



Call for Full, WIP and Workshop Proposal Papers

Last Breakout Paper Submission Deadline – November 1, 2022

EDUNINE2023 Website: <https://edunine.eu/edunine2023/>

The VII IEEE World Engineering Education Conference (EDUNINE2023) will be held as a hybrid conference in Bogotá, Colombia, March 12-15, 2023.

NEW IMPORTANT DATES

Full, WIP or Workshop Late Breakout Paper Submission:	November 1, 2022
Acceptance Notification Late Breakout Papers:	December 2, 2022
Final Paper & Registration of Late Breakout Papers:	December 27, 2022
Late Registration:	March 3, 2023
Conference:	March 12-15, 2023

The purpose of this new call for Last Breakout Papers is to give authors the opportunity to publish and present new and compelling material in ICT education.

EDUNINE2023 issues two calls for papers to ensure that the conference schedule coincides with the academic calendars of the Northern and Southern Hemispheres to comply with the IEEE non-discrimination policy. Typically, the academic year begins in late summer or early fall and ends the following spring or summer. Therefore, in Northern Hemisphere countries, the academic year lasts from August, September, or October through May, June, or July. In contrast, in Southern Hemisphere countries, the academic year is aligned with the calendar year and lasts from February or March to November or December. Each call for papers has its own deadline for submission, review, and notification, and should give authors the time they need to complete the procedures required by their institution for participation in the conference.

The EDUNINE2023 conference will be held as a hybrid conference with combined online and face-to-face presentations. This conference will be an experience that appeals to all audiences in a viewer-friendly manner by bringing our online and live audiences to the same level.

Authors can choose to present their papers "in person" at the conference venues (Universidad Central and Universidad

del Rosario in Bogotá) or "online only" through the online platform. *Both forms of presentation are of equal value.* All combined sessions of online and live presentations will be accessible online. All participants will have access to the online platform.

The IEEE World Conference on Engineering Education - EDUNINE is held in a different Latin American city each year. It is an annual conference of the IEEE Education Society, organized jointly with COPEC for Region 9 (Latin America). This conference joins the prestigious list of regional conferences of this Society, which are: FIE EDUCON, EDUNINE and TALE.

The theme of this issue is "Reimagining Engineering - Toward the next generation of Engineering Education, merging technologies in a connected world".

Interested authors are invited to submit original research as Full Papers (6 pages), Work-in-Progress Papers (4 pages), or Workshop Proposals (2 or 6 pages). Contributions are welcome on a range of suggested topics (see next page). We also encourage submissions that address the unprecedented disruption of all aspects of higher education by COVID -19.

All papers must be written in English, the official language of the conference, to appeal to a broader audience. Papers will be peer reviewed based on originality, technical and/or research content/depth, correctness, relevance to the conference, contributions and readability.

Accepted and presented papers will be submitted for inclusion in the IEEE Xplore® digital library. The presentation languages will be English and the most widely spoken languages in the Latin American region, namely Portuguese and Spanish. There will be no poster sessions.

In addition to the Paper presentations, there will be workshops, plenary sessions, panels and special sessions for social interaction (hybrid coffee breaks and hybrid brunch meetings with special guests).



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For more information, please see the conference website: (Contact: edunine@edunine.eu)
<https://edunine.eu/edunine2023>

Streams of Topics of the Conference

- **Special topics: Impact of covid-19 and its consequences on engineering, technology & computing (ETC) education:**
 - ✓ Transitioning engineering, computing and technology education from face-to-face to hybrid learning strategies, equity-oriented best practices & lessons learned;
 - ✓ ETC hybrid educational infrastructure, technology & resources for learning, access, inclusion and equity to minimize the educational disruption & digital divide;
 - ✓ Hybrid learning design activities, goals & students' engagement in ETC distance education;
 - ✓ Teacher training & support in ETC distance education;
 - ✓ Rethinking learning assessment & outcomes, challenges in assessing, testing & grading student's learning in ETC distance education;
 - ✓ Leveraging programs of learning continuity in humanitarian emergencies, challenges, advantages, limitations & perspectives on ETC distance education;
- **Innovative learning spaces in ETC education:**
 - ✓ Technology blended learning in ETC education;
 - ✓ Innovative, accessible & inclusive learning environments in ETC education;
 - ✓ Open and flexible learning spaces in ETC education;
 - ✓ Infrastructure & educational technologies / ICT applications / open educational resources/ courseware in ETC education;
 - ✓ Online/e-learning/m-learning spaces in ETC education;
 - ✓ MOOC (massive open online course) in ETC education;
 - ✓ Smart classroom, virtual & remote labs, robotics in ETC education;
 - ✓ Serious games, game-based learning and gamification in ETC education;
 - ✓ X-reality and immersive learning environments in ETC education;
 - ✓ Learning spaces for stem education in K-12 or higher education;
- **Broadening learning / teaching in ETC education:**
 - ✓ Effective learning activities, innovations, methodologies & practice in ETC education;
 - ✓ 21st. Century skills development & competencies in ETC education (including global and regional competencies);
 - ✓ Student's learning experiences including inclusive learning, gender equality and special education in ETC education;
 - ✓ Adult, lifelong learning & professional development in ETC;
 - ✓ Designing class activities to engage women in ETC education;
 - ✓ Interdisciplinary, multidisciplinary & transdisciplinary learning experiences in ETC education;
 - ✓ Effective learning activities for multicultural inclusion and indigenous perspectives in ETC education;
 - ✓ New experiences for language learning in ETC education
 - ✓ Teaching research and innovation in ETC courses;
 - ✓ Sustainability and ethics in ETC education.
- **Improving educational organization issues of ETC education**
 - ✓ Curriculum design & development in ETC education;
 - ✓ National & regional accreditation in ETC education;
 - ✓ Quality processes at national, regional & international level in ETC education;
 - ✓ Assessment & evaluation in ETC education;
 - ✓ Stem education in k-12 & higher education to engage the young generation and parents in ETC education;
 - ✓ Staff and teacher education, pedagogy, practice & praxis in ETC education;
 - ✓ Facilitation / training programs, mentorship & professional guidance in ETC education;
 - ✓ Links between research and education in ETC;
 - ✓ Retention & learner-support strategies in ETC education.