

EDULEARN²⁶

**18TH INTERNATIONAL CONFERENCE
ON EDUCATION AND NEW LEARNING
TECHNOLOGIES**

**PALMA (SPAIN)
29 JUNE - 1 JULY 2026**



CONFERENCE PROCEEDINGS



EDULEARN₂₆

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Edited by

Luis Gómez Chova, *University of Valencia, Spain*
Chelo González Martínez, *Polytechnic University of Valencia, Spain*
Joanna Lees, *CEU Cardinal Herrera University, Spain*

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Preface

The EDULEARN206 Conference Proceedings include the papers accepted and presented at the 18th annual International Conference on Education and New Learning Technologies, which was held in Palma de Mallorca, Spain, from 29th June - 1st July 2026. The event welcomed 800 education professionals from around the world, providing an opportunity to exchange ideas on new pedagogical innovations and methodologies while building valuable professional connections.

EDULEARN26 covered a wide range of educational topics, including educational research and emerging trends, pedagogical innovation, curriculum design and assessment, teacher training and educational leadership, technology enhanced learning and artificial intelligence, inclusion and international cooperation, university-industry partnerships, and open, online and distance education.

The conference programme was designed to allow participants to attend a wide variety of oral and poster sessions, complemented by hands-on workshops delivered by leading international experts. The opening session featured keynote speeches by leading experts, which remain available in IATED Talks (<https://iated.org/talks/>).

All articles published in these Conference Proceedings were blind peer-reviewed by the EDULEARN26 International Programme Committee, composed of distinguished lecturers and researchers from several countries. The review process ensured that each contribution met the conference standards for content quality, relevance, clarity of structure, and originality.

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We would like to express our sincere appreciation to everyone who contributed to the success of EDULEARN26.

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EDULEARN26 Keynote Speakers

Roger Azevedo – University of Central Florida, United States



Keynote speech:

Generative AI as a Catalyst for Self-Regulated Learning: Harnessing Multimodal Data to Transform Education

This keynote explores how generative artificial intelligence (GenAI) is reshaping the study and support of self-regulated learning (SRL) in technology-rich educational environments. Drawing on contemporary theories of metacognition and SRL, the talk examines how multimodal data, spanning learners' interactions, discourse, gaze, and physiological signals, can be integrated with GenAI to model learners' cognitive, affective, and motivational processes in real time. It highlights the emerging role of GenAI-powered pedagogical agents that provide adaptive, proactive, and explainable scaffolding tailored to individual learners' needs. Beyond opportunities, the keynote critically addresses challenges related to validity, transparency, bias, and ethical use of learner data. By bridging theory, multimodal learning analytics, and GenAI-driven design, the presentation outlines a forward-looking research agenda to build intelligent systems that not only assess but also actively cultivate learners' ability to plan, monitor, and reflect on their learning across diverse educational contexts.

Biography:

Dr. Azevedo is a Pegasus Professor in the School of Modeling, Simulation, and Training at the University of Central Florida. He is also an affiliated faculty member in the Departments of Computer Science and Internal Medicine at the University of Central Florida and the lead scientist for the Learning Sciences Faculty Cluster Initiative. He received his PhD in Educational Psychology from McGill University and completed his postdoctoral training in Cognitive Psychology at Carnegie Mellon University. His main research area includes examining the role of cognitive, metacognitive, affective, and motivational self-regulatory processes during learning, reasoning, and problem-solving with intelligent learning technologies such as intelligent tutoring systems, hypermedia, multimedia, simulations, serious games, immersive virtual learning environments, human digital twins, and simulated learners). He has published over 300 peer-reviewed papers, chapters, and refereed conference proceedings in the areas of educational, learning, cognitive, and computational sciences. He is a fellow of the American Psychological Association, the American Educational Research Association, and the recipient of the prestigious Early Faculty Career Award from the National Science Foundation. He was recently inducted into the Academy of Science, Engineering and Medicine of Florida.

B. Mairéad Pratschke – Independent Researcher & Advisor, Ireland & Canada



Keynote speech:

The New Hybrid: from the chatbot to the agent

Since the release of ChatGPT in 2022, generative AI has evolved rapidly from conversational tools to autonomous systems that reason, act, and learn independently. For education, this represents a fundamental shift – from AI as a classroom presence to AI as educational infrastructure. And yet the dominant frameworks emerging for deploying agents remain stubbornly operational: agents for advising workflows, agents for administrative efficiency, agents for productivity. Learning itself is largely absent from the picture, just as it was from general-purpose chatbots. The AI industry has long confused efficiency with effectiveness, but doing things faster is not the same as learning better – indeed, we have seen that removing the friction required for learning is a critical flaw in general AI systems. As agents are deployed at scale, the risk is therefore not simply that learning is absent from the picture — it is that the very systems being adopted were designed for entirely different purposes. How can educators reclaim agency in the agentic age? In this keynote, Professor Pratschke argues that the shift from chatbots to agents is not simply a technical challenge but rather a pedagogical one. The question is not how to make agents increase workplace efficiency, but how to ensure that agentic systems are aligned to the values and needs of education.

Biography:

Professor B. Mairéad Pratschke is an independent researcher and advisor working at the intersection of AI strategy, ethical governance, and human-centered design. With over 25 years of experience in digital education and learning innovation, her work centres on designing learning systems that prioritise pedagogical alignment for human development. She is the author of *Generative AI and Education* (Springer, 2024), which has attracted over 26,000 reads and 140+ citations, 'From Consumers to Designers: Strategic Pathways for European Higher Education in the AI Age' in the *Journal of Digital Politics* (2025), and a chapter 'From AI Tools to AI Systems' in the forthcoming *Handbook of Generative AI in Education* (Springer, 2026).

She holds a Visiting Professorship at the LSE Data Science Institute and serves on the External Advisory Board of the US NSF-funded AI Institute for Adult Learning & Online Education (AI-ALOE) at Georgia Tech and the Expert Review Panel for Singapore's Ministry of Education SkillsFuture WDARF grant. Her research and advisory work spans universities, national governments, and international organisations across four continents.

Conference Tracks & Sessions

The EDULEARN26 conference program is available online at <https://iated.org/EDULEARN26>

ORAL SESSIONS MONDAY

Extended & Virtual Reality
AI as a Reflective Tool
Challenge-Based Learning
Student Support
Open Educational Resources
Team-Based Learning
Digital Inclusion
Pedagogical Innovations in Engineering Education (1)
Accounting and Business Education
Virtual & Augmented Reality
Assessment and Learning Recognition
Gamification
Student Performance and Predictive Analytics
Co-creation in Education
Leadership and Educational Management
Early Childhood Education Challenges
STEAM Teachers
Arts & Music Education
Strengthening Education Through Simulations
AI-based Feedback and Assessment
Tutoring and Mentoring
LMS & VLEs
Service Learning & Community Engagement
Entrepreneurship Education
Education for Sustainability
Pedagogical Innovations in STEM
Wellbeing of Teachers & Students
AI Experiences
Assessment in the AI Age
Project-Based Learning
Learning Analytics
Experiential Learning
University-Industry Collaboration
Innovations in Early Childhood Education
Pedagogical Innovations in Engineering Education (2)
Health Sciences Education

INTERACTIVE SESSIONS MONDAY

Designing GenAI-Powered Systems for Self-Regulated Learning
Reimagining Quality Assurance Through a Creative, Collaborative Lens
How I Vibe Coded an AI Learning Portal
Designing Practice-Based Learning for 21st Century Skills

POSTER SESSIONS MONDAY

Educational Trends and Experiences
Emerging Technologies in Education

ORAL SESSIONS TUESDAY

Soft & 21st Century Skills
Online Learning & Teaching (1)
MOOCs
ICT Skills among Pre-service Teachers
Competency-Based Learning
Educational Programming & Robotics
STEM Teachers
Foreign Language Learning Motivation
Special Education
Literacy & Responsible Use of AI
Online Learning & Teaching (2)
Digital Transformation of Education
AI Skills among Teachers
Educational Management
AI for Coding and Computational Learning
Teaching Sustainability at Schools
Foreign Language Teachers Training
Diversity & Minorities Issues
Perspectives on AI
Online Collaborative Experiences
Technology-Enhanced Learning
Digital Literacy for Teachers
Employability and Work-Integrated Learning
Innovations in Computer Science Education
Mathematics Education
AI in Foreign Language Education
Personalized and Adaptive Technologies
Ethics & Risks of AI
Flipped & Blended Learning
AI Transformation of Education
Professional Development of Teachers
Curriculum Design Experiences
Engagement in STEM
STEM at Schools
Workplace Learning
Inclusive Learning
AI for Academic Writing
International Collaboration & Mobility
Integrating AI in Teacher Education
Teacher Training and the Teaching Profession
Pedagogical Innovations
Computer Science Education
Quality in Education
Intercultural Education
Education of Neurodiverse Learners

INTERACTIVE SESSIONS TUESDAY

AI-Enabled Activities and Assessment: No Theory – Just Practical Strategies that Work
Educational Bridges: Team Building Experiences in the Classroom
Team Based Learning (TBL) for Collaborative Online Intercultural Learning
How to assess student work in the age of AI: The triangular assessment model

POSTER SESSIONS TUESDAY

Challenges in Education and Research
Pedagogical Innovations in Education

VIRTUAL SESSIONS

DIGITAL & DISTANCE LEARNING

Blended, Hybrid & Mobile Learning
Distance Education in Times of Crisis
e-Learning Experiences
Learning Analytics & Educational Data Mining
Learning Management Systems & Virtual Learning Environments
MOOCs & Open Educational Resources

DIGITAL TRANSFORMATION OF EDUCATION

21st Century Skills
Data Science & AI in Education
Digital Technologies and Resources for Distance Learning
Digital Transformation
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INNOVATIVE EDUCATIONAL TECHNOLOGIES

Chatbots & Robots
Generative AI in Education
Technology Enhanced Learning
Videos and Social Media in Education
Virtual & Augmented Reality

ACTIVE & STUDENT-CENTERED LEARNING

Active & Experiential Learning
Developing Soft and Transversal Skills
Gamification & Game-based Learning
Pedagogical Innovations
Problem & Project-Based Learning

ASSESSMENT, MENTORING & STUDENT SUPPORT

Assessment & Evaluation
Mentoring & Tutoring
Student Support & Motivation
Student Wellbeing

TEACHER TRAINING & ED. MANAGEMENT

Educational Management
ICT & Digital Skills
Professional Development of Teachers
Teacher Training and Support

QUALITY & IMPACT OF EDUCATION

Experiences and Challenges in Curriculum Design
Links between Education and Research
Mobility & International Projects
Quality in Education
Sustainability & Social Impact of Education
University-Industry Collaboration

EDUCATIONAL STAGES & LIFE-LONG LEARNING

Developing Entrepreneurship in Education
Higher Education & Labour Market Transition
Life-long & Workplace Learning
Vocational Training

MULTICULTURALITY & INCLUSION

Diversity Issues
Inclusive Education
Multicultural Education
Special Educational Needs

STEM EDUCATION

Computer Science Education
Engineering Education
Mathematics & Statistics
STEM Experiences

LANGUAGE LEARNING AND TEACHING

Foreign Languages
Intercultural & Sociocultural Competences
Language Learning & Translation Studies
New Technologies in Language Learning

DISCIPLINE-ORIENTED SESSIONS

Architecture & Interior Design Education
Health Sciences Education
Non-Formal and Informal Learning