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## PCF 10: Call for proposals

Proposals for the sessions referred to below are invited from academics, researchers, technology innovators, development practitioners, administrators, COL stakeholders, and partner institutions for presentations within the scope of the [theme and sub-themes of PCF10](#).

The Forum will consist of the following types of sessions:

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<b><i>Paper Presentations:</i></b>	These are participant research papers, case studies, etc., that will be presented in 60-minute parallel sessions. There will be multiple presenters in each session.
<b><i>Poster Presentations:</i></b>	There will be one poster session, where all the Forum posters will be displayed and presented by the authors.
<b><i>Workshops:</i></b>	These are 60- or 120-minute sessions, where presenters demonstrate the findings of key research projects or guide the participants to develop specific skills. These would be participant-proposed sessions which will be decided based on the relevance of the proposals to the Forum theme and sub-themes.
<b><i>Panel Discussions:</i></b>	These are 60-minute sessions, where 3-4 experts make presentations facilitated by a moderator for questions and answers. Proposals are welcome from the participants, who will also take responsibility for identifying speakers.
<b><i>Marketplace:</i></b>	This is a place for one-to-one conversation with Forum participants, where technology, OER, or innovative services and practices are demonstrated and discussed.

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## **Guidelines for proposal submission**

The PCF10 Programme Committee invites you to submit your proposal for the Forum as early as possible. The last date for proposal submissions is 30 January 2022 at 11:59 p.m. PST. Proposals should be written concisely and clearly in English, the official language of the event. Submissions for single papers/posters should not exceed 200 words. Submissions for workshops/panels/demonstrations should not exceed 400 words. Interested individuals can submit more than one proposal.

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You must have an EasyChair account to submit a proposal.

If you do not have an EasyChair account, go to the [EasyChair website](#), click on Log in and then click on Create an account.

Proposals are to be submitted online at “Submission.” If it is not possible to submit online, you may email your submission to [pcf10programme@col.org](mailto:pcf10programme@col.org).

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Please read and follow the instructions below before submitting your proposal to the online platform.

### **Before submission**

Before submitting your proposal, please ensure that you have carefully read and adhered to the ‘Criteria and Instructions for Proposals Submission and Selection.’ This includes reviewing the theme and sub-theme descriptions, submitting each proposal only once, and indicating the sub-theme. The proposal must convey the importance and relevance of the topic to the Forum theme and sub-theme as selected and consider the two special focus areas. The same proposals submitted more than once will not be considered. You will be asked to indicate:

- i) your chosen sub-theme at the proposal submission stage;
- ii) if you plan to attend the PCF10 in person or virtually (either by livestream, which may be limited, or by submitting a video) to make your presentation at a session if accepted; and
- iii) the category of your submission—paper, poster, workshop, panel, or marketplace.

Some indicative topics covered in different sub-themes are in the table below:

Sub-theme	Description	Recommended areas	Special focus area: Emerging technologies for education and training	Special focus area: Education for girls
Building resilience	Economic, political, and cultural aspects of educational disruption and ways to build resilience.	Resilient systems from different perspectives; student learning; professional development; designing open education; delivering learning opportunities; managing organisations, etc.	Other areas of interest include the deployment of flipped classroom; OER; MOOCs, blended learning; and AI in building resilience.	Innovations that promote inclusive education (specialised lifelong learning environment and opportunities for women, girls, and PWD) are also encouraged.
Fostering lifelong learning	Policy and practice for ensuring the employability of youths; models of skilling and re-skilling; and technologies for lifelong learning.	Lifelong learning frameworks; policy reviews and best practices; curricular interventions for skills development; micro-credentials; recognition of prior learning, etc.	Emerging skills requirements for the future of work (industry 4.0), namely in data science and AI-enabled industries; platform economy and learning platforms; transferability of skills through platform work.	Digital skills – coding, design, network management; enabling policies to incentivise girls' entry to the ICT industry and ICT-enabled industries; identifying and reforming policies that discourage entry; enabling online safety for girl learners.
Inspiring innovations	Application of technology-enabled learning in the	Innovative pedagogies; new experiments with the use of	Artificial intelligence; massive open online courses (MOOCs) in learning; new approaches, such as self-directed and mobile-based learning;	Gender in digital learning strategies and innovations for gender-inclusive learning design; gender-responsive learning technologies.

	context of in-person teaching, blended and online learning.	technology in education during the pandemic; innovations to reduce the carbon footprint in education.	pedagogical application of augmented reality/virtual reality/mixed reality.	
Promoting equity and inclusion	Improving access to quality educational opportunities for the disadvantaged and the unreached.	Innovative programmes and structures for improving equity and inclusion in education; quality assurance frameworks, accreditation, certification, benchmarking, rankings, etc. for equity and inclusion; analyses of how consideration for issues related to equity and inclusion helps improve economic growth.	Using emerging technologies (e.g. games, mobile learning, AI, virtual reality, chatbots) to support and improve the goals of equity and inclusion; technology solutions, services and innovations (e.g. assistive technologies) that close learning gaps.	ODL approaches, strategies, and practices that address the digital gender divide; using technology tools that increase girls' and women's access to and participation in education and empower them.