

Twenty-Second International Conference on
Technology, Knowledge, and Society

HUMAN-CENTERED
AI TRANSFORMATIONS

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



Technology, Knowledge
& Society



UNIVERSITY OF THE
AEGEAN

Twenty-Second International Conference on Technology, Knowledge, and Society

<https://techandsoc.com/2026-conference>

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Welcome Letters



New Thinking

New Practices

New Societies

International Independent Interdisciplinary Scholar-led Non-Profit Since
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Dear Conference Participants,

On behalf of Common Ground Research Networks, I welcome you to the Twenty-Second International Conference on Technology, Knowledge, and Society.

Founded in 2005, the Technology, Knowledge & Society Research Network is brought together by a shared interest in the complex and subtle relationships between technology, knowledge, and society. The perspectives of our members range from big picture analyses that address global and universal concerns to detailed case studies that 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.

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

Dear Conference Delegates,

From wherever you've come, and in whichever way you are participating, welcome to the Twenty-Second International Conference on Technology, Knowledge, and Society. 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



Technology, Knowledge & Society Research Network

Founded in 2005, the **Technology, Knowledge & Society Research Network** is brought together by a shared interest in the complex and subtle relationships between technology, knowledge and society. 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.

Technology

In the long view of history, human progress is framed by technological epochs—the latest by digital computational technologies. These specific technologies have become signature change agents in all aspects of our domestic, working, and public lives. The objects of the transmission, capture, and display of digitized data weaved into our physical existence. Human designed algorithms are increasingly regulating the flow of information that comes to shape our opinions and actions.

There is always a utopian imaginary that runs parallel to technological epochs. A sense of a broader transformation of life in general that can be ushered in with a new “tool.” In the origin story of digital computational technologies, it was argued, that their very nature could expand the participatory possibilities for communicating actors, democratize knowledge and cultures, and allow individuals and communities to be generative agents of history.

In a comparative sense: how do we now evaluate the utopian origin story of this current epoch, as defined by digital computational technologies? If we look back to pre-digital contexts, in what ways have these technologies lived up to the original aspirations and readings of specific affordances? And as we move into a new epoch – a so-called fourth industrial revolution – defined by big-data, artificial intelligence, and the internet of things, what lessons can we learn to adapt and evolve from these current and prior epochs?

Knowledge

Cultural and epistemic production is part of our species characteristics. We are often told that we live in a knowledge society, as the marker for an epoch-defining post-industrial information age. But in a general sense, when has cultural and epistemic production not been integral to a human age? How have these elemental forces of social meaning-making not been also embodied in technological mediums that have structured human development?

At the same time, information has become an essential input in the digital computational economy. And there are material and immaterial realities to digital technologies that have changed our relationship to information production. In earlier times, information and communications technologies, centralized power, knowledge, and culture. They were built with heavy plant and physical infrastructure — the printing presses, the transmission stations, and the transport and distribution systems that only large corporations or the state could afford. They were dominated on a day-to-day basis by those with economic resources, political power, and elite cultural networks.

Within a utopian ideal, digital technologies were seen to allow for bottom-up structures of knowledge to emerge, building from the collaborative endeavors of knowledge-creating communities — in, for instance, workplaces, schools, and associations of common interest. In each case, they provided the means by which personal knowledge could be shared and transformed into common knowledge. From being receptors of knowledge, persons, organizations, and communities become makers and publishers of knowledge.

In a comparative sense: what are the underlying cultural and epistemic forces that shape the knowledge basis of technological ages? Do these cultural and epistemic forces serve as presuppositions, or as drivers of the "new" in and of themselves? And at a meta-level how do these forces become intertwined in pedagogies for educators, in content and delivery of knowledge practices for a digital computational age for formal and informal learning?

Society

Technologies always have, in some way, shaped the production of communities and societies. Under the historical umbrella of globalization, it is now almost taken as a given that technologies of interconnection—modes of transport, markets, and communication—increasingly challenge the central meaning-making functions and institutional authority of communities and societies. Digital information flows add complexity to this history, intensifying the interconnections of spaces of information, knowledge, and cultural production, in ways that generate new kinds of de-territorialized shared meanings, and allow for the creation of new types of affinities and relations of global social life.

In the utopian origin story, the very nature of digital technology offered new systems and logics of governance that could radically alter how we constituted communities and societies. Rather than being based on principles of centrality and uniformity, the digital could support a myriad of cultures, interests, and knowledge communities to flourish.

How do technological epochs shape the norms and values of societies? What are the ethical challenges, the notions of good citizenship, and ecological foundations that support these imaginaries of making communities and societies?

Theme 1: Histories of Technology

Histories of Technology

Living Tensions:

- Long Histories – undersigning continuity and change
- Humans and Machines – interfaces, mediation, and usability
- Public or Private – considering social infrastructure
- Ethics, Human Values and Technology – inputs or outputs
- Open or Closed Systems – framing social architectures

Theme 2: Design in Society

What are the epistemological foundations that shape technological epochs?

Living Tensions:

- Digital Meanings – multimodal communications and multiliteracies
- Artificial Intelligence, Intelligent Systems, Intelligent Agents – the human and the machine
- Data and Metadata – boundaries, functions and ownership of knowledge
- Ubiquitous Learning – nurturing personal and common knowledge
- Digital Divides – access, participation, capacity development

Theme 3: Social Realities

What is the role of technologies in community formation, maintenance, and change?

Living Tensions

- Diversity and Meanings: cultural sustainability and sustainable heritage development
- Reconfiguring the economic equation: contesting “financial years” and “instant gratification”
- The Global Village – a place inclusion or privilege
- Framing Consensus – who do we include in our social considerations
- The Virtual and the Real – the speculative capacity of social imaginaries
- Sustainable Technology – media archeology as ecological roadmaps
- Privacy and Security – navigating legal and regulatory landscapes

Marcus Breen

Boston College, Boston, USA



Marcus Breen has worked as a researcher, an academic, a consultant and a journalist. He moved from Melbourne, Australia where he was teaching at The University of Melbourne, to teach in the Department of Communication Studies at the University of North Carolina at Chapel Hill in 1996. Since then, he has also taught in the Department of Communication Studies at Northeastern University, Boston. His academic specialization is political economy and policy in the information and communication and technology industries.

Dr. Breen's work background includes consulting and advisory experience with Gartner, Multimedia Victoria, State Government of Victoria, Austrade —Federal Government of Australia, Center for International Research on Communication and Information Technologies and numerous clients. As a journalist, he worked for Billboard, The Hollywood Reporter, The Australian Broadcasting Corporation, Music Business International, and News Corporation. His most recent book is *Uprising: The Internet's Unintended Consequences*, Common Ground (2011).

Marcelo Careaga Butter

Docente Universitario e Investigador, Universidad Católica de la Santísima Concepción, Concepción, Chile (Spanish)



Docente universitario e investigador. Trabaja en la Universidad Católica de la Santísima Concepción (UCSC), Chile. Dicta la cátedra de Epistemología de la Educación y es Tutor y Director de Tesis en el Doctorado en Educación UCSC en Consorcio. Su línea principal de investigación se relaciona con integración curricular de Tecnologías de Información y Comunicación (TIC) en contextos educativos e interculturales, sustentadas en Gestión del Conocimiento. Ha realizado docencia de pregrado y postgrado y asesorías en universidades chilenas y ha dictado conferencias en variados congresos y eventos académicos nacionales e internacionales, exponiendo en países tales como: Canadá, USA, Rusia, México, República Dominicana, Cuba, Honduras, Costa Rica, Panamá, Colombia, Brasil, Portugal, España. Actualmente es Investigador Asociado del Centro de Investigación en Educación y Desarrollo (CIEDE) e integrante del equipo de Informática Educativa y Gestión del Conocimiento de la UCSC.

Laura Jiménez Pérez

Docente Universitario e Investigador, Universidad Católica de la Santísima Concepción, Concepción, Chile (Spanish)



La Dra. Laura Jiménez Pérez es docente universitario e investigador. Trabaja en la Facultad de Educación de la Universidad Católica de la Santísima Concepción (UCSC), Chile. Su línea de investigación se relaciona con la Integración de TIC en los procesos de enseñanza-aprendizaje y las Competencias TIC aplicadas en Formación Inicial Docente y en profesores que se encuentran desempeñándose en el sistema educativo. Posee formación en Pedagogía Básica con especialidad en Ciencias; es Magíster en Ciencias de la Educación mención Didáctica e Innovación Pedagógica y Magister en Informática Educativa y Gestión del Conocimiento y es Doctor en Educación. Ha realizado docencia de pregrado y ha participado en diversos congresos nacionales e internacionales. Ha publicados varios artículos científicos en revistas indexadas ISI, WOS y en revistas con comité editorial y ha escrito un libro relacionado con Competencias TIC en Formación de Profesores. Durante los años 2007 a 2011 se desempeñó como profesora de aula en establecimientos educacionales. Entre los años 2011 y 2013 fue Coordinadora de Práctica Progresiva de las Carreras de Educación de la UCSC y Asistente Académica de la Dirección de Postgrado. Actualmente, es académica de pregrado y coordinadora del programa de Magíster en Informática Educativa y Gestión del Conocimiento e Investigador Colaborador del Centro de Investigación en Educación y Desarrollo (CIEDE) de la UCSC.

The **Technology, Knowledge & Society Research Network** is grateful for the foundational contributions, ongoing support, and continued service of our Advisory Board.

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- Ability to grow your network via our CGScholar Community social space.
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The International Journal of Technology, Knowledge, and Society



The International Journal of Technology, Knowledge, and Society

The International Journal of Technology, Knowledge, and Society explores innovative theories and practices relating technology to society. The journal is cross-disciplinary in its scope, offering a meeting point for technologists with a concern for the social and social scientists with a concern for the technological. The focus is primarily, but not exclusively, on information and communications technologies.

Equally interested in the mechanics of social technologies and the social impact of technologies, the journal is guided by the ideals of an open society, where technology is used to address human needs and serve community interests. These concerns are grounded in the values of creativity, innovation, access, equity, and personal and community autonomy. In this space, commercial and community interests at times complement each other; at other times they appear to be at odds. The journal examines the nature of new technologies, their connection with communities, their use as tools for learning, and their place in a “knowledge society.”

The perspectives presented in the journal range from big picture analyses which address global and universal concerns, to detailed case studies which speak of localized social applications of technology. The papers 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 whilst at other times suggesting interested strategies for action.

The journal covers the fields of informatics, computer science, history and philosophy of science, sociology of knowledge, sociology of technology, education, management and the humanities. Its contributors include research students, technology developers and trainers, and industry consultants.

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Journal Editor

Marcus Breen

Boston College, Boston, USA



Common Ground Research Networks believes firmly in the principles of open and accessible knowledge. For over 30 years we have been at the forefront of developing innovative models for scholarly communication which reflect new knowledge ecologies. Our mission has been to lower the cost of access while sustaining the independence and resilience of our Research Networks. We have a commitment to support the research produced by our members and the livelihoods of our staff and industry within which we work. We offer a variety of options to make your research accessible and make accessibility affordable.

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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.

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Twenty-Second International Conference on Technology, Knowledge, and Society



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Past Events

- 2005 - University of California, Berkeley, USA
- 2006 - Hyderabad, India
- 2006 - McGill University, Montreal, Canada
- 2007 - Cambridge University, Cambridge, UK
- 2008 - Northeastern University, Boston, USA
- 2009 - Von Braun Center, Huntsville, Alabama, USA
- 2010 - Free University, Berlin, Germany
- 2011 - Universidad del País Vasco – Euskal Herriko Unibertsitatea Bilbao, Spain
- 2012 - University of California, Los Angeles, USA
- 2013 - UBC Robeson Square, Vancouver, Canada
- 2014 - Facultad de Ciencias de la Información, Universidad Complutense, Madrid, Spain
- 2015 - University of California, Berkeley, USA
- 2016 - Universidad de Buenos Aires, Buenos Aires, Argentina
- 2017 - University of Toronto, Toronto, Canada
- 2018 - St John's University, Manhattan Campus, New York, USA
- 2019 - CosmoCaixa Barcelona, Barcelona, Spain
- 2020 - iHotel and Conference Center, University of Illinois Research Park, Urbana-Champaign, USA (Virtual)
- 2021 - University of Melbourne, Melbourne, Australia (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 **Technology, Knowledge & Society Research Network** is thankful for the contributions and support of the following organizations.



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.

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)

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.

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)

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.

Pratiksha Ashok
Tilburg University,
Netherlands



Melih Uğraş Erol
Izmir University of Economic,
Turkey



Rodrigo Gutiérrez Benítez
Universidad Católica de la
Santísima Concepción,
Chile



Ray Deng
National Kaohsiung University
of Science and Technology,
Taiwan



Jules Vivid
Rutgers University,
United States



Muhamad Firdaus Mohd Noh
Faculty of Education, Universiti
Kebangsaan,
Malaysia



Thomas Gibbs
Capitol Technology University,
United States



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

 ASSOCIATION OF AMERICAN PUBLISHERS

 Association of Learned and Professional Society Publishers

 Society for Scholarly Publishing

 Crossref

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www.cgnetworks.org



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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



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