Call for Papers
Guatemala, Guatemala
March 10-13, 2024

EXTENDED Call for Full, WIP, Workshop Proposal and Doctoral Symposium Papers: **November 20, 2023**

EDUNINE2024 Website: https://edunine.eu/edunine2024/

The **VIII IEEE World Engineering Education Conference (EDUNINE2024)** will be held in **Guatemala, Guatemala, March 10-13, 2024.**

EDUNINE2024 will be a **hybrid conference** combining **online and face-to-face presentations.** During the conference, technology will seamlessly integrate live and virtual audiences to facilitate participation. This experience will engage all audiences in a viewer-friendly way, putting live and online audiences on the same page and ensuring that both audiences get the most out of their experience. It is possible for authors to present their papers **"in person"** at the conference venue (**Universidad Galileo in Guatemala**) or "**online only**" via the online platform. _Presentations in both forms are equally valuable._ All participants have online access to all combined sessions with online and live presentations.

The **IEEE World Conference on Engineering Education (EDUNINE)** is held each year in a different city in **Latin America**. It is an annual conference organized in partnership with **COPEC** for **IEEE Region 9** (Latin America) of the **IEEE Education Society**. This conference is one of the prestigious regional conferences of this Society: **_FIE, EDUCON, EDUNINE_** and **_TALE_**.

The theme of this year's edition is "**Empowering Engineering Education: Breaking barriers through research and innovation**". Engineering, Computer Science, and Technology education conferences play an increasingly important role in building bridges between communities and providing educators and policy makers with innovative and creative solutions to address current and future teaching and learning challenges.

Authors are encouraged to submit their original research in the form of **Full Papers (6 pages)**, **Work-in-progress (WIP) Papers (4 pages)**, and **Workshop Proposals (2 to 6 pages)**. Additionally, **doctoral students** are encouraged to submit **papers (4 pages)** on their current research for the **EDUNINE Doctoral Symposium**. The aim is to facilitate the dissemination of research-in progress conducted by junior researchers and to facilitate the discussion of new ideas and enhancements to their doctoral thesis with a panel of experts.

The conference calls for papers on the conference streams topics listed at the end of this call. **All papers** must be submitted in the official language, **English**, to reach a wider audience. Papers will be to **peer reviewed** based on the following criteria: Originality, Technical and/or Research Content/depth, Correctness, Relevance to the Conference, Contributions, and Readability.

All accepted papers presented orally at the conference will be added to the **IEEE digital library IEEE, IEEEXplore®. IEEEXplore** has partnerships with other publishers and vendors, including _Google, Elsevier (Scopus, Science Direct, Compendex), Web of Science, Ei Engineering Village,_ and _Scitopia.org._ **Presentation languages** will include **English and Portuguese and Spanish**, the most widely spoken languages in Latin America. Doctoral students' papers will be presented as **posters** on the day of the **Doctoral Symposium** to interact with the panel of experts.

Besides the paper presentations and posters from the Doctoral Symposium, there will also be **workshops**, **plenaries, panels** and **hybrid social events**.

For more information, please see the conference website: https://edunine.eu/edunine2024
(Contact: edunine@edunine.eu)

IMPORTANT DATES (EXTENDED)

Full, WIP, Workshop & Doctoral Symposium Paper Submission:	**November 20, 2023**
Acceptance Notification:	**December 22, 2023**
Final Paper Submission	**January 22, 2024**
Early Registration & Payment	**February 5, 2024**
Normal Registration & Payment	**February 15, 2023**
Late Registration & Payment	**February 26, 2024**
Conference:	**March 10-13, 2024**

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Streams of Topics of the Conference

- **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;
  - ✓ Adaptation to New Technologies in ETC 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;
  - ✓ 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;
  - ✓ 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;
- ✓ Assistive Technologies in ETC education;
- ✓ Managed Learning Environments (MLEs) in ETC education;
- ✓ Learning Management Systems (LMS) in ETC education;
- ✓ Intelligent Tutoring Systems (ITS) in ETC education;
- ✓ Machine Learning in ETC education;
- ✓ Intellectual Property Rights and Plagiarism 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;
  - ✓ Learning assessment & outcomes, challenges in assessing, testing, & grading student's learning in ETC distance education;
  - ✓ Ethical Issues in ETC Education;
  - ✓ Ethics and responsible AI use 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;
  - ✓ Teacher training & support in ETC distance and hybrid education
  - ✓ Facilitation / training programs, mentorship, & professional guidance in ETC education;
  - ✓ Links between research and education in ETC;
  - ✓ Retention & learner-support strategies in ETC education.

IEEE Education Society

COPEC Science and Education Research Organization

Galileo UNIVERSIDAD