

Department of Humanities & Social Sciences in collaboration with Teaching Learning Centre, BITS-Pilani, K.K Birla Goa Campus is organizing an International Conference on 29th & 30th July 2022

Conference Theme:

Education Outside the Classroom



Conference will be conducted on virtual platform



BITS Pilani

K K Birla Goa Campus

Department of Humanities & Social Sciences



BITS Pilani
K K Birla Goa Campus

Important Dates

- Last date of Submission of Abstracts: 30/04/2022
- Announcement of Selected Abstracts: 30/04/2022
- Submission of the Final Paper: 30/06/2022
- Announcement of Selected Papers for Presentation: 15/07/2022
- Date of International Conference: 29th & 30th July 2022

Guidelines for submission

- Abstract must be 500 words with 5 keywords
- Length of the full paper must be between 4000- 5000 words excluding references
- Submit your abstract and full paper at nateducationconference2022@gmail.com

Guidelines for registration fees

- The registration fee for acceptance of final paper is Rs.500 for faculty, NGO representatives; Rs. 300 for research scholars and USD 10 for International participants.
- Last day of registration fee payment for paper presenter and listener is 16th July 2022.
- Payment details will be intimated with the authors of the selected papers.

Abstract

Education has undergone a major transformation due to the pandemic, the most visible aspect of which is transition from classroom teaching to online teaching-learning modalities. The pandemic has acted as a catalyst for digitization of learning, prompted the use of virtual platforms in order to simulate the academic experience at a time of unprecedented crisis. Reliance on different modes of pedagogical approaches categorized under hybrid, blended or e-learning has increased during the past two years when virtual modes of teaching and learning have emerged as pivotal aspects of the educational environment. It therefore, becomes imperative to explore the implications of the shift in pedagogical approaches in the light of the pandemic and its' influence on teaching – learning process.

In order to initiate this enquiry, the conference proposes to develop the following key themes:

- a) Digitization of education
- b) Alternate modes of teaching-learning
- c) Right to Education and access to it in the new and changing situation
- d) Barriers to education
- e) Hybrid and blended learning mechanisms
- f) Perceptions about and status of Teaching as a profession before and during COVID 19
- g) The Impact of pandemic on learner motivation and engagement

Concept Note

With the outbreak of the COVID 19 pandemic and its aftermath, pedagogy and learning have undergone various changes. The announcement of a total Lockdown led to the closure of schools, colleges and universities in most countries thereby paving way for the need of an alternate educational set up. Regular face to face class interactions were replaced by a plethora of alternatives to ensure that there was no interruption or deceleration in education (Dhawan, 2020). This affected the very foundations of the traditional educational set up very significantly, prompting the use of other mechanisms that seem to maintain access to learning. In India, the Government heavily emphasized the ICT and the use of online modality of education as part of essential teaching-learning process at tertiary level. The latest draft of the New Education Policy (2019) also emphasizes the use of techno efficiency in the field of education, making use of platforms such as Webs of Active-Learning for Young Aspiring Minds (SWAYAM) or Massive Open Online Courses (MOOC) whereby an array of courses are available. There has also been unanimous agreement with regard to implementation of online education across the country by both the Central as well as State governments. All these efforts are based on the underlying assumptions of 1. the need for Uninterrupted education and 2. of the availability of and access to digital infrastructure. While the first assumption is a valid one, the latter is not a given, and in fact one of the most serious issues confronting stakeholders is the divide based on technology and access leading to inequalities in education.

Online mode of education reflects a pedagogical shift in teaching and learning by moving from the classroom set up to platforms like Zoom and from seminars to webinars, reflecting an acceptance of digital academic experience (Lederman, 2020). Educational institutions had to adopt a digital approach to instruction and student learning, dramatically transitioning traditional in-person classroom instruction to predominantly distance learning where teaching is provided remotely on digital platforms. Using an online modality of teaching has also been found to enrich the student learning experience by using a range of tools (Klien, 2016) as well as to foster student-student communication (Simonson, 2016). Research by Mishra, Shree & Gupta (2020) outlined the holistic picture of ongoing online teaching-learning activities during the lockdown period and found that in order to ensure the resumption of educational activities, there was a need to explore the barriers faced by both the students as well as the teachers that lead to persistence of academic disturbance in the online modality of teaching. Similar results were by Zhang and colleagues (2020) wherein they found that in order to establish an efficient techno-academic blended form of learning, academicians and students have additional responsibilities. The learners' motivation and interaction comes to hold a greater importance in the online learning environment (Bignoux & Sund, 2018). The quality of learning has also been found to be closely related to the design and delivery of the content (Muthuprasad et al., 2021).

Pakpahan & Fitriani (2020) highlighted the use of information technology in the implementation of distance learning using Google classroom, WhatsApp, Zoom and other information media networks that connect lecturers and students in order to ensure that learning takes place. The silhouette of education system is changing with online modality of teaching – learning becoming the primary means of instruction. Studies have found that students respond positively to online learning if the content was well structured there was a provision of recorded videos (Muthuprasad et al., 2021). The need for interactive learning sessions was also found to be important to ensure the optimization or success of online learning. Accessibility, affordability, flexibility, engagement in self exploratory learning, learning pedagogy have been found to be some of the key areas that need to be explored in order to have a deeper understanding of the experience of online modalities (Murgatrottd, 2020). Development of creative initiatives as well as ways of actively collaborating with each other to improve and hone different ways of online pedagogy methods have provided opportunities to try new tools and aids as educators (Doucet et al., 2020).

Responding to these interventions, the proposed seminar intends to push the conversation in many different ways. The main objectives of the national seminar are

- a) To understand educational divides and challenges in society before and during pandemic
- b) To explore the changing nature of teaching learning philosophies and professional responsibilities with changing platform of accessing education
- c) To understand the needs of technological interventions in the teaching learning process
- d) To explore the influence of pandemic on the experience of teaching and learning

Information for Paper Presenters

Participants who are working or doing research on the aforementioned themes are invited to submit their research papers. Authors are requested to submit an abstract of 500 words before the deadline i.e. 30th April 2022. The extended abstract should carry the key theme, methodology and major findings. The full paper of the selected abstracts needs to be submitted before 30th June 2022. The word limit of the full paper should be between 4000- 5000 words excluding references. The style of citation and references should follow APA format. Published or already accepted papers for publication will not be accepted for presentation. The Teaching Learning Centre and Department of Humanities & Social Sciences, BITS- Pilani, Goa Campus is looking forward to the participation of social scientists in this virtual scientific seminar. Apart from Technical Sessions, Plenary Sessions will also be organized. For any query contact us at nateducationconference2022@gmail.com

About BITS-Pilani, K.K.Birla Goa Campus

The Birla Institute of Technology and Science (BITS), Pilani, established in the year 1964 is an all-India Institute for Higher education deemed to be a university by the Government of India. BITS offers admission in three tiers: First Degree, Higher Degree and Doctoral Degree. Programmes are offered in various disciplines such as Engineering, Science, Management and Humanities. BITS has always been ranked as one of the top few educational institutions of its kind. The University has four campuses: Pilani, Goa, Hyderabad and Dubai.

About Humanities and Social Sciences at BITS Pilani, K. K. Birla Goa Campus

Widely recognized as a research and teaching department, the Humanities and Social Sciences at BITS Pilani, K. K. Birla Goa Campus, was established in 2004. The department is dedicated to recruiting faculty members from newer research areas alongside traditional disciplines. It provides support and autonomy to the individual teachers to develop their areas and introduce new courses, particularly in interdisciplinary areas. The expertise of the faculty members range from Shakespearean studies, literary theory, ecocriticism, film studies, meta-cognitive studies, tourism studies to developmental studies, disaster management, environmental social sciences, maritime studies, qualitative psychology, mental health and professional ethics. The department aims at enriching the knowledge and awareness of students in various areas of humanistic and socio-scientific studies and enhancing their creative and critical thinking skills thereby enabling them to become well-rounded human beings, committed to the society, and to excel in their professional and personal lives.

About Teaching Learning Centre, BITS Pilani

Keeping in mind the higher ideals that BITS Pilani strive to uphold in terms of creating excellence in teaching, a Teaching Learning Centre is established across the University, in all the four campuses. The vision of the Teaching Learning Centre (TLC) is to maintain and foster a thriving culture for excellence in teaching-learning. It promotes teaching learning experience, encourages innovation in teaching-learning methodologies and creates a platform for learning from the best practitioners and from each other. It also does foundational research related to teaching-learning processes and actively seeks strategies/interventions in specific target contexts.

Convener:
Dr. Mohan Kumar Bera