The ERL2023 International Symposium's Report

The Educational Research Lab (ERL) held its 3rd International Symposium on Educational Research (ERL2022) on **Saturday, October 21, 2023**. The symposium included **4** plenary speeches, **9** workshops, **21** papers, and **18** poster presentations. The talks covered various fields of research, including but not limited to global trends in e-learning, machine learning, Integration of Artificial Intelligence (AI), digital innovation and gamification, emerging trends in the K-12, college, and graduate educational domains, learner's retention and engagement, assessment validity and reliability in today's teaching and learning landscape, curriculum material design for today's learner, inclusiveness, and equity in the endemic era.

The ERL20223's International Symposium platform:



Since the theme revolved around the ***Sustainable Developments of Education and Research– Educational Innovations and Emerging Technologies***, the ERL2023 International Symposium offered its audience a virtual reality experience through its digital platform (exhibition hall). The attendees were able to navigate from one hall to another to attend concurrent sessions or workshops, and look for ERL job opportunities. For more information, please visit the website. https://info.psu.edu.sa/VirtualEventsPlatform/ERL/ERL2023/

The Opening Ceremony:

The opening ceremony of the 3rd International Symposium on Educational Research was initiated by **Dr. Heba Khoshaim,** Prince Sultan University's Vice President of the female campus, on behalf of Prince Sultan University's President and Honorary Chair of the ERL2023, **Dr. Ahmed Yamani**. In her welcoming speech, Dr. Heba Khoshaim started by emphasizing the positive aspects with the current status of the "public health" and the "economic outlook". She then stressed PSU's role in practicing agility and resilience in pursuit of better education through the adoption of innovative technologies, the creation of new learning opportunities, and the production of scientific research. Furthermore, Dr. Khoshaim highlighted PSU's role as a "pioneering institution that breaks new grounds in education" and holds the distinction of being the first non-profit private university in the Kingdom of Saudi Arabia, KSA. She concluded her speech by highlighting that the university is now in the fifth and final year of its third Strategic Plan. The goal is to continue its successful journey towards becoming a 'model of excellence in private higher education' and expanding access to new learning opportunities. Additionally, PSU is ready to launch its 4th Strategic Plan with a "large emphasis on scientific research". In closing, Dr. Khoshaim thanked and expressed appreciation to all ERL2023 International Symposium organizers, participants, and attendees.

Next was the word from the Vice Dean of the College of Humanities and Sciences and Conference Co-Chair, **Dr. Alia Mitchell**, who welcomed all organizers, participants, and attendees to such an exceptional event. Dr. Mitchell emphasized how critical it is to discuss sustainable development of education and research because it highlights the "ongoing

evolution of education in the world today". She added that this symposium gives great opportunities for researchers and educators to expand on topics like "global trends in e-learning", "utilization of innovative technologies and machine learning", "integration of Artificial Intelligence (AI)", "gamification", "learner's retention and engagement", "assessment", "validity and reliability", and "curriculum and material design". Dr. Mitchell further noted that the ERL2023 International Symposium aligns with the Saudi Vision 2030, which aims to enhance education and foster innovation. Dr. Mitchell concluded by expressing her delight in welcoming all ERL2023 keynote speakers, presenters, workshop partners, and attendees.

The opening ceremony was concluded by the remarks of **Dr. Norah Almusharraf**, the Leader of the Educational Research Lab and the Conference Co-chair, extended a warm welcome to all organizers, presenters, and attendees at the 3rd International Symposium on Educational Research (ERL2023). She commenced her welcoming address by emphasizing PSU's role as a leading Saudi university in promoting educational excellence and refinement. Furthermore, Dr. Almusharraf elaborated on PSU's commitment to conducting cutting-edge scientific research as a means to elevate PSU to the highest level of quality in higher education. Continuing, Dr. Almusharraf emphasized the mission of the Educational Research Lab (ERL), which aims to 'bridge the realms of education research and practice with a commitment to fostering an evidence-based education system'. The lab also seeks to facilitate collaborations with researchers, educators, and policymakers to enhance academic outcomes and strengthen the foundation of the educational systems. In her concluding statement, she expressed her gratitude to the lab team for their instrumental role in organizing this significant event.

The ERL2023 program included four plenary talks by distinguished scholars (figure 1):

Table 1:

Name	Affiliation	Topic
Prof. Stephen Krashen	University of Southern California, USA	**Not ALL "education innovations and emerging technology" are useful**

Dr. Alia Mitchell	Prince Sultan University, KSA	**Details about the Educational Research Lab and how can Educators adapt to the emerging technologies**
Prof. Charles Hopkins	York University, Canada	**Transdisciplinary educational research for transformative change in light of the Sustainable Development Goals (SDG)**
Prof. Janina Brutt-Griffler	The State University of New York, University at Buffalo, USA	**Developing biliteracy among young learners in the era of global English**

Figure 1: The ERL 2023's four Keynote Speakers



Plenary Sessions:

The first plenary session in the 3rd International Symposium on Educational Research was presented by **Prof. Stephen Krashen**, University of Southern California, USA. In his speech, Prof. Stephen Krashen began by directing attention to the importance of comprehending the theory behind language acquisition. According to Prof. Krashen, what we need to understand about language acquisition is that it is an involuntary process driven by comprehensible input. He asserted that if one comprehends the language, knowledge is acquired immediately. Additionally, Prof.

Krashen outlined that language acquisition occurs in three primary stages. The first stage centers on young children and notes that "80% enjoy and learn language best when their parents read them bedtime stories." In the second stage, which focuses on early-life language acquisition, Prof. Krashen stressed the significance of reducing listening and increasing reading; the best language acquisition results are achieved by those who read extensively. Finally, in the last stage, known as the intermediate stage, the emphasis is on "self-selected voluntary pleasurable reading."

Prof. Krashen further elaborated that reading is a key tool to activate language acquisition; there is an “amazing power in self-selected pleasure reading”. In this sense, he continued to say that reading for pleasure requires self-selection. “If someone suggests a book for me, I will not likely enjoy reading it as much as if I had selected it independently”; this is because “we acquire language in only one way that is if we understand and enjoy it”. So, it is very important for educators who integrate works of literature into their classrooms to allow students to choose the stories instead; this is a critical part of language acquisition. Additionally, reading for pleasure does not only help with language acquisition, but it is one of the best proven methods for knowledge retention.

In the next part of his session, Prof. Krahsen moved on to address the practical aspect of language, which is writing. He provided steps that are proven to elevate writer’s block, which include but are not limited to relocating missing words, retrieving logic and sequence, changing the writing environment, and most importantly, undergoing constant revision throughout the writing process. Prof. Krashen emphasized the importance of reframing our perspective on the writer’s block as our “subconscious communicating with us the need to learn something new”. Prof. Krashen concluded by addressing the implications of the digital transformation movement, particularly its application in public libraries. He underscored the importance of digital transformation in the current era but cautioned against the complete migration of books from physical libraries to digital screens. He noted that research has indicated that, especially for academic texts, reading in print leads to more attentive reading, enhanced knowledge retention, and better comprehension as compared to reading from a screen. Prof. Krashen

emphasized, "Digital reading is demanding," and he observed that it may not pose a challenge for well-established college students who have mastered their field. However, for children and young adults who are still acquiring language, it should not replace printed texts.

As Prof. Eugene Sheehan, from the University of Northern Colorado, Regrettably, had to withdraw from his participation in the ERL2023 International Symposium for personal reasons, the second plenary session was led by **Dr. Alia Mitchell**, Prince Sultan University, KSA. Dr. Alia Mitchell opened her session by discussing the Educational Research Lab at PSU and its services. The ERL promotes the use of action research by teachers, noted Dr. Mitchell, in serving a better learning experience for PSU's students. Drawing on the importance of educational scientific research, she highlighted the ERL's contributions to connect research with teachers and educators; the ERL "bridges the worlds of education research and education practice with a mission of supporting a more evidence-based education system. Therefore, translating research to practice". Additionally, the ERL at PSU provides professional training and coaching to implement evidence-based educational research to constantly improve pedagogies. Its ultimate goal is to seek "development and refinement" of K-12 and higher education. The ERL's interdisciplinary areas include, but are not limited to the Kingdom's 2030 vision, K-12 and higher education, education policy and leadership, quality assurance and standards, curriculum and material design, testing, evaluation and assessment, critical thinking and professional ethics, online and blended learning/ teaching, digital literacies, sustainability, competency-based curricula, and professional development.

Furthermore, Dr. Mitchell proceeded to discuss the emergence of 21st-century technologies, including gamification, learning analytics, flipped classrooms, cloud computing, Artificial Intelligence (AI), Virtual Reality (VR), Augmented Reality (AR), and more. During this segment, Dr. Mitchell emphasized the imperative for educators to acquaint themselves with these tools and learn how to effectively incorporate them into the classroom. She emphasized that "we should always bear in mind that any technology we employ is merely a tool" and that the ultimate goal is to "adapt these tools in ways that best serve the needs of our students" to enhance the learning experience. Furthermore, she stressed the significance of embracing this

"paradigm shift" in education and adjusting our teaching and learning methods to remain current and ahead of the times. In closing, Dr. Mitchell welcomed attendees and educators' reflections regarding the use of AI and other technologies. Many of the attendees voiced one main concern related to the ethical uses of ChatGPT to which Dr. Mitchell noted that it should not be a substitute for teaching, and teachers must educate themselves on the various ways we could utilize such a tool. Additionally, teachers must equip themselves with the skills and knowledge to recognize that "when ChatGPT is giving false or inaccurate information", it is because such tools pull all data from the internet whether accurate or not. Nevertheless, it is our responsibility as educators to teach and guide our students on how to use ChatGPT and other AI technologies ethically and effectively within the classroom.

The third plenary session in the 3rd International Symposium on Educational Research was presented by **Prof. Charles Hopkins**, York University, Canada. In his session, Prof. Charles Hopkins focused on the need to connect education and educational research with sustainability, and that "this need is growing by the day". We constantly face global challenges that provide obstacles or opportunities for societies when it comes to poverty and exclusion, food resources, migration, global energy supply, climate change, and critical employment. Therefore, educators today play a vital role in linking sustainability because this is "the world our students live in and experience". Educators must understand how to adapt to, reduce, and if possible, prevent these challenges for our students. Prof. Hopkins also addressed the call for "transformative changes to education" to answer the triple crisis identified by the United Nations General Assembly as "equity, quality, and relevance". He adds that the United Nations concluded that "education, in serving the 4th SDG, is the key enabler of the other sustainable development goals" and is vital to the overall "implementation of sustainability". So, UNESCO looks at this from a holistic point of view where the outcome of education "empowers the learner" to make informed decisions and deliver knowledge.

Moreover, Prof. Hopkins went on to discuss the role of leadership from a different perspective. In this context, he underscored the necessary measures that we must undertake to collectively progress in education policy and research. The foremost and crucial step he

emphasized is the need for leaders to adeptly and efficiently train educators, particularly in teacher education. The second step involves reinforcing the notion of education as a "common good" and ensuring it remains a public enterprise. Therefore, contemporary research should delve into the inquiry: "How can we transition and reshape our educational systems to prioritize the common good?" Among other steps, not limited to the following, are the recovery from the impact of Covid-19, a reevaluation of both the curriculum and pedagogical approaches, the creation of greater relevance, the integration of digital learning, the maintenance or increase in public spending on domestic education, the establishment of accountability measures, and the implementation of monitoring mechanisms to ensure commitments are met. In conclusion, Prof. Hopkins stressed the importance of fostering a mindset of compassion and empathy in learners to guide them towards taking the right course of action. Additionally, educators should provide their students with an education that encompasses sustainability and global challenges, enabling them to navigate the way forward effectively.

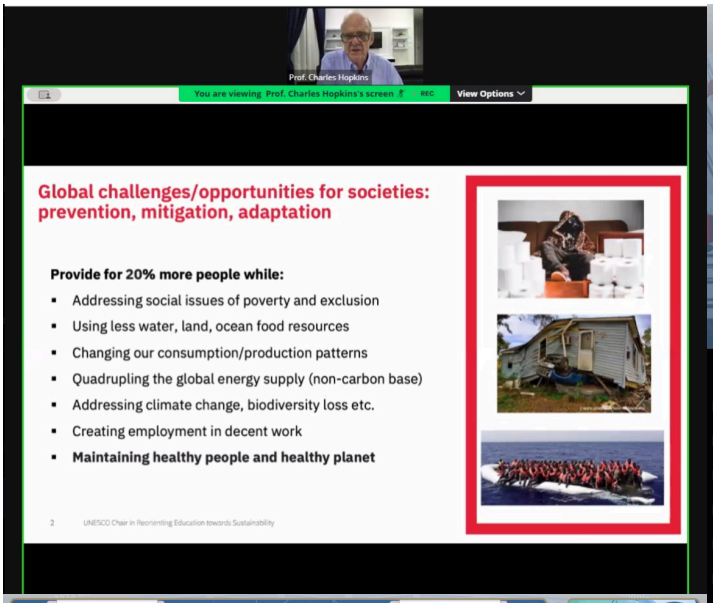
The fourth and final plenary session of the 3rd International Symposium on Educational Research was delivered by **Prof. Janina Brutt-Griffler** from the State University of New York, University at Buffalo, USA. During her session, Prof. Janina Brutt-Griffler probed into the subject of developing biliteracy in young learners, highlighting its global relevance. She emphasized the significance of this topic for diverse societies and cultures, given the increasing prevalence of multilingualism as a societal norm. Prof. Brutt-Griffler posed an important question: "How does early consideration of language and literacy prepare students for the experiences they encounter in higher education?" It is well understood that a child's early experiences with language play a pivotal role in shaping their linguistic competencies and abilities later in life. This early foundation forms the basis for their language comprehension, practical application, and even academic success.

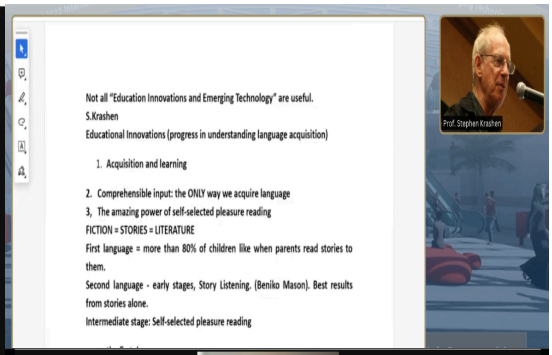
Prof. Brutt-Griffler noted that research is surprisingly lacking when it comes to exploring “how young emergent bilingual children develop their early literacy”. She also stressed that this is an important direction for research to move forward with as it is becoming more central within our

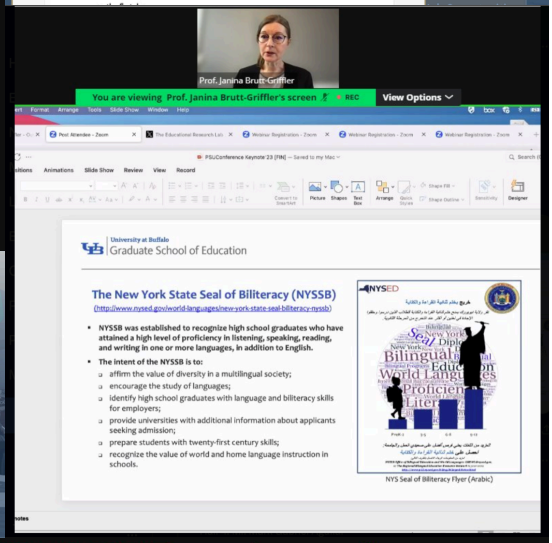
education systems, globally. Many programs are being established everywhere that focus specifically on dual language when it comes to language development and literacy; “this is one of the ways we are recognizing bilingualism and hybrid language use in our communities”. Prof. Brutt-Griffler went on to further discuss the dual language programs’ vision and mission where she highlighted that these programs aim to develop biliteracy both in school and at home and to influence a “positive intercultural attitude and behaviors”. Another significant point that Prof. Brutt-Griffler raised in her session is the relationship between first and second language for bilingual children. It is very important for education leaders and policymakers to look into and investigate this dynamic as research has proven that “one language’s skills can be transferred to another language”. IIn closing, Prof. Brutt-Griffler stressed that it is important for schools and teachers to build a “learner’s community”. Teachers need to be extremely dedicated to creating positive cooperative learning among children. Research proves that young learners want this “learner community environment”. Therefore, allowing opportunities for students to learn how to help each other and develop empathy, increases the learning experience. Additionally, teachers need to “develop a partnership with parents and support for home literacy”, says Prof. Brutt-Griffler. This will definitely provide parents with a sense of involvement with their children’s language development and literacy. Overall, literacy and biliteracy development are “not solely individual but social processes”. For students to affirm their identity in schools and communities is extremely important.

ERL 2023
The 3rd International Symposium on Educational Research

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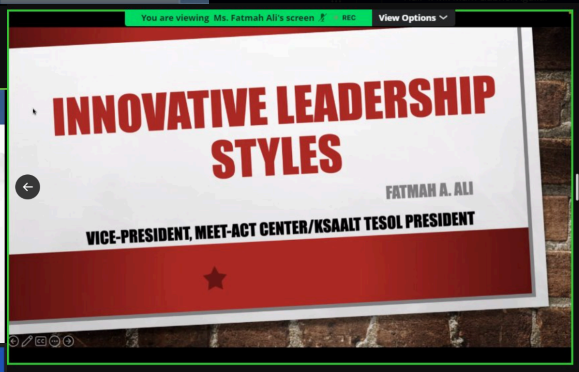


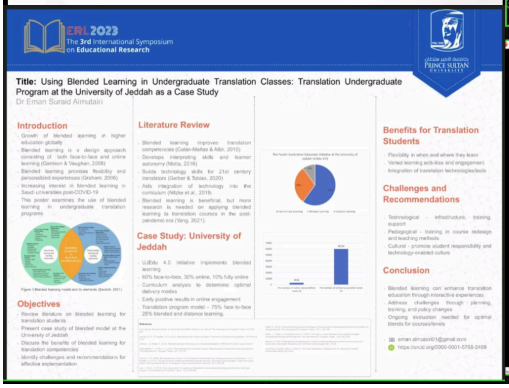


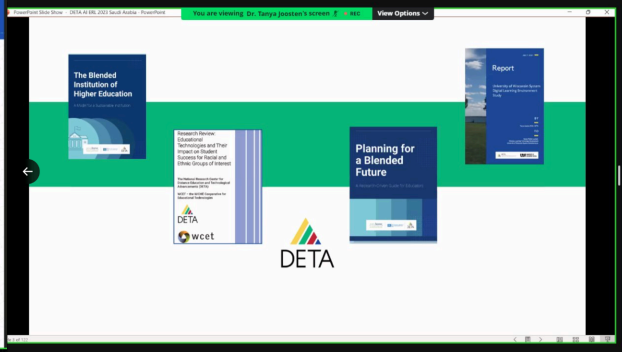













AI: Pre-ChatGPT literature review
The drawbacks:
AI cannot be considered as a beneficial learning tool (Gallacher et al., 2018);
AI can produce unnatural and unsuitable discourse (Pace-Sigge & Sumakul, 2021)
The language produced is often out of context (Wilson et al., 2021),
Steenbergen-Hu and Cooper (2014): AI only has a slight impact on students learning
Awkward AI app design / difficult to use (Rieland, 2017; Zawacki-Richter, 2019)
Strategies to Improve Doctoral Student Success
Andrea Lee, Ndidi L. Okeke, Jessica Whittle, Tai'wo Omoare
Title: Digital Learning Demand and Applicability of Quality 4.0 for Future Education: A Systematic Review
You are viewing Dr. Taha Rajab's screen
View Options
SUSTAINABLE DEVELOPMENT GOALS
You are viewing Dr. Richard Lamb's screen
Introduction
Table 1. Speed of response.
Data Type | Time
Individual Question | ~5 seconds and up
Conscious Decision Making | ~500 ms
ANS Response Electrical | ~70 to 100 ms
ANS Response Hemodynamic | ~200 ms
Peripheral Eye-Movement | ~50 ms
When using these measures, the speed of real-time classification becomes the bottleneck, not the human.
East Carolina University Neurocognition Science Laboratory
You are viewing Dr. Badr Alhussein's screen
مقدمة
You are viewing Ms. Lama Aldosari's screen
Title: Enhancing Virtual Teaching and Learning with ChatGPT: A Systematic Review of Research
Abstract
Research Questions
Results
Conclusion
Background
Methods
References
3- Background
3.1 Malicious website :
The words URL is stands for uniform Resource Locator, or URL, is the acronym for the www location of reports and other resources on the World Wide Web. The URL includes the server's name, protocol, directory, and path, see figure 4 illustrates the component of the URL [2]
https://www.exampleurl.com/info/aboutus.html
Figure 1. Structure of URL [7]

The ERL2023 program also included eight research workshops which were as follows:

Name	Affiliation	Topic
Dr. Daniel Bailey	Konkuk University, South Korea	**Revolutionizing EFL teaching: A comprehensive guide to utilizing GPT**
Dr. Andrea Lee, Dr. Jessica Whittle, Ms. Tai'wo Omoare, and **Dr. Ndidi Okeke**	Austin Peay State University, USA and Nnamdi Azikiwe University, Nigeria	**Strategies to improve doctoral student success**
Engr. Riyad Almallak	Arrab Consulting, KSA	**Conflict management at the workplace**
Dr. Richard Lamb	East Carolina University, USA	**Applications of artificial intelligence, machine learning, and digital environments for assessment of student learning**
Dr. Shakir Usman	Prince Mohammad Bin Fahd University, KSA	**Socio-economic and socio-religious challenges in career development for people with disabilities in Saudi Arabia**
Ms. Fatmah Ali	KSAALT Tesol, KSA	**Innovative leadership styles in education: Empowering tomorrow's leaders**
Dr. Andrea Lee and **Dr. Ndidi Okeke**	Austin Peay State University, USA and Nnamdi Azikiwe University, Nigeria	**Lessons from an international mentoring program for early career academics**
Dr. Abdulaziz Althewini	King Saud bin Abdulaziz University for Health Sciences, KSA	**Medical students' attitudes towards computational thinking in a Saudi university: A factor analysis study**
Dr. Tanya Joosten	McGraw Hill, USA	**Embracing education futures: AI's transformative role in education**



Figure 2: The ERL 2023 Regional Analysis

Table 2:

Region/ Country	We had attendees from different parts of the world: - 50 % are from the Gulf region, these include Saudi Arabia, United Arab Emirates, Yamen, and Oman. - 20% of Middle Eastern countries including Egypt and Palestine. - 10% of African countries, like Morocco and South Africa. - The other 20% came from the United States, Canada, UK, Japan, South Korea, Philippines, India, and Pakistan.

The 3rd International Symposium on Educational Research (ERL2023) conducted a survey (ERL2023 Survey) for all registered attendees:

Survey	Responses (percentage)
What **innovations and emerging technologies** can you think that has been adopted after the shift to online/ hybrid education? 1. Artificial Intelligence (AI) 2. ChatGPT 3. Virtual Reality (VR) and Augmented Reality (AR) 4. Adaptive Learning Systems 5. Gamification 6. Platforms like Zoom, Microsoft Teams/ Office, and LMS/ Blackboards 7. Robotics	Of **807** attendees: - 52% replied no. 2 - 36% replied no. 1 - 5% replied no. 6 - 5% replied no. 3, 4, and 5 - 1% replied no. 7
What are the ERL2023 International Symposium's strands? 1. Global trend in e-learning 2. Machine learning 3. Integration of Artificial Intelligence 4. Digital innovation and Gamification 5. Emerging trends in the K-12, College, and Graduate educational domains 6. Learner's retention and engagement 7. Assessment validity and reliability in today's teaching and learning landscape 8. Curriculum and material design for today's learner 9. Inclusiveness and equity in the endemic era 10. All of the above	Of **807** attendees: - 82% replied all of the above. - 10% replied no. 2 - 7% replied no. 3 and 4 - 2% replied no. 5 - 1% replied no. 8
Which of the following activities do you expect from the Educational Research Lab (ERL) at Prince Sultan University? 1. International symposiums 2. Research seminars 3. Training courses/workshops 4. Students' involvement	Of **807** attendees: - 90% replied no. 7 - 5% replied no. 1 - 5% replied no. 2 and 5 - 2% replied no. 4 and 6

5. National and international collaborations 6. Job opportunities (Postdoc and Senior researchers) 7. All of the above	
On a scale of 1-5 (with 5 being the highest), how would you rate the quality of interaction of this current event?	Of **807** attendees: - 85% replied scale of 5 - 10% replied scale of 4 - 5% replied scale of 3

Future Plans:

The Educational Research Lab (ERL) will be holding its **4th International Conference Series on Educational Research (ERL2024)** in **October, 2024**. Kindly follow our digital platforms to stay tuned to our ERL2024 International Conference Series' announcements.

Official website: https://www.psu.edu.sa/en/CHS/ERL

Twitter: https://twitter.com/erl_psu

LinkedIn: https://www.linkedin.com/in/the-educational-research-lab-erl-008283214/