

THIRTY-THIRD INTERNATIONAL CONFERENCE
ON LEARNING



**DIGITAL LITERACY
FOR
FUTURE READINESS**

8-10 JULY 2026
UNIVERSITY OF HONG
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Centre for
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Faculty of Education, The University of Hong Kong



The Learner

Thirty-third International Conference on Learning

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Welcome Letters



New Thinking

New Practices

New Societies

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1984



Dear Conference Participants,

On behalf of Common Ground Research Networks, I welcome you to the Thirty-third International Conference on Learning.

Founded in 1989, The Learner Research Network is brought together around a common concern for learning in all its sites, formal and informal, and at all levels, from early childhood, to schools, colleges and universities, and adult, community and workplace education. We seek to build an epistemic community where we can make linkages across disciplinary, geographic, and cultural boundaries. As a Research Network, we are defined by our scope and concerns and motivated to build strategies for action framed by our shared themes and tensions.

This truly international conference brings together a diverse group of scholars, practitioners, and thought leaders from around the world. We are proud to provide a platform for exchanging ideas, and presenting research, addressing some of the pressing issues of our time.

Our conference theme, "Digital Literacy for Future Readiness." reflects our commitment to exploring new frontiers in research and practice. Over the next few days, In-Person or Online, you will have the opportunity to attend keynotes, panel discussions, and other session types led by our Emerging Scholars. We encourage you to take full advantage of these sessions to gain new insights, expand your professional network, and find inspiration for your own work.

We want to thank our keynote speakers LIM Cher Ping, Bill Cope, Mary Kalantzis, Angel M.Y. Lin, Nancy Law, Carol Chan, Óscar Alonso-Álvarez, Fei Victor Lim, Chryssi Vitsilaki, Local Conference Committee Gary Ka Wai Wong, Shihui Feng, Lianjiang Jiang, Lukas Liu, presenters, and volunteers whose dedication and hard work have made this conference possible. We also thank our host partner the University of Hong Kong for their generous support.

We hope you find this conference to be an intellectually stimulating and rewarding experience. Your active participation is crucial to the success of this event, and we look forward to the lively discussions and valuable connections that will emerge over the next few days.

Warm regards,

Dr. Phillip Kalantzis Cope
Chief Social Scientist
Common Ground Research Networks



The Learner Research Network



Founded in 1989, **The Learner Research Network** is brought together around a common concern for learning in all its sites, formal and informal, and at all levels, from early childhood, to schools, colleges and universities, and adult, community, and workplace education.

Learning and Education: Their Breadth and Depth

'Learning' is bigger than education. Humans are born with an innate capacity to learn, and over the span of a lifetime learning never stops.

Learning simply happens as people engage with each other, interact with the natural world and move about in the world they have constructed. Indeed, one of the things that makes us distinctively human is our enormous capacity to learn. Other species learn, too, from the tiniest of insects to the smartest of chimpanzees. But none has practices of pedagogy or institutions of education. As a consequence, the main way in which other species develop over time is through the incremental, biological adaptations of evolution. Change is natural. It is slow.

Education makes human learning unlike the learning of any other creature. Learning allows humans to escape the strict determinations of nature. It gives humans the resources with which to understand themselves and their world, and to transform their conditions of living, for better or for worse.

Education is a peculiarly human capacity to nurture learning in a conscious way, and to create social contexts that have been specially designed for that purpose: the institutions of education. Everyday learning happens naturally, everywhere and all the time. Education – encompassing institutions, its curricula and its pedagogies – is learning by design.

The Art and Science of Teaching

Teaching and learning are integral to our nature as humans.

Teaching happens everywhere. Many people are naturally quite good at teaching. They explain things clearly. They are patient. And they have the knack of explaining just enough, but not too much, so the learner gains a sense that they are gradually mastering something, albeit with a more knowledgeable person's support. You can find the practice of teaching in action everywhere in everyday life. In fact, it is impossible to imagine everyday life without it.

Teaching is also a vocation, a profession. People in the business of teaching are good at their job when they have developed and apply the dispositions and sensibilities of the person who is a good teacher in everyday life.

But there is much more to the teaching profession than having a natural knack, however well practiced. There is also a science to education, which adds method and reflexivity to the art of teaching, and is backed up by a body of specialist knowledge. This science asks and attempts to answer fundamental and searching questions. How does learning happen? How do we organize teaching so it is most effective? What works for learners? And when it works, how do we know it has worked? The science of education attempts to answer these questions in a well thought-through and soundly analyzed way.



Learning Practices

Learning is how a person or a group comes to know, and knowing consists of a variety of types of action.

In learning, a knower positions themselves in relation to the knowable, and engages. Knowing entails doing—experiencing, conceptualizing, analyzing or applying, for instance.

FA learner brings their own person to the act of knowing, their subjectivity. When engagement occurs, they become a more or less transformed person. Their horizons of knowing and acting have been expanded.

Learning can be analyzed at three levels: 'pedagogy', or the microdynamics of moments of teaching and learning; 'curriculum', or the learning designs for particular areas of knowledge; and 'education' or the overall institutional setting in which pedagogy and curriculum are located.

Pedagogy is a planned and deliberate process whereby one person helps another to learn. This is what First Peoples did through various formalized rites of passage, from child to adult to elder – learning law, spirituality and nature. It is also how teachers in the era of modern, mass, institutionalized education have organized the learners in their classrooms and their learning. Pedagogy is the science and practice of the dynamics of knowing. Assessment is the measure of pedagogy: interpreting the shape and extent of the knower's transformation.

Curriculum is the substantive content of learning and its organization into subjects and topics – mathematics, history, physical education and the like. In places of formal and systematic teaching and learning, pedagogy occurs within these larger frameworks in which the processes of engagement are given structure and order. These often defined by specific contents and methodologies, hence the distinctive 'disciplines'. Well might we ask, what is the nature and future of 'literacy', 'numeracy', 'science', 'history', 'social studies', 'economics', 'physical education' and the like? How are they connected, with each other, and a world in a state of dynamic transformation? And how do we evaluate their effectiveness as curriculum?

Education has traditionally been used with reference formal learning communities, the institutions of school, college and university that first appeared along with the emergence of writing as a tool for public administration (to train, for instance, 'mandarins' or public officials in imperial China, or the writers of cuneiform in ancient Mesopotamia/Iraq); to support religions founded on sacred texts (the Islamic madrasa, or the Christian monastery); and to transmit formally developed knowledge and wisdom (the Academy of ancient Athens, or Confucian teaching in China).

Learning happens everywhere and all the time. It is an intrinsic part of our human natures. Education, however is learning by design, in community settings specially designed as such—the institutions of early childhood, school,

technical/vocational, university and adult education. Education also sometimes takes informal or semiformal forms within settings whose primary rationale is commercial or communal, including workplaces, community groups, households or public places.

Towards a Science of Education

What is this overarching institution, 'education'?

In its most visible manifestation it consists of its institutional forms: schools, colleges and universities. But, more broadly conceived, education is a social process, a relationship of teaching and learning. As a professional practice, it is a discipline.



The science of education analyzes pedagogy, curriculum and educational institutions. It is a discipline or body of knowledge about learning and teaching – about how these practices are conceived and realized.

‘Science’ or ‘discipline’ refers to a privileged kind of knowledge, created by people with special skills who mostly work in research, academic or teaching jobs. It involves careful experimentation and focused observation. Scientists systematically explore phenomena, discover facts and patterns and gradually build these into theories that describe the world. Over time, we come to trust these and ascribe to them the authority of science.

In this spirit, we might create a science of education that focuses on the brain as a biological entity and the mind as a source of behaviors (cognitive science). Or we might set up experiments in which we carefully explore the facts of learning in order to prove what works or doesn’t work. Like the medical scientist, we might give some learners a dosage of a certain kind of educational medicine and others a placebo, to see whether a particular intervention produces better test results—such as the formal experimental methods of randomized, controlled trials.

Often, however, we need to know more. It is indeed helpful to know something of how the mind works, but what of the cultural conditions that also form the thinking person? We need good proofs of which kinds of educational interventions work, but what if the research questions we are asking or the tests we are using to evaluate results can only measure a narrow range of capacities and knowledge? What if the tests can prove that the intervention works – scores are going up – but some learners are not engaged by a curriculum that has been retrofitted to the tests? What if the tests only succeed in measuring recall of the facts that the tests expect the learners to have acquired – simple, multiple-choice or yes/no answers? A critic of such ‘standardized testing’ may ask, what’s the use of this in a world in which facts can always be looked up, but problem solving and creativity are now more sought-after capacities, and there can be more than one valid and useful answer to most of the more important questions? For these reasons, we also need to work with a broader understanding of the discipline of education, based on a broader definition of science than experimental methods.

An Interdisciplinary Science

The discipline of education is grounded in the science of learning, or how people come to know.

In its most visible manifestation it consists of its institutional forms: schools, colleges and universities. But, more broadly conceived, education is a social process, a relationship of teaching and learning. As a professional practice, it is a discipline. The science of education analyzes pedagogy, curriculum and educational institutions. It is a discipline or body of knowledge about learning and teaching – about how these practices are conceived and realized.

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Education as the Science of Sciences

Education is also the soil in which all the other disciplines grow.

You can’t do any of the other disciplines in a university or college except through the medium of education. No other discipline exists except through its learning. A novice can only enter a discipline – physics, or law, or history, or literature – through education, learning the accumulated knowledge that has become that discipline. In this sense, education is more than just interdisciplinary. It does more than just stitch together other disciplines. It is a metadiscipline, essential as the practical grounding of all disciplines. Education is the discipline of disciplines.



Education is the systematic investigation of how humans come to know. It focuses on formal, institutionalized learning at all its levels from preschool to school, college and university. Education is also concerned with the processes of informal learning – how babies learn to speak at home, or how children and adults learn to use an interface or play a game. It is concerned with how organizations and groups learn, collecting and acquiring knowledge that is applied in their communities, professions and workplaces. In fact, as knowledge is needed and used everywhere, learning happens everywhere. There is no part of our lives to where the discipline of education cannot provide a useful perspective.

Maybe, then, education is more than just an interdisciplinary place that ties together shreds and patches from other disciplines – a bit of psychology here, a bit of sociology there, a bit of management there. Education should be regarded as the metadisciplinary foundation of all disciplines. Its focus is the science of knowing, no less.

The metadiscipline of education inquires into learning, or how we come to know and be. Education-as-metadiscipline explores knowing and being. It analyzes how people and groups learn and come to be what they are. As such, it is an especially expansive exploration of knowing. It is interested to know how knowing happens and how capacities to know develop.

Education is the New Philosophy

What if we were to think of education in these more expansive and more ambitious ways?

If we are to think in these terms, then the intellectual and practical agenda of education is no less than to explore the bases and pragmatics of human knowledge, becoming and identity. Education asks this interdisciplinary question: How is it that we come to know and be, as individuals and collectively? If this is education's central question, surely, then, we can argue that it is the source of all other disciplines? It is the means by which all other disciplines come into being.

Philosophy used to claim a metadisciplinary position like this. It was the discipline where students not only thought, but thought about thinking. However, for decades, philosophy has been making itself less relevant. It has become too word-bound, too obscure, too formal and too disconnected from practical, lived experience.

But philosophy's metaquestions still need to be asked. Education should perhaps take the former position of philosophy as the discipline of disciplines, and do it more engagingly and relevantly than philosophy ever did. Education is the new philosophy.

Investing in Education for a 'Knowledge Society'

Add to these expanded intellectual ambitions, widened ambitions for education in public discourse and everyday social reality—and these should be good times to be an educator.

Politicians and captains of industry alike tell us that knowledge is now a key factor of production, a fundamental basis of competitiveness – at the personal, enterprise and national levels. And as knowledge is a product of learning, education is more important than ever. This is why education has become such a prominent topic in the public discourse of social promise.

The expectations of education have been ratcheted up. More than ever before, people are saying that education is pivotal to social and economic progress. This does not necessarily translate immediately into greater public investment in education (a businesslike approach, one would think). But today's rhetoric about the importance of education does give educators greater leverage in the public discourse than we had until recently.



Stated simply, in a knowledge economy in which more and more jobs require greater depths of knowledge, schools must do what they can to bridge the knowledge gaps. If they can achieve this, they are at least doing something to ameliorate the worst systemic material inequalities. Schools, in other words, have a new opportunity, a new responsibility and a new challenge to build societies that are more inclusive of social classes whose access to material resources was historically limited.

Despite this, educators struggle to find the resources to meet increasing expectations, despite all talk of a 'knowledge society' and 'new economy'. We may have listened to this rhetoric with a great deal of skepticism given the struggles we educators face. Nevertheless, we need to grasp what is rhetorically or genuinely new in our times. We must seize the drift of contemporary public discourse, and position ourselves centrally. Here is our chance: the stuff of knowledge is no more and no less than the stuff of learning. Surely too, this new kind of society requires a new kind of learning and that a new social status is ascribed to education. It is our role as educators to advocate for education, to make a claim for the allocation of the social resources required in order to meet expanding expectations.

Designs for Social Futures: Towards 'New Learning'

How might we imagine a better society which locates education at the heart of things?

This heart may well be economic in the sense that it is bound to material self-improvement or personal ambition. Equally, however, education is a space to re-imagine and try out a new and better world which delivers improved material, environmental and cultural outcomes for all. Education must surely be a place of open possibilities, for personal growth, for social transformation and for the deepening of democracy. Such is the agenda of 'New Learning', explicitly or implicitly. This agenda holds whether our work and thinking is expansive and philosophical or local and finely grained.

If we were to choose a single word to characterize the agenda of the New Learning, it is to be 'transformative'. New Learning is thus not simply based on a reading of change. It is also grounded in an optimistic agenda in which we educators can constructively contribute to change. If knowledge is indeed as pivotal in contemporary society as the 'new economy' commentators and politicians claim, then educators should seize the agenda and position themselves as forces of change. We have a professional responsibility to be change agents who design the education for the future and who, in so doing, also help design the future.

You might see this as a sensible conservatism, sensible for being realistic about the contemporary forces of technology, globalization and cultural change. Or you could see it to be an emancipatory agenda that aspires to make a future that is different from the present by addressing its many crises – of poverty, environment, cultural difference and existential meaning, for instance. In other words, the transformation may be pragmatic (enabling learners to do their best in the given social conditions) or it may be emancipatory (making the world a better place) or it may be both.

At its best, transformative New Learning embodies a realistic view of contemporary society, or the kinds of knowledge and capacities for knowing that children need to develop in order to be good workers in a 'knowledge economy'; participating citizens in a globalized, cosmopolitan society; and balanced personalities in a society that affords a range of life choices that at times feels overwhelming. It nurtures the social sensibilities of a kind of person who understands that they determine the world by their actions as much as they are determined by that world. It creates a person who understands how their individual needs are inextricably linked with their responsibility to work for the common good as we become more and more closely connected into ever-expanding and overlapping social networks.

The issue is not merely one of quantity. It is not simply a matter of providing more education for more people. While many nations persevere with educational structures founded in the 19th century or earlier, the knowledge economy demands different and creative approaches to learning. Schools, at least in their traditional form, may not dominate the educational landscape of the 21st century. Neat segregations of the past may crumble. Givens may give.



Learner Diversity

No learning exists without learners, in all their diversity.

It is a distinctive feature of the New Learning to recognize the enormous variability of lifeworld circumstances that learners bring to learning. The demographics are insistent: material (class, locale, family circumstances), corporeal (age, race, sex and sexuality, and physical and mental characteristics) and symbolic (culture, language, gender, affinity and persona). This conceptual starting point helps explain the telling patterns of educational and social outcomes.

Behind these demographics are real people, who have always already learned and whose range of learning possibilities are both boundless and circumscribed by what they have learned already and what they have become through that learning. Here we encounter the raw material diversity – of human experiences, dispositions, sensibilities, epistemologies and world views. These are always far more varied and complex than the raw demographics would at first glance suggest. Learning succeeds or fails to the extent that it engages the varied identities and subjectivities of learners. Engagement produces opportunity, equity and participation. Failure to engage produces failure, disadvantage and inequality.

The questions we face as educators today are big, the challenges sometimes daunting. How do we, for instance, ensure that education fulfills its democratic mission, through quality teaching, a transformative curriculum and dedicated programs that address inequality? Targeting groups who are disadvantaged and 'at risk' is an essential responsibility of educators, not on the basis of moral arguments alone but also because of the economic and social dangers of allowing individuals and groups to be excluded.

Education's Agendas

Professional educators of tomorrow will not be people who simply enact received systems, standards, organizational structures and professional ethics.

In this time of extraordinary social transformation and uncertainty, educators need to consider themselves to be designers of social futures, to search out new ways to address the learning needs of our society, and in so doing to position education at an inarguably central place in society.

Indeed, powerful educational ideas – about how people act and build knowledge in context and in collaboration with others, for instance – could well become leading social ideas in currently more privileged areas of endeavor, such as business and technology. Perhaps, if we can succeed at putting education at the heart of the designs for society's future, we might even be able to succeed in our various campaigns to ensure that education is innovative, empowering, just and adequately resourced.

Education in all its aspects is in a moment of transition today. The idea of 'New Learning' contrasts what education has been like in the past, with the changes we are experiencing today, with an imaginative view of the possible features of learning environments in the near future. What will learning be like, and what will teachers' jobs be like? Are we educators well enough equipped to answer the questions we encounter and address the challenges we face? Does our discipline provide us with the intellectual wherewithal to face changes of these proportions? It could, but only if we conceive education to be a science as rigorous in its methods and as ambitious in its scope as any other.

Education's agenda is intellectually expansive and practically ambitious. It is learner-transformative, enabling productive workers, participating citizens and fulfilled persons. And it is world-transformative as we interrogate the human nature of learning and its role in imagining and enacting new ways of being human and living socially: shaping our identities, framing our ways of belonging, using technologies, representing meanings in new ways and through new media, building participatory spaces and collaborating to build and rebuild the world. These are enormous intellectual and practical challenges.



Transformative education is an act of imagination for the future of learning and an attempt to find practical ways to develop aspects of this future in the educational practices of the present. It is an open-ended struggle rather than a clear destination, a process rather than a formula for action. It is a work-in-progress.

The science of education is a domain of social imagination, experimentation, invention and action. It's big. It's ambitious. And it's determinedly practical.

The Learning Conference, journals, book imprint and online network provide a forum for dialogue about the nature and future of learning. They are places for presenting research and reflections on education both in general terms and through the minutiae of practice. They attempt to build an agenda for a new learning, and more ambitiously an agenda for a knowledge society which is as good as the promise of its name.



Pedagogy and Curriculum

Exploring the processes of designing and implementing learning experiences, including decisions regarding content (curriculum) and strategies for instruction (pedagogy).

Living Tensions:

- *Pedagogical theory and instructional practice*
- *Curriculum as a program of learning*
- *Educational reform in curriculum and instruction*
- *Differentiating and personalizing instruction*
- *Teachers' content knowledge or pedagogical knowledge*

Assessment and Evaluation

Investigates the processes of specifying educational outcomes and designing methods for measuring student learning, evaluating the effectiveness of educational interventions, or assessing the impact of educational programs on learners, teachers, institutions, and society.

Living Tensions:

- *Purposes of assessment (diagnostic, formative, summative)*
- *The politics and practice of educational accountability*
- *Intelligence or ability, competence or capacity: what are the measurable ends of education?*
- *Assessment strategies (portfolio, adaptive, computer, embedded)*
- *Types of educational measurement (qualitative, quantitative; cognitive, affective, performance)*
- *Educational research methodologies (descriptive, experimental, participatory, action research)*
- *Program evaluation: purposes, strategies, role in educational reform*

Educational Organization and Leadership

Inquires into the organization of formal systems of education and their impact on the teaching and learning process. Examines issues of professionalism in education and the roles of administrators and governing bodies on the educational institution and environment.

Living Tensions:

- *Learning environments: the changing shape of educational institutions, and changing sites of learning*
- *The role of educational organizations in society and/or social change*
- *The teaching profession: teachers' work, roles, and responsibilities*
- *Educational policies*
- *The changing purposes of education: shaping new kinds of worker, citizen and personal identities*
- *Educational administrators: effective leadership in a changing society*



Early Childhood Learning

Investigations of learning and development in the first seven years of life, and the impact of formal, family, and socio-cultural influences on early learning.

Living Tensions:

- *Influences of family and social/cultural environments on early learning*
- *Early childhood education: the roles of daycare, preschool, kindergartens*
- *Early childhood literacies, arts and communications*
- *Early childhood numeracies and science*

Learning in Higher Education

Studies of tertiary or postsecondary education: institutional concerns (admissions, funding, scope and quality of educational offerings); instructional strategies and effectiveness with tertiary learners; the postsecondary learning environment. Also includes teacher education programs: their place in the university, how to prepare today's pre-service teachers for tomorrow's schools; issues of requirements, licensure, balancing theoretical and applied learning.

Living Tensions:

- *The future of the university: its links to work, citizenship and identity*
- *Tertiary teaching and learning*
- *Knowledge ecologies: linking research and teaching in higher education*
- *Pre-service teacher education: policies, programs, and practices*

Adult, Community, and Professional Learning

Explores adult learning in a variety of contexts, from adult basic education to workplace training and professional learning. Includes in-service and professional development for teachers.

Living Tensions:

- *Formal and informal learning opportunities for adult learners*
- *Lifelong learning for the society of constant change*
- *Professional continuing education and workplace training and development*
- *Vocational education and training for the future*
- *Apprenticeship and other models of technical and further education*
- *Popular and community education*
- *Teacher in-service and professional development*



Learner Diversity and Identities

Focuses on recognizing and responding to individual diversity in learners and on the dynamics of teaching and learning in diverse communities and classrooms. Considers issues of learners' identities and inter-relationships among students, as well as strategies for promoting social justice, multicultural understanding, and tolerance.

Living Tensions:

- *Inclusive education*
- *Equity, participation and opportunity*
- *Minorities and Majorities: how these are changing*
- *Special education, learning difficulties, disability*
- *International, global, multicultural and cross-cultural education*

Technologies in Learning

Explores the role of technologies in learning, and processes of learning about and through technologies.

Living Tensions:

- *Technology and human values: learning through and about technology*
- *Crossing the digital divide: access to learning in, and about, the digital world*
- *New tools for learning: online digitally mediated learning*
- *Virtual worlds, virtual classrooms: interactive, self-paced and autonomous learning*
- *Ubiquitous learning: using the affordances of the new media*
- *Distance learning: reducing the distance*

Literacies Learning

Inquiries into the processes of learning to read, write and communicate using new media and multimodal literacies.

Living Tensions

- *Defining new literacies*
- *Languages of power: literacy's role in social access*
- *Instructional responses to individual differences in literacy learning*
- *The visual and the verbal: Multiliteracies and multimodal communications*
- *Literacy in learning: language in learning across the subject areas*
- *The changing role of libraries in literacies learning*
- *Languages education and second language learning*
- *Multilingual learning for a multicultural world*
- *The arts and design in multimodal learning*
- *The computer, internet, and digital media: educational challenges and responses*



Science, Mathematics and Technology Learning

Studies of best practices in teaching and learning science, mathematics and technology.

Living Tensions

- *Science disciplines: learning physics, chemistry, biology and other sciences*
- *Learning in and about the natural environment*
- *Modes of instruction (didactic, inquiry, collaborative)*
- *Mathematics pedagogies*
- *Learning about and through technologies*
- *Teachers' pedagogical content knowledge*



Bill Cope

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Bill Cope is a professor in the Department of Education Policy, Organization & Leadership at the University of Illinois, Urbana-Champaign. He and Mary Kalantzis are directors of Common Ground Research Networks, a not-for-profit organization developing and applying new publishing technologies. His research interests include theories and practices of pedagogy, cultural and linguistic diversity, and new technologies of representation and communication. His and Kalantzis' recent research has focused on the development of digital writing and assessment technologies, with the support of a number of major grants from the US Department of Education, the Bill and Melinda Gates Foundation, and the National Science Foundation. The result has been Scholar, a multi-modal writing and assessment environment.

Mary Kalantzis

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Mary Kalantzis was dean of the College of Education at the University of Illinois, Urbana-Champaign, United States from 2006 to 2016. Before this, she was dean of the Faculty of Education, Language and Community Services at RMIT University, Melbourne, Australia, and president of the Australian Council of Deans of Education. With Bill Cope, she has co-authored or co-edited: *New Learning: Elements of a Science of Education*, Cambridge University Press, 2008 (2nd edition, 2012); *Ubiquitous Learning*, University of Illinois Press, 2009; *Towards a Semantic Web: Connecting Knowledge in Academic Research*, Elsevier, 2009; *Literacies*, Cambridge University Press 2012 (2nd edition, 2016); *A Pedagogy of Multiliteracies*, Palgrave, 2016; and *e-Learning Ecologies*, Routledge, 2016.



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The Learner Journal Collection

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Mary Kalantzis, College of Education at the University of Illinois, Urbana-Champaign, USA



Exploring the meaning and purpose of education, with a focus on innovative pedagogies and a view to new social possibilities through education.

Indexing:    



The International Journal of Adult, Community and Professional Learning

The International Journal of Adult, Community, and Professional Learning explores adult learning in a variety of contexts, from adult basic education to workplace training and professional learning.

Collection Founded: 1995
Serial Founded: 2013 (Volume 19)
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Past Publication Frequency: Quarterly (2013–2017)
Current Publication Frequency: Biannually

Indexing

- Educational Curriculum & Methods (Cabell's)
- Educational Psychology & Administration (Cabell's)
- Education Source (EBSCO)
- Education Journals (ProQuest)
- Genamics
- Scopus (Elsevier)
- The Australian Research Council (ARC)
- Ulrich's Periodicals Directory



The International Journal of Assessment and Evaluation

The International Journal of Assessment and Evaluation investigates the dimensions of educational measurement.

Collection Founded: 1995

Serial Founded: 2013 (Volume 19)

ISSN: 2327-7920 (Print) ISSN: 2327-8692 (Online)

LCCN Permalink: <http://lccn.loc.gov/2013201476>

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- Educational Curriculum & Methods (Cabell's)
- Educational Psychology & Administration (Cabell's)
- Education Journals (ProQuest)
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The International Journal of Early Childhood Learning

The International Journal of Early Childhood Learning investigates the dynamics of learning in the first seven years of life, including documentation of early childhood learning practices and exegeses of the effects of those practices.

Collection Founded: 1995

Serial Founded: 2013 (Volume 19)

ISSN: 2328-6318 (Print) ISSN: 2328-6296 (Online)

LCCN Permalink: <http://lccn.loc.gov/2013201524>

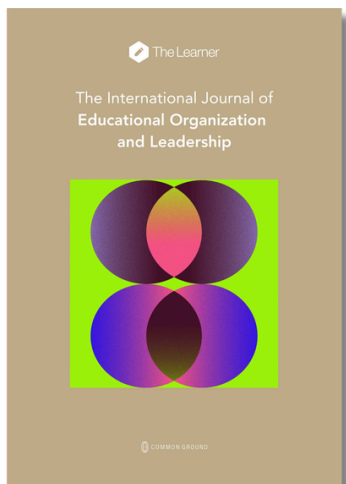
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- Education Source (EBSCO)
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The International Journal of Educational Organization and Leadership

The International Journal of Educational Organization and Leadership inquires into the nature and processes of effective educational administration and leadership.

Collection Founded: 1995
Serial Founded: 2013 (Volume 19)
ISSN: 2329-1656 (Print) ISSN: 2329-1591 (Online)
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- Educational Curriculum & Methods (Cabell's)
- Educational Psychology & Administration (Cabell's)
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The International Journal of Learner Diversity and Identities

The International Journal of Learner Diversity and Identities investigates the dynamics of learning in diverse communities and classrooms.

Collection Founded: 1995
Serial Founded: 2013 (Volume 19)
ISSN: 2327-0128 (Print) ISSN: 2327-0128 (Online)
LCCN Permalink: <http://lccn.loc.gov/2013201440>
DOI: <http://doi.org/10.18848/2327-0128/CGP>
Past Publication Frequency: Quarterly (2013–2018)
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Indexing

- Educational Curriculum & Methods (Cabell's)
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- Education Source (EBSCO)
- Education Journals (ProQuest)
- Genamics
- Scopus (Elsevier)
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The International Journal of Learning in Higher Education

The International Journal of Learning in Higher Education offers studies of learning at college and university levels, including teacher education.

Collection Founded: 1995
Serial Founded: 2013 (Volume 19)
ISSN: 2327-7955 (Print) ISSN: 2327-8749 (Online)
LCCN Permalink: <http://lccn.loc.gov/2013201478>
DOI: <http://doi.org/10.18848/2327-7955/CGP>
Past Publication Frequency: Quarterly (2013–2018)
Current Publication Frequency: Biannually

Indexing

- Educational Curriculum & Methods (Cabell's)
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- Education Research Complete (EBSCO)
- Education Source (EBSCO)
- Education Journals (ProQuest)
- Genamics
- Scopus (Elsevier)
- The Australian Research Council (ARC)
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The International Journal of Literacies

The International Journal of Literacies inquires into the processes of learning to read, write, and communicate, both in conventional alphabetical terms and using new media and multimodal literacies.

Collection Founded: 1995
Serial Founded: 2013 (Volume 19)
ISSN: 2327-0136 (Print) ISSN: 2327-266X (Online)
LCCN Permalink: <http://lccn.loc.gov/2013201441>
DOI: <http://doi.org/10.18848/2327-0136/CGP>
Past Publication Frequency: Quarterly (2013–2017)
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Indexing

- Educational Curriculum & Methods (Cabell's)
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The International Journal of Pedagogy and Curriculum

The International Journal of Pedagogy and Curriculum explores the processes of designing and implementing learning experiences and the dynamics of learning.

CoCollection Founded: 1995
Serial Founded: 2013 (Volume 19)
ISSN: 2327-7963 (Print) ISSN: 2327-9133 (Online)
LCCN Permalink: <http://lccn.loc.gov/2013201479>
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- Educational Psychology & Administration (Cabell's)
- Education Source (EBSCO)
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The International Journal of Science, Mathematics and Technology Learning

The International Journal of Science, Mathematics, and Technology Learning offers studies of best practices in teaching and learning science, mathematics, and technology.

Collection Founded: 1995
Serial Founded: 2013 (Volume 19)
ISSN: 2327-7971 (Print) ISSN: 2327-915X (Online)
LCCN Permalink: <http://lccn.loc.gov/2013201480>
DOI: <http://doi.org/10.18848/2327-7971/CGP>
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Current Publication Frequency: Biannually

Indexing

- Educational Curriculum & Methods (Cabell's)
- Educational Psychology & Administration (Cabell's)
- Education Source (EBSCO)
- Education Journals (ProQuest)
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- Scopus (Elsevier)
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The International Journal of Technologies in Learning

The International Journal of Technologies in Learning explores the role of technologies in learning and processes of learning about and through technologies.

Collection Founded: 1995
Serial Founded: 2013 (Volume 19)
ISSN: 2327-0144 (Print) ISSN: 2327-2686 (Online)
LCCN Permalink: <http://lccn.loc.gov/2013201442>
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Past Publication Frequency: Quarterly (2013–2017)
Current Publication Frequency: Biannually

Indexing

- Educational Curriculum & Methods (Cabell's)
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University of Illinois, Urbana-Champaign, IL, United States

Mary Kalantzis

University of Illinois, Urbana-Champaign, IL, United States

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We take research integrity seriously, following standards and best practices established by the Committee on Publication Ethics (COPE). We're also active members of key industry associations: Association of American Publishers, Association of Learned and Professional Society Publishers, The Society for Scholarly Publishing, and Crossref.

Take link below to review our policy on:

- Editorial Processes
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Common Ground Research Networks (Not-for-Profit) is proud to be a signatory to the United Nations Sustainable Development Goals Publishers Compact. Launched in collaboration with the International Publishers Association, the compact "features 10 action points that publishers, publishing associations, and others can commit to undertaking in order to accelerate progress to achieve the Sustainable Development Goals (SDGs) by 2030. Signatories aspire to develop sustainable practices and act as champions of the SDGs, publishing books and journals that will help inform, develop and inspire action in that direction."

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Founded in 1989, **International Conference on Learning** is brought together around a common concern for learning in all its sites, formal and informal, and at all levels, from early childhood, to schools, colleges and universities, and adult, community and workplace education.

Past Events:

- 2003 - University of the Aegean, Rhodes, Greece
- 2004 - Monash University Centre in Prato, Italy
- 2005 - Cambridge University, Cambridge, UK
- 2006 - University of Carthage in Tunis, Tunisia
- 2007 - American University of Paris, France
- 2008 - Fatih University, Istanbul, Turkey
- 2009 - Friendship Palace, Beijing, China
- 2010 - University of California, Los Angeles, USA
- 2011 - Universidad de Granada, Granada, Spain
- 2012 - The Centre Mont-Royal, Montréal, Canada
- 2013 - Eötvös Loránd University, Budapest, Hungary
- 2014 - Universidad CEU San Pablo, Madrid, Spain
- 2015 - University of British Columbia, Vancouver, Canada
- 2016 - University of Illinois at Chicago, Chicago, USA
- 2017 - Imperial College London, London, UK
- 2018 - University of Pennsylvania, Philadelphia, USA
- 2019 - University of Granada, Granada, Spain
- 2020 - Ca' Foscari University of Venice, Venice, Italy (Virtual)
- 2021 - Universidad Complutense Madrid, Spain
- 2022 - University of Valencia, Valencia, Spain
- 2023 - University of São Paulo, São Paulo, Brazil
- 2024 - Utrecht University, Utrecht, Netherlands
- 2025 - University of Granada, Granada, Spain



Thirty-third International Conference On Learning



Gary Ka Wai Wong

Associate Professor, University of Hong Kong, Hong Kong



Gary Ka Wai Wong is an Associate Professor in the Faculty of Education, and Director of Centre for Information Technology in Education at the University of Hong Kong (HKU). He is the Programme Director of Bachelor of Science (Information Management) Programme at HKU. His primary research interests are computer science education and educational technologies. His research focuses on the understanding of computational thinking development and learning at young ages, navigating through the lenses of constructionism, socio-cognitive and psychosocial theories.

Shihui Feng

Assistant Professor, University of Hong Kong, Hong Kong



Shihui Feng is an Assistant Professor and the Programme Director of Bachelor of Arts and Sciences in Social Data Science at the Faculty of Education, the University of Hong Kong. Her research focuses on learning analytics and complex networks.

Lianjiang Jiang

Assistant Professor, University of Hong Kong, Hong Kong



Lianjiang Jiang (George) is Assistant Professor at the Faculty of Education, The University of Hong Kong. He has published widely on digital multimodal composing, computer supported second language writing, and second language teacher education.

Lukas Liu

Assistant Professor, University of Hong Kong, Hong Kong



Lukas Liu is Assistant Professor of Learning Design and Implementation Sciences at the Faculty of Education, the University of Hong Kong. He focuses on designing and developing active game-based learning experiences to facilitate learners' knowledge acquisition and transferrable skill development through problem-solving.



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Gary Ka Wai Wong

Associate Professor, University of Hong Kong, Hong Kong



Gary Ka Wai Wong is an Associate Professor in the Faculty of Education, and Director of Centre for Information Technology in Education at the University of Hong Kong (HKU). He is the Programme Director of Bachelor of Science (Information Management) Programme at HKU. His primary research interests are computer science education and educational technologies. His research focuses on the understanding of computational thinking development and learning at young ages, navigating through the lenses of constructionism, socio-cognitive and psychosocial theories.

8 July - 9:30 AM (Hong Kong Time)

Chryssi Vitsilaki

Professor Emerita, Former Rector at the University of the Aegean, Greece



"AI in e-learning: Transformative promise, Profound risks."

Professor Emerita and former Rector of the University of the Aegean, Greece. Since 1990, she has taught and conducted research in the Department of Pre-School Education and Educational Design, where her work has focused on educational technology, higher education, adult education, lifelong learning, and innovative learning environments.

Her academic and administrative career spans more than three decades. She has held leadership roles in university governance and educational program development, including work connected to e-learning, lifelong learning, and postgraduate education. Her teaching and research have addressed areas such as child socialization, gender socialization, sociology of education, and new forms of education and learning.

Professor Vitsilaki's recent work includes E-qualified: An In-depth Investigation of an Innovative Graduate Programme at a Greek University. Across her career, she has contributed to the development of educational innovation in Greece, with particular attention to the relationship between technology, learning, higher education, and social change.

9 July - 2:15 PM (Hong Kong Time)



Lianjiang Jiang

Assistant Professor, University of Hong Kong, Hong Kong



"Doing Digital Literacies through Multimodal Composing with GenAI"

Lianjiang Jiang (George) is Assistant Professor at the Faculty of Education, The University of Hong Kong. He has published widely on digital multimodal composing, computer supported second language writing, and second language teacher education.

9 July - 9:00 AM (Hong Kong Time)

Carol Chan

Honorary Professor, Faculty of Education, University of Hong Kong (HKU), Hong Kong



Professor Carol Chan is an Honorary Professor at the Faculty of Education, University of Hong Kong (HKU). She has served as Co-Convenor of the Strategic Research Theme on the Science of Learning at the University and is currently a Fellow of the International Society of the Learning Sciences (ISLS). Her research focuses on how people learn, examining the intersections of learning, cognition, and technology. She is internationally acclaimed for her research in computer-supported collaborative learning (CSCL) and knowledge building, advancing both theory and design, as well as teacher professional development for innovative learning environments. Her recent research also examines the synergy among collaboration, learning analytics, and generative AI.

Professor Chan is widely published in prestigious venues and is recognized as one of the world's top 2% most-cited scientists by Stanford University. She is an Associate Editor for leading journals in her field, including the Journal of the Learning Sciences and the International Journal of Computer-Supported Collaborative Learning. She has served as an advisor and consultant for projects and centres in the United States, Canada, China, Japan, and New Zealand. Currently, she is an international member of the Cambridge Educational Dialogue Research (CEDiR) group and an advisory board member for the Centre for Research in Pedagogy and Practice (CRPP) and the Science of Learning in Education Centre (SoLEC) at Nanyang Technological University, Singapore. Her contributions also include integrating research and practice, which have earned her accolades such as the Most Usable Research Award from ISLS and the University Teaching Fellow Award from HKU

9 July - 9:00 AM (Hong Kong Time)



Mary Kalantzis

College of Education, University of Illinois, Urbana-Champaign, IL, United States



Mary Kalantzis was dean of the College of Education at the University of Illinois, Urbana-Champaign, United States from 2006 to 2016. Before this, she was dean of the Faculty of Education, Language and Community Services at RMIT University, Melbourne, Australia, and president of the Australian Council of Deans of Education. With Bill Cope, she has co-authored or co-edited: *New Learning: Elements of a Science of Education*, Cambridge University Press, 2008 (2nd edition, 2012); *Ubiquitous Learning*, University of Illinois Press, 2009; *Towards a Semantic Web: Connecting Knowledge in Academic Research*, Elsevier, 2009; *Literacies*, Cambridge University Press 2012 (2nd edition, 2016); *A Pedagogy of Multiliteracies*, Palgrave, 2016; and *e-Learning Ecologies*, Routledge, 2016.

8 July - 9:30 AM (Hong Kong Time)

Bill Cope

College of Education, University of Illinois, Urbana-Champaign, IL, United States



Bill Cope is a professor in the Department of Education Policy, Organization & Leadership at the University of Illinois, Urbana-Champaign. He and Mary Kalantzis are directors of Common Ground Research Networks, a not-for-profit organization developing and applying new publishing technologies. His research interests include theories and practices of pedagogy, cultural and linguistic diversity, and new technologies of representation and communication. His and Kalantzis' recent research has focused on the development of digital writing and assessment technologies, with the support of a number of major grants from the US Department of Education, the Bill and Melinda Gates Foundation, and the National Science Foundation. The result has been *Scholar*, a multi-modal writing and assessment environment.

8 July - 9:30 AM (Hong Kong Time)



Óscar Alonso-Álvarez

Assistant Professor in the Department of Education Sciences, University of Oviedo, Spain
(Online, in Spanish)



Óscar Alonso-Álvarez is an Assistant Professor in the Department of Education Sciences at the University of Oviedo (Spain), in the Area of Language and Literature Didactics. His teaching career spans multiple contexts, with specialization in Teaching English as a Second Language and English for Specific Purposes at the university level, as well as bilingual education (English and Spanish) in Chicago public schools. His primary research interests are social justice in language education, critical pedagogies, and the integration of global perspectives in English language teaching. His current research lines focus on gender perspectives, diversity, and interculturality in language education, as well as teacher training, and multilingualism in education. He is a member of the DIME research group at the University of Oviedo.

Fei Victor Lim

Associate Professor and Deputy Head, Nanyang Technological University, Singapore



"Multimodality and the Cyber-Social: What they mean for Learning?"

Fei Victor Lim is Associate Professor and Deputy Head of Research in the English Language and Literature Department at the National Institute of Education, Nanyang Technological University, Singapore. He is a literacy researcher and educator whose work focuses on multimodality, multiliteracies, multimodal discourse analysis, digital learning, and the role of generative AI in education.

His research explores what and how students should learn in today's digital age, with particular attention to future-oriented literacy education. He is the author and editor of several books on multimodality, digital technologies, and learning, and has published widely in the fields of literacy, language, and education. He also leads research communities in multimodality and literacies education at the National Institute of Education.

8 July - 2:30 PM (Hong Kong Time)

Nancy Law

Professor and Associate Dean (Research), Faculty of Education, University of Hong Kong, Hong Kong



Nancy Law is a Professor and Associate Dean (Research) in the Faculty of Education at the University of Hong Kong. She served as the Founding Director for the Centre for Information Technology in Education (CITE) for 15 years from 1998 and is currently the Deputy Director for CITE. She is an elected Fellow of the International Society of the Learning Sciences. She is a learning scientist known for her work on the scalability of technology-enhanced learning innovations, learning and assessment of digital citizenship, as well as on learning design and design-aware learning analytics.

10 July - 2:00 PM (Hong Kong Time)

Angel M.Y. Lin

Professor, The Education University of Hong Kong (EdUHK), Hong Kong



Dr. Angel M. Y. Lin stands as a pioneering figure in plurilingual education and critical literacies, whose work has transformed approaches to language teaching and learning globally. Currently serving as Chair Professor of Language, Literacy and Social Semiotics in Education at the Education University of Hong Kong, she previously held the prestigious Tier 1 Canada Research Chair in Plurilingual and Intercultural Education at Simon Fraser University (2018-2024). Dr. Lin's research spans several interconnected domains, including discourse analysis, trans/languageing (TL), trans-semiotizing (TS), Content and Language Integrated Learning (CLIL), and critical media literacies. Her approach to translanguaging has been particularly influential in challenging monolingual biases in education and developing pedagogies that honor students' full linguistic repertoires. Dr. Lin's recent research has also expanded into exploring Human-AI relationality as well as dynamic, adaptive assessment through a Bayesian lens, leveraging AI chatbot technologies to offer innovative, personalized approaches to language learning in plurilingual contexts.

10 July - 2:00 PM (Hong Kong Time)



LIM Cher Ping

Professor, The Education University of Hong Kong (EdUHK), Hong Kong



"Rethinking the Role of University Professors for Teaching and Learning"

LIM Cher Ping is a Chair Professor of Learning Technologies and Innovation and Co-Director of the Global Institute for Emerging Technologies at The Education University of Hong Kong. He is a Visiting Professor at the UNESCO International Centre for Higher Education Innovations, and an Advisory Editor and former Editor-in-Chief of The Internet and Higher Education for the last decade. Over the last two decades, he has engaged major education stakeholders at the national and international levels as his research and development partners for enhancing equity, quality and efficiency in the education sector enabled by information and communication technologies.

10 July - 2:00 PM (Hong Kong Time)

Emerging Scholars



Each year a small number of **Emerging Scholar Awards** are given to outstanding early-career scholars or graduate students. Here are our 2026 Emerging Scholar Award Winners.

Nermin Karademir

University of Cambridge,
United Kingdom



Yusra Saleem

University of Karachi,
Pakistan



Sunandha Shanmugaraj

Ontario Tech University,
Canada



Ayat Tarazi

An-Najah National University/
Palestine Technical University,
Palestine



Mengfei Han

Shaanxi Normal University,
China



Wenjia Tan

University of Macau,
China



Wendy Mockler Giles

University of Illinois
Urbana-Champaign,
United States



Kate Wong

The University of Hong Kong,
China



Francisca Oladipo

Thomas Adewumi University,
Nigeria





Muhamad Firdaus Mohd Noh

Universiti Kebangsaan,
Malaysia



Tomina Apiti

Victoria University,
New Zealand



Perla Suazo

Escuela Normal Indígena Intercultural
Bilingüe Jacinto Canek,
Mexico



Syed Azman Syed Ismail

Universiti Kebangsaan Malaysia,
Malaysia



Shannon M. Kane

University of Maryland,
United States



Yong Tan

University of Canterbury,
New Zealand



Stella Bolanle Apata

University of South Africa,
South Africa





Online Welcome and Training Session

Join other delegates for a pre-conference welcome reception and training session. We are excited to announce the online conference will be delivered on the CGScholar platform – developed by the Common Ground Media Lab, the research and technology arm of Common Ground Research Networks.

This special event will walk you through the CGScholar Event Microsite so you have a rich online experience by learning how to comment and participate online. It will also teach delegates how to update their profile and Presenter Pages in order to add digital media: video, sound, and other files.

8 July 2026 - 23:00 PM (Hong Kong Time Zone) / 10:00 AM (Central Standard Time USA)

Online Talking Circle

Talking Circles are a distinctive feature of our in-person conference, and this year we are also taking them online. Talking Circles offer an opportunity to meet other delegates face-to-face, and engage in extended discussion about the issues and concerns they feel are of utmost importance to that segment of the Research Network. Participation is open, encouraged, and supported.

10 July 2026 - 23:00 PM (Hong Kong Time Zone) / 10:00 AM (Central Standard Time USA)



In-Person Conference Dinner

Join fellow delegates and the plenary speakers for dinner at Ming Pavilion.

From the restaurant: "Ming Pavilion, located at 14/f of the KK Leung Building at the Main Campus showcases a contemporary Chinese restaurant. It features dim sums handmade daily by our Chefs as part of a refined Cantonese menu, with Shanghainese delicacies. These are all to be enjoyed in our spacious dining hall with a quiet ambience. Private dining rooms and multi-purpose function rooms with modern AV facilities are also available to serve our members and their guests".

Menu

The menu will consist of several courses of appetizers and local food. Dessert/beer/wine/non-alcoholic beverages included.

Date: 9 July 2026

Time: 18:00 (6:00 PM)

Location: Ming Pavilion 明軒 14/F, Senior Common Room, The University of Hong Kong

Cost: US\$100

Conference Closing Reception

Common Ground Research Networks and the International Conference on Learning will be hosting a closing reception at Café 1951, Senior Common Room, Hong Kong University. This will be held directly following the last parallel session of the third day, Friday, 10 July 2026. Join other conference delegates and plenary speakers for a closing reception while enjoying drinks, light hors d'oeuvres, and a chance to converse.

Date: Friday, 10 July 2026

Time: 5:00 PM (17:00)

Location: Café 1951, 15F KK Leung Building, The University of Hong Kong

Cost: Complimentary to all fully registered delegates, but sign up is required.



Common Ground Research Networks

COMMON GROUND

Founded in 1984, Common Ground is committed to building new kinds of knowledge communities, innovative in their media, and forward-thinking in their messages. Heritage knowledge systems are characterized by vertical separations--of discipline, professional association, institution, and country. Common Ground Research Networks takes some of the pivotal challenges of our time and curates research networks that cut horizontally across legacy knowledge structures. Sustainability, diversity, learning, the future of humanities, the nature of interdisciplinarity, the place of the arts in society, technology's connections with knowledge--these are deeply important questions of our time that require interdisciplinary thinking, global conversations, and cross-institutional intellectual collaborations.

Common Ground Research Networks are meeting places for people, ideas, and dialogue. However, the strength of ideas does not come from finding common denominators. Rather, the power and resilience of these ideas is that they are presented and tested in a shared space where differences can meet and safely connect--differences of perspective, experience, knowledge base, methodology, geographical or cultural origins, and institutional affiliation. These are the kinds of vigorous and sympathetic academic milieus in which the most productive deliberations about the future can be held. We strive to create places of intellectual interaction and imagination that our future deserves.

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 Society for Scholarly Publishing

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The Common Ground Media Lab is the research and technology arm of Common Ground Research Networks. Common Ground Research Networks has been researching knowledge ecologies and building scholarly communication technologies since 1984.

Since 2009, we have had the fortune of being based in the University of Illinois Research Park while building our latest platform – CGScholar. This is a suite of apps based on the theoretical work of world-renowned scholars from the College of Education and Department of Computer Science at the University of Illinois Urbana-Champaign. CGScholar has been built with the support of funding from the US Department of Education, Illinois Ventures, and the Bill and Melinda Gates Foundation.

The CGScholar platform is being used today by knowledge workers as diverse as: faculty in universities to deliver e-learning experiences; innovative schools wishing to challenge the ways learning and assessment have traditionally worked; and government and non-government organizations connecting local knowledge and experience to wider policy objectives and measurable outcomes. Each of these use cases illustrates the differing of knowledge that CGScholar serves while also opening spaces for new and emerging voices in the world of scholarly communication.

We aim to synthesize these use cases to build a platform that can become a trusted marketplace for knowledge work, one that rigorously democratizes the process of knowledge-making, rewards participants, and offers a secure basis for the sustainable creation and distribution of digital knowledge artifacts.

Our premise has been that media platforms—pre-digital and now also digital—have often not been designed to structure and facilitate a rigorous, democratic, and a sustainable knowledge economy. The Common Ground Media Lab seeks to leverage our own platform – CGScholar – to explore alternatives based on extended dialogue, reflexive feedback, and formal knowledge ontologies. We are developing AI-informed measures of knowledge artifacts, knowledge actors, and digital knowledge communities. We aim to build a trusted marketplace for knowledge work, that rewards participants and sustains knowledge production.

With 27,000 published works and 200,000 users, we have come a long way since our first web app twenty years ago. But we still only see this as the beginning.

As a not-for-profit, we are fundamentally guided by mission: to support the building of better societies and informed citizenries through rigorous and inclusive social knowledge practices, offering in-person and online scholarly communication spaces

Supporters & Partners

As they say, “it takes a village.” We are thankful for the generous support of:



And to our Research Network members!

www.cgnetworks.org/medialab



Climate change is one of the most pressing problems facing our world today. It is in the interests of everyone that we engage in systemic change that averts climate catastrophe. At Common Ground Research Networks, we are committed to playing our part as an agent of transformation, promoting awareness, and making every attempt to lead by example. Our Climate Change: Impacts and Responses Research Network has been a forum for sharing critical findings and engaging scientific, theoretical, and practical issues that are raised by the realities of climate change. We've been a part of global policy debates as official observers at COP26 in Glasgow. And we are signatories of the United Nations Sustainability Publishers Compact and the United Nations Climate Neutral Now Initiative.

Measuring

In 2022 we start the process of tracking and measuring emissions for all aspects of what we do. The aim is to build a comprehensive picture of our baselines to identify areas where emissions can be reduced and construct a long-term plan of action based on the GHG Emissions Calculation Tool and standard established by the United Nations Climate Neutral Now Initiative.

Reducing

At the same time, we are not waiting to act. Here are some of the "low hanging fruit" initiatives we are moving on immediately: all conference programs from print to electronic-only; removing single-use cups and offering reusable bottles at all our conferences; working closely with all vendors, suppliers, and distributors on how we can work together to reduce waste; offering robust online options as a pathway to minimize travel. And this is only a small sample of what we'll be doing in the short term.

Contributing

As we work towards establishing and setting net-zero targets by 2050, as enshrined in the Paris Agreement and United Nations Climate Neutral Now Initiative, and to make further inroads in mitigating our impacts today, we are participating in the United Nations Carbon Offset program. As we see climate change as having broad social, economic, and political consequences, we are investing in the following projects.

- Fiji Nadarivatu Hydropower Project
- DelAgua Public Health Program in Eastern Africa
- Jangi Wind Farm in Gujarat

Long Term Goals

We're committing to long-term science-based net-zero targets for our operations – and we believe we can do this much sooner than 2050. We'll be reporting annually via The Climate Neutral Now reporting mechanism to transparently communicate how we are meeting our commitments to climate action.