NINETEENTH INTERNATIONAL CONFERENCE ON
E-LEARNING & INNOVATIVE PEDAGOGIES

HUMAN-CENTERED AI TRANSFORMATIONS

THE UNIVERSITY OF THE AEGEAN
RHODES, GREECE, 16-17 APRIL 2026

e-Learning & Innovative Pedagogies

UNIVERSITY OF THE AEGEAN

Nineteenth International Conference on e-Learning & Innovative Pedagogies

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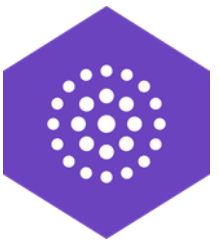

Welcome Letters

FINDING COMMON GROUND

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New Practices
New Societies

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Since 1984

Dear Conference Participants,

On behalf of Common Ground Research Networks, I welcome you to the Nineteenth International Conference on e-Learning & Innovative Pedagogies.

Founded in 2006, the e-Learning & Innovative Pedagogies Research Network is brought together around a common concern for new technologies in learning and an interest to explore possibilities for innovative pedagogies. 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, "Human-Centered AI Transformations," 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 William Cope, Mary Kalantzis, Spyridoula Stamouli, Vassilis Katsouros, Miquel Àngel Prats, conference chair Dr. Chryssi Vitsilaki, presenters, and volunteers whose dedication and hard work have made this conference possible. We also thank our host partner University of the Aegean, 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

e-Learning & Innovative Pedagogies

Dear Conference Delegates,

From wherever you've come, and in whichever way you are participating, welcome to the Nineteenth International Conference on e-Learning & Innovative Pedagogies. I am grateful to all of you for sharing your work at this conference. I particularly want to thank our hosts, Prof. Chryssi Vitsilaki and her colleagues at the University of the Aegean.

The conference comes in the midst of tumultuous and pathbreaking technological developments in technology, in particular with the sudden emergence and widespread adoption of Generative AI. What will be the consequences for society and education? At this stage, the answers can only be hazy and uncertain. But we have to work on them, and this research network can make a contribution to the development of these answers.

I also want to mention technology transformations we have undergone at Common Ground with the launch of the new CGScholar application earlier this year. For over 30 years, Common Ground has invested in developing technologies that seek to break down barriers of access in scholarly communication. In each phase, we've built spaces to support interdisciplinary dialogue, before such approaches were in vogue; connected international voices when disciplines were too often isolated in national silos; and supported an agenda of access and equality, by offering pathways and opportunities for diverse voices.

Since COVID we have introduced another kind of intervention, to build a scholarly communication infrastructure for a hybrid in person + online engagement. Our hybrid model seeks to transcend physical boundaries by offering a space to extend in-person conference content online while ensuring online-only delegates are afforded equal participatory and experiential spaces within the platform. At the same time, the model offers participants a legacy resource to which they can return, with access to a social space where fellow participants can keep connected long after the conference ends.

But for us "hybrid" is more than an approach to technology. We're using this conceptual filter to consider our mission:

- Hybrid disciplines as an approach to interdisciplinary research practices.
- Hybrid affinities as a way to approach a shared politics for paradigms of recognition and redistribution.
- Hybrid voices as a way to consider where research happens in and outside of academia.
- Hybrid ideas as the common ground for a new sense of civics.

I thank our partners and colleagues at the University of the Aegean and Common Ground who have helped organize and produce this meeting with great dedication and expertise.

Warm Regards,

Dr William Cope
Director, Common Ground Research Networks
Professor
Department of Education Policy, Organization & Leadership, College of Education
Information Trust Institute, College of Engineering
Siebel Center for Design
University of Illinois at Urbana-Champaign

e-Learning & Innovative Pedagogies **Research Network**

Founded in 2006, the **e-Learning & Innovative Pedagogies Research Network** is brought together around a common concern for new technologies in learning, and an interest to explore possibilities for innovative pedagogies offered by new information and communications technologies. The perspectives of our members range from big picture analyses which address global and universal concerns, to detailed case studies which speak of localized applications of technology. We aim to traverse a broad terrain, sometimes technically and other times socially oriented, sometimes theoretical and other times practical in their perspective, and sometimes reflecting dispassionate analysis while at other times suggesting interested strategies for action. Our aim is 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.

From Ubiquitous Computing to Ubiquitous Learning

At first glance, it is the machines that make ubiquitous learning different from heritage classroom and book-oriented approaches to learning. These appearances, however, can deceive. Old learning can be done on new machines. Using new machines is not necessarily a sign that ubiquitous learning has arrived. Some features of ubiquitous learning are not new—they have an at times proud and at times sorry place in the history of educational innovation, stretching back well before the current wave of machines.

However, there is an obvious link between ubiquitous learning and ubiquitous computing. The term 'ubiquitous computing' describes the pervasive presence of computers in our lives. Personal computers, laptops, tablets and smart phones have become an integral part of our learning, work and community lives, to the point where, if you don't have access to a computer networked with reasonable bandwidth you can be regarded as disadvantaged, located as a 'have not' on the wrong side of the 'digital divide'. Meanwhile, many other devices are becoming more computer-like (in fact, more and more of them they are computers or have computing power built in): televisions, global positioning systems, digital music players, personal digital assistants, cameras and game consoles, to name a few. These devices are everywhere. They are getting cheaper. They are becoming smaller and more portable. They are increasingly networked. This is why we find them in many places in our lives and at many times in our days. The pervasive presence of these machines is the most tangible and practical way in which computing has become ubiquitous.

Importantly for education, the machines of ubiquitous computing can do many of the things that pens and pencils, textbooks and teacher-talk did for learners in an earlier era. They can do these things the same, and they can do them differently.

Does ubiquitous computing lay the groundwork for ubiquitous learning? Does it require us to make a shift in our educational paradigms?

It may, however, the approach of this research network is more conditional than this. To reiterate, 'ubiquitous learning is a new educational paradigm made possible in part by the affordances of digital media'. The qualifications in this statement are crucial. 'Made possible' means that there is no directly deterministic relationship between technology and social change. Digital technologies arrive and almost immediately, old pedagogical practices of didactic teaching, content delivery for student ingestion and testing for the right answers are mapped onto them and called a 'learning management system'. Something changes when this happens, but disappointingly, it does not amount to much.

And another qualifier: 'affordance' means you can do some things easily now, and you are more inclined to do these things than you were before simply because they are easier. You could do collaborative and inquiry learning in a traditional classroom and heritage institutional structures, but it wasn't easy. Computers make it easier. So, the new things that ubiquitous computing makes easier may not in themselves be completely new—modes of communication, forms of social relationship or ways of learning. However, just because the new technology makes them easier to do, they become more obviously worth doing than they were in the past. Desirable social practices which were at times against the grain for their idealistic impracticality, become viable. The technology becomes an invitation to do things better, often in ways that some people have been saying for a long time they should be done.

Following are just a few of the characteristic moves of ubiquitous learning that this research network addresses in its various discussion forums. Participants may agree or disagree with these, or choose to add more.

Move 1: To blur the traditional institutional, spatial and temporal boundaries of education.

In the heritage educational institutions of our recent past, learners needed to be in the same place at the same time, doing the same subject and staying on the same page. The classroom was an information architecture, transmitting content, one to many: one textbook writer to how every many thousands of learners; one teacher to thirty something children or one lecturer to one hundred and something university students. The spatial and temporal simultaneity of this information and knowledge system practically made sense.

Today, in the era of cheap recording and transmission of any textual, visual and audio content anywhere, such classrooms are less needed. Education can happen anywhere, anytime. Long traditions of 'distance education' and 'correspondence schools' mean that these ideas are far from novel. The only difference now is that ubiquitous computing renders anachronistic and needlessly expensive for many educational purposes the old information architecture of the classroom, along with its characteristic forms of discourse and social relationships to knowledge. Even the problem of duty of care for children is surmountable with mobile phones and global positioning devices. Knowing the location of a child in a classroom was never better than the one meter margin of error of GPS devices.

And another problem with the old classroom: the idea was that this was preparation for life, enough to assume whatever one's lot would be, and the rest could be left to experience. Today, everything is changing so rapidly that today's education easily becomes tomorrow's irrelevance. So, there have been moves to make ongoing training and formally accredited education 'lifelong and lifewide'. For people in work and with families, not able to commute to an institution or able to schedule their time easily, ubiquitous computing can be a conduit for education beyond the traditional spatial and institutional boundaries. Coming together in specific times and places will, of course, remain important, but what we will choose to do when we come together may be different from what happens in classrooms today—these may be special times to focus, on face-to-face planning, collaborative work and community building.

Then there's the new pervasiveness of pedagogy in spaces of informal and semi-formal learning—help menus, 'intuitive interfaces', game-like staged learning, and 'over-the-shoulder-learning' from friends and colleagues. This kind of learning only ever needs to be just in time and just enough. It is now integral to our lifeworlds, a survival skill in a world of constant change.

Move 2: To shift the balance of agency.

In the traditional classroom, the teacher and blackboard were at the front of the room. The learners sat in straight rows, listened, answered questions one at a time, or quietly read their textbooks and did their work in their exercise books. Lateral student-student communication was not practicable, or even desirable when it could be construed as cheating. Underlying this arrangement was a certain kind of discipline (listen to the teacher, read authority into the textbook), and a particular relationship to knowledge (here are the facts and theories you will need to know, the literature which will elevate and the history which will inspire). This kind of education made a certain kind of sense for a certain kind of world, a world where supervisors at work shouted orders or passed down memos in the apparent productive interests of the workers, where the news media told the one main story we were meant to hear, and where we all consumed identical mass-produced goods because engineers and entrepreneurs had decided what would be good for us. Authors wrote and the masses read; television companies produced and audiences watched; political leaders led and the masses followed; bosses bossed and the workers did as they were told. We lived in a world of command and compliance.

Today, the balance of agency has shifted in many realms of our lives. Employers try to get workers to form self-managing teams, join the corporate 'culture' and buy into the organization's vision and mission. Now the customer is always right and products and services need to be customized to meet their particular practical needs and aesthetic proclivities. In the new media, ubiquitous computing has brought about enormous transformations. There's no need to listen to the top forty when you can make your own playlist on your iPod. There's no need to take on authority the encyclopedia entry in Wikipedia when you, the reader, can talk back, or at least watch other people's arguments about the status of knowledge. There's no need to take the sports TV producer's camera angles when you can chose your own on interactive television. There's no need to watch what the broadcast media has dished up to you, when you can choose your own interest on YouTube, comment on what you're watching and, for that matter, make and upload your own TV. There's no need to relate vicariously to narratives when you can be a player in a video game. This new order applies equally well to learning. There is no need to be a passive recipient of transmitted knowledge when learners and teachers can be collaborative co-designers of knowledge.

Instead, there are many sources of knowledge, sometimes problematically at variance with each other, and we have to navigate our way around this. There are many sites and modalities of knowledge, and we need to get out there into these to be able to make sense of things for ourselves. There may be widely accepted and thus authoritative bodies of knowledge to which we have to relate, but these are always uniquely applied to specific and local circumstances—only we can do this, in our own place and at our own time. In this environment, teachers will be required to be more knowledgeable, not less. Their power will be in their expertise and not in their control or command routines.

Move 3: To recognize learner differences and use them as a productive resource.

Modern societies used to value uniformity: we all read the same handful of newspapers and watched the same television channels; we all consumed the same products; and if we were immigrant, or indigenous, or of an ethnic minority, we needed to assimilate so we could all comfortably march to the same national beat.

And so it was in schools: everyone had to listen to the teacher at the same time, stay on same message on the same the page, and do the same test at the end to see whether they had learnt what the curriculum expected of them. Today there are hundreds of television channels, countless websites, infinite product variations to suit one's own style, and if you are immigrant or indigenous or a minority, your difference is an aspect of our newfound cosmopolitanism.

This is all part of a profound shift in the balance of agency. Give people a chance to be themselves and you will find they are different in a myriad of ways: material (class, locale), corporeal (age, race, sex and sexuality, and physical and mental characteristics) and symbolic (culture, language, gender, family, affinity and persona).

In sites of learning today, these differences are more visible and insistent than ever. And what do we do about them? Ubiquitous learning offers a number of possibilities. Not every learner has to be on the same page; they can be on different pages according to their needs. Every learner can connect the general and the authoritative with the specifics and particulars of their own life experiences and interests. Every learner can be a knowledge maker and a cultural creator, and in every moment of that making and creating they remake the world in the timbre of their own voice and in a way which connects with their experiences. Learners can also work in groups, as collaborative knowledge makers, where the strength of the group's knowledge arises from their ability to turn to productive use the complementarities that arise from their differences.

In this context, teacher will need to be engaged members of cosmopolitan learning communities and co-designers, with learners, of their learning pathways.

Move 4: To broaden the range and mix of representational modes.

Ubiquitous computing records and transmits meanings multimodally—the oral, the written, the visual and the audio. Unlike previous recording technologies, these representational modes are reduced to the same stuff in the manufacturing process, the stuff of zeros and ones. Also, like never before, there is next to no cost in production and transmission of this stuff.

Now, anyone can be a film-maker, a writer who can reach any audience, an electronic music maker, a radio producer. Traditional educational institutions have not managed to keep up this proliferation of media. But, if educators have not yet made as much as they could of the easy affordances of the new media, the students often have. When educators do catch up, the learning seems more relevant, and powerful, and poignant. Educators will need to understand the various grammars of the multiple modes of meaning making that the digital has made possible, in the same depth as traditional alphabetic and symbolic forms.

Move 5: To develop conceptualizing capacities.

The world of ubiquitous computing is full of complex technical and social architectures that we need to be able to read in order to be a user or a player. There are the ersatz identifications in the form of file names and thumbnails, and the navigational architectures of menus and directories. There is the semantic tagging of home-made folksonomies, the formal taxonomies that define content domains, and the standards which are used to build websites, drive web feeds, define database fields and identify document content.

These new media need a peculiar conceptualizing sensibility, sophisticated forms of pattern recognition and schematization. For these reasons (and for other, much older, good educational reasons as well), ubiquitous learning requires higher-order abstraction and metacognitive strategies. This is the only way to make one's way through what would otherwise be the impossibilities of information quantity. Teachers then need to become masterful users of these new meaning making tools, applying the metalanguage they and their learners need alike in order to understand their affordances.

Move 6: To connect one's own thinking into the social mind of distributed cognition and collective intelligence.

In the era of ubiquitous computing, you are not what you know already but what you can potentially know, the knowledge that is at hand because you have a device in hand. Even in the recent past, we had libraries on hand, or experts we could consult. Cognition has always been distributed and intelligence collective. The most remarkable technology of distributed cognition is language itself.

However, today there is an immediacy, vastness and navigability of the knowledge that is on hand and accessible to the devices that have become more directly an extension of our minds. Those who used to remember telephone numbers will notice that something happens to their minds when the numbers they need are stored on the mobile phone—the phone remembers for you. It becomes an indispensable extension of your mind. This should spell doom for the closed book exam. Educators will need to create new measures to evaluate learners' capacities to know how to know in this new environment.

Move 7: To build collaborative knowledge cultures.

Ubiquitous computing invites forms of social reflexivity which can create 'communities of practice' to support learning. In the ubiquitous learning context, teachers harness the enormous lateral energies of peer-to-peer knowledge making and the power of collective intelligence. This builds on the complementarity of learner differences—experience, knowledge, ways of thinking and ways of seeing. Learners also involve people who would formerly have been regarded as outsiders or even out-of-bounds in the learning process: parents and other family members, critical friends or experts.

Digital workspaces built upon social networking technologies are ideal places for this kind of work, at once simple and highly transparent when it comes to auditing differential contributions. Teachers need higher order skills to build learning communities that are genuinely inclusive, such that all learners reach their potential. Each of these moves explores and exploits the potentials of ubiquitous computing. None, however, is a pedagogical thought or social agenda that is new to the era of ubiquitous computing. The only difference today is that there is now no practical reason not to make any of these moves. The affordances are there, and if we can, perhaps we should. When we do, we may discover that a new educational paradigm begins to emerge. And as this paradigm emerges, we might also find educators take a leading role on technological innovation. The journey of ubiquitous learning is only just beginning. As we take that journey, we need to develop breakthrough practices and technologies that allow us to reconceive and rebuild the content, processes and human relationships of teaching and learning.

Theme 1: Considering Digital Pedagogies

On the dynamics of learning in and through digital technologies.

Living Tensions:

- New learning supported by new technologies: challenges and successes
- Old learning using new technologies, for better or for worse
- Traditional (didactic, mimetic) and new (transformative, reflexive) pedagogies, with and without new technology
- Changing classroom discourse in the new media classroom
- Peer to peer learning: learners as teachers
- From hierarchical to lateral knowledge flows, teaching-learning relationships
- Supporting learner diversity
- Beyond traditional literacy: reading and writing in a multimodal communications environment
- Digital readings: discovery, navigation, discernment and critical literacy
- Metacognition, abstraction, and architectural thinking: new learning processes in new technological environments
- Formative and summative assessment: technologies in the service of heritage and new assessment practices
- Evaluating technologies in learning
- Shifting the balance of learning agency: how learners become more active participants in their own learning
- Recognizing learner differences and using them as a productive resource
- Collaborative learning, distributed cognition and collective intelligence
- Mixed modes of sociability: blending face to face, remote, synchronous and asynchronous learning
- New science, mathematics and technology teaching
- Technology in the service of the humanities and social sciences
- The arts and design in a techno-learning environment

Theme 2: New Digital Institutions and Spaces

On the changing the institutional forms of education—classroom, schools and learning communities—in the context of ubiquitous computing.

Living Tensions:

- Blurring the boundaries of formal and informal learning
- Times and places: lifelong and lifewide learning
- Always ready learnability, just in time learning, and portable knowledge sources
- Educational architectures: changing the spaces and times
- Educational hierarchies: changing organizational structures
- Student-teacher relations and discourse
- Sources of knowledge authority: learning content, syllabi, standards
- Schools as knowledge producing communities
- Planning and delivering learning digitally
- Teachers as curriculum developers
- Teachers as participant researchers and professional reflective practice

Theme 3: Technologies of Mediation

On new learning devices and software tools.

Living Tensions

- Ubiquitous computing: devices, interfaces, and educational uses
- Social networking technologies in the service of learning
- Digital writing tools; wikis, blogs, slide presentations, websites, and writing assistants
- Supporting multimodality: designing meanings which cross written, oral, visual, audio, spatial, and tactile modes
- Designing meanings in the new media: podcasts; digital video, and digital imaging
- Learning management systems
- Learning content and metadata standards
- Designed for learning: new devices and new applications
- Usability and participatory design: beyond technocentrism
- Learning to use and adapt new technologies
- Learning through new technologies

Theme 4: Designing Social Transformations

On the social transformations of technologies, and their implications for learning.

Living Tensions

- Learning technologies for work, civics and personal life
- Ubiquitous learning in the service of the knowledge society and knowledge economy
- Ubiquitous learning for the society of constant change
- Ubiquitous diversity in the service of diversity and constructive globalism
- Inclusive education addressing social differences: material (class, locale), corporeal (age, race, sex and sexuality, and physical and mental characteristics) and symbolic (culture, language, gender, family, affinity and persona)
- Changing the balance of agency for a participatory culture and deeper democracy
- From one to many, to many to many: changing the direction of knowledge flows
- Beyond the traditional literacy basics: new media and synaesthetic meaning-making

Bill Cope

Professor, University of Illinois, Urbana-Champaign, USA

Dr Bill Cope is a Professor in the Department of Education Policy, Organization & Leadership, University of Illinois, Urbana-Champaign, USA and an Adjunct Professor at Charles Darwin University, Australia. He is also a director of Common Ground Research Networks, a not-for-profit publisher and developer of "social knowledge" technologies. He is a former First Assistant Secretary in the Department of the Prime Minister and Cabinet and Director of the Office of Multicultural Affairs. His research interests include theories and practices of pedagogy, cultural and linguistic diversity, and new technologies of representation and communication. His 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 the Scholar multimodal writing and assessment environment. Among his recent publications are edited volumes on The Future of the Book in the Digital Age and The Future of the Academic Journal, and with Kalantzis and Magee, Towards a Semantic Web: Connecting Knowledge in Academic Research.

Mary Kalantzis

Professor, University of Illinois, Urbana-Champaign, USA

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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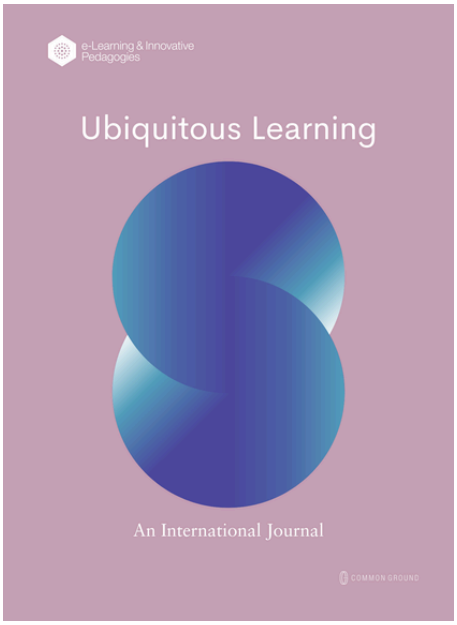
Ubiquitous Learning: **An International Journal**



Ubiquitous Learning: An International Journal

Ubiquitous Learning: An International Journal sets out to define an emerging field. Ubiquitous learning is a new educational paradigm made possible in part by the affordances of digital media.

Ubiquitous learning is a counterpart to the concept "ubiquitous computing," but one which seeks to put the needs and dynamics of learning ahead of the technologies that may support learning. The arrival of new technologies does not mean that learning has to change. Learning should only change for learning's sake. The key perspective of the conference and journal is that our changing learning needs can be served by ubiquitous computing. In this spirit, the journal investigates the affordances for learning in the digital media, in school, and throughout everyday life.

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Founded in 2002, Editage is a leading consumer technology business helping researchers improve the speed and impact of their research. Editage has served over 250,000 researchers and doctors across 173 countries and transformed over one million research papers across 1,200 disciplines. Editage is a division of Cactus Communications, a global science communication organization that collaborates with STEM, life sciences, social sciences, and humanities researchers, universities, publishers, and organizations to accelerate research impact.

Our Publishing Principles

e-Learning & Innovative Pedagogies

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.

To review our policy on take link below :

- Editorial Processes
- Peer Review
- Authorship, Co-Authorship, and Author Responsibilities
- Research with Humans or Animals
- Statement on Informed Consent
- Libel, Defamation, and Freedom of Expression
- Retractions and Corrections
- Fraudulent Research and Research Misconduct
- Transparency
- Ethical Business Practices (Ownership, Management, Governing Bodies, Access, Copyright and Licensing, Author Fees, Usage Metrics and Reporting, Data Privacy, Direct Marketing, Communication & Advertising, Editorial Team Contact Information)

SDG PUBLISHERS COMPACT

SUSTAINABLE DEVELOPMENT GOALS

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."

MEMBERS OF THE FOLLOWING ORGANIZATIONS

AAP ASSOCIATION OF AMERICAN PUBLISHERS

Association of Learned and Professional Society Publishers

Society for Scholarly Publishing

Crossref

Nineteenth International Conference
on e-Learning & Innovative Pedagogies

History

e-Learning & Innovative Pedagogies

Founded in 2006, the **e-Learning & Innovative Pedagogies Research Network** is brought together around a common concern for new technologies in learning, and an interest to explore possibilities for innovative pedagogies offered by new information and communications technologies. The perspectives of our members range from big picture analyses which address global and universal concerns, to detailed case studies which speak of localized applications of technology. We aim to traverse a broad terrain, sometimes technically and other times socially oriented, sometimes theoretical and other times practical in their perspective, and sometimes reflecting dispassionate analysis while at other times suggesting interested strategies for action. Our aim is to build an epistemic community where we can make linkages across disciplinary, geographic, and cultural boundaries.

Past Events

- 2008 - Chicago, USA
- 2009 - Northwestern University, Boston, USA
- 2010 - University of British Columbia, Vancouver, Canada
- 2011 - University of California, Berkeley, USA
- 2012 - University of Illinois, Urbana-Champaign, USA
- 2013 - Universidad Nacional de Educación a Distancia, Madrid, Spain
- 2014 - Pacific University in Forest Grove, Oregon, USA
- 2015 - University of California, Santa Cruz, USA
- 2017 - University of Toronto, Toronto, Canada
- 2018 - St John's University, Manhattan Campus, New York, USA
- 2019 - Hotel Grand Chancellor Hobart, Hobart, Australia
- 2020 - University of the Aegean, Rhodes, Greece (Virtual)
- 2021 - University of the Aegean, Rhodes, Greece (Virtual)
- 2022 - National Changhua University of Education, Changhua City, Taiwan (Virtual)
- 2023 - University of Malta, Malta
- 2024 - Universitat Politècnica de València, Spain
- 2025 - National Changhua University of Education, Changhua City, Taiwan

The **e-Learning & Innovative Pedagogies Research Network** is thankful for the contributions and support of the following organizations.

UNIVERSITY OF THE AEGEAN

國立彰化師範大學 National Changhua University of Education

UNIVERSITAT POLITÈCNICA DE VALÈNCIA

L-Università ta' Malta

aades leading learning for all

ST. JOHN'S UNIVERSITY

Local Conference Chair

e-Learning & Innovative Pedagogies

Dr. Chryssi Vitsilaki

Professor Emerita and former Rector, University of the Aegean, Greece

Chryssi Vitsilaki is Professor Emerita, Former Rector at the University of the Aegean. Since 1990, Chryssi has been a professor in the Department of Pre-School Education and Educational Design and does research, among others, in educational technology, higher education, and adult education. Their most recent publication is E-qualified: An In-depth Investigation of an Innovative Graduate Programme at a Greek University.

Plenary Speakers

e-Learning & Innovative Pedagogies

William Cope

Professor, University of Illinois, USA

"Generative AI in Education: Implications and Applications"

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.

16 April 2026, 9:00 AM (Greece Time Zone)

Mary Kalantzis

Professor, University of Illinois, USA

"Generative AI in Education: Implications and Applications"

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.

16 April 2026, 9:00 AM (Greece Time Zone)

Matthew Montebello

full professor at the Department of Artificial Intelligence at the Faculty of ICT, University of Malta

Prof Matthew Montebello is a full professor at the Department of Artificial Intelligence at the Faculty of ICT, University of Malta. He heads the Agent Technology Research Group at departmental level, as well as coordinates a number of Interest Groups within the same faculty.

Before joining the University in 1999 with a PhD in Computer Science he was already heavily involved in Education in secondary schools after graduating in 1990 at the University of Malta B.Ed.(Hons) degree. Having obtained an extensive teaching experience and having been involved with the introduction of computer labs through the Ministry of Education, he proceeded to follow the Computer Science domain when he pursued his post-graduate studies obtaining a Masters and a Doctorate at the Cardiff University in Wales in 1996 and 1998 respectively. Furthermore in 2009 and 2016 he also completed an M.A. and an Ed.D. (Higher Education) specialising in the application of artificial intelligence to e-learning. In 2017 he published a Springer monograph entitled 'AI-injected e-Learning' and was offered a visiting academic status at the University of Illinois in Urbana-Champaign where he collaborated with the Computer Science department and College of Education on numerous projects and research initiatives. In May 2018 he was appointed Adjunct Professor at the University of Illinois, Urbana-Champaign, and published his second Springer monograph entitled 'Ambient Intelligent Classrooms'. In 2019 he was re-appointed head of department and edited an IGI-Global handbook of research on Digital Learning while also in the process of authoring his third Springer monograph on Digital Learners.

16 April 2026, 9:30 AM (Greece Time Zone)

Plenary Speakers

e-Learning & Innovative Pedagogies

Dr. Chryssi Vitsilaki

Professor Emerita and former Rector, University of the Aegean, Greece

"Bridging Technology, Knowledge, and Social Change"

Chryssi Vitsilaki is Professor Emerita, Former Rector at the University of the Aegean. Since 1990, Chryssi has been a professor in the Department of Pre-School Education and Educational Design and does research, among others, in educational technology, higher education, and adult education. Their most recent publication is E-qualified: An In-depth Investigation of an Innovative Graduate Programme at a Greek University.

17 April 2026, 9:00 AM (Greece Time Zone)

Spyridoula Stamouli

Specialized Scientific Personnel in Language Technology, Institute for Language and Speech Processing (ILSP) of the Athena Research Center, Greece

"Conversational AI assistants for teaching and learning: Human-centered pathways from LLMs to classrooms"

Spyridoula Stamouli serves as Specialized Scientific Personnel in Language Technology at the Institute for Language and Speech Processing (ILSP) of the Athena Research Center, where she has been working since 2002. She received her BA in Philology in 1996 and her MA in Applied Linguistics in 2000 from the Department of Philology of the National and Kapodistrian University of Athens (NKUA). In 2010, she was awarded a Ph.D. in Linguistics from the same department. She has participated in more than 25 national and European R&D projects. Her work focuses on the development and evaluation of educational tools that integrate natural language and speech processing technologies, including digital language learning environments, language assessment platforms, and diagnostic systems for individuals with developmental or acquired communication disorders. Her research interests include AI in education, technology-supported diagnosis and intervention for individuals with language impairments, and assessment of academic and linguistic skills. She has authored numerous scientific publications in these areas in peer-reviewed journals, conference proceedings, and academic volumes.

16 April 2026, 2:30 PM (Greece Time Zone)

Vassilis Katsouros

Research Director, Institute for Language and Speech Processing (ILSP) of the Athena Research Center, Greece

"Conversational AI assistants for teaching and learning: Human-centered pathways from LLMs to classroom"

Vassilis Katsouros is Research Director at the Institute for Language and Speech Processing (ILSP) of the Athena Research Center (ATHENA RC) and Director of ILSP since June 2019. He received his M.Eng. degree in Electrical and Computer Engineering from the National Technical University of Athens (NTUA), Greece, in 1992. In 1993 he obtained the M.Sc. with distinction in Communications and Signal Processing from Imperial College of Science Technology and Medicine, University of London, UK. In 1997 he received his Ph.D. degree in Mathematical modelling and Stochastic Control from Imperial College. Since 1998 he has been working at the ILSP. He was among the founding members of LibrisTech, the first spin-off company of ILSP. He is member of the Board at Athena Research Center since 2017 and member of the Board at the Information Society S.A since June 2019. He has coordinated several research and innovation projects at national and European frameworks. His research interests involve digital signal processing, statistics analysis, machine learning and artificial intelligence with applications in a wide variety of signals and data (document, voice, music, image, video, sensorial data, etc.) He has authored a significant number of scientific publications in the above fields in books, scientific journals and international conferences. He is member at the IEEE, the ACM, and the Technical Chamber of Greece. Since 1999 he is a certified market maker/trader of the Derivatives Market at the Athens Exchange.

16 April 2026, 2:30 PM (Greece Time Zone)

Miquel Àngel Prats

Associate Professor of Educational Technology, Ramon Llull University, Spain

"De la teoría a la práctica: algunas primeras lecciones aprendidas. Retos de la IA en la educación"

Miquel Àngel Prats, teacher, educational psychologist, and PhD in Education from the Blanquerna Faculty of Psychology, Education, and Sports Sciences at Ramon Llull University in Barcelona.

He is currently an Associate Professor of Educational Technology, researcher in charge of the eduTIC line of the PSiTIC (Pedagogy, Society, Innovation, and ICT) Consolidated Research Group at the Blanquerna Faculty of Education and Psychology at Ramon Llull University, and coordinator of the Master's Degree in Leadership in Pedagogical Innovation and Management of Educational Centers.

Throughout his professional career, he has combined his academic work at the university with outreach activities in various media outlets. He has been director of the CETEI at the Joan XXIII Foundation (2008-2011), of the first five editions of the ITworldEdu Summit (2008-2012), director of the Early Childhood Education Degree (2013-2019), as well as spokesperson for the College of Educators of Catalonia (2006-2008). In 2020, he was awarded the 30th Joan Profitós Prize for Pedagogical Essays for his work: 10 Lessons for Ethical, Healthy, and Responsible Use of Digital Technologies. He is the author of the book Viure en digital (Living Digitally) (2022) published by Eumo Editorial.

He was recently appointed Director of the Teaching Innovation Unit at the Blanquerna Foundation.

16 April 2026, 12:00 PM (Greece Time Zone)

Emerging Scholars

e-Learning & Innovative Pedagogies

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.

Ashley Esparza
Northern Arizona University,
United States

Saanvi Singh
Purdue University,
United States

Mazyani Mat
National University of Malaysia,
Malaysia

Marika Anastasia Alexiou
University of the Aegean,
Greece

Stew Bauserman
Purdue University,
United States

Irum Naz
University of Doha for Science and Technology,
Qatar

Michelle McCain
Western Governors University,
United States

Hengzhi Hu
Faculty of Education, Universiti Kebangsaan Malaysia,
Malaysia

Emerging Scholars

e-Learning & Innovative Pedagogies

Ruphina U. Nwachukwu
University of Nigeria, Nsukka

Andrew Schwabe
University of St. Andrews, Scotalnd

Britta van Bussel
Tilburg University, Netherlands

Online Welcome and Training Session

Join other delegates for a pre-conference welcome reception and training session. This special event will walk you through the CGScholar Event Mircosite 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, other files. This will be held "live" via Zoom.

Thursday, 16 April 2026, 5:00 PM (Greece Time Zone)

Conference Closing Session

Common Ground Research Networks will hold a closing reception at the University of the Aegean - Rhodes Campus directly following the Conference Closing and Award Ceremony. Join other delegates and plenary speakers to enjoy drinks and light hors d'oeuvres.

Date: Friday, 17 April 2026
Time: Directly following the last session of the day
Location: University of the Aegean- Rhodes Campus

In Person Walking Tour: Highlights of the Medieval City of Rhodes

Highlights of the Medieval City of Rhodes

From the guide: We will make a visit to the historical medieval city of Rhodes, a monument belonging to UNESCO'S WORLD HERITAGE declaration.

You'll admire the architecture of the walls and well preserved monuments of medieval city, where we will walk through the D Amboise gate, the historical street of the Knights and many other interesting historical sites while learning about the wonderful heritage of Rhodes.

Date: April 15, 2026
Time: 1 PM
Meeting point: Best Western Plus Hotel Plaza, 7, Ierou Lochou Street, Rhodes

Conference Dinner: Louis Restaurant

From the restaurant:

"Restaurant Louis was founded by Louis Paloukis in 2008. With his passion for gastronomy and his 30-year experience as a restaurateur, he wished to leave his own personal mark on Rhodes traditional cuisine by creating the restaurant “Louis” with the target of satisfying even the most demanding customer. He created a pleasant environment that reminds of those old long lost beautiful days. After many years of activity and experience, Louis restaurant is welcoming you in a magnificent neoclassical building with a traditional courtyard and a proposal of taste, a fusion of Greek and Mediterranean cuisine. Fresh meat and fish from the island's local market. Original and inspired appetizers prepared with care & served in a special way."

The dinner will begin with a shared starter (village salad, baked pitas, tzatziki, Greek meatballs, and cheese pies). As a main course, guests may choose either lamb shank yuvetsi or veal stew with mashed potatoes (meat options), or stuffed gemista or imam eggplant (vegetarian options). Each guest will be able to select their preferred option (meat or vegetarian) when signing up for the dinner. The meal will conclude with a traditional Greek dessert. Wine, beer, soft drinks, and water are included.

Date: Thursday, 16 April
Time: 20:00 (8:00 PM)
Location: Ko 5 & Papanikolaou Street, Rhodes Town, Greece, 85 100

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.

MEMBERS OF THE FOLLOWING ORGANIZATIONS

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Association of Learned and Professional Society Publishers

Society for Scholarly Publishing

Crossref

Common Ground Research Networks is not-for-profit corporation registered in the State of Illinois, USA, organized and operated pursuant to the General Not For Profit Corporation Act of 1986, 805 ILCS 105/101.01, et seq., (the "Act") or the corresponding section of any future Act.

www.cgnetworks.org

COMMON GROUND MEDIA LAB

@

ILLINOIS RESEARCH PARK

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:

BILL & MELINDA GATES foundation

ies INSTITUTE OF EDUCATION SCIENCES

ILLINOIS VENTURES

And to our Research Network members!

www.cgnetworks.org/medialab

COMMON GROUND

United Nations
Climate Change

CLIMATE NEUTRAL NOW

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.

www.cgnetworks.org/about/climate-pledge