

ICHTML 2020 – How learning technology wins coronavirus

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Abstract. This is an introductory text to a collection of papers from the ICHML 2020: The International Conference on History, Theory and Methodology of Learning, which held in Kryvyi Rih State Pedagogical University, Kryvyi Rih, Ukraine, on the May 13-15, 2020. It consists of short introduction, conference review and some observations about the event and its future.

Introduction: from social distancing to distant learning

The rapid spread of the coronavirus that causes COVID-19 has sparked worldwide alarm and media hype [1]. In the Ukraine, the Ministry of Healthcare is advising people to be prepared for disruptions to daily life that will be necessary if the coronavirus spreads within communities. On March 11, 2020 the Cabinet of Ministers of Ukraine introduced a three-week nationwide quarantine in connection with a pandemic, and all public events in the country have been canceled: “In accordance with the article 29 of the Law of Ukraine On Protection of the population from the infectious diseases to prevent the spread in the territory of Ukraine of coronavirus Covid-19 and considering the decision of the State Commission on technogeneous and ecological security and emergency dated March 10, 2020, the Cabinet of Ministers ordered to initiate the quarantine from March 12 until April 3, 2020” [2].

In 1665, following an outbreak of the bubonic plague in England, Cambridge University closed its doors, forcing Isaac Newton to return home to Woolsthorpe Manor. It was a version of “social distancing” of 17th century, a public health tool making a comeback this year as school and universities, including Kryvyi Rih State Pedagogical University, send people home to try to slow the spread of the novel coronavirus.

Without his professors to guide him, Newton apparently thrived: the papers he wrote on mathematical problems he had begun at Cambridge became early calculus; the experiments with a prism in his bedroom give us the theories on optics; and even apple tree inspired the gravity laws: “In the year he retired again from Cambridge on account of the plague to his mother in Lincolnshire & whilst he was musing in a garden it came into his thought that the same power of gravity (which made an apple fall from the tree to the ground) was not limited to a certain distance from the earth but must extend much farther than was usually thought – *Why not as high as the Moon said he to himself*” [3].

“Newton returned to Cambridge in 1667, theories in hand. Within six months, he was made a fellow; two years later, a professor. So if you’re working or studying from home over the next few weeks, perhaps remember the example Newton set”, wrote Gillian Brockell for The Washington Post’s history blog [4].

These risk-control decisions [2] have temporary led millions of students in Ukraine and other countries into massive open distance learning using contemporary educational technologies (Fig. 1):

1. To help minimize the impact of the coronavirus outbreak on students, the Coursera community is launching Coursera Coronavirus Response Initiative, a global effort to assist universities and colleges to deliver courseware online [5]. Educational institutions may enroll students in 3800 courses and 400 specializations through July 31, 2020 free of charge.

2. University of Massachusetts Amherst plans to shift their instruction to an online modality and help students to continue making progress in their studies with disruption-resilient instruction [6]. Instructors are asked to follow next steps:

- use the Learning Management Systems (LMS) of Moodle and Blackboard for communicating with students about your course;
- use the LMS to share course content, such as lecture notes, PowerPoint slides, assignments, and other course materials that can be uploaded to LMS course site;
- use Zoom to stream or record class lectures: faculty members may choose to schedule a Zoom class meeting with their students during their normally scheduled course day/time (these Zoom class lectures can also be recorded to be viewed at a later time if desired);
- adapt the course content, pedagogy, and assessment, if necessary, to fit this new modality of instruction.

The base of learning technologies is learning sciences, an interdisciplinary field that works to critical theoretical understanding of cognition and learning as well as design and implementation of learning innovations, and the improvement of learning/instructional methodologies.

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as you probably already anticipated, I will move my discussion sections and office hours online, starting tomorrow. I'm sure your biggest concern right now is how we can continue to have class. Don't worry -- I am prepared:

- The default method we'll use is Zoom -- you'll have to download the client at <https://zoom.us>. I will post the data you need to join the meeting on bcourses.
- In case Zoom doesn't work for some reason (e.g. because the service is overloaded), we will use Google Meet. If that happens, I'll announce it beforehand. If you don't use an @berkeley.edu email address, I will have to invite you individually, so keep that in mind.
- If Google Meet also doesn't work anymore, I'll use a site called <https://explaineverything.com>, which is hosted AWS. You'll be able to see a whiteboard and talk to me directly in your web browser, but there's no video.
- In case that also ceases to work, we'll have audio-only discussion sections on my mumble server. I will send the details when it comes to that.
- In the case of bigger infrastructure disruptions (like a large scale power outage), we're going to have sections using amateur radio; I will use the Mt Diablo repeater station at 147.060 MHz with a PL tone of 100 Hz. My call sign is KN6CDY.
- In case the Bay area becomes uninhabitable, I will move to the wilderness. I plan to still be reachable via APRS, but we'll probably have to move sections to shortwave. In that case, we'll use CW transmission, so practice your Morse code.

Note that a nuclear attack in the upper atmosphere can create very strong electromagnetic fields, so if you want to prepare for that, either use vacuum tube based radios, or store them in a Faraday cage.

I hope this assures you that no matter what happens this semester, I will not let it prevent you from learning quantum mechanics.

Best wishes,
Christian

logistics
Good note | 0

Fig. 1. The end of the world is apparently no excuse to miss class.

ICHTML 2020 at a glance

The International Conference on History, Theory and Methodology of Learning (ICHTML) is a peer-reviewed international conference, which covers interdisciplinary research on education, learning and training, and applications of theories and philosophies used in the sciences of learning and adjacent sciences (Fig. 2).



Fig. 2. ICHTML 2020 logos.

The ICHTML occupies contributions in all aspects of psychology of learning, learning theories, learning technologies and tools, paradigms and models and related fields of interest with an emphasis on human and machine learning. The main problematic field of the conference is the current and future issues of modern pedagogical science: psychological and pedagogical, philosophical, socio-cultural aspects of education, learning and training, modern theories, technologies and teaching aids, the emergence of which is determined by globalization, integration processes, social transformations, humanitarian and scientific and technological development. There is urgent general need for principled changes in postclassic education elicited by current theories, models, tools, services, networks and communications.

ICHTML has two presentation levels, Main Conference and Doctoral Consortium. The purpose of the Doctoral Consortium is to orient the PhD students to the world standards of quality of scientific work and to give an opportunity to present their achievements standalone.

ICHTML topics of interest are grouped into 4 tracks:

Track 1: History of Education, Learning and Training

– Evolution of Education, Learning and Training

– Socio-Cultural Determinants of Modern Education

Development

– Comparative pedagogy

– Personalia

– World Trends in Learning, Training and Education Development

Track 2: Theories of Learning, Education and Training

- Analytical Psychology and Learning
- Anthropology of Learning and Cognition
- Comparative Psychology
- Development and Learning
- Developmental Cognitive Neuroscience and Learning
- Discourse and the Production of Knowledge
- Neuropsychology of Learning
- Philosophy of Learning
- Psychology of Learning
- Problems of Preschool, Primary, Secondary, Higher, Professional and Postgraduate Education
- Lifelong Learning
- Theory and Practice of Reforming the Education System

- Standardization and Monitoring in Education
- Gender Pedagogy
- Inclusive Education
- Childhood: Problems, Realities and Perspectives
- Formation and Development of Personality
- Theory and practice of profile education

Track 3: Discourses of Learning, Education and Training

- Philosophy of Education in the System of Socio-Humanitarian Knowledge
- Education and Civil Society: Trends in Interrelation
- Socio-Cultural Aspects of Teaching Humanitarian Disciplines in Terms of the Globalization
- Sociological and Economic Factors of Education Development
- Peculiarities of the Child Development
- Psychological Support of Personality Development
- Psychological Aspects of Educational Content in Terms of Inclusion
- Educational Management

Track 4: Methodology of Learning, Education and Training

- Learning Technology
- Artificial Intelligence, Knowledge Engineering, and Intelligent Tutoring Systems
- Machine Learning, Robot Learning and Artificial Learning
- Theory of Curricula
- Didactic Systems and Technologies
- Development of the Core Educational Competences

ICHTML 2020 program committee



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- Assessment in Learning
- Interdisciplinary Dimensions of Learning, Education and Training
- Methodology of Informatization in Education
- Theory and Methodology of Art Education
- STEAM Education
- Methods of Teaching

This volume contains the papers presented at ICHTML 2020: The International Conference on History, Theory and Methodology of Learning held on the May 13-15, 2020 in Kryvyi Rih, Ukraine.

There were 133 submissions. Each submission was reviewed by at least 3, and on the average 3.9, program committee members. The committee decided to accept 44 papers.

ICHTML 2020 venue

Kryvyi Rih State Pedagogical University has 90-year experience in training generations of specialists for the state and public needs (Fig. 3). Nowadays Kryvyi Rih State Pedagogical University is a center of innovative educational and methodological research, scientific and cultural center of the Kryvyi Rih and Dnipropetrovsk region, entrusted with the mission of training highly competitive professional teachers for all parts of the education sector. University graduates hold the administrative, state, cultural, environmental protection positions. They work effectively in different spheres such as education, chemistry, sociology, psychology, technology, design, tourism, translation, journalism, publishing and sports [7].



Fig. 3. Kryvyi Rih State Pedagogical University main building



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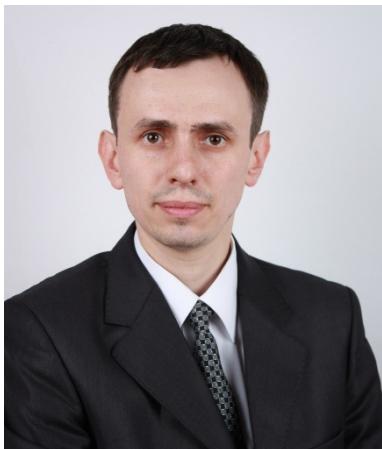
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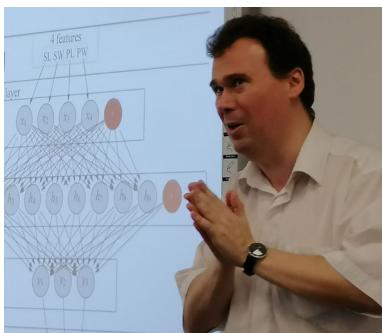
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Conclusion

The vision of the ICHML 2020 is to create a leading interdisciplinary platform for researchers, practitioners and educators, to present and discuss the most recent innovations, trends, and concerns as well as practical challenges encountered and solutions adopted in the fields of learning.

The conference is a successfully performing forum to transferring and discussing research result among the academics, students, teachers, government, private sector or industries. Participants and presenters from several countries such as Israel, Italy, Lithuania, Moldova, Netherlands, Poland, Romania, Russia, Sweden and Ukraine have attended the conference to share their significant contribution in research related to the History, Theory and Methodology of Learning.

We are thankful to all the authors who submitted papers and the delegates for their participation and their interest in ICHML as a platform to share their ideas and innovation. Also, we are also thankful to all the program committee members for providing continuous guidance and efforts taken by peer reviewers contributed to improve the quality of papers provided constructive critical comments, improvements and corrections to the authors are gratefully appreciated for their contribution to the success of the conference. Moreover, we would like to thank the developers and other professional staff of EasyChair, who made it possible for us to use the resources of this excellent and comprehensive conference management system, from the call of papers and inviting reviewers, to handling paper submissions, communicating with the authors, and creating the conference proceedings.

We are looking forward to excellent presentations and fruitful discussions, which will broaden our professional horizons. We hope all participants enjoy this conference and meet again in more friendly, hilarious, and happiness of further ICHML 2021.

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