Present
An International Conference
On

ONLINE PEDAGOGY:

Remote Teaching and Learning Strategies in the 21st Century

Presided by

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Tlemcen University

13th & 14th
December 2025

Online on **zoom**

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https://llc.univ-tlemcen.dz/fr/actualites/192/colloque-international

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Rationale:

Teacher education has been based on teaching particular approaches and methods that teachers can implement to facilitate learning. This enables teachers to grasp the most effective practices for a classroom setting and understand how different students learn and hold information, allowing them to tailor their lessons to meet those needs. In today's classroom, students have a wide range of profiles, skills, and needs; this diversity requires tailored pedagogical approaches to address their specific expectations. Hence, educators propose various techniques and strategies to provide support through a particular pedagogy.

Pedagogy is "the process of facilitating learning through interactions between teachers, learners, and the context in which learning occurs, emphasizing creativity, engagement, and personalized approaches" (Robinson, 2011), which is the KEY. It will likely improve the quality of teaching and how the students receive it. Robinson's (2011) definition highlights the dynamic and relational aspects of teaching, aligning with contemporary shifts towards learner-centred, innovative, and inclusive educational practices. It underscores the evolving role of teachers as facilitators of creative and meaningful learning experiences. Although language educators have made significant strides in the last few decades, there is no dispute that a long road lies ahead in making multilingualism and multiculturalism the "New Normal" by expanding language learning opportunities for all students (Moeller & Abbott, 2018).

The "New Normal in Language Teaching and Learning" refers to significant changes and adaptations in how languages are taught and learned, particularly in response to global events, technological advancements, or shifting educational paradigms. It often includes a focus on online learning, hybrid classrooms, digital tools, flexible teaching methods, and increased use of technology to enhance accessibility and engagement in language education. The "New Normal" reflects an ongoing evolution toward more adaptable, inclusive, and tech-driven approaches to education.

Many researchers have started exploring technological educational interventions in the post-COVID era to maximise their students' creativity and performance. They believe that "Creativity support tools built on information technology can facilitate existing patterns of creativity or open up new opportunities" (Neier & Zayer, 2015). Modern technological advancements in education will likely be part of teacher toolboxes for the foreseeable future. Teachers can go beyond the standard lecture session and think creatively about using videoconferencing technology, for instance. The latter has become an essential teaching tool in distance education. These strategies will help teachers make the necessary adjustments to cope with shifting demand trends, raising the question: How can online pedagogy address the diverse needs of students in virtual classrooms?

Online pedagogy is "the design, facilitation, and direction of cognitive and social processes to achieve meaningful learning outcomes in an online environment (Garrison et al., 2000). The authors' definition provided by their Community of Inquiry (CoI) framework emphasises the integration of teaching, social, and cognitive presence in online learning environments. This type of instruction highlights the critical role of teachers in guiding interactions, fostering a sense of community, and supporting learners in collaboratively constructing knowledge.

In an increasingly interconnected and digital world, the significance of effective online pedagogy in education cannot be overlooked. The transition to online learning environments has transformed traditional teaching methods, necessitating innovative approaches that enhance student engagement and learning outcomes. This evolving field of study has garnered considerable attention from educators, researchers, and policymakers alike, as the benefits of well-implemented online teaching strategies extend beyond academic achievement to encompass broader cognitive, social, and emotional dimensions. Abou Bekr Belkaid University of Tlemcen, Algeria, is pleased to invite researchers and educators to contribute to the First International Conference on Online Pedagogy. The conference will serve as a pivotal platform to explore the

intricate interplay between technology, pedagogy, and student engagement. It aims to delve into the evolving landscape of online education, focusing on innovative pedagogical approaches and their impact on learning outcomes. It also analyses and discusses issues related to online education in its broadest sense, focusing on the challenges and opportunities presented by digital learning environments.

The scope of the conference will cover, but not be limited to:

1. Innovative Pedagogical Practices
- Online teaching innovations, gamification, and interactive learning tools.
- Best practices and techniques in ICT and distance education.
- Emerging methods in remote and hybrid language instruction.

2. Technology and Digital Tools in Education
- Integration of AI, VR, and AR in pedagogy.
- The role of Learning Management Systems (LMS) and Open Educational Resources (OER).
- Mobile learning and microlearning as evolving trends.

3. Teacher Training and Professional Development
- Preparing educators for effective online teaching.
- Continuous professional development and ICT literacy.
- Addressing digital literacy gaps among teachers and students.
- New competencies and technological challenges for language teachers.

4. Assessment and Academic Integrity
- Online formative and summative assessment methods.
- Adaptive and automated assessment systems using AI.
- Ensuring integrity and evaluating soft skills in virtual settings.

5. Equity, Accessibility, and Inclusion

- Ensuring inclusive and accessible education for diverse learners.
- Overcoming barriers to access for underrepresented groups.
- Using technology to promote equity in online learning environments.

6. Collaboration and Community Building

- Partnerships between educational institutions and businesses for job-oriented training.
- Building supportive online communities to enhance learner engagement.

7. Future Directions in Educational Technology

- Innovations and implications of AI-driven change in education.
- Trends shaping the future of online pedagogy and digital learning environments.

References:

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- Neier, S., & Tunca, L. (2015). Students' perceptions and experiences of social media in higher education. Journal of Marketing Education, 37(3), 133–143. https://doi.org/10.1177/0273475315583748

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Participation Guidelines
- Conference language: English.
- Communication proposals (250–300 words), including a title, an abstract, five keywords, and affiliation, should be submitted exclusively by filling out the following application form by November 15, 2025:

https://forms.office.com/Pages/ResponsePage.aspxid=-0xcES6_UkKqPCX ZvismvfCu5453oZBgDI7YyWohQNUQTdQV0NMRTJKQ1FIQVE4M1lPU1hO N1E1Wi4u.

- The scientific committee of the conference will review the proposals. Participants should specify the axis under which they are submitting their participation. The final program will be sent by December 07, 2025. Following the conference, the scientific committee will select the communications for publication. Some selected participants will be contacted later on by the scientific committee to publish their works, after a double-blind peer review process, in the much vaunted Socles Journal (indexed in **ERIHplus**).

Important dates

Submission Deadline	**15 November 2025**
Acceptance Notification	**25 November 2025**
Final Programme	**07 December 2025**
Conference Dates	**13 - 14 December 2025**

Scientific and Organising Committees

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Keynote Speakers

Confirmed

Prof. Abdelhamid Benachenhou
Mostaganem

Dr Fouzia Rouaghe
Setif 2 University

Dr Nihal Sadek
Educational Testing Services (ETS)
Maryland University

Dr Svetlana Chigaeva-Heddad
The Hong Kong Polytechnic University

Dr Neelam Pirbhai-Jetha
Mascareignes University,Mauritus

Dr Meryem Mengouchi Diab
Tlemcen University

Mrs Samia Mitchell
Portsmouth University

Dr Mohamed Ghermi
Oran 1 University