E-learning in Covid-19 Pandemic Time

1. E-learning and online learning
2. Blended learning
3. Innovative Educational Technologies, Tools and Methods for E-learning
5. Innovative Methods for e-learning – theoretical and practical aspects of e-learning and lifelong learning
6. MOOCs – methodology of design, conducting, implementation and evaluation
7. E-learning and 2.0 and Web 3.0 technology
8. E-learning and effectiveness using of Learning Management System (LMS), CMS, VSCR, SSA, CSA
9. Cloud-based distance learning, social media, multimedia resources.
10. Methodological tools. E-tutoring. (Video)tutorial design
11. Simulations, models in e-learning and distance learning
12. E-learning and distance learning systems
13. Successful examples of M-learning, e-learning
14. Evaluation of synchronous and asynchronous teaching and learning, methodology and good practices

The conference topics include the following thematic sections:

1. E-learning and lifelong learning
2. E-learning for humanities and social sciences
3. Key competences and soft skills in the digital society
4. Immerse learning and Cyberpace
5. Legal, social, scientific, technological aspects of distance learning and e-learning in different countries
6. European and national standards of e-learning quality evaluation
7. Psychological and ethical aspects of distance learning and e-learning in different
8. E-collaboration and e-communication in e-learning
9. E-environment and Cyberspace
10. SMART Universities. SMART Technology in education
11. E-learning in a sustainable society
12. Comparative approach in research on e-learning
13. Artificial intelligence (AI), augmented reality (AR), virtual reality (VR)
14. E-learning and STEAM Education
15. Immersive learning environments. Blockchain. Bots
16. Robots and Coding in education
17. Internet of Things. IOT, TIM
18. STEM education contemporary trends and challenges
19. Distance learning in humanities and science
20. Quality of teaching, training, evaluation for science and technologies
21. Development of Key and Soft Competences and E-learning
22. Effective development of teachers’ digital skills
23. Key competences and soft skills in the digital society
24. Use of a-bots in improving the level of students’ digital competences
25. E-learning for humanities and social sciences
26. E-Learning and Lifelong Learning
27. Self-learning based on e-learning and Internet technology

The International Conference is organized under the auspices of the Rector of the University of Silesia in Katowice, Prof. dr hab. Zenon Gajdzica, Dean of the Faculty of Arts and Sciences of Education, Professor, dr hab. Irena Poleszczuk, Dean of the Faculty of Science and Technology, Professor, dr hab. Danuta Stroń, Director of the Institute of Information Society, Professor, dr inż. Piotr Porwik.

Co-organizers and Partners:
University of Ostrava (AU), Czech Republic
University of Silesian in Opava (SU), Czech Republic
University of Silesia in Katowice (SU), Poland
University of the Basque Country (UA), Spain
The Grail Institute (CU), Australia
Herzen State Pedagogical University of Russia, St. Petersburg, Russian Federation
University of Defence, Czech Republic
University of Twente, The Netherlands
Dragomanov National Pedagogical University in Kyiv, Ukraine
Maria Grzegorzewska Academy of Special Education, Poland
22 Century Foundation, Spain
Silesian University in Opava, Poland
Higher School of Humanities in Szczecin, Poland
Silesian University in Opava, Poland

copyright c 2021 the conference organizing committee
The Faculty of Arts and Sciences of Education at the University of Silesia, Poland has extensive experience in the implementation of distance learning in other departments across the university. The Faculty’s Distance Learning Platform operates smoothly and continues to expand. The conference is designed to bring together all agents involved in e-learning – university students, faculty staff, and educators – to explore and share experiences with e-learning and distance learning, both at home and abroad. The partners and the co-organizers of the conference are universities from the following countries: University of Ostrava (Czech Republic), Matej Bel University in Banská Bystrica (Slovak Republic), Silesian University in Opava (Czech Republic), Constantine the Philosopher University in Nitra (Slovak Republic), which are also involved in many activities in the field of e-learning and ICT in particular in the framework of a joint project “E-learning as a road to communicating in the multicultural environment” supported by the International Woodyard Fund (IFM). Among our participants there were researchers and scientists from different countries.

The E-Learning Series is indexed in the international scientific bibliometric databases, in particular, in:

- Web of Science Core Collection, 9th vol., 2017 vol. 10 and 11 vol. 2019
- Journal Factor http://www.journalfactor.org
- Academic Research Index https://www.researchbib.com
- Polska Bibliografia Naukowa https://pbn.nauka.gov.pl
- Google Scholar

International Journal of Research in E-learning (40 points)
www.ijrel.us.edu.pl
https://www.journals.us.edu.pl/index.php/ijrel

Peer-reviewed journal, ISSN 2451-3644 (print edition), ISSN 2451-3652 (digital edition).

U REL is indexed in the international scientific bibliometric databases, in particular, in:

- ICI Journal Citation List – Index Copernicus (ICV = 97.08 (2017))
- The Central and Eastern European Online Library CEOL
- Academic Research Index https://www.researchbib.com
- Polska Bibliografia Naukowa https://pbn.nauka.gov.pl
- ERIH PLUS
- Google Scholar
- JIFACTOR.ORG
- CESIR
- BazKuM
- Journal Citation
- CiteScore
- MIAR
- OAJI
- Eulita
- Elsi

The official language of the conference is English.

Dissemination of conference proceedings
Conference materials and papers will be reviewed and published in a monograph entitled E-learning in Covid-19 Pandemic Time (issued in ISBN catalogue)

Important dates:
15th July 2021 – the 1st deadline of Registration form filling and abstracts, monograph chapters and UREL articles submission. Registration fees payment.
1st August 2021 – 2nd deadline of Registration form filling and the final deadline of monograph chapters (2021 submission). Registration fees payment.
15th September 2021 – 3rd deadline of Registration form filling and UREL articles (2022 submission). Registration fees payment ends.
1st October 2021 – sending out the detailed conference programme.

Conference registration fee includes:
- Participation in the conference (online) with certification
- Publication in: the 13th vol. of the E-learning series monograph E-learning in Covid-19 Pandemic Time or in:
- International Journal of Research of E-learning
- Electronic book
- Payment before 1st August 2021

Electronic book
Payment after 1st August 2021

Conference registration fee includes:

- Participation in the conference (online) with certification
- Publication in:
  - the 13th vol. of the E-learning series monograph E-learning in Covid-19 Pandemic Time or in:
  - International Journal of Research of E-learning
- Electronic book
- Payment before 1st August 2021

Electronic book
Payment after 1st August 2021

Individual registration of accommodation (cost with discount for participants of the DLCC2021 conference)

Dr hab. Anna Studenska, assoc. prof.
e-mail: anna.studenska@us.edu.pl

Dr Anna Porczyńska-Ciszewska e-mail: anna.porczynska@us.edu.pl

Dawid Staniek – Secretary of the Conference
e-mail: dawid.staniek@gmail.com

Contact:
If you have any queries regarding the conference, please contact:
- dlc@us.edu.pl; www.dlc.us.edu.pl
- dr.natalia.ruman@us.edu.pl
- malgorzta.bortliczek@us.edu.pl

Conference Organising Committee:
Dr hab. Eugenia Smyrnowa-Trybulska – Conference Chief
e-mail: eugenia.smyrnowa-trybulska@us.edu.pl
Dr Natalia Ruman – Secretary of the Conference
e-mail: natalia.ruman@us.edu.pl
Dr hab. Malgorzata Bortliczek, associate prof.
e-mail: malgorzata.bortliczek@us.edu.pl

Conference will be held online in videoconference mode.
Address of virtual rooms for conference sessions will be available 1st October 2021.

The theme and the priorities of the conference reflect the conceptual principles underlying the modernization of education and the reform of the educational systems in European countries, as well as national development strategies for the 21st century. One of the European Union’s key education objectives is the provision of equal opportunities for all with regard to access to learning and knowledge, regardless of gender, financial and physical ability, and place of residence. That is why, distance learning has now been granted a status of high priority. If introduced on a wide scale, distance learning and teaching may make a significant contribution towards the achievement of educational goals in member states.

One of the European Union’s key education objectives is the provision of equal opportunities for all with regard to access to learning and knowledge, regardless of gender, financial and physical ability, and place of residence. That is why, distance learning has now been granted a status of high priority. If introduced on a wide scale, distance learning and teaching may make a significant contribution towards the achievement of educational goals in member states.

One of the European Union’s key education objectives is the provision of equal opportunities for all with regard to access to learning and knowledge, regardless of gender, financial and physical ability, and place of residence. That is why, distance learning has now been granted a status of high priority. If introduced on a wide scale, distance learning and teaching may make a significant contribution towards the achievement of educational goals in member states.

One of the European Union’s key education objectives is the provision of equal opportunities for all with regard to access to learning and knowledge, regardless of gender, financial and physical ability, and place of residence. That is why, distance learning has now been granted a status of high priority. If introduced on a wide scale, distance learning and teaching may make a significant contribution towards the achievement of educational goals in member states.

One of the European Union’s key education objectives is the provision of equal opportunities for all with regard to access to learning and knowledge, regardless of gender, financial and physical ability, and place of residence. That is why, distance learning has now been granted a status of high priority. If introduced on a wide scale, distance learning and teaching may make a significant contribution towards the achievement of educational goals in member states.

One of the European Union’s key education objectives is the provision of equal opportunities for all with regard to access to learning and knowledge, regardless of gender, financial and physical ability, and place of residence. That is why, distance learning has now been granted a status of high priority. If introduced on a wide scale, distance learning and teaching may make a significant contribution towards the achievement of educational goals in member states.

One of the European Union’s key education objectives is the provision of equal opportunities for all with regard to access to learning and knowledge, regardless of gender, financial and physical ability, and place of residence. That is why, distance learning has now been granted a status of high priority. If introduced on a wide scale, distance learning and teaching may make a significant contribution towards the achievement of educational goals in member states.

One of the European Union’s key education objectives is the provision of equal opportunities for all with regard to access to learning and knowledge, regardless of gender, financial and physical ability, and place of residence. That is why, distance learning has now been granted a status of high priority. If introduced on a wide scale, distance learning and teaching may make a significant contribution towards the achievement of educational goals in member states.

One of the European Union’s key education objectives is the provision of equal opportunities for all with regard to access to learning and knowledge, regardless of gender, financial and physical ability, and place of residence. That is why, distance learning has now been granted a status of high priority. If introduced on a wide scale, distance learning and teaching may make a significant contribution towards the achievement of educational goals in member states.

One of the European Union’s key education objectives is the provision of equal opportunities for all with regard to access to learning and knowledge, regardless of gender, financial and physical ability, and place of residence. That is why, distance learning has now been granted a status of high priority. If introduced on a wide scale, distance learning and teaching may make a significant contribution towards the achievement of educational goals in member states.

One of the European Union’s key education objectives is the provision of equal opportunities for all with regard to access to learning and knowledge, regardless of gender, financial and physical ability, and place of residence. That is why, distance learning has now been granted a status of high priority. If introduced on a wide scale, distance learning and teaching may make a significant contribution towards the achievement of educational goals in member states.

One of the European Union’s key education objectives is the provision of equal opportunities for all with regard to access to learning and knowledge, regardless of gender, financial and physical ability, and place of residence. That is why, distance learning has now been granted a status of high priority. If introduced on a wide scale, distance learning and teaching may make a significant contribution towards the achievement of educational goals in member states.

One of the European Union’s key education objectives is the provision of equal opportunities for all with regard to access to learning and knowledge, regardless of gender, financial and physical ability, and place of residence. That is why, distance learning has now been granted a status of high priority. If introduced on a wide scale, distance learning and teaching may make a significant contribution towards the achievement of educational goals in member states.

One of the European Union’s key education objectives is the provision of equal opportunities for all with regard to access to learning and knowledge, regardless of gender, financial and physical ability, and place of residence. That is why, distance learning has now been granted a status of high priority. If introduced on a wide scale, distance learning and teaching may make a significant contribution towards the achievement of educational goals in member states.