

Overview of Panels and Parallel Slots

WEDNESDAY, September 16				
9–10:00 am – Welcome Choir: Komplexraum 1002 / Complex Room 1002				
10:30–12:00pm – Opening Address and Enlightenment Talk I: Hörsaal 1 / Lecture Hall 1				
12:00–1:00pm – Lunch: Hörsaal 6 / Lecture Hall 6				
Time Slot / Rooms	Stream 1 / Room 403	Stream 2 / Room 407	Stream 3 / Room 401/402	Stream 4 / Room 203
Slot 1: Wednesday 1–2:30 pm	Session 1.1.: Embedding Sustainability Literacies in Postdigital Learning Design Organizer(s): Kate Molloy (Dublin City University, Ireland), Clare Thomson (Heriot-Watt University, United Kingdom) Support: Norina Pommerening	Session 1.2.: Making Dialogue Work: Evaluating Dialogical Practices in Edtech Research Organizer(s): Lauri Palsa (University of Jyväskylä, Finland), Janne Fagerlund (University of Jyväskylä, Finland), Niels Kerssens (Utrecht University, Netherlands), Pekka Mertala (University of Jyväskylä, Finland) Support: Nina Brandau	Session 1.3.: Shaping Children’s Present and Future in a Datafied Society: A Critical Childhood Studies Workshop Organizer(s): Nicoletta Eunicke (Johannes Gutenberg University Mainz, Germany), Marlies Kustatscher (University of Edinburgh, United Kingdom), Kay Tisdall (University of Edinburgh, United Kingdom), Kathrin Bock-Famulla (Bertelsmann Stiftung) Support: Rebecca Schmidt	Session 1.4.: Tracing Digital Footprints: Unlocking Privacy in the Age of AI Organizer(s): Dan Verständig (Goethe University Frankfurt, Germany), Julia Eleonora Wierzbowski (Codenaute, Germany), Marvin Priedigkeit (Codenaute, Germany), Britta Köllig (Gymnasium Allee, Germany) Support: Ina Sander
2:30–3:00 pm – Coffee Break: Hörsaal 6 / Lecture Hall 6				
Time Slot / Rooms	Stream 1 / Room 403	Stream 2 / Room 407	Stream 3 / Room 401/402	Stream 4 / Room 203
Slot 2: Wednesday 3–4:30 pm	Session 2.1.: From Adaptation to Agency: Reclaiming Technological Futures in Higher Education Through Speculative and Participatory Methods Organizer(s): Virginia Viñoles Cosentino (VIU Valencian International University, Spain), Barbara Amaia Bielitz (Joan-Miró-Elementary School, Germany) Support: Toon Tierens	Session 2.2.: Digital Sovereignty as a Condition for Digital Equity: Futuring Governance and Infrastructures for Just Edtech Ecosystems Organizer(s): Dominik Theis (Helmut-Schmidt-University and Institute for Innovation and Technology (IIT), Germany), Lukas Kick (Gesellschaft für Informatik (GI), Germany) Support: Carlos Ortigón	Session 2.3.: Co-Creating Principles for Collaborative, Inclusive and Caring Edtech Futures: A World Café-Based Workshop on Customized Educational AI Chatbots Using fobizz as a Broader Point of Departure Organizer(s): Christa Schmid-Meier (University of Teacher Education in Special Needs Zurich, Switzerland), Diana Knodel (fobizz, Germany), Christine Stolz (University of Teacher Education Lucerne, Switzerland), Lea Schulz (European University Flensburg, Germany) Support: Lucas Joecks	Session 2.4.: Staying With the Trouble: A Participatory Workshop on Attention, Curiosity and Slowness in Human-GenAI Interaction Organizer(s): Charlotte Sermeus (KU Leuven, Belgium) Support: Mathias Decuypere

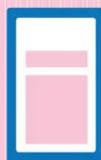




4:30–5:15 pm – Social and Quiet Break					
4:35–5:05 pm – Quick Stretch and Relax (Komplexraum 1002 / Complex Room 1002)					
4:35–5:05 pm – Data Hero Cardgame (Room 206)					
Time Slot / Rooms	Stream 1 / Room 403	Stream 2 / Room 407	Stream 3 / Room 401/402	Stream 4 / Room 203	Stream 5 / Room 205
Slot 3: Wednesday 5:15–6:45 pm	Session 3.1.: From Surveillance to Care: Analysing and Reimagining School-Home Communication Technologies Through Feminist Intersectional Lenses Organizer(s): Natalia James (Sussex University, United Kingdom) Support: Rebecca Schmidt	Session 3.2.: A Minimal Computing Approach to Edtech Design Organizer(s): Sandra Nanyunja (University of Edinburgh, United Kingdom), Michael Gallagher (University of Edinburgh, United Kingdom) Support: Norina Pommerening	Session 3.3.: Rewriting the Future of Work: Challenging AI-and-Work Narratives in Technical and Vocational Education and Training (TVET) Organizer(s): Wouter van der Horst (Utrecht University & Mediacollege Amsterdam, Netherlands), Niels Kerssens (Utrecht University, Netherlands), Ani Encheva (Utrecht University, Netherlands) Support: Mathias Decuyper	Session 3.4.: Rebuilding Dystopia Artifacts: A Speculative Co-Design Workshop for Critical Edtech Artifacts Organizer(s): Cung Hoang-Quy (University of Fribourg, Switzerland), Mathieu Payn (University of Fribourg, Switzerland) Support: Ina Sander	Session 3.5.: Communicating CES on (Social) Media Organizer(s): Lucas Joecks, Julie Lüpkes, Ben Williamson
7:00 pm – Dinner: Offizierheimgesellschaft Music Performances and Open Stage					

On Thursday afternoon, you may **share some sessions with teachers from Hamburg** who will attend individual ECCES workshops as part of their teacher training. Those sessions are marked below in dark grey. Please note that **those sessions might be held bilingually**.





THURSDAY, September 17

Relaxed Morning Run

Time Slot / Rooms	Stream 1 / Room 403	Stream 2 / Room 407	Stream 3 / Room 401/402	Stream 4 / Room 203	Stream 5 / Room 205
Slot 4: Thursday 9–10:30 am	Session 4.1.: Beyond Vendor Certification: Co-Designing an Open Credential for Critical Edtech Literacy Organizer(s): Rajender Singh (Western University, Canada) Support: Dominik Theis	Session 4.2.: From Skepticism to Agency: Co-Creating Media-Critical Teacher Professional Development for Edtech Futures Organizer(s): Lea Braun (Zurich University of Teacher Education, Switzerland), Anna Janka (Zurich University of Teacher Education, Switzerland), Darja Felberg (Zurich University of Teacher Education, Switzerland) Support: Rebecca Schmidt	Session 4.3.: Co-Designing a Justice-Aware Edtech Framework for a Marginalized School in Postcolonial, Crisis-Affected Context Organizer(s): Nanje Patrick Itarngoh (Ministry of Secondary Education Cameroon and University of Glasgow, United Kingdom), Yiviri Rasifatu Tombir (University of Birmingham, United Kingdom), Michael Gallagher (University of Edinburgh, United Kingdom) Support: Norina Pommerening	Session 4.4.: Fiction as Mirror: Using Education Fiction to Surface the Values and Boundaries of Critical Edtech Scholarship Organizer(s): Iosif Gidiotis (KTH Royal Institute of Technology, Sweden) Support: Ina Sander	Session 4.5.: Mapping The Mess: Visualisation as a Reflexive Research Practice Organizer(s): Ulrike Krein (Johannes Gutenberg University Mainz, Germany), Dan Verständig (Goethe University Frankfurt, Germany) Support: Nina Brandau

10:30–11:00 am – Coffee Break: Hörsaal 6 / Lecture Hall 6

11 am–12:00 pm – Enlightenment Talk II: Hörsaal 1 / Lecture Hall 1

12:00–1:00 pm – Lunch: Hörsaal 6 / Lecture Hall 6

Time Slot / Rooms	Stream 1 / Room 403	Stream 2 / Room 407	Stream 3 / Room 401/402	Stream 4 / Room 203	Stream 5 / Room 205
Slot 5: Thursday 1–2:30 pm	Session 5.1.: Critical Edtech Research, the 'God Trick,' and the Para-Site: A Dramatic Exchange of Research Participants Organizer(s): Liv Nøhr (University of Copenhagen, Denmark), Ted Palenski (University of Glasgow, United Kingdom) Support: Nina Brandau	Session 5.2.: Unruly Archives – Methodological Approach on Researching Persistently Hidden Aspects of School Organizer(s): Anna Kristiina Kokko (University of Eastern Finland, Finland) Support: Dominik Theis	Session 5.3.: Of Frictions, Fractures, and Futures in the Making of Edtech: A Fishbowl Discussion With The Edtech Startup Sector Organizer(s): Julie Lüpkes (Carl von Ossietzky University of Oldenburg, Germany), Thomas Spahn (Friedrich Verlag, Germany), Kevin Jandl (KorrekturKumpel, Germany), Annie Doerfle (Scobeas, Germany) Support: Toon Tierens	Session 5.4.: Refining a Constructionist Approach to Critical Data Literacy Education Organizer(s): Rob Lowney (Dublin City University, Ireland) Support: Mathias Decuypere	Session 5.5.: Strengthening CES Perspectives From The Global South/ Majority World Organizer(s): Carlos Ortégón, Jeremy Knox





2:30–3:15 pm – Coffee Break: Hörsaal 6 / Lecture Hall 6

Critical Knitting Club: Room 207

Speed Poetry: Room 206

Time Slot / Rooms	Stream 1 / Room 403	Stream 2 / Room 407	Stream 3 / Room 401/402	Stream 4 / Room 203	Stream 5 / Room 205
Slot 6: Thursday 3:15–4:45 pm	Session 6.1.: Empowerment vs. Responsibilisation: Who Is (Should Be) Responsible for Ethical Reflection of Edtech? Organizer(s): Ina Sander (Helmut-Schmidt-University, Hamburg), Aliéna Lill (Lill Reflection, Germany), Izabela Czarnojan (rePACKtheBAG, Germany)	Session 6.2.: Zine Into the Future - Exploring Children's Right to Development in AI-Mediated Education Organizer(s): Emma Aldibs (KU Leuven, Belgium), Theresa Henne (University of Vienna, Austria) Support: Nina Brandau	Session 6.3.: A Change Laboratory Approach to Co-Design Future (Platform-Mediated) Teaching and Learning Organizer(s): Daniel Hürzeler (Bern University of Teacher Education, Switzerland), María Guadalupe Ramírez (Bern University of Teacher Education, Switzerland), Judith Hangartner (Bern University of Teacher Education, Switzerland), Silvan Fischer (Bern University of Teacher Education, Switzerland) Support: Rebecca Schmidt	Session 6.4.: Radical Imagination as Critical Praxis: Using Entangled and Speculative Storytelling to Reveal and Reimagine Power and Agency in Postsecondary Education Organizer(s): Dani Dilkes (Western University, Canada) Support: Toon Tierens	Session 6.5.: Strengthening Our Networks: Social Infrastructures for CES Organizer(s): Lucas Joecks, Julie Lüpkes, Mathias Decuypere

4:45–5:15 pm – Social and Quiet Break

Time Slot / Rooms	Stream 1 / Room 403	Stream 2 / Room 407	Stream 3 / Room 401/402	Stream 4 / Room 203	Stream 5 / Room 205
Slot 7: Thursday 5:15–6:45 pm	Session 7.1.: Considering the Place of AI in Education: Speculating Environmentally-Just Education Futures and Setting Research Agendas Organizer(s): Keara Quadros (The University of Melbourne, Australia), Gavin Duffy (Goldsmiths, University of London, United Kingdom), Antje Jacobs (KU Leuven, Belgium; The University of Melbourne, Australia) Support: Dominik Theis	Session 7.2.: Resisting Creatively: A Game-Based Futures Workshop with Teacher Communities Organizer(s): Pravindharan Balakrishnan (King's College London, United Kingdom) Support: Nina Brandau	Session 7.3.: Co-Designing "Proto-Practices" as a Form of Transnational, Digitality-Oriented School Development Organizer(s): Toon Tierens (Zurich University of Teacher Education, Switzerland), Sabrina Gercken (Elementary School Neugraben, Germany), Anna Louise Michalewski (Elementary School Neugraben, Germany), Jeppe Christensen (Kirstinedalsskolen, Denmark) Support: Mathias Decuypere	Session 7.4.: How Do We Care About School Children's Data Rights in Practice? Organizer(s): Emilie Mørch Groth (Technical University of Denmark, Denmark) Support: Carlos Ortégón	Session 7.5.: How Can CES Become More Politically Influential? Organizer(s): Sigrid Hartong, Kathrin Bock-Famulla (Bertelsmann Foundation), Birgita Duse (GEW/Teacher Union), Anne-Sophie Waag (Wikimedia)

7:00 pm – Dinner: Offizierheimgesellschaft

Music Performances and Open Stage





FRIDAY, September 18

Relaxed Morning Run
7:30–9 am – Swimming

Time Slot / Rooms	Stream 1 / Room 403	Stream 2 / Room 407	Stream 3 / Room 401/402	Stream 4 / Room 203
Slot 8: Friday 9–10:30 am	Session 8.1.: Making Pedagogies Visible in Personalised Edtech: A Collective Interpretation Workshop Organizer(s): Xiaonan Shannon Huang (University of Sydney, Australia) Support: Carlos Ortégón	Session 8.2.: Building Alternative Futures Through Contestation: How Can Civil Society Organisations in Global South Contexts Resist Blindly Implemented Edtech Policies? Organizer(s): Oluwayemisi Ojo (Universidade Católica Portuguesa, Portugal), Marina Avelar (Federal University of Minas Gerais, Brazil) Support: Norina Pommerening	Session 8.3.: What If? Fanzine Production Organizer(s): Katarina Sperling, (Linköping University, Sweden), Byungjoon Eric Yoo (Seoul National University, Republic of Korea) Support: Toon Tierens	Session 8.4.: Mapping “Openness” in Open Educational Practices of School Providers – A Joint Edtech Method Workshop with a Hands-On Data Session Organizer(s): Stefanie Brunner (University of Vechta, Germany; Friedrich-Alexander University Erlangen-Nuernberg, Germany), Annekatrin Bock (University of Vechta, Germany) Support: Ina Sander

10:30–11:00 am – Coffee Break: Hörsaal 6 / Lecture Hall 6

11am–12:30 pm – Collective Activity and Strategy Development: Towards a Successful CES Future

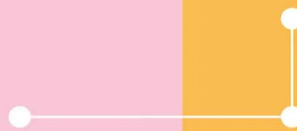
Hosts: Sigrid Hartong, Mathias Decuypere, Jeremy Knox, Ben Williamson

12:30–1 pm – Final Words and Announcements ECCES 2027: Hörsaal 1 / Lecture Hall 1

1 pm – Light Lunch: Hörsaal 6 / Lecture Hall 6

Afterwards – End of Conference and Departure





Session Abstracts

Session 1.1: Embedding Sustainability Literacies in Postdigital Learning Design

Kate Molloy (Dublin City University, Ireland), Clare Thomson (Heriot-Watt University, United Kingdom)

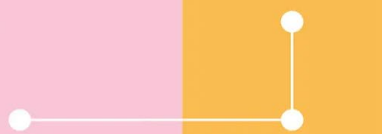
This interactive, unplugged workshop invites participants to explore sustainability literacies through learning design practice, acknowledging it as a space for political, ecological, and ethical subversion of dominant narratives and discourse. Participants will engage in reparative, creative, and action-oriented forms of critique through zine-making, leveraging reused ephemera to enable critical reflection on when to adopt, adapt, limit, or refuse Edtech in learning design. Artefacts will be developed into a collaborative open educational resource (OER) comprising educator activities and provocations, extending impact beyond the ECCES Futuring Studio, offering collective wisdom for enacting hopeful futures with or without Edtech.

Session 1.2: Making Dialogue Work: Evaluating Dialogical Practices in Edtech Research

Lauri Palsa (University of Jyväskylä, Finland), Janne Fagerlund (University of Jyväskylä, Finland), Niels Kerssens (Utrecht University, Netherlands), Pekka Mertala (University of Jyväskylä, Finland)

While the importance of cooperation, participation, co-design, and cross-sector partnerships is highlighted in Edtech research, dialogue itself does not always lead to democratic or transformative outcomes. This workshop critically examines how dialogical practices are organized, whose voices gain authority, and how uncertainty and disagreement shape outcomes. Through three empirical cases—micro-level teacher engagement (MODALITY), meso-level collaboration, involving researchers, sector organizations, and educators in infrastructural deliberation (RECLaiM-EDU), and macro-level ethical negotiation around performance data (PARADOX)—participants are invited to share experiences and analyze dialogical configurations and co-develop practical principles for future dialogical Edtech research.





Session 1.3: Shaping Children's Present and Future in a Datafied Society: A Critical Childhood Studies Workshop

Nicoletta Eunicke (Johannes Gutenberg University Mainz, Germany), Marlies Kustatscher (University of Edinburgh, United Kingdom), Kay Tisdall (University of Edinburgh, United Kingdom), Kathrin Bock-Famulla (Bertelsmann Stiftung)

This workshop brings together childhood studies and Critical Edtech Studies to examine how contemporary practices of measurement, normalization, and datafication shape childhood, children's positions, and generational relations. Drawing on historical research on the measurement of childhood, we conceptualize children as a structurally unequal group in data-driven societies. The workshop builds on the study *Childhood by Numbers* (Royal Society of Edinburgh), which investigates the measurement of children aged 0–8 in datafied societies.

We combine conceptual input with creative approaches. Participants will engage in a critical visioning to imagine alternative data futures regarding childhood. With informed consent, creative outputs may inform ongoing research.

Session 1.4: Tracing Digital Footprints: Unlocking Privacy in the Age of AI

Dan Verständig (Goethe University Frankfurt, Germany), Julia Eleonora Wierzbowski (Codenauten, Germany), Marvin Priedigkeit (Codenauten, Germany), Britta Köllig (Gymnasium Allee, Germany)

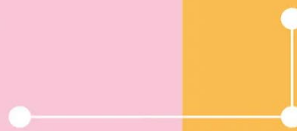
This interactive workshop invites children to become “data detectives” and explore how artificial intelligence collects and processes information in everyday life. Building on the museum exhibition, participants investigate digital traces, discover who can access their data, and learn playful strategies for privacy and data protection. During ECCES 2026, the workshop will be playtested and discussed together with teachers, researchers, and participants to reflect on privacy literacy and critical AI education in schools. Combining hands-on activities with critical computational literacy, the format encourages reflection on digital technologies, surveillance, and participation in child-friendly ways.

Session 2.1: From Adaptation to Agency: Reclaiming Technological Futures in Higher Education Through Speculative and Participatory Methods

Virginia Viñoles Cosentino (VIU Valencian International University, Spain), Barbara Amaia Bielitz (Joan-Miró-Elementary School, Germany)

Using anime excerpts as stimuli to denaturalize the present, participants will examine how narratives of inevitability, speed, and disruption shape current approaches to educational technology. Moving beyond “how do we adapt?”, the workshop invites participants to ask: who defines technological change, under what conditions is it adopted, which temporalities are enforced or silenced, and what forms of agency remain possible. Through collaborative world-building, writing, sketches, and rapid prototyping, participants will design tangible artefacts of possible futures. The workshop aims to foster constructive debate while strengthening participants' capacity to imagine and collectively negotiate more deliberate technological futures in higher education.





Session 2.2: Digital Sovereignty as a Condition for Digital Equity: Futuring Governance and Infrastructures for Just Edtech Ecosystems

Dominik Theis (Helmut-Schmidt-University and Institute for Innovation and Technology (iit), Germany), Lukas Kick (Gesellschaft für Informatik (GI), Germany)

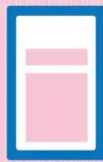
Digital education technologies often deepen inequalities as higher education institutions lose control over core infrastructures to external providers. This workshop explores digital sovereignty as an essential condition for digital educational equity. Using a multidimensional framework and empirical insights from German higher education, we examine how infrastructural decisions shape educational justice. In interactive sessions, participants will collaboratively map sovereignty challenges, develop speculative “futuring” scenarios for 2035 where equity serves as a core design principle, and stress-test the framework. By linking sovereignty and equity, we aim to move beyond critique toward building actionable, democratic, and just educational futures.

Session 2.3: Co-Creating Principles for Collaborative, Inclusive and Caring Edtech Futures: A World Café-Based Workshop on Customized Educational AI Chatbots Using fobizz as a Broader Point of Departure

Christa Schmid-Meier (University of Teacher Education in Special Needs Zurich, Switzerland), Diana Knodel (fobizz, Germany), Christine Stolz (University of Teacher Education Lucerne, Switzerland), Lea Schulz (European University Flensburg, Germany)

Digital learning platforms increasingly shape education and the integration of AI tools. Positioned between pedagogical aims, governance, and commercial logics, platforms such as fobizz provide a lens for Critical Edtech Studies (CES) to move toward collaborative and care-oriented futures. This interactive World Café workshop examines customized educational AI chatbots across four perspectives: research, Edtech, teacher education, and inclusive education. Using short provocations, participants explore tensions such as personalisation versus surveillance and efficiency versus care. The session aims to contribute to the co-creation of principles for collaborative, inclusive, and caring Edtech futures that may inform research, practice, and governance.





Session 2.4: Staying With the Trouble: A Participatory Workshop on Attention, Curiosity and Slowness in Human-GenAI Interaction

Charlotte Sermeus (KU Leuven, Belgium)

If learning to inhabit the earth differently is our biggest challenge (Latour, 2018), then education needs practices that resist acceleration and allow for attentive engagement with the world. But what happens to noticing, attention, attentiveness and curiosity when generative AI enters the practice? This workshop invites participants to experience this through "Guess What?". This is a protocol, an experiment in which you describe a physical object to ChatGPT so it generates a recognizable image, first individually, then collectively. Together we examine where attention went, what sparked or foreclosed curiosity, and how the collective dimension changed the experience. Participants are invited to give critical feedback on the experimental design.

Session 3.1: From Surveillance to Care: Analysing and Reimagining School-Home Communication Technologies Through Feminist Intersectional Lenses

Natalia James (Sussex University, United Kingdom)

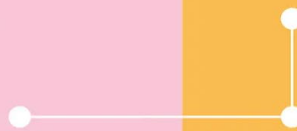
This workshop explores behaviour-tracking platforms (ClassCharts, ClassDojo, etc.) as affective surveillance systems in UK schools. Participants will first critically analyse platform screenshots and parent/student testimonies through intersectional feminist lenses, examining how these technologies mobilise emotions like shame and anxiety while encoding assumptions about class, race, gender, and ability. We then transition to speculative redesign, collaboratively prototyping alternative school-home communication systems grounded in care ethics rather than surveillance. Participants leave with transferable methods for moving critical Edtech research beyond critique toward creating equitable alternatives that honour young people's dignity and families' diverse circumstances

Session 3.2: A Minimal Computing Approach to Edtech Design

Sandra Nanyunja (University of Edinburgh, United Kingdom), Michael Gallagher (University of Edinburgh, United Kingdom)

Educational technology discourse frequently frames digital interventions as inevitable solutions, with scale, platforms, and constant technological expansion positioned as prerequisites for educational equity. However, these assumptions often reproduce exclusion rather than address it, particularly in resource constrained contexts. Drawing on that, we designed a workshop that seeks to decenter technology first approaches and explore alternative, justice oriented ways of designing educational technologies and practices. The workshop will center minimal computing's four foundational questions (Risam and Gil, 2022): What do we need? What do we have? What do we prioritize? What are we willing to give up? These questions will shift attention from adding technologies to negotiating trade-offs, centering care, sustainability, and the lived realities of marginalized communities.





Session 3.3: Rewriting the Future of Work: Challenging AI-and-Work Narratives in Technical and Vocational Education and Training (TVET)

Wouter van der Horst (Utrecht University & Mediacollege Amsterdam, Netherlands), Niels Kerssens (Utrecht University, Netherlands), Ani Encheva (Utrecht University, Netherlands)

“AI is coming for your job” has become a dominant storyline in public debate, the media, and policy talk about education and work. While empirical research increasingly nuances these claims, such dramatic narratives still powerfully shape how learners, parents, educators, and policymakers imagine educational and occupational futures. These effects are especially consequential in technical and vocational education and training (TVET), where students’ program choices are closely tied to anticipated labour-market demand. In this workshop we will challenge these narratives by re-imagining and rewriting more evidence-based, value-driven, and hopeful educational futures, particularly in TVET settings.

Session 3.4: Rebuilding Dystopia Artifacts: A Speculative Co-Design Workshop for Critical Edtech Artifacts

Cung Hoang-Qui (University of Fribourg, Switzerland), Mathieu Payn (University of Fribourg, Switzerland)

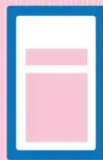
This Speculative Co-Design Workshop challenges the illusion of neutrality in education technology by uncovering its inherent biases and surveillance issues. Utilizing dystopian science fiction as a tool, the workshop creates maps of futuristic technologies in comparison with the present-day technologies such as automated proctoring and predictive algorithms. There will be three main parts of the workshop, including the analysis of "dystopian provocations" along with the real-life equivalents, the reconstruction of the discussed technologies in order to make them "reparative artifacts," and, finally, the presentation of the created technologies. This workshop will focus on developers, educators, learners, and researchers interested in this topic.

Session 4.1: Beyond Vendor Certification: Co-Designing an Open Credential for Critical Edtech Literacy

Rajender Singh (Western University, Canada)

Platform companies operating in K-12 education have built certification ecosystems that shape educator identity around branded credentials, generate networks of certified advocates, and normalize specific offerings in schools. Drawing on my PhD research into these market-making dynamics, this workshop poses a design question: what would a non-vendor credential for critical Edtech literacy look like at scale? Participants will collaboratively sketch an open, modular certification framework, built on OER principles, that school boards, unions, and ministries can adopt within existing professional development systems. The workshop moves through empirical grounding, small-group co-design of content modules and governance structures, and collective synthesis of proposals and next steps.





Session 4.2: From Skepticism to Agency: Co-Creating Media-Critical Teacher Professional Development for Edtech Futures

Lea Braun (Zurich University of Teacher Education, Switzerland), Anna Janka (Zurich University of Teacher Education, Switzerland), Darja Felberg (Zurich University of Teacher Education, Switzerland)

Initial findings from our research-to-practice project “DEEP - Teaching Strategies” show that teachers hold critical yet underexplored views of educational media, especially Edtech, citing limited differentiation and unrealistic assumptions. As a result, they spend considerable time seeking alternative resources but struggle to align Edtech with their pedagogical principles. This workshop draws on critical media education and bricolage to frame media use as a creative, context-sensitive practice of selecting, adapting, and recombining materials. It asks which competencies teachers need for reflective adaptation of digital resources, and uses participatory discussion to connect theory, practice, and interdisciplinary perspectives on media-critical competence.

Session 4.3: Co-Designing a Justice-Aware Edtech Framework for a Marginalized School in Postcolonial, Crisis-Affected Context

Nanje Patrick Itarngoh (Ministry of Secondary Education Cameroon and University of Glasgow, United Kingdom), Yiviri Rasifatu Tombir (University of Birmingham, United Kingdom), Michael Gallagher (University of Edinburgh, United Kingdom)

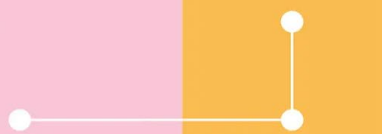
This interactive workshop explores how justice-aware Edtech futures can be co-designed in marginalized and crisis-affected contexts. Grounded in the case of a rural secondary school in Cameroon, the session moves from critical diagnosis to collaborative design. Participants from different roles (researchers, teachers, policymakers, and intermediaries) will work in small groups using Challenge Cards and a co-design canvas to develop principles for a more context-sensitive and sustainable Edtech framework. The workshop focuses on governance, political economy, pedagogy, and infrastructural realities. It concludes with the collective creation of a short “Manifesto for Justice-Aware Edtech” that participants can adapt to their own contexts.

Session 4.4: Fiction as Mirror: Using Education Fiction to Surface the Values and Boundaries of Critical Edtech Scholarship

Iosif Gidiotis (KTH Royal Institute of Technology, Sweden)

Critical education research increasingly turns to speculative fiction to democratise how education futures are imagined, yet its practical value remains underexplored. This participatory workshop uses education fiction as a reflexive mirror for the ECCES community, inviting participants to surface the values and assumptions shaping critical Edtech scholarship. Through values mapping, scenario writing, layered peer reflection, collective pattern analysis, and impact planning, participants examine which futures feel imaginable, impossible, or absent. The session offers both a lived experience of education fiction as a method and practical strategies for applying speculative approaches with researchers, educators, students, and policymakers.





Session 4.5: Mapping the Mess: Visualisation as a Reflexive Research Practice

Ulrike Krein (Johannes Gutenberg University Mainz, Germany), Dan Verständig (Goethe University Frankfurt, Germany)

In this workshop, we will focus on data as something that is not simply a given, but is continuously generated, transformed and reframed in the course of academic work. Drawing on the participants' own projects, working environments and research contexts, we will discuss how such data processes can be made visible. The focus is on creative forms of data visualisation that do not merely depict finished results, but show data in the process of becoming, thereby also illustrating transitions, breaks, gaps, frictions, shifts or multiple perspectives. Together, participants will develop and test different forms of visualisation for their own data practices and research processes. The workshop thus opens up new approaches to data visualisation, not only for the presentation of results, but also to reflect upon and strategically integrate it as a relational and situated component of academic work.

Session 5.1: Critical Edtech Research, the 'God Trick,' and the Para-Site: A Dramatic Exchange of Research Participants

Liv Nøhr (University of Copenhagen, Denmark), Ted Palenski (University of Glasgow, United Kingdom)

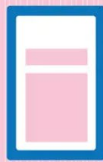
In the midst of crises worldwide, the ambiguity of whose stories to be concerned with and how haunts the field of educational technologies. A challenge is to insist on the centrality of context for understanding technologies while raising critiques of international relevance. To interrogate the idea of transferability of digital technologies and related research(ers), this workshop uses a series of writing exercises to foster critical conversations between participants (including, but not limited to, researchers). Please bring snippets of your context (research artefacts) and together we will seek to provide alternative exchanges that can go beyond established forms and dissemination models.

Session 5.2: Unruly Archives – Methodological Approach on Researching Persistently Hidden Aspects of School

Anna Kristiina Kokko (University of Eastern Finland, Finland)

Aligning with the project Spectral Schools (2026–2030), this workshop starts from the assumption that school spaces are always haunted. Hauntology, as used here, refers to subtle and persistent influences that materialize through memories, emotions, spatial arrangements, material objects, and digital traces (Gordon, 2008). These “ghosts” may also take the form of absences or repressed phenomena—elements that have been deliberately excluded, silenced, or forgotten, yet continue to shape the present. By turning our attention to haunting, we seek to disrupt the narratives of linear progress and innovation embedded in the spatial politics of schooling and to explore how temporal layers and entanglements—both material and digital—can be made visible.





Session 5.3: Of Frictions, Fractures, and Futures in the Making of Edtech: A Fishbowl Discussion With The Edtech Startup Sector

Julie Lüpkes (Carl von Ossietzky University of Oldenburg, Germany), Thomas Spahn (Friedrich Verlag, Germany), Kevin Jandl (KorrekturKumpel, Germany), Annie Doerfle (Scobeas, Germany)

This fishbowl discussion builds alliances by bringing CES research and the Edtech sector together. Three German Edtech representatives will share their personal experience from the Edtech sector, guided by core frictions and fractures identified in Julie's critical Edtech startup ethnography: 1) The primacy of pedagogy vs. the determinisms of technogenesis, 2) Edtech as a business vs. education as a public good, 3) Systemic change in education vs. techno-fixes of real-life problems in schooling. The interactive format allows all participants to learn from each other, grasp the complex realities of making Edtech, and lay the ground to create better Edtech futures.

Session 5.4: Refining a Constructionist Approach to Critical Data Literacy Education

Rob Lowney (Dublin City University, Ireland)

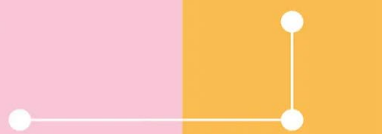
This workshop builds on recent doctoral research and seeks to refine an approach to critical data literacy education for undergraduates, which was the focus of the research. Aimed at educators and educational developers, the workshop seeks to draw on participants' expertise to inform future iterations of this educational approach and how it might be sustained. The original research utilised student VLE data as "objects to think with," fostering reflection on how institutional technologies datafy them. In this workshop, participants will explore the research findings and engage in a condensed version of the educational activity, examining own data footprints and discussing obfuscation strategies. The workshop will conclude with collaborative discussions on implementing such an activity in one's own context, and seek to build momentum around critical data literacy education.

Session 6.1: Empowerment vs. Responsibilisation: Who Is (Should Be) Responsible for Ethical Reflection of Edtech?

Ina Sander (Helmut-Schmidt-University, Hamburg), Aliéna Lill (Lill Reflection, Germany), Izabela Czarnojan (rePACKtheBAG, Germany)

This workshop explores how we can ethically reflect on the pedagogical approaches and values of educational technologies with the help of the reflection instrument "EdTechReflector" (<https://unblackthebox.org/en/materials-outputs/the-edtechreflector/>). After a short input on our considerations behind the design, our experiences of applying the instrument, and findings from an evaluation study, the participants will explore the EdTechReflector themselves and exchange their experiences with ethical evaluation of Edtech and the resources required for this. Afterwards, we will discuss questions of responsibility: Who is responsible for (ethically) evaluating Edtech?, and collaboratively develop ideas for future adaptations: How can these actors be supported in their responsibility? The workshop addresses teachers, education leadership, Edtech developers and intermediary actors.





Session 6.2: Zine Into the Future - Exploring Children's Right to Development in AI-Mediated Education

Emma Aldibs (KU Leuven, Belgium), Theresa Henne (University of Vienna, Austria)

This interactive workshop invites various stakeholders to critically examine what children's right to development means in an era of AI-driven personalized learning. As educational technologies increasingly build data-based profiles of children, a kind of "data-twin", questions arise about how these representations shape learning opportunities and developmental futures. Through collaborative discussion and creative expression (drawing, writing, photography, and more), participants explore these tensions across disciplinary perspectives. The workshop concludes with a gallery showcase, and contributions will be gathered into a digital zine shared beyond the conference.

Session 6.3: A Change Laboratory Approach to Co-Design Future (Platform-Mediated) Teaching and Learning

Daniel Hürzeler (Bern University of Teacher Education, Switzerland), María Guadalupe Ramírez (Bern University of Teacher Education, Switzerland), Judith Hangartner (Bern University of Teacher Education, Switzerland), Silvan Fischer (Bern University of Teacher Education, Switzerland)

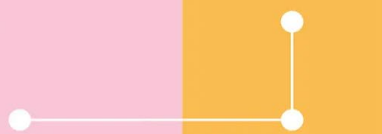
In the proposed workshop, we will conduct a micro Change Laboratory intervention guided by the Expansive Learning cycle and Cultural Historical Activity Theory (CHAT) (Engeström & Sannino, 2010). The workshop is aimed at researchers and teachers who want to learn about the Change Laboratory as a theory-based, participatory method to analyze the challenges in platform-mediated teaching. To stimulate the analysis process, participants will be presented with mirror data from our empirical research. At the end of the workshop, participants will have assessed the potential of the concept of contradictions to engage critically with Edtech in the classroom.

Session 6.4: Radical Imagination as Critical Praxis: Using Entangled and Speculative Storytelling to Reveal and Reimagine Power and Agency in Postsecondary Education

Dani Dilkes (Western University, Canada)

This 90 minute workshop invites participants to engage in radical imagination as critical praxis, reclaiming the agency to shape educational and social imaginaries. The session will be structured as a series of guided multimodal storytelling activities that invite participants to reflect on the sociomaterial entanglements of educational environments and practices. We will engage in Entangled Storytelling, which combines critical narrative inquiry with material semiotics to reveal how power moves through educational designs and how these spaces, including technologies, are shaped by social imaginaries and hegemonic norms. Participants will construct storied webs of the human and non-human factors that influence educational environments and experiences and will be invited to collectively imagine things differently.





Session 7.1: Considering the Place of AI in Education: Speculating Environmentally-Just Education Futures and Setting Research Agendas

Keara Quadros (The University of Melbourne, Australia), Gavin Duffy (Goldsmiths, University of London, United Kingdom), Antje Jacobs (KU Leuven, Belgium; The University of Melbourne, Australia)

This workshop addresses the future of AI in education, with considerations for the environmental and social harms of the technology. With these impacts in mind and in light of longstanding calls for critical digital literacies, it must be asked if we can continue to accept AI in education? And how might we reorient our imaginaries of AI's role in education? We aim to collectively and inclusively develop a critical research agenda, focusing on how scholars can work to support teachers and students in pursuit of comprehensive environmental justice in an age of AI. This will be done through a 'futures studies' lens, using the Futures Wheel method to identify environmental impacts of the use of AI in education.

Session 7.2: Resisting Creatively: A Game-Based Futures Workshop with Teacher Communities

Pravindharan Balakrishnan (King's College London, United Kingdom)

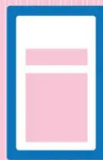
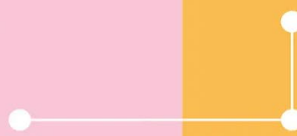
Drawing on Macgilchrist's notion of 'forwardslash', this paper examines how teachers in Malaysia's centralised education system are nudged toward the uncritical adoption of educational technologies. To address this, I designed a futures workshop blending Lauttamäki's (2014) model with speculative "futures cards" to raise teachers' critical consciousness. Conducted across two teacher communities, the workshop encouraged participants to interrogate the nudging mechanisms shaping their technology use and professional identity. Findings suggest a heightened critical awareness emerged among participants. The combination of futures thinking and playful speculation enabled educators to challenge dominant narratives and assert agency in shaping more equitable, human-centered educational futures.

Session 7.3: Co-Designing “Proto-Practices” as a Form of Transnational, Digitality-Oriented School Development

Toon Tierens (Zurich University of Teacher Education, Switzerland), Sabrina Gercken (Elementary School Neugraben, Germany), Anna Louise Michalewski (Elementary School Neugraben, Germany), Jeppe Christensen (Kirstinedalsskolen, Denmark)

This workshop provides practice-oriented insights into SMASCH II, a transnational initiative in which six European schools implemented four “proto-practices”: flexible and adaptable designs for digital-oriented school development. The workshop centres on the artificial intelligence proto-practice, through which schools (collaboratively) articulated context-specific visions for AI. Participants will be introduced to its design, engage with selected activities, and draw on the experiences of participating teachers. The session further facilitates critical reflection on how such approaches can be adapted to embed AI as a topic of collaborative inquiry and development within participants' own school contexts.





Session 7.4: How Do We Care About School Children's Data Rights in Practice?

Emilie Mørch Groth (Technical University of Denmark, Denmark)

In an everyday imbued with complexities, uncertainties, and fast-developing technologies, this workshop explores how schools and educational actors can meaningfully care for children's data rights. While regulation, such as the GDPR, is intended to protect students and children's data, compliance is often experienced as complex, tiresome, and disconnected from everyday educational practice. Based on shared experiences, the workshop participants will collaboratively examine and map GDPR-related practices and tensions across teaching, policymaking, and Edtech development. Then, by reframing these data and compliance-practices through a lens of care, the workshop aims to move beyond administrative box ticking and support more nuanced, ethical, and future-oriented approaches to data governance in education.

Session 8.1: Making Pedagogies Visible in Personalised Edtech: A Collective Interpretation Workshop

Xiaonan Shannon Huang (University of Sydney, Australia)

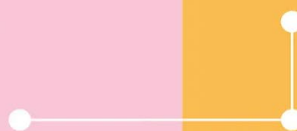
Edtech products often claim to 'personalise' learning, but the pedagogical assumptions behind these claims are rarely made explicit. This 90-minute participatory workshop invites education stakeholders to collaboratively examine how ideas of learning, teaching, and assessment are articulated, softened, or blended in Edtech. Drawing on sociotechnical imaginaries and the concept of 'Pedagogical Terms & Conditions', participants will work hands-on with promotional materials in a guided 'pedagogical walkthrough'; discuss anonymised interview excerpts; and co-draft a speculative set of Pedagogical T&Cs for an education chatbot. The session builds shared tools for analysing pedagogical ambiguity and strengthening transparency and accountability in Edtech design.

Session 8.2: Building Alternative Futures Through Contestation: How Can Civil Society Organisations in Global South Contexts Resist Blindly Implemented Edtech Policies?

Oluwayemisi Ojo (Universidade Católica Portuguesa, Portugal), Marina Avelar (Federal University of Minas Gerais, Brazil)

The implementation of Edtech solutions in education across Global South contexts positions digital technologies as solutions to persistent educational challenges. Within these frameworks, longstanding educational challenges are reformulated as technical problems that can be addressed through 'scalable' digital solutions funded through global cooperation initiatives. Thus, the space of educational 'future-making' has increasingly become inaccessible to traditional education actors which have historically played important roles in advocacy, oversight, and accountability. Drawing on collaboratively produced vignettes developed with CSOs, this workshop session foregrounds the role of civil society in postcolonial education systems, examining how marginalisation limits the emergence of alternative futures and collectively exploring strategies for building active resistance to narrow, technocratic visions of educational transformation.





Session 8.3: What If? Fanzine Production

Katarina Sperling, (Linköping University, Sweden), Byungjoon Eric Yoo (Seoul National University, Republic of Korea)

Drawing on qualitative research from South Korea and Sweden, this workshop engages scholars interested in creative and speculative methods of (re)presentation. Building on examples of ethnodrama, network visualisations and comics, participants will engage in a speculative Edtech scenario from different perspectives and create a fanzine contribution that can consist of partial and contextualized formats (e.g. memos, headlines, drawings, collages and annotations). Aligned with the conference emphasis on generative and reparative critique, our workshop provides a collaborative space for exploring how critical Edtech research can engage in policy and practice by rendering futures tangible, contestable, and open to rearticulation.

Session 8.4: Mapping “Openness” in Open Educational Practices of School Providers – A Joint Edtech Method Workshop with a Hands-On Data Session

Stefanie Brunner (University of Vechta, Germany; Friedrich-Alexander University Erlangen-Nuernberg, Germany), Annekatrin Bock (University of Vechta, Germany)

Currently the educational media market in Germany appears to consolidate around proprietary platforms and closed ecosystems, while open educational practices (OEP) struggle to scale. Amid ongoing debates on bias and unequal conditions of access in education, there is a renewed need to foreground “openness” as an infrastructural principle. Our workshop convenes a joint research data session to interrogate interview material generated within the TOBIS project (<https://tobis.click>). TOBIS brings together more than 30 school providers to strengthen transprofessional cooperation for OER and OEP. Participants hopefully will leave with a shared analytic map of the governance assemblage around school technology providers and a set of actionable questions for advancing openness through institutional arrangements, standards work, and procurement practices.

