies, subjects, employment demands, widened participation, global collaborations....has always been a big challenge. People are harder to change than machines. In short – embed technology in curriculum design so, “You have got to make sure that you are using the technology to enhance the quality of the face-to-face... It’s a blend of what the institution can sensibly provide, what is best done by the individual academic and what is brought by the students in terms of their expertise and interests.”

Highlighting the issues related to it Dr. Morris said that higher education institutions are not usually able to influence the ITC infrastructure. We are hugely lucky in the UK to have a world class network infrastructure (SuperJanet) dedicated solely to supporting education (teaching and research). But we are the exception and not the rule. Students, as intensive network users in their everyday social lives, expect high standards of connectivity. Meeting those is a collective, sector-wide problem beyond the resources of individual institutions.

Discussing rule number two he said that Learning and teaching spaces are physical, social, intellectual and online. Every space is shot through by the other spaces and we inhabit them all simultaneously. There is no such thing as a boundary. Every space is in constant motion. Spaces come in many forms. We must integrate our spaces with our learning objectives – engagement, retention, access and achievement. Presenting rule number three Dr. Morris said that Involve students in design, generation of content, delivery, assessment because it is a process of co-creation. Empower learners by going beyond traditional approaches to feedback. Give students positive opportunities to get involved

He also discussed that Economies of scale are very attractive to accountants (but they don't teach students). Consider economies of scope because they are cheaper to develop face to face and distance programmes together than separately and network economies make it easier to add new audiences in an e-learning environment. So Scale, scope, reach and collaborative ventures all contribute to size. Size is what brings useful resource savings, not simply doing more of the same thing. Don't confuse size with scale; size can also be gained from enhanced scope, greater reach and exploiting collaboration.

Explaining rule number five Dr. Morris said that lousy lecturers can make great teachers. It is important to play to your colleagues' strengths and avoid the dangers of "presentism" (for both learners and teachers). Active staff development is required for that purpose because it's not about content (MOOCs, blogs, OERs, online textbooks – students will use them even if we ignore them). Concluding his presentation he said that the problem is not new. You can break the first five, but only with great care and a very good reason.

Future of Higher Education in Distance, Online and Virtual mode

**Prof. Dr. Nasir Mahmood,
Dean, Faculty of Education
Allama Iqbal Open University
Islamabad**

Presentation of Prof. Dr. Nasir Mahmood was about Future of Higher Education in Distance, Online and Virtual mode and started his presentation with describing a Journey of distance education. Instigated as correspondence education system in late 30s, distance education today has emerged into a dynamic and technology-driven world of education system. Over 1 million students (estimated in tertiary education), 7 billion \$ (700 billion Rs. activity per annum approximately) with more than 50% female participation, distance education modes Offering program from literacy, continuing and lifelong learning to Doctorate. Now it is time to focus on: Regulations, Learning System, Pedagogy, Access and costs

Regulations involved Legislation, Increased scrutiny and regulations and new accreditation standards. Learning Systems involved Learning Management System, OERs and MOOCS. The overall education service ecosystem is far greater than the LMS and it is quite possible that the LMS will fade as we rethink the education experience in the classroom and online. LMSs have been great at replicating the classroom experience of old, and have managed the student, but not really the learning. Thus, as we look forward, it is very likely that how we view learning system environments will be very different.

Discussing about Pedagogy Dr. Nasir said that Technologies bring to the table will drive us to explore new approaches to pedagogical practices. A recent report from the Open University in the UK, “Innovating Pedagogy 2014,” highlights 10 innovations that may shape the future: getting away from (recorded) lecturing etc, setting the stage for exploring concepts, Direct and simulated experiences and Real-life experiences. As far as Access and Costs are concerned Institutions will continue to have to find ways to cut or at least maintain current cost structures vs. quality learning experience, and support faculty and research. Flexibility in intake and strong checks on exit and Develop courses at scale that also provide a quality experience in terms of a social-constructive pedagogical approach.

Highlighting the opportunities are challenges related to distance mode Dr. Nasir said that it is time flexible, independent of geography (lacking geographical barriers), competitive cost/value, highly

efficient LMS, culturally diverse, adaptable to the needs of the global marketplace, growth oriented from the perspective of the individual and organization and have contemporary material that is relevant to the times

Dual-Mode Universities in Pakistan: A Way forward to Revolutionize Higher Education

Dr. Irshad Hussain
Director, Institute of Distance Education
The Islamia University of Bahawalpur
Pakistan

Dr. Irshad Hussain started his presentation with a situational analysis of higher education in Pakistan. In Pakistan the overall participation rate in higher education is low – currently up to 5% for the 18-23 age cohorts. The enrolment in all higher education institutions had increased to 130,0000 students (HEC, 2015). As far as distance education in Pakistan is concerned Pakistan is pioneer in South Asia in adopting distance education mode for imparting education to the people. Allama Iqbal Open University, Islamabad was envisioned and established in 1974 by the then Government of Pakistan. Currently, it is offering different programmes ranging from basic (functional literacy) to higher education (PhD) level.

Discussing the rational of Dual Mode Institutions in Pakistan Dr. Irshad said that high demands of higher education of local community and fewer opportunities, conventional socio-cultural conditions of the area and education of women, economic status people living in the region, quality education to replace private study, and literacy Rate and class Segregation, Global Perspective: Future Needs of Learners, Teachers and other Professionals, Knowledge Society –Education for All and All for Education, Knowledge, Economy or Commercialization of knowledge –Economy linked with knowledge/ research or industry-varsity collaboration are the factors that makes dual mode of education very important to have in Pakistan.

Global Trends Dual Modes are: use of digital technologies –high tech low touch, globalization, transnational education –international trade of higher education, m-learning, virtual education- Click University, blended learning, consortium –joint degree programmes and open educational resources [university] –moodle learning. the Institute of Distance Education [IDE] was established in March 15, 2011 and the objectives of IDE is to impart quality education to all on their own paces and places, empower the people of Bahawalpur Region with the power of knowledge through technology, extend educational opportunities of learning while earning to those who cannot leave their jobs and homes, promote a culture of service learning in the region particularly and country generally, provide people a second chance of education, develop a linkage with media and higher education institutions particularly that of distance education institutions -national & international, prepare individuals to live and work in the 21st century with new vision and charter and to make best

use of available resources and impart skill based-knowledge. All the programmes and courses are prepared and offered according to the guidelines and criteria as envisaged by the Higher Education Commission (HEC). The IDE adopts semester system as implemented by the university.

Talking about the Instructional Delivery & Assessment Criteria Dr. Irshad said that a blended approach for instructional delivery of the courses is employed at the IDE. The students study the instructional material at their homes through self-study approach. They complete the self-assessment activities given at the end of each topic/unit. They also complete TWO assignments for a Three-Credit Hours' Course in a Semester. The main topics are discussed during the workshops along with student's individual presentations/ or in groups. They are provided copies of material(s) like lectures/ presentations according to contents of each course. The selected lectures have been planned to be uploaded on the varsity/ Institutes' website for open access of the students. The learning of the students is evaluated through mid-term examination (30%), and final term examination (50%) and assignments/presentations (20%) for each course. There is an Orientation Workshop, Mid-Semester Workshop and Final-Semester Workshop. Learning Management System is also established according to following criteria: F2F 40%, LMS 40%, Assignments 20%. The maximum time duration for completion of the coursework and research thesis is two years (four semesters) for an M.Phil and Masters' Degree. A student is eligible for research work after completing the coursework with required CGPA (3.0 out of 4.0) of both of the semesters. The normal time of completing the M. Phil through Distance Education is two years' programme which is extendable up to maximum four years with the recommendation of the programme coordinator and approval of the Director IDE and vice-chancellor. If a student is unable to complete the all requirements within prescribed time limit, s/he will take admission afresh if wishes so. During first semester an admitted student has to study 12 credit hours' courses necessarily. However, in second semester s/he may take up minimum 6-credit hour courses to continue. The remaining 6-credit hours' courses, s/he would take when offered for the new intake. Taking up less than 6-credit hours' courses in second semester has adverse effect the eligibility of the students to continue the semester.

Dr. Irshad also shared his experience and said that Students' support services were provided through Skype conference, social media and mobile phones. Students necessarily had to give presentations and submit their assignments after checking their similarity index by using turnitin software. At the end of the course work the instructors rated performance of learners' to be good. Learner's appeared to be enthusiastic for continuing their studies The experience appeared to be a milestone in promoting higher education and feasible for replication at larger scale in Pakistan. Formal Universities can offer their Academic Programmes through Distance Education Mode along with their regular Programmes if Sufficient infrastructure is available Proper trained staff is available, Training and retraining

facilities are ensured, Instructional material is developed properly, Proper mode of Instructional delivery is ensured and Appropriate Assessment Strategies are adopted. Potential Collaboration involved: Allama Iqbal Open University Islamabad, Virtual University of Pakistan, Radio Pakistan Bahawalpur, Rohi TV, Kook TV, National Book Foundation, National Level Institutions/ Organization, World Bank –Islamabad , Japan International Development Agency (JICA), Common Wealth of Learning (COL), Asian Association of Open Universities (AAOU), United States Distance Learning Association (USDLA), Asian Open University

VIRTUAL LEARNING USING “VIDEO COLLABORATIVE “PLATFORM

Mr. Abdullah Butt CEO, EDUCAST

Mr. Abdullah Butt gave his presentation about EduCast, a firm provides online international tutoring services and shared his experience about virtual learning using video collaborative platform developed by EduCast. First he introduced about EduCast that it is a firm of Consultants and Operators of e-learning and e-training over IP and provides Online International Tutoring Services, Video Collaborative Services, International Online teacher training services, Live Telecast of events over narrowband Internet, Video Conference service providers over broad & narrow band internet, IPTV & Mobile TV Operators, Voice Information Service Bureau via 0900 / 0800 Call Handling, Electronic Media Rating through Telephone Interface, Telephone Information On-Demand and Operators of international Call Centre.

Presenting EduCast Online projects he said that EduCast established virtual classes’ setup at “Knowledge-Core- Riyadh” for Pakistani Students. They also providing Collaborative Platform for “NCRD-Establishment Division- Govt. of Pakistan”, offering Live Classes for “Rotary” T.E.A.C.H program, Online Telecast of classes for “University of Karachi” (SZIC-Islamic Banking); Online Telecast of Training sessions for “College of Family Medicine”-Karachi, Virtual classes for “Taaleem Foundation” Schools in 8 Tribal locations in Baluchistan; and Virtual Trainings for “HANDS’s 36 district network”- a leading social sector organization. EduCast also have an agreement with “Dow University of Health Sciences” in establishing Online Continued Medical Education for home base-non practicing female doctors and 8 Campuses of “COMSATS Institute of Information Technology”, in Video collaborative network operations under Industry Academia arrangement. They have a Setup of Virtual Vocational Training from “Memon Industrial Technical Institute” Karachi, Virtual Skill training classes from Hunar Foundation- Karachi into Ujala Foundation- Azad Kashmir, Online Telecast of Convocation, Seminars, trainings of Universities and MNCs, Online Telecast of 16 live TV channels mobile TV with “ZONG” – CMPAK, Online Telecast of 12 Live TV channels (upgrading to 50) – “PTCL SMART TV” and also operating Pakistan’s only LIVE EVENT TELECAST service “ITelecast”

Telecast of live/recorded educational classes on television laptops, tablets & mobiles through narrow band internet is the area of expertise of EduCast and provides technical support from international IP technology network that is present in major hubs worldwide. Mr. Abdullah Butt also highlighted that they have customized their telecast over Narrow band, so it can be accessed over very low connections too and able to provide live video transmission of educational and training content

through all available mediums via narrowband internet such as: Computers (Fixed or wireless broadband, TV Sets (Through Android Dongles), Mobile Phones (All type) and Tablets (Wireless broadband) through this technology led platform participant gets control of educational content and transmission, through features like instant recording (optional) and able to watch previous content, educational content, videos on demand & TODAY the participant wants: Which he/she can control and watch at their own time and will.

EduCast offering full Screen Teacher Video – at Minimum 384 Kbps (0.384 Mbps), customized Android App, Windows App, Browser access – Windows & Mac, On screen Live Scroll, featuring information, announcements, polling, quiz, Onscreen display of advertisement, logo, Messages, Over Cloud based broadband (fixline-wireless-EVO-WIMAX-3G), Customized Windows/Android App with 7 days rewind feature, Online assessment and daily evaluation using SMS – Results reporting via SMS, For Recorded Content Onscreen Questions -With live assessment via SMS, Transmitting classes on the SMART TV sets, Computers, Tablets and Mobile Phones and Institute can offer all courses with the ease of home study. Student/ trainee can rewind or record the sessions and attend classes/Sessions from anywhere on low connection.

Mr. Abdullah shared a video about another step forward technology called Edu Robot. It is a revolution in creating virtual presence of subject specialist at remote locations. Another concept Launched by EduCast is educated home based females to become virtual tutors, while they sit at home and can teach Pakistani children overseas. Video link established to offer live educational services and tutoring with in GCC locations at homes of students.

Mr. Butt also raised a very critical question that Despite of having 140m Mobile connections (25% using smart phones & Mobile internet) 3.0m Broadband Internet users, easy availability of 3G, 4G, EVO, WiMax, DSL, MPLS, SDH type connections; Thousands of free online courses from top universities available over Internet; 75% of country linked with Fibre optics, 200 plus cities with EVO wireless broad band, 3 High speed International Internet Submarine Cables; 150 plus universities with hundreds of campuses, and affiliation with Foreign universities, hundreds of school chains with tens of hundreds of branches all over the country; all the above makes Pakistan an ideal location where eLearning and Online education can bring the paradigm shift in the national education; then why until date a single true Online educational & eLearning setup has not been evolved in Pakistan? Discussing the reasons behind this failure he said that Online Education platforms like Cisco– Web Ex, Microsoft LINK, Adobe's Adobe connect, India's WIZIQ etc, offering live online video base learning, requires a minimum of 1.00 Mega Bit (MB) clean link connection. At participant side such connection is available at minimum or above Rs 10,000/month, this cost is prohibitive for students to afford for studying online. All users and presenter Links are accessed

through International cloud (public internet) mostly from USA based servers. In Pakistan the Internet delivery structure is not designed for sustained streaming, it is packet based or transit routing base, so any slight delay at receiving of live content, within any of the locations in transit over the Cloud, the video link gets affected. Therefore students at different locations do not get to see the stream simultaneously, which severely affects the quality of delivery continuity, concentration, focus and interruption in the session. To resolve this issue EduCast has launched its own hybrid training video delivery system and initiated virtual corporate training program in Pakistan's leading organizations.

Closing Ceremony
Address of the Chief Guest Muhammad Ibrahim Sanai
Minister of Social Welfare & Education,
Gilgit Baltistan

I feel immense pleasure that International Islamic University provided me a chance to address the participants of International Conference on Distance Education & E-Learning (ICDEEL-2016). This conference is a mega event and it will provide a forum to the participants and students to present their research papers. In our country there is dire need to promote Open and Distance Learning (ODL). I belong to a Gilgit Biltistan and I can understand better that how distance education is panacea for my province. Gilgit Baltistan is province and part of Pakistan, comprising of 72496 SqKms and 7 districts. Estimated population of the province is 1.8 million. *Balitistani, Shina, Khowar, Wakhi* and many more languages are spoken in this province. I would like to share with you people that why distance education is more important for my province. Many natural discrepancies are existing in Gilgit Baltistan. Travelling becomes difficult in many areas of the province due to snow falling and land sliding in winter. Many villages are situated in deep valleys, it becomes difficult to travel in rainy season. In some cases children walk 6-8 miles by foot to reach to their schools. I request to International Islamic University Administration to establish centers of directorate of distance education in Gilgit Biltistan. I ensure that we will extend our full cooperation and provide maximum help to facilitate IIUI to establish its centers for distance education in Gilgit Biltistan. Once again I am thankful to the IIUI for providing me this opportunity. Pakistan Zindabad.

Vote of Thanks by:

Prof. Dr. N. B. Jumani, Director, Directorate of Distance Education/Dean FSS