INSPIRE 2021
-List of accepted papers, not in order, as at 9/6/2021
– other papers are still being reviewed

A Social Media Data Analysis Study Regarding the Effect of the COVID-19 Pandemic on Online Learning

Georgios Lampropoulos[1], Kerstin Siakas[2], Theofylaktos Anastasiadis[3]

[1, 2] Department of Information and Electronic Engineering, International Hellenic University, Greece
[1] School of Humanities, Hellenic Open University, Greece
[2] Department of Production – Industrial Management , University of Vaasa, Finland
[3] Department of Physical Education and Sport Science, Aristotle University of Thessaloniki, Greece

Teaching and Learning Strategies and Actions at the Armenian Educational Institutions during Coronavirus

Rita Gevorgyan , Armenian State Pedagogical University

Guidelines and Multidisciplinary Knowledge Advice for Cyberprotection in e-Learning :
Hey, teachers! Don't Leave the Kids Alone Online!

Eleni Berki et al, Finland

The Impact of the COVID-19 Pandemic on the Learning and Well-being of Secondary Schools Pupils: A Survey in South Europe

María Panteri, Georgia Lambrou, Annita Zirki, Juri Valtanen, Eleni Berki, Georgios Lampropoulos, Elli Georgiadou, Kerstin Siakas, Maja Stoffova, Carlos Morales, Demet Soylu, Harjinder Rahanu, Adam Edwards

A study case of two pre-primary schools regarding the implementation of distance mode online education

Georgia Plastira[1], Sarmi Paschalia[2] , Vraka Dimitra[3]

1 76th kindergarten of Thessaloniki, Greece
2 Neochorouda's kindergarten , Greece
3 76th kindergarten of Thessaloniki, Greece

Student Attitude Towards E-Learning Adoption: A Case Study of Masinde Muliro University of Science and Technology, Kenya

Jackline Akoth Odero1 and Umulkher Abdillahi2

1 Department of Business Administration and Management Science, Masinde Muliro University of Science and Technology, Kakamega, Kenya
2 Department of Economics, Masinde Muliro University of Science and Technology, Kakamega, Kenya

Study Habits, Communication Levels, and Teaching Modality Preferences Before and During Coronavirus Pandemic – A Comparative Analysis of United States and Russian University Students

Galina Zamaraeva[1], Karen K. Dennis[2]

[1] Vladimir State University, Vladimir, Russia
[2] Illinois State University, Normal, Illinois, USA

Learning and Gaming in a Media Enriched Prolog MOOC

Mike Brayshaw, Phininder Balaghan, University of Hull, UK

A Gamified Augmented Reality Application for Improving Students' Engagement, Motivation and Knowledge Acquisition

Georgios Lampropoulos[1], Theofylaktos Anastasiadis[2], Kerstin Siakas[3]

[1, 3] Department of Information and Electronic Engineering, International Hellenic University, Greece
[1] School of Humanities, Hellenic Open University, Greece
[2] Department of Physical Education and Sport Science, Aristotle University of Thessaloniki, Greece
[3] Department of Production – Industrial Management , University of Vaasa, Finland

Challenges and Prospects of Augmented Reality Learning Environment (ARLE): An Assessment of Applications, Recent Developments and Needs for STEM Education

P. J. Van den Broek[1], J. O. Uhomoibhi[1,2,3], J. Liu[1,3], P. Joseph-Richard[4], D. Barr[5]
[1]Artificial Intelligence (AI) Research Centre, Ulster University, BT37 0QB, Northern Ireland, UK
[2]School of Engineering, Ulster University, BT37 0QB, Northern Ireland, UK
[3]School of Computing, Ulster University, BT37 0QB, Northern Ireland, UK
[4]UU Business School, Ulster University, BT37 0QB, Northern Ireland, UK
[5]School of Education, Ulster University, BT37 0QB, Northern Ireland, UK

The Role of Gamification in a Software Development Lifecycle

Neil Gordon, Mike Brayshaw, John Dixon, Simon Grey, David Parker, University of Hull, UK

Higher Education Institutions' Websites: Attracting to Study or Homogenously Boring?

Oksana Razina, Mohammed Al-husban, Shakeel Ahmad and Margaret Ross, Solent University, UK

Elements of Gamification – An Empirical Mapping of Studies to Game Elements

Konstantinos Ntokos, Solent University, UK

Gamification Toolbox for Academics: Identifying Gamification Best Practices for Using Game Elements in Higher Education

Konstantinos Ntokos, Solent University, UK

Professionalism in Practice: The Impact of COVID-19 and Future Directions

James Uhomoibhi[1], Linda Odhiambo Hooper[2] , Soheir Ghallab[3], Margaret Ross[4], Geoff Staples[5]
[1] Artificial Intelligence Research Group (AIRG), Faculty of Computing, Engineering and the Built Environment, Ulster University, Northern Ireland
[2] School of Applied and Policy Sciences, Institute of Research in Social Sciences, Ulster University, Northern Ireland
[3] BCS Business Change SG Chair