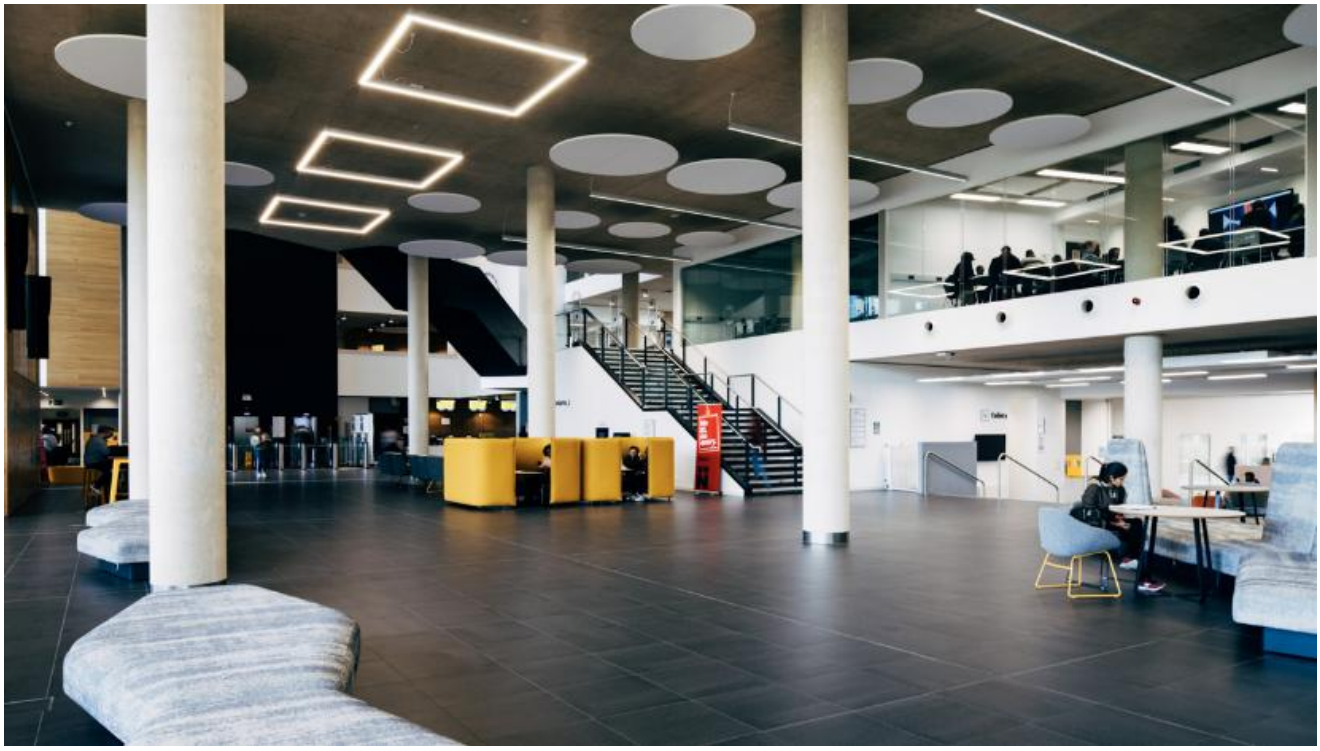
Annual Conference 2026

Facing the future: are we ready for change NOW?



University of Northampton, Waterside Campus

Celebrating 40 years of TPEA: 1986–2026

#TPEA2026

About our conference

TPEA's Annual Conference 2026 "**Facing the future: are we ready for change NOW?**"

This year's conference marks a very special milestone: the 40th anniversary of the Technology, Pedagogy and Education Association (TPEA), founded in 1986. We bring together researchers, practitioners, policy specialists, teacher educators, and students who are passionate about the role of technology in education.

As England's Curriculum and Assessment Review reaches a critical stage, there has never been a more important moment to ask: are we ready for change **now**? Our programme explores digital skills across all phases and nations, the evolving role of AI in teaching and learning, inclusion and immersive technologies, and what a curriculum fit for the future should look like.

We're delighted to be coming together on Thursday 25 June 2026 at the Learning Hub building on the University of Northampton's Waterside Campus. Sessions run across two parallel spaces: the Leatherseller's Hide and Room LH404, bringing together keynotes, workshops, discussions, and short practice presentations throughout the day.

We hope you enjoy this year's programme, and we look forward to celebrating 40 years of TPEA together.

The TPEA Committee

Conference timetable at a glance — Thursday 25 June 2026

Time	Leatherseller's Hide	Parallel room LH404
09:30–09:45	Registration and coffee — presenters can upload slides in rooms	
09:45–10:00	**Welcome —** Elizabeth Hidson, Chris Shelton, Helen Caldwell & Emma Whewell (Leatherseller's Hide)	
	EdTech and digital skills across the four nations	
10:00–10:45	**KEYNOTE: Niel McLean OBE FBCS FRSA, BCS Head of Education —** What should we teach in computing?	
10:45–11:15	**Andy Connell (chair)** — Four nations panel and follow-up discussion with audience participation	
11:15–11:45	Coffee, birthday cake and TPEA 40th anniversary honours	
11:45–12:00	**Siôn Owen** — VR and the Cynefin framework: a Welsh perspective (15 mins)	
	12:05–12:55 — Parallel sessions 1	
	Digital literacy and critical thinking	**Computing and curriculum**
12:05–12:35	**Emma Goto** — Critical digital and media literacy for safeguarding (workshop, 30 mins)	**William Lau** — From ICT to computing: a 20-year retrospective (30 mins)
	5-minute changeover / Q&A	
12:40–12:55	**Matt Birch** — Uncle Jimmy has a camera: AI, learning design and the myth of 'doing digital' (12 mins)	**Harriet Page** — Raising A Level CS attainment with Ada CS (12 mins)
12:55–13:45	Lunch & networking	
	13:45–15:15 — Parallel sessions 2	
	Teaching and learning with technology	**Inclusion, diversity and immersive learning**
13:45–14:15	**Helen Caldwell et al** — Study Smart 3: using AI for multimodal composition to foster inclusive practice and belonging (workshop, 30 mins)	**Gavin Davenport** — As safe as possible or as safe as necessary? (workshop, 30 mins)
	5-minute changeover / Q&A	
14:20–14:35	**Miles Berry** — Automating lesson feedback (12 mins)	**Kate Heath** — Helping learners bloom: from invisible provision to visible, personalised learning (12 mins)
14:35–14:50	**Karen Ahmed** — The dark side of the moon (12 mins)	**Claire Drakeley** — Scaffolded for failure: live and AI-enhanced simulation as parallel pedagogies (12 mins)
	5-minute changeover / Q&A	
14:55–15:10	**Tim Clarke** — Utilising Gen AI strategically and innovatively as a primary school leadership team (12 mins)	**Catrin Street-Mattox & Monty Kennard** — Designing safe, co-produced immersive resources for exploring identity and wellbeing in schools (12 mins)
15:10–15:25	**William Lau** — A model for delivering online professional development to in-service computing teachers (12 mins)	**Mayamin Altae** — From educational taboo to online reality (12 mins)
15:25–15:35	Coffee and comfort break	
	15:35–16:45 — Parallel sessions 3	
	Research, publishing and future directions	**Technology in practice: diverse perspectives**
15:35–16:05	**Helen Caldwell, Emma Whewell, Yasemin Özçelik & Sarah Younie** — Writing for TPEA publications (workshop, 30 mins)	**Bex Drummond** — AI literacy: existing frameworks, their limitations and towards something deeper (12 mins) **Frederik De Laere** — Fostering global competence through collaborative eTwinning projects (12 mins)
	5-minute changeover / Q&A	
16:10–16:25	**Matt Birch** — From wow to why: designing XR learning experiences beyond novelty (12 mins)	**Muhammad Laeeq Aslam** — Teaching combinations before permutations: a scaffolded approach to probabilistic thinking (12 mins)
16:25–16:40	**Tarisai Chikomba** — Beyond technological dependency: diaspora collaboration and African orbital and digital sovereignty (12 mins)	**Ross Millen** — EdTech active learning to support work experience (12 mins)
	5-minute changeover / Q&A	
16:45	**Close and thanks —** Elizabeth Hidson & Chris Shelton (Leatherseller's Hide)	

Conference speakers photos and bios

Morning plenary keynote

Niel McLean OBE FBCS FRSA

Niel McLean is Head of Education at BCS, The Chartered Institute for IT. With extensive experience in education policy and curriculum development, he has played a central role in shaping how computing and digital skills are positioned within the national curriculum. As a senior figure in the BCS Education team, Niel leads engagement with schools, government and the wider education sector on issues including AI literacy, digital inclusion and the future of computing qualifications. He is one of the key contributors to the curriculum drafting process currently under way as part of the government's Curriculum and Assessment Review.

Four Nations panel

Andy Connell

Andy Connell was Associate Professor and School of Education Director for External Relations, University of Chester, until January 2025. He then retired from the university but remains active in research and writing. Until January 2019 he was Head of Initial Teacher Education at the University of Chester, then led on education courses and CPD for teachers at University Centre Shrewsbury until October 2022. Andy is a Director and Former Chair of the Council for Subject Associations. He has been on a number of national subject expert groups for Computing and ICT. He was previously at Keele University and Liverpool Hope University. Prior to moving into Higher Education, he was a teacher and Head of Computing and Business in secondary schools and taught in primary schools.

Siôn Owen

Siôn Owen is a Senior Lecturer in Initial Teacher Education at Swansea University, where he teaches across primary PGCE and postgraduate education programmes. His research interests include Welsh language and bilingual education, curriculum reform in Wales, creativity in education, and the use of immersive technologies to support learner identity and belonging. He is currently undertaking doctoral research exploring how creativity is conceptualised within Curriculum for Wales policy and how this is understood in educational practice.

Parallel sessions 1: digital literacy and critical thinking / computing and curriculum

Emma Goto

Emma Goto is a former primary school and Early Years Advanced Skills Teacher. She has been working in initial teacher education since 2013 and is currently a Senior Lecturer in Primary Education at the University of Winchester, where she teaches and leads modules focused on primary computing, Philosophy for Children (P4C), Education Theory and Early Years education. She is also a Level One SAPERE P4C trainer.

William Lau

William Lau has taught computing to students aged 3 to 18 since 2006 across diverse educational settings. Currently an Assistant Headteacher responsible for learning technology, he has extensive experience developing subject and pedagogical knowledge in computing departments. He has supported schools and Multi Academy Trusts across the UK, Middle East, and Hong Kong, and received an international excellence in teaching award from the CSTA. His book, Teaching Computing in Secondary Schools (Routledge), is a core text on teacher training programmes and was cited in Ofsted's Research Review. William holds an MSc in Teacher Education from the University of Oxford and serves on the British Computing Society's Education Committee.

Dr Matt Birch

Dr Matt Birch is an eLearning Developer in the School of Nursing and Midwifery at Queen's University Belfast and a learning experience design contributor within the Centre for Technological Innovation, Mental Health and Education (TIME). His work focuses on pedagogy-first, human-centred and inclusive digital education, supporting staff to design sustainable blended and technology-enhanced learning. Matt has led large-scale VLE enhancement and staff capability initiatives and designs immersive learning resources (VR/360°) that prioritise educational value over novelty. He is also engaged in critical work on AI in education, with a focus on responsible use, assessment implications, and preserving pedagogic judgement.

Harriet Page

Harriet Page is a Learning Manager at the Raspberry Pi Foundation. With extensive computing education experience, Harriet supports content development for the Ada Computer Science platform and the development of tasks for the Bebras Challenge and Coding Challenge.

Parallel sessions 2: teaching and learning with technology / inclusion, diversity and immersive learning

Dr Helen Caldwell

Dr Helen Caldwell is an Associate Professor in Education at the University of Northampton, specialising in educational technology, teacher education and online learning. Her research interests include technology-enabled social online learning in teacher education and the use of immersive technologies for teaching and learning. She has considerable experience of international project work and co-leads the Centre for Active Digital Education at the University of Northampton.

Gavin Davenport

Gavin Davenport is a lecturer at Edge Hill University with a research interest in digital risk and children's online experience. His work draws on risky play theory, digital risk research and poststructuralist perspectives to explore what a genuinely educational response to digital risk looks like in practice, challenging the assumption that prohibition is the same as protection.

Professor Miles Berry

Miles Berry is Professor of Computing Education at the University of Roehampton, where he leads the PGCE in computing course and supervises doctoral students. He is a member of the University's AI development and innovation group. He helped write England's national curriculum computing programmes of study, gave evidence to the House of Lords AI select committee, was an expert advisor to the US-based AI4K12 project, and chairs the BCS England computing curriculum committee. He was until recently chair of the National Centre for Computing Education's academic board.

Kate Heath

Kate Heath is the Founder and CEO of Gaia Learning, a national specialist alternative provision supporting children and young people with special educational needs. Since launching in 2022, she has built Gaia into a trusted partner for schools, local authorities, and families. Kate also leads Bloom, the SEND infrastructure platform developed by Gaia Learning, which enables schools to deliver, track, and evidence SEND provision, bringing together data on academic progress, wellbeing, and engagement to support more effective, personalised learning.

Karen Ahmed

Awaiting bio

Dr Claire Drakeley

Dr Claire Drakeley is Deputy Head of School in the Faculty of Business and Law at the University of Northampton and co-lead of the Simulation Special Interest Group within the Centre for Active Digital Education. Her work sits at the intersection of academia and industry, focusing on decision-making, situational judgement, and simulation-based learning. She is the author or co-author of three books on events management, a Fellow of Advance HE, a National Fellow of the Centre for Events and Festivals and the Royal Society of Arts, and an international speaker on simulation pedagogy, operational resilience, and managing complexity in live environments.

Tim Clarke

Tim Clarke has worked in education for 30 years as a teacher and in a range of leadership roles. He is currently headteacher of Cornerstone CE Primary in Hampshire. Cornerstone is a Microsoft Showcase School, part of the Hampshire EdTech Hub, achieved the Computing Quality Mark in 2024, was awarded EdTech 50 in 2025 and is an AI in Education Certified Explorer in 2026. Tim is a Microsoft Innovative Educator Expert, a Microsoft Certified Educator and a Microsoft Innovative Educator Trainer.

Catrin Street-Mattox

Catrin Street-Mattox is a lecturer and researcher whose work focuses on youth mental health and wellbeing, stigma, prosocial behaviour, and additional learning needs and SEND. She holds a First-Class degree in Philosophy and completed her School Direct teacher training before pursuing a career in SEND and ALN education and completing an MA by Research in Philosophy of Psychiatry. She is currently completing a PhD in Psychology at the University of Birmingham, funded by the Hilary Green Scholarship. Catrin collaborates across psychology, education, and digital innovation, with current projects exploring compassion, stigma, serious mental illness, identity, and wellbeing through both mixed-methods and immersive research approaches.

Monty Kennard

Monty Kennard holds a degree in Economics, Politics, and International Relations and completed his School Direct teacher training (PGCE + QTS) before working in a primary school while earning an MSc in Computer Science. He is a member of the Wales Collaborative for Learning Design (WCLD) and the Centre for International Research on Interactive Technologies in Teaching and Learning (CIRITTL), where he explores innovative practice in education through the use of immersive technologies.

Dr Mayamin Altae

Mayamin Altae is based at the University of Buckingham. Her work focuses on innovation in teacher education, particularly in international contexts. She is interested in how digital learning and AI can support peace education and collaborative values, and in the potential for online approaches to teacher training to challenge educational taboos in diverse cultural settings.

Parallel sessions 3: research, publishing and future directions / technology in practice: diverse perspectives

Dr Emma Whewell

Emma is an Associate Professor in learning and teaching in the Faculty for Arts, Science and Technology at the University of Northampton. She is the Deputy Head of Subject for Sport and Exercise and the Programme Leader of the BA (Hons) Physical Education and Sport Degree. She is the Co Lead for the Centre for Active Digital Education. Emma is a member of the Primary Physical Education European Network group, the Childrens Alliance, Research in Physical Education and Sport (REPS) and the All Party Parliamentary Group for a fit and healthy childhood. Emma has been CoPi on the eTwinning projects and DLAB2: Developing Changemakers an Erasmus+ project. This involved working with schools and universities in five European countries to improve access to and usage of mobile technology including AR and VR . Emma ran the Iris Connect Innovation Project which considers the possibilities of digital mentoring and the role of the novice and expert teacher in learning to teach. She has research projects running in the area of access and participation, digital technology, outdoor learning and health and wellbeing.

Yasemin Özçelik

Awaiting bio

Professor Sarah Younie

Professor Younie has been involved in international and national teaching and research on educational technologies for over 25 years. She has been involved in the use of digital technologies in educational settings for UNESCO, EU and UK government agencies, including the Training and Development Agency (TDA, DfE), Becta, BBC, HEA and JISC. She has worked as a teacher and researcher in secondary schools, universities and as the UK Chair of the National Subject Association of IT in Teacher Education (ITTE) and she has conducted national research, including evidence for the Parliamentary Select Committee Inquiry into Education. Professor Younie is a Professor in Education, Innovation and Technology at De Montfort University and is Editor-in-Chief for the Journal of Technology, Pedagogy and Education and sits on the journal's Editorial Board. Professor Younie is a founder member of 'Education Futures Collaboration' (EFC) charity, she is a Trustee and sits on the Strategic Leadership Steering group for EFC. Professor Younie has collaborated with Prof Leask from the beginning to set up MESHGuides and has helped to drive this vision forward, through establishing its structures and processes; she sits on the MESH Chief Editorial Board & is Editor-in-Chief of MESH ICT Editorial Board.

Bex Drummond

A former Royal Navy Officer, I am now a lecturer in primary education at the University of Chichester, specialising in Computing and Mathematics across the PGCE and BA Primary Education programmes. After nearly a decade teaching internationally in Singapore, I developed a strong focus on educational technology and digital pedagogy, alongside experience as a school computing lead and senior leader in the UK. I am currently completing a Master's degree in Digital Education at the University of Edinburgh.

Frederik De Laere

Frederik De Laere is a geography lecturer and international coordinator at Howest University of Applied Sciences (Flanders, Belgium). With around twenty years of experience in secondary education, he transitioned into teacher training in 2014. As the European ITE eTwinning ambassador for Flanders, he actively promotes digital and cross-border networking in teacher education, frequently managing Erasmus+ projects and Blended Intensive Programmes. His 2025 article on global values in teacher training was published in Advancing Education.

Dr Muhammad Laeeq Aslam

Awaiting bio

Dr Tarisai Chikomba

Dr Tarisai Chikomba is a Senior Lecturer at Anglia Ruskin University and has been involved in education for over 20 years, having taught computing in high school before moving to higher education. As a teacher Tarisai taught ICT and computing and was a CAS hub leader and computing CPD trainer. In higher education, Tarisai has been a computing ITT lecturer and has also been a master teacher trainer for computing before becoming a pre-service teacher lecturer. Working with the BCS, Tarisai was also an assessor on the computing teaching certificate that sought to upskill practising teachers in computing. Tarisai's research interests are in computing, professional development of teachers in computing. Professionally, Tarisai is working on education technology and its application in various education contexts with a focus on the implications of artificial intelligence in education. Tarisai is also hoping to explore how edtech can also be used to encourage greater diversity in catering for people from different backgrounds.

Ross Millen

Ross Millen is a Computing Lecturer at EKC Dover College, where he works to make digital education more active and practical for vocational learners. With a background in control systems programming, he focuses on bringing real-world context into the classroom to help students build confidence and prepare for the workplace. He is currently undertaking an MA in EdTech, and his session draws on his research and practice in using active learning strategies to develop genuine learner independence, particularly for students with SEMH and SEN.

Sessions at a glance: speakers, titles and abstracts

Speaker(s)	Session title	Abstract / summary
Keynote		
Niel McLean OBE FBCS FRSA	What should we teach in computing?	As BCS Head of Education, Niel McLean brings national and policy-level perspective to the central question facing computing educators today: what should we be teaching, and why? This keynote explores priorities for computing education in the context of the curriculum review, the rise of AI, and what it means to prepare young people for a rapidly changing digital world.
Four Nations panel		
Andy Connell (chair) with panellists	Four nations panel and keynote follow-up discussion	This panel brings us together to discuss how each nation is approaching digital skills and computing education. Chaired by Andy Connell, the session invites audience participation and explores points of convergence and divergence across the four nations, with particular reference to curriculum policy, teacher development and national strategies for EdTech.
Siôn Owen	VR and the Cynefin framework: a Welsh perspective	This session explores the use of virtual reality (VR) in education through the lens of the Cynefin framework, offering a Welsh perspective on how immersive technologies can support learning in complex and uncertain contexts. The session considers practical implications for educators and curriculum designers working with emerging technologies.
Parallel sessions 1: digital literacy and critical thinking / computing and curriculum		
Emma Goto	The importance of critical digital and media literacy for safeguarding children and young people	This session will consider why it is essential that we develop practice in schools to enhance critical digital and media literacy. The implications for safeguarding will be considered. Dialogic teaching will be positioned as an important approach to develop critical thinking in these areas.
William Lau	From ICT to computing education: a teacher's 20-year retrospective	I qualified in 2006 and started teaching ICT and have seen the evolution of the curriculum to computing and I have also been involved in shaping the new computing curriculum due to be launched in 2027/2028. In this session, I want to reflect on how my practice has evolved using Clarke and Hollingsworth's (2002) interconnected model of teacher growth as a framework. In the external domain, the main sources of influence are: the individual school's policies and culture, trends in pedagogy, Ofsted and national policies. I will reflect on how salient outcomes in the Domain of Confidence have affected my knowledge, beliefs and attitude in my Personal Domain and how this has in turn led to changes in my domain of practice. From teaching spreadsheets and algorithms through the medium of dance to revision menus, research-informed principles, personalised learning checklists and whole class feedback; this session will share my experience of teaching computing as a national curriculum subject and how my practice has evolved.

Matt Birch	Uncle Jimmy has a camera: AI, learning design and the myth of 'doing digital'	AI promises to transform education, yet much of its appeal extends long-standing forms of automation rather than replacing the expertise of teachers, educational technologists and learning designers. This presentation questions whether institutions are becoming ready for change, or merely reactive to competitive pressure, novelty and market-driven claims. Using the metaphor of the digital camera, I argue that having powerful tools does not make someone a skilled designer of valuable learning experiences. AI cannot understand taste, context, empathy or pedagogical judgement. As universities rush to 'do AI', we risk devaluing empathic design and diminishing the student learning experience.
Harriet Page	Raising A Level Computer Science attainment with Ada CS	This session showcases the work done with Year 12 and 13 A Level Computer Science students via the STEM SMART program. The Ada CS team supports students with their A Level studies through weekly tutorials, self-marking quizzes and NEA advice. This is the second year of running this program and we have gathered data to show the value-added attainment by students on this program. These resources will be valuable to any A Level CS teacher.
Parallel sessions 2: teaching and learning with technology / inclusion, diversity and immersive learning		
Helen Caldwell et al	Study Smart 3: using AI for multimodal composition to foster inclusive practice and belonging	This co-presented workshop from UoN students and staff draws on the Study Smart 3 project, a cross-disciplinary initiative exploring how AI-supported multimodal work can support inclusion, help develop a stronger sense of confidence and belonging in an HE context. The project responds to a familiar challenge: many students, including international, EAL, neurodiverse and first-generation learners, can benefit from Universal Design for Learning approaches that embrace multiple forms of representation and expression. It explores how AI tools, used carefully, can open up different ways for staff and students to develop and communicate ideas in a range of media.
Gavin Davenport	As safe as possible or as safe as necessary? Rethinking digital risk, adult co-play and the limits of prohibition	Governments are banning children from social media in the name of safety. But is prohibition actually protection or does it transfer the blame for harm onto children as rule-breakers, while relieving adults of the harder work of accompaniment? This workshop challenges the conflation of risk with harm that drives current policy (boyd, 2014), and explores what a genuinely educational response to digital risk might look like in practice. Drawing on risky play theory (Brussoni et al., 2015), digital risky play research (Mensonides et al., 2024) and Foucault, we will work together on scenarios from policy and practice.

Miles Berry	Automating lesson feedback	Most trainee teachers receive detailed feedback on their teaching only rarely. This paper describes a tool that transcribes lesson audio using OpenAI's Whisper and generates structured, ITTECF-referenced feedback via a large language model, identifying lesson phases, noting strengths, naming areas for development, and closing with a single priority next step. Privacy is central: audio is discarded immediately, nothing is stored, and trainees control what reaches the model. Illustrative comparisons with human observer notes show that AI feedback is more comprehensive in coverage and more consistently framework-referenced, while human feedback supplies contextual and relational knowledge no transcript can capture. The two are complementary rather than competing.
Kate Heath	Helping learners bloom: from invisible provision to visible, personalised learning	Too much SEND provision remains invisible — delivered without clarity, tracked without meaning, and evidenced too late to make a difference. This presentation argues that inclusion will not scale without infrastructure. It explores how an AI-powered Learner Support Platform makes learning visible, connected and personalised in real time — capturing not just attendance, but engagement, progress and experience. Drawing on practice with learners facing EBSA, neurodivergence and placement disruption, it demonstrates how live learning insight can be continuously aligned to EHCP outcomes and learner goals. The result is a shift from reactive provision to proactive, data-informed support — where every learner is seen, understood, and supported earlier.
Karen Ahmed	The dark side of the moon	This action research project explores how assessment design can reduce students' tendency to outsource thinking to AI tools such as Microsoft Copilot. The research found that traditional 'describe' and 'explain' questions were highly vulnerable to AI-generated responses. In response, assessment tasks were redesigned to include contextualised scenarios, justification, analytical 'why' questions, and a greater focus on reasoning processes rather than final answers. Early findings suggest these approaches increase cognitive engagement and make generic AI responses less effective. The project concludes that assessment in the age of AI must prioritise analytical thinking, metacognition, creativity, and evidence of understanding over content reproduction.
Claire Drakeley	Scaffolded for failure: live and AI-enhanced simulation as parallel pedagogies	How does the medium of simulation shape the learning? This presentation examines two scaffolded simulation programmes, Operation Nexus+, a live multi-agency exercise in venue operations and counter-terrorism preparedness, and FailSafe, an AI-driven digital simulation, as parallel cases in experiential pedagogy. Both are designed around deliberate failure, escalating complexity, and structured debriefing; the medium of engagement differs but the pedagogic architecture does not. Drawing on the discussions in SIMPACT, our informal Community of Practice in simulation pedagogy, the session explores what comparing live and digital simulation reveals about design principles, facilitation, and the threshold capabilities that neither lecture nor textbook can reliably develop.

Tim Clarke	Utilising Gen AI strategically and innovatively as a primary school leadership team	We have explored as a Leadership Team whether there were more strategic and innovative ways we could utilise Generative AI to support, challenge and empower our work and impact as leaders. Rather than just focusing on doing the same things we had always done, but just more efficiently, we wanted to research whether there were ways of using this new technology for new purposes: to undertake actions and enable insights we had not been able to do previously. This research project is a result of this research and practical case studies, which will continue, and is the collective insights from 25 case studies from the 14 members of the wider Leadership Team at Cornerstone CE Primary.
Catrin Street-Mattox & Monty Kennard	Designing safe, co-produced immersive resources for exploring identity and wellbeing in schools	This presentation introduces a practical model for designing safe, co-produced immersive learning to support identity and wellbeing in schools. In response to ongoing challenges in PSHE engagement and concerns about unstructured immersive technologies, we developed a bilingual branching narrative prototype co-created through youth group workshops, educator input, and creative collaboration. The project combines a co-production pipeline with structured facilitation and emotional-safety scaffolding. Informed by a published scoping review (Street-Mattox & Kennard, 2026) and user feedback, we argue that impact depends less on technology itself and more on design, pedagogy and context. The session offers transferable principles for developing safe, authentic immersive learning.
William Lau	A model for delivering online professional development to in-service computing teachers	The research project explored how in-service computing teachers participate in online training that aims to develop software skills for a specific qualification. A wide range of data suggests there is a consensus regarding how participants learn these software skills in an online course. The study reveals that to meet the needs of learner teachers' pupils, the teacher educator's demonstrations are best presented in the context of learner teachers' curricula. The careful integration of instructor's knowledge of technology, content and pedagogy in the form of TPACK (Koehler & Mishra, 2009) was instrumental for the course's success. The author has therefore presented a model that attempts to highlight the key instructional approaches for online computing teacher education.
Mayamin Altae	From educational taboo to online reality	The phrase 'sharing is caring,' taught from childhood, promotes empathy, cooperation, and respect for others. Yet today's world, shaped by wars, conflict, and territorial disputes, often contradicts these values. This paper explores how peace and harmony remain difficult without mutual understanding and compassion. It also examines the development of the Arabic PGCE programme, which challenged the long-standing taboo surrounding online learning in education. By embracing innovation and digital learning, the programme demonstrated new possibilities for teacher education. Furthermore, the paper considers how artificial intelligence (AI) can help future generations learn the values of sharing, caring, collaboration, and peaceful coexistence in an increasingly divided world.

Parallel sessions 3: research, publishing and future directions / technology in practice: diverse perspectives		
Helen Caldwell, Emma Whewell, Yasemin Özçelik & Sarah Younie	Writing for TPEA publications	This workshop supports participants who are interested in publishing their work through TPEA's journals: Technology, Pedagogy and Education (TPE) and Advancing Education (AE). The session will guide participants through the submission process, discuss expectations for different article types, and offer practical support for connecting practitioner experience with research-informed writing. All are welcome, from first-time submitters to more experienced authors.
Bex Drummond	AI literacy: existing frameworks, their limitations and towards something deeper	I have been looking into existing AI frameworks and thinking about what they determine as AI literacy and then created a 'test' which looks more into the wider political, environmental and economic structural impact of AI as something broader than 'ethical use'. I would share what is out there, perhaps ask participants on tables to try the test and see what they think!
Frederik De Laere	Fostering global competence through collaborative eTwinning projects	This presentation shares good practices from some innovative eTwinning projects integrated into Initial Teacher Education. Collaborating across European institutions, these initiatives merged virtual exchange with physical mobility to deepen student teachers' global competence. Participants engaged in collaborative research on interculturality, inclusive education, and European values, translating complex themes into practical teacher workshops, podcasts, and video presentations. By navigating national identities alongside a unified European lens, future educators developed essential intercultural skills and a renewed commitment to open, inclusive education.
Matt Birch	From wow to why: designing XR learning experiences beyond novelty	This research presentation explores how XR can move beyond novelty toward learning experience quality. Drawing on the paper 'Using the ARCS Motivational Model to Design Interdisciplinary Virtual Reality Simulations', the session examines a 360° video-based perinatal mental health learning activity designed for midwives, mental health nurses and health visitors. Rather than treating immersive technology as the innovation itself, the project used ARCS-V motivational design and a structured 'pause and ponder' approach to support interdisciplinary reasoning, empathy and care planning. The presentation will argue that XR's educational value depends less on technological spectacle and more on purposeful pedagogical design.

Muhammad Laeeq Aslam	Teaching combinations before permutations: a scaffolded approach to probabilistic thinking	This presentation reflects on a teaching practice that introduces combinations before permutations when teaching probability foundations to students. Rather than beginning with ordered arrangements, the approach first develops students' understanding of subsets and selection through combinations, before extending these ideas to permutations as arrangements of selected items. The practice aims to reduce cognitive load and encourage conceptual understanding over formula memorisation. The presentation discusses how this scaffolded sequence supports probabilistic thinking relevant to AI and data science education, particularly for students from diverse mathematical backgrounds, and reflects on its implications for future-ready computing curricula.
Tarisai Chikomba	Beyond technological dependency: diaspora collaboration and African orbital and digital sovereignty	This presentation examines how African nations and diaspora communities are engaging with questions of orbital and digital sovereignty, challenging entrenched patterns of technological dependency. Drawing on postcolonial perspectives and contemporary developments in African space and digital infrastructure, the session considers what these movements mean for digital education and for computing curricula that aspire to be truly global and decolonial in their outlook.
Ross Millen	EdTech active learning to support work experience	Technical education in England follows a model that does not quite fit. In many European countries employers are fully committed to training young people. Here the relationship is far less reliable and often falls to teachers to prepare students for work experiences that the workplaces are not always ready to support. As part of my MA in EdTech, I want to talk about the strategic use of EdTech and active learning pedagogy to develop real learner independence and why this matters even more for students with SEMH and SEN. My research and practice has given insights I'd love to share.