

Call for book chapter proposals:

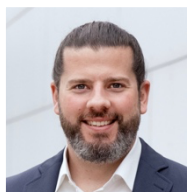
2026 Yearbook Emerging Technologies in Learning

Edited volume to be published by Springer

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Higher education is currently experiencing a profound transformation, driven by rapid advances in digital technologies, increasing globalization, and a growing demand for flexible, lifelong learning pathways. At the forefront of this development are Artificial Intelligence (AI) and multimodal communication technologies, which are reshaping pedagogical approaches, assessment practices, and institutional strategies. At the same time, these are only two among several emerging innovations — including extended reality (XR), learning analytics, blockchain, and microlearning platforms — that are fundamentally redefining how knowledge and skills are created, accessed, and applied within educational environments.

This volume offers a comprehensive examination of current trends in instructional technology and digital innovation in higher education. As the third call for papers in this series—following the successful publication of the yearbooks in 2024 and 2025—it continues to build on a growing body of international scholarship and collaboration. The volume brings together leading international scholars and practitioners to address central developments, challenges, and future directions in the field to discuss key topics, including:

Artificial Intelligence in Teaching, Learning, and Academic Practice:

This thematic cluster focuses on the pedagogical integration of artificial intelligence in teaching, learning, and assessment contexts.

- The evolving role of AI-powered content generation, feedback mechanisms, automated tutoring, and AI-supported assessment practices in higher education
- Reshaping Education for the Generative AI Era: Implications of generative AI for instructional design, academic integrity, personalized learning, and human–AI collaboration in learning environments
- Understanding and Trust in AI: Students' perceptions of AI-driven tools and their impact on engagement, agency, and learning outcomes
- Strategies to enhance students' and educators' ability to critically engage with AI technologies and to foster AI literacy
- Faculty adaptation to AI and emerging technologies: Redefining pedagogical roles, instructional design practices, and classroom interaction

AI Governance, Leadership, and Institutional Strategy:

This thematic cluster addresses strategic, organizational, and policy dimensions of AI integration in higher education.

- Developing AI Leadership Competencies: Preparing educators and administrators to make informed strategic decisions about AI integration

- Institutional strategies for responsible, sustainable, and scalable AI adoption in higher education
- Policy frameworks and regulatory approaches to AI integration in teaching, assessment, and accreditation
- Organizational change, infrastructure development, and capacity-building in response to AI-driven transformation
- Professional development models for institutional AI readiness and leadership alignment

Immersive and Multimodal Learning Environments:

This thematic cluster explores immersive, experiential, and data-rich learning environments enabled by advanced technologies.

- Extended Reality (XR) and Immersive Learning: The impact of virtual, augmented, and mixed reality on experiential and situated learning
- Analytics for multimodal data — integrating signals from gaze, gesture, speech, biosensors, and clickstream data into learner models and adaptive learning environments
- Designing embodied, spatial, and simulation-based learning experiences in virtual and hybrid environments
- Evaluating cognitive load, presence, and engagement in immersive learning contexts
- Integration of immersive technologies into laboratory, clinical, and practice-based education

Microlearning, Stackable Credentials, and Adaptive Learning Pathways:

This thematic cluster highlights structural innovations that enable flexible, modular, and lifelong learning systems.

- Scaling microlearning, stackable credentials, and learning pathways that respond to shifting learner needs
- Microlearning and Flexible Learning Pathways: The rise of modular, stackable credentials and short-term learning experiences to meet diverse learner needs
- Designing competency-based and personalized learning pathways in digital ecosystems
- Recognition of prior learning and alternative credentialing in lifelong learning systems
- Digital badges, blockchain-based credentials, and interoperability of learning records

Ethical, Social, and Policy Dimensions of Digital Transformation in Education

This thematic cluster examines ethical, societal, and governance implications of technology integration in education.

- Ethical, Social, and Policy Dimensions: Addressing digital equity, biases in AI-driven systems, and responsible technology adoption in education
- Transparency, explainability, and accountability in AI-supported educational systems
- Data governance, privacy, and learner rights in analytics-driven environments
- Addressing algorithmic bias and promoting inclusive design in educational technologies
- Socio-technical implications of digital transformation for access, participation, and global equity

We seek to publish timely and up-to-date contributions from international scholars, fostering a global exchange of ideas for inclusive, scalable, and sustainable education. As an interdisciplinary yearbook, this volume facilitates the exchange of emerging trends, research findings, and practical experiences in technology-enhanced learning, particularly in post-secondary education. It encompasses research endeavors, application development, first-hand accounts, and detailed descriptions of educational tools. Key benchmarks such as accessibility and resilience, context and quality, innovation and openness serve as guiding principles in assessing the impact of technological advancements in education.

Through these efforts, our goal is to bridge the gap between "pure" scientific inquiry and the practical realities of education, ensuring that emerging technologies are not only theoretically robust but also pedagogically meaningful and applicable to real-world teaching and learning.

Call Details, Submission Guidelines, and Timeline:

This book project will follow a **2-step review process**. Prospective authors are invited to submit a chapter proposal, no later than April 13, 2026. Based on the 2-page extended abstract proposal, the editorial team may invite the authors to submit a full chapter manuscript. The chapter proposals should include a title, authors, affiliations, chapter abstract describing the content of the chapter (max. 2 pages), key references, keywords, and 2-3 sentences describing how the chapter fits the theme of the book volume and at least one of the key topics as stated above (see template for further details).

Note: The proposed chapter should be a previously unpublished work. Springer publishes only papers with a similarity rate (iThenticate) of less than 20%.

- All manuscripts should be submitted online on
<https://www.conftool.net/emerging-technologies-in-learning-2026/>
- Abstract submissions are strictly requested to use the abstract template and should not exceed 2 pages of length

Abstract template: https://cti-online.net/book-projects/2026-yearbook/template_structured-abstract_Yearbook2026.docx

Upon acceptance of the chapter proposal, the full manuscript should be completed not later than June 16, 2026. Guidelines for preparing chapters will be sent to authors upon acceptance of the chapter proposal. All contributions will undergo a peer-review process where the authors' identity will be concealed. Authors are expected to peer-review at least two chapters (review-to-publish policy). Comments to authors will be returned by July 01, 2026. Finalized full chapter manuscripts are due not later than July 27, 2026.

We plan to publish this volume at the end of 2026 in Springer publishing house (Cham).

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| • Chapter manuscript proposals due (2-page abstract): | April 13, 2026 |
| • Feedback and complete manuscript invitation: | May 04, 2026 |
| • Full chapter manuscripts due: | June 15, 2026 |
| • Notification of reviewers' feedback: | July 01, 2026 |
| • Final chapter manuscript submission: | July 27, 2026 |
| • Notification of final decision: | August 08, 2026 |
| • Expected publication date: | End of 2026 |

The book will be published in in the **Springer Series 'Learning and Analytics in Intelligent Systems'** (<https://www.springer.com/series/16172>), which is listed in *El Compendex, Scopus, and Springerlink*.

The APC is EUR 800 per accepted chapter with 12-16 pages.

We look forward to receiving your submissions and contributing to the advancement of educational paradigms through collaborative exploration and dissemination of knowledge.

Best regards,

Dominik May & Michael E. Auer

Editors