

Ministry of Higher Education and Scientific Research

University of Continuing Education



Organizes

**The International Symposium on:
Artificial Intelligence in Open and Distance Education:
Opportunities and Challenges**

In hybrid mode

Algiers on: May 25/26, 2024

The problematic

Educational patterns have undergone profound transformations throughout history, stemming from the need to adapt and address the challenges faced by societies and nations, as well as the development of educational tools and methods. Open and distance education have emerged as a growing and spreading modality due to their flexibility and ability to keep pace with demographic shifts (learners' age range and their social status...), economic developments (individual income, remote work...), the digital revolution explosion (social media networks...), and the aftermath of wars and environmental and health disasters.

Interest in online university education intensified with the line as the Covid-19 pandemic, while the University of Continuing Education has adopted this style of education since the 1990s. Likewise, the widespread adoption of remote work during the lockdown period radically changed professional practices, affecting both basic and continuing university education. Public authorities, represented by the Ministry of Higher Education and Scientific Research, are expanding and developing the use of open and distance learning mechanisms.

Thus, with the advent of virtual reality, augmented reality, AI and conversational media such as ChatGPT, a knowledge gap has directly impacted education in general and higher education in particular. These innovative technologies are changing the habits of teaching, learning, and governance. To adapt to these profound educational, pedagogical, and management shifts, the mental patterns of teachers, students, and leaders are experiencing rapid cognitive disruption. Thus, the educational triangle becomes a diamond-shaped, as

the traditional triad consisting of / learner / teacher / knowledge augmented by information and communication technology, and more precisely, AI.

In this context, the use of AI has become a way to address educational challenges and innovate teaching and learning practices. The contribution of AI extends to achieving the goals of the 2030 Education Agenda, adopted by the United Nations among the sustainable development goals, and in reducing inequality in access to education and knowledge. This helps to narrow the knowledge gap within and between societies. Therefore, the Beijing Consensus of 2019, issued by the International Conference on AI and Education, recognized the educational areas that could serve as a framework for the use of AI.

From the foregoing problematic features, the following question is raised: **What future relationship exists between artificial intelligence and education, especially open and distance education?**

Objectives of the Symposium

- ✓ Explore the integration of AI tools to improve open and distance education, and learning systems
- ✓ Collect data on innovative practices using AI
- ✓ Assess the benefits as well as potential risks resulting from the use of AI in hybrid education systems
- ✓ Highlight the use of AI in enhancing teachers' skills and improving teaching
- ✓ Exchange inspiring experiences in the field of online support

- ✓ Exchange ideas on the issue of evaluating learning processes in open and distance education
- ✓ Enhance our knowledge of AI and ethics in higher education.
- ✓ Learn about the systems that allow for data protection and intellectual property
- ✓ Discuss ways to challenge AI and promote integration within the university

Symposium Main Axes

The first axis: The conceptual and applied framework for AI in open and distance education

- Theories and research on open and distance education and AI.
- Structures directed towards open and distance education using AI.
- Data sources for open and distance education using AI.
- Predictive systems for learning development (predictive AI).
- Machines used in education and educational resources (general AI).
- Automating evaluation and information feedback processes (conversational AI).

The second axis: The Effectiveness of Artificial Intelligence and Online Education

Performance

- AI and teacher training
- AI and teaching/learning development
- AI in diagnostic, formative and summative assessment and certification
- AI and online teaching

- AI and peer collaboration in hybrid educational systems

The third axis: Challenges and risks of AI in open and distance education

- AI and ethics: intellectual property, integrity and confidentiality
- Challenges related to equal access to knowledge
- Risks of excluding the human element from the educational process

Fourth axis: AI and the future of higher education in Algeria

- The adopted ministerial strategy
- Conditions for achieving effectiveness
- Trends and directions based on global experience

Rules for participation in the international symposium

Conditions of participation

Teacher-researchers wishing to participate must respect the following conditions:

- 1- Download the nomination form to participate from the link available below, and send it exclusively to the email attached to the announcement.
- 2- Edit the intervention in one of the three languages: Arabic, French or English in the model of the review of the University of Continuing Education, downloadable via the link below, provided that the contributions are sent to the forum email.

- 3- Propose new topics that have not been previously published in any scientific activity, with the researcher bearing all consequences resulting from copyright infringement in the submitted research.
- 4- The research work submitted must be individual.
- 5- Compliance with the deadlines set for the receipt of research work, and any exceeding of the announced deadlines will result in refusal of participation.
- 6- The content of registrations is subject to arbitration before final acceptance.
- 7- If the contributions are accepted, they may be published in the special issue of the journal of the University of Continuing Education, which will be published immediately after the forum.

Forum organization deadlines

- 1- Reception of research summaries will be on Saturday April 20, 2024 and complete subjects on April 30, 2024.
- 2- The response to teacher researchers will be on May 10, 2024.
- 3- Invitations to selected speakers will be sent on May 15, 2024.
- 4- The forum will be held on Saturday and Sunday May 25 and 26, 2024, in Algiers.

Useful forum links

- 1- Link to download the participation request form:

https://ufc.dz/wp-content/uploads/2024/03/2__Nomination-form_English_French.docx

- 2- Link to download the article model for the University of Continuing Education review:

https://ufc.dz/wp-content/uploads/2024/03/3_Model_Article.pdf

3- The email of the international forum: scactufc@gmail.com