



## Call for Papers for IFIP TC3 WCCE 2026

### **Learnnected: Empowering Education in a Connected World**

This theme for our IFIP TC3 WCCE 2026 conference emphasises the integration of integrated and cutting-edge digital tools, such as gamification, cloud computing, AI, social learning platforms, and cybersecurity, into modern education with computer education and informatics. It explores how integration through digital transformation can create flexible, secure, and collaborative learning environments that can prepare students, employees, employers and citizens for the challenges of tomorrow, whilst also generating challenges and concerns that need to be considered and accommodated.

The concept of connected learning draws from the literature that highlights the importance of bridging formal and informal learning, supporting both self-paced and collaborative approaches, and creating more open, networked, and flexible pathways for learners. This approach, leveraging emerging technologies, encourages learning that is anchored in authentic contexts, professional or community learning networks, and peer engagement.

Today, connected learning is no longer just an option or a vision for the future; it is a necessity for the current society and for education and learning in the new normal world, especially in terms of the need for more flexibility, autonomy, and agency for both young and adult learners. An increasing need is for learning something out-of-the-box, or continuing education, to meet the emerging needs of the economy and society. As the benefits of connected learning might be reaped, there is a need for education and its systems to foster important challenges to ensure Internet safety, digital citizenship education for respectful use of digital technologies and media for learning, and developing competencies and agency in computing and informatics, together with sharing and communicating with the networked society.

Artificial Intelligence adds yet another layer. It may allow for more personalised and adaptive learning, connecting not only people but also data and algorithms in ways that shape what and how we learn. But researchers and practitioners are finding issues and challenges that need to be adequately examined. Connecting not only with humans and their communities, but also adapting and generating knowledge with algorithms, connected learning with AI might offer more personalised solutions, but is also raising concerns. It is imperative to be conscious of the filter bubble it creates and the illusion of connected learning that AI may create and sustain.

IFIP TC3 WCCE 2026 will explore these issues and more. It aims to gather insights from researchers, educators, and practitioners around the world, offering space to reflect on what connected learning really means in practice—and how we can design it more thoughtfully for the future, given the need to accommodate digital equity, inclusion and diversity.



**Who can attend?** We encourage expert and novice researchers, practitioners, educators, industry professionals, teachers, and policymakers in school, vocational, higher and professional education to share their research and experiences, and to connect with fellow professionals in the education technology community at IFIP TC3 WCCE 2026.

This conference will provide an excellent opportunity for attendees, whether research students, early career researchers, professionals or practitioners, to present their work and to network with experts.

## Themes for the Papers

The themes are grouped by broad categories with sub-topics of possible (but not exhaustive) sub-themes.

### 1. Connected Learning in the 'Age of AI'

Examples of topics that can be presented under this theme could include:

- Connected versus personalised adaptive learning, can they go together? And if not, why not?
- Addressing the challenges of connected learning with regard to digital equity, diversity and inclusion.
- Formal and informal learning platforms and pedagogies of learning.
- Learning within professional learning networks, benefits and challenges.
- Developing the capabilities of learners as global communicators and collaborators.
- Designing personalised study plans for diverse learning approaches and associated issues.

### 2. Equity and Access through Connected Learning and Technologies

Examples of topics that can be presented under this theme could include:

- Adoption and networking strategies/policies for teaching and learning at scale.
- Innovations in remote learning: reaching marginalised and rural populations.
- Systemic integration and long-term sustainability of innovations in connected and digital technologies.
- Ethical considerations in deploying innovations, including AI, for equity in global education systems.



### **3. The Role of Educators in Connected Learning**

Examples of topics that can be presented under this theme could include:

- Cultural contexts and their role in redefining educators' and teachers' roles in connected learning spaces.
- Professional development programmes that consider both benefits and challenges for teachers and educators.
- Teacher agency in the adoption of connected and technology-integrated teaching and learning.
- Ecological dilemmas for educators in the age of AI.
- Ethical dilemmas for educators in an AI-enhanced classroom.
- Building teacher resilience and adaptability in a technology-first era.

### **4. Reimagining Curricula and Assessment in the Age of AI**

Examples of topics that can be presented under this theme could include:

- Designing interdisciplinary programmes that integrate STEM with the humanities.
- Incorporating emerging digital technologies into traditional subjects.
- Gamification and virtual reality as tools for engaging students in complex topics.
- Fostering critical thinking, creativity, and ethical reasoning in an AI-driven curriculum.
- Roles of learners and their accountability, considering the full diversity of learners and how they might be supported through uses of digital technologies.
- Adaptive curriculum standards and assessment patterns in the era of AI.

### **5. Innovations in Digital Technologies and Pedagogies in Teaching and Learning**

Examples of topics that can be presented under this theme could include:

- The use and impact, as well as the challenges, of Virtual Reality (VR) and Augmented Reality (AR) technologies for learning.
- The uses, impacts and challenges of Blockchain in education.
- Integrating physical computing into curricular practices.
- Developments and applications of gamification.
- Robotics tools, their applications, and impacts and challenges in education.



- Mixed realities in education - physical and digital (VR and AR) objects co-existing to create interactive learning environments.

## Submission Guidelines

IFIP TC3 WCCE 2026 is an open scientific event that welcomes the following types of submissions, relevant to the conference focus and the conference themes. The indicated maximum number of pages assumes formatting according to the Springer formatting style (<https://bit.ly/3bdIGIE>) and the page lengths include all sections from the submission title to the references, acknowledgements, etc.

### Research-oriented submission formats

Research-oriented submissions (full and short papers) will be reviewed for presentation at the conference and for possible inclusion in a post-conference book.

#### Full papers

Full papers (up to 12 pages) are standard academic research papers that describe:

- High-quality, unpublished, original research work and results (which can be either empirical or theoretical).
- Systematic literature reviews presenting novel arguments, syntheses, theoretical analyses, or the proposition of an original model, framework or theory.
- National perspectives, policy directions, or new ideas for practice.
- Unpublished work on original projects with an emphasis on practical experiences, e.g., evaluating a teaching concept or a curricular initiative.

Reports in this category need to reflect on their findings and their relevance to the field.

#### Short papers

Short papers (up to 6 pages) are shorter research papers in academic format, which can focus on the same topics as full papers and which present work in progress.

### Presentation-oriented submission formats (abstracts, up to 2 pages)

Presentation-oriented submissions (submitted as abstracts) will be evaluated for presentation at the conference only. An exception are those papers arising from symposia, which can be reviewed after the conference for possible publication in the post-conference book (see further details in the final bullet point as follows). Presentation-oriented submissions can be:

- Demonstration/poster abstracts: presenting emerging ideas for future research, teaching practice, or use of tools.



- Workshop abstracts: where innovative projects, teaching concepts, technologies or open problems are demonstrated and explored. Workshops comprise a short presentation followed by an interactive session with the audience. Proposals for workshops consist of an outline of the subject to be discussed, along with planned activities, any specific infrastructure needed, time frame, and maximum number of participants.
- Panel session abstracts: the intended chair of a panel should submit an abstract with the indication of a panel of up to three identified speakers who will briefly present their views on a pertinent topic. The audience will be invited to participate in a round-table discussion.
- National session abstracts: a national overview from a national representative or representative group on a policy, practice or research topic.
- Symposia (up to 2 pages for the symposium description, plus 1 page for each presentation): a symposium is a collection of related presentations on a central theme of the conference. The organiser(s) of a symposium should submit an outline of the theme, the list of participants, and include a one-page abstract of each presentation. Papers arising from the accepted symposium presentations can be reviewed after the conference for possible inclusion in a post-conference book.

## Submission Process

Details will be released once the conference management system to be used in this conference is confirmed.

## Publication

Post-conference publication is anticipated through a post-conference book (planned to be published by Springer in the AICT series).

Full papers, short papers, and papers arising from an academic presentation in accepted symposia will be considered for publication in a post-conference book, according to the following criteria:

- If you submit a full paper, the reviewers will assess initially whether the submission is worthy of inclusion within the conference. If the paper is accepted for presentation, and only requires minor revision, then it will be judged worthy of being accepted for publication in the post-conference book.
- If you submit a full paper that is accepted for presentation, but requires major revision, a further review process is undertaken following the conference in order to assess whether it can be accepted for publication in the post-conference book.
- If you submit a short paper, the reviewers will assess initially whether the submission is worthy of inclusion within the conference, but acceptance for publication in the post-



conference book will be decided following the conference. Acceptance of a short paper for publication will depend on the number of short papers that can be accepted for the post-conference book.

- If you submit a full or short paper following an academic presentation in one of the accepted symposia, the reviewers will assess after the conference whether the submission is worthy of inclusion in the post-conference book.
- If you submit an abstract, the reviewers will assess whether the submission is worthy of presentation within the conference. No assessment will be given to indicate whether the submission should be judged worthy of inclusion in any post-conference publication (with the exception of papers arising from symposia, as noted previously).

Abstracts of all accepted submissions will be published online as part of the conference programme.

### Key dates

- Submission deadline – ~~23<sup>rd</sup> June 2026~~ 30<sup>th</sup> June 2026
- Submission reviews – ~~30<sup>th</sup> June 2026~~ 30<sup>th</sup> July 2026
- Notification of reviews – 1<sup>st</sup> August 2026
- Conference early bird registration deadline – 15<sup>th</sup> August 2026
- Conference registration deadline – 15<sup>th</sup> September 2026
- Conference presentation – 19<sup>th</sup> to 22<sup>nd</sup> October 2026

### Financial Support for Doctoral Students and Early Career Researchers from Developing Economies

IFIP TC3 is keen to involve doctoral students and early career researchers as participants from countries worldwide, especially from developing economies. Those coming from a developing economy who would like to be involved by presenting a paper, but who would welcome funds to cover travel costs, should make early contact with the IFIP TC3 WCCE 2026 Co-chair, Professor Don Passey ([d.passey@lancaster.ac.uk](mailto:d.passey@lancaster.ac.uk)) by 30<sup>th</sup> April 2026 to explore possible support. Please note that support needs to be arranged early if visas or entry requirements are to be managed in time to attend the conference.

### Updates

For updates, please refer to the [IFIP TC3 WCCE 2026 website](#).

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