

The **#Democratic Arab Center** based
in Berlin-Germany, is pleased to announce
the International Online Conference on

The transition to the Immersive Didactics
From educational solutions during the confinement of Covid-19 to
the teaching in the metaverse

Date: 24-25 December 2022

In collaboration with

Lab "Index and Archive of Revolutionary Films in Algeria

**The conference will be held using the technology of video lectures
via the Zoom application**

Conference President: Dr Faten Mohamed RIDENE, Centrale'Com_ Université -
Centrale- Honoris United Universities-Tunisia

Chairman of the Scientific Committee: Dr Ali CHAMSEDDINE_Higher Institute of
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Honorary Presidents:

Pr Aissa RASSELMA: University of Oran Ahmed Ben Bella-Chief Editor of the
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Preamble

Didactics, like any other fields of science, has embarked on a process of transformation that has been the product of the fourth industrial revolution. It has delivered most educational programmes to the student in an interactive way, ostensibly taking a cursive form in its relations with users regardless of the diversity of their educational field, while hiding a very complex form at the level of programming.

The use of the 'metaverse' technique in teaching has been going on since the beginning of the twenty-first century; it is called 'second live' (Michael, et al., 2008, p. 17). It is a technique that has been used since its beginnings for gaming and entertainment purposes, and then directed towards learning as one of the digital means used by the teacher to get away from the routine of traditional teaching modes, or as a means of reward and encouragement for the student to progress in the learning process and or problem solving, to be able to create virtual cities between which characters can migrate through teleportation (RIDENE, 2018, p. 5).

The world of the metaverse takes the form of a simulation-based multimedia environment via the internet, designed to allow users to experience and interact through their self-representations of 'Avatar' (Boulos, Hetherington and Wheeler, 2007).

This meta-verse operates with an intensity of use comparable to that of the world of surfers alongside interactive and entertainment games thanks to the precision offered by this technology, which has a logarithmic basis, based on usage statistics to detail results proportional to the measures of understanding and mastery specific to each Internet user.

The world of the metaverse has gone far beyond its entertainment purpose, attracting the attention of researchers in many fields; who have even deviated from its use according to the dictates of the "Ritual of the Fourth Industrial

Revolution", if that term is acceptable, and in the face of the need to turn to a virtual world, to keep pace with its development in order to achieve detailed results, maintained by measures including its radiation limits. In the field of medicine, for example, tele-surgery has emerged and evolved alongside the healthcare 5.0 metaverse to eventually combine surgical techniques between mixed reality systems: cobots and the Internet of Things (IoT). (Bhattacharya, et al., 2022). In addition, and in the field of heritage conservation, much expanded models have been created for visiting museums and getting closer to cultural heritage through the use of virtual and augmented reality (Trunifo, Lucia, Campana and Magnelli, 2022).

The varieties of virtual, augmented, extended and mixed realities have encompassed many areas and it is necessary to keep pace with this evolution, especially in the context of educational didactics.

Although thinking about virtual education began almost two decades ago, the development of this research only began to accelerate in the context of the full quarantine of the COVID-19 pandemic, which was suffered by all countries in the world. This affected the educational programmes, in the exact sciences, the humanities and the arts, which experienced a qualitative leap in a period of two years (from the census of deaths at the end of 2019 in Ohan, China, to the discovery and promotion of its vaccine worldwide through a list published by the World Health Organisation of Astrazenica, Jhonson, Moderna and other vaccinations). (WHO, 2022).

This important period has pushed teachers to find innovative ways to teach interactive courses, in ways and approaches that are consistent with virtual reality, especially as students are attracted to the metaverse, whether it is the three-dimensional embodiment of human anatomy in medical studies (Ayiter, 2010), or the transmutation and synthesis of mechanical molecules with the help of cobots, or the adoption of other educational capabilities that are still in the process of being experimented with, or that have not yet been developed.

We aim, through this international conference, to question the transition observed by the didactics of teaching, regardless of its scientific, literary or artistic field, to provide teacher-interactive lessons, as limiting the presentation

of lessons to "PowerPoint" slides or PDF files uploaded on teaching platforms, no longer meets the requirements of the learner. Therefore, the serious quest was to create interactive lessons that focus on the student's contribution to learning, understanding and application of what they have learned, thus going beyond the educational objectives to shape their personality. This sculpture will result in a more effective person, willing to confirm his or her individual and collective capacities, capable of critical thinking, which will lead to a leadership spirit. Such an education offers the necessary guarantees to create a generation of graduates capable of entering the labour market with confidence and fluidity. Keeping up with the fourth industrial revolution has become an imperative for teachers in various fields and from all walks of life, in order to be ready to enter the digital world more easily, from the Internet of Things (IoT) to Artificial Intelligence (AI) to virtual, augmented and mixed reality, all of which are grouped together in the meta-verse; their aim being to bring the foundations and didactics of teaching into line with international trends and rapid developments on a digital and technical scale.

This is what we are trying to present at this international conference on "The transition to immersive didactics: from educational solutions during Covid-19 containment to teaching in the metaverse".

Research areas:

1. Experiences with the integration of didactics of science, literature and education of art in the meta-verse.
2. Dangers and obstacles of adopting the meta-verse in the field of education.
3. Artificial intelligence in service of immersive teaching
4. Embodiment and scenography in immersive education
5. Immersive education from a medical and religious point of view

Participation Fees :

- The participation is free of charge
- Each participant would receive a digital copy of the conference proceedings book with an ISBN, a certificate of participation to the international conference,

and a certificate of publication of a book chapter. The best contributions would subsequently be published in: International Journal of Scientific Conferences- ISSN 2701-3995 edited by the Democratic Arab Center.

- The research that would be accepted and published would express only the opinions of their owners, who assume full responsibility the data in addition to the violation of scientific rules, ethics and honesty.

Calendar

1-Deadline for submission of full texts, according to the proposed Template:15-

10-2022 - The docu scripts would be subject to an anonymous double reading

2- Notification (agreement/conditional agreement with corrections to be made to the article/refusal): from 20-11-2022

3- Deadline for sending the full text: 10-12-2022

4-Date of the international conference: 24/25 December 2022

Contributions should be sent to following addresses:

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Conditions of participation :

1. The research must be original and not published or submitted to another party.

2. The researcher must prove through his/her contribution: originality, depth in his/her research, and above all adhere to the scientific and methodological requirements according to the standards (APA7).

3. Each contribution must be between 15 pages min. and 25 pages max. (including references and appendices), and saved in Word format 365

4. The contribution, whatever language, must include an abstract in English and an abstract in Arabic.
5. Conference languages: Arabic / English / French.
6. The article must be written in (adobe naskh medium) font size 16 for Arabic and (calibri (body)) font size (12) for Latin languages.
7. Co-authored participations are not accepted.
8. Targeted participants: Professors, researchers (PhD students), academics and experts with experience in teaching didactics