

IADIS NEWSLETTER

April 2025 - Issue 25



Upcoming events

**Join us for the 19th Multi Conference on Computer Science
and Information Systems (MCCSIS 2025)**

The [Multi Conference on Computer Science and Information Systems](#) (MCCSIS 2025) will be hosted in Lisbon, Portugal, from 23 to 25 July 2025.

The [MCCSIS 2025](#) aims to address subjects like Computer Science, Information Systems and other emergent related fields. The multi conference has different conferences according to several themes.

International Conferences part of the Multi Conference MCCSIS 2025:

- [e-Learning and Digital Learning 2025](#) – **EDL2025**
- [Game and Entertainment Technologies 2025](#) – **GET2025**
- [ICT, Society, and Human Beings 2025](#) – **ICT2025**
- [Interfaces and Human Computer Interaction 2025](#) – **IHCI2025**
- [Computer Graphics, Visualization, Computer Vision and Image Processing 2025](#) – **CGVCVIP2025**
- [e-Health 2025](#) – **EH2025**
- [Connected Smart Cities 2025](#) – **CSC2025**
- [Big Data Analytics, Data Mining and Computational Intelligence 2025](#) – **BigDaCI2025**
- [Sustainability, Technology and Education 2025](#) – **STE2025**
- [Digital Transformation and Innovation Management 2025](#) – **DTIM2025**

*** Call For Papers - Important Dates:**

- Submission Deadline (2nd CFP): **28 April 2025**
- Notification to Authors (2nd CFP): **26 May 2025**
- Final Camera-Ready Submission and Early Registration (2nd CFP): **Until 20 June 2025**
- Late Registration (2nd CFP): **After 20 June 2025**

* Paper Submission

- » These are blind peer-reviewed conferences. Authors are invited to submit their papers in English through the conferences' submission systems. Submissions must be original and must not have been published previously
- » To submit a paper go to each conferences' page (clicking in the conference name).
- » Best paper authors will be invited to publish extended versions of their papers in the IADIS Journal on Computer Science and Information Systems and other selected International Journals.

Join us in Lisbon, Portugal!
23-25 July 2025



CIACA, CIAWI and AMA21, 2025
10 – 11 December 2025, Virtual

CIACA 2025

A **Conferência Ibero Americana em Computação Aplicada 2025 (CIACA 2025)** tem como objetivo abordar os principais temas de interesse dentro da área de computação aplicada e tópicos relacionados. Aborda aspetos essencialmente técnicos relacionados com as áreas de Comunicação, Desempenho, Algoritmos, Campos de Aplicação, Hardware, Computação Móvel, Visualização entre outros. Para uma informação detalhada sobre os tópicos de interesse desta conferência, por favor acesse <https://ciaca-conf.org/pt/chamada-de-trabalhos-em-portugues/>

*** Submissão de Artigos**

Autores são convidados a submeter artigos em Português ou Espanhol através do sistema de submissão da conferência até 28 Abril 2025. As submissões têm de ser originais. Cada submissão será anonimamente avaliada (revista) por uma média de três avaliadores (revisores), para assegurar o alto nível e qualidade de cada submissão aceite.

*** Datas Importantes:**

- Prazo Limite para Submissão: 28 Abril 2025
- Notificação aos Autores: 2 Junho 2025
- Submissão de Versões Finais e Inscrição: até 30 Junho 2025
- Conferência: 10 – 11 Dezembro 2025

La **Conferencia Ibero Americana de Computación Aplicada 2025 (CIACA 2025)** busca atacar los temas centrales de interés en el área de ciencias de la computación y temas relacionados. Esta conferencia tiene como objetivo cubrir principalmente los aspectos técnicos. Para obtener más información relacionada con los temas de interés, por favor visite <https://ciaca-conf.org/es/llamado-a-la-participacion-con-la-presentacion-de-trabajos-en-espanol/>

*** Submisiones de Artículos**

Los autores están invitados a presentar sus trabajos en portugués o español a través del el sistema de envío electrónica de la conferencia hasta 28 Abril 2025. Los trabajos deben ser originales.

*** Fechas Importantes**

- Plazo Limite de Envío: 28 Abril 2025
- Notificación a los Autores: 2 Junio 2025
- Envío de Versiones Finales y Registro Temprano: hasta el 30 Junio 2025
- Conferencia: 10 – 11 Diciembre 2025

CIAWI 2025

A **Conferência Ibero Americana WWW/Internet 2025 (CIAWI 2025)** tem como objetivo abordar os principais temas relacionados com a WWW e a Internet. A WWW e a Internet tiveram um crescimento significativo nos últimos anos. As preocupações já não se centram apenas nos aspectos tecnológicos e torna-se notório o despertar para outros aspectos. Esta conferência pretende abordar ambos os aspectos, tecnológicos e não tecnológicos relacionados com este desenvolvimento. Para uma informação detalhada sobre os tópicos de interesse desta conferência, por favor acesse <https://ciawi-conf.org/pt/chamada-de-trabalhos-em-portugues/>

*** Submissão de Artigos**

Autores são convidados a submeter artigos em Português ou Espanhol através do sistema de submissão da conferência até 28 Abril 2025. As submissões têm de ser originais. Cada

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- Prazo Limite para Submissão: 28 Abril 2025
- Notificação aos Autores: 2 Junho 2025
- Submissão de Versões Finais e Inscrição: até 30 Junho 2025
- Conferência: 10 – 11 Dezembro 2025

La **Conferencia Ibero Americana WWW/Internet 2025 (CIAWI 2025)** busca atacar los temas centrales de preocupación dentro de la comunidad Internet. La WWW e Internet han tenido un enorme desarrollo en los años recientes. Los aspectos críticos de esta tecnología no son solo tecnológicos pues han surgido otros focos de interés. Esta conferencia tiene como objetivo cubrir tanto los aspectos técnicos como los no técnicos (sociales, educativos, etc) relacionados con la WWW e Internet. Para obtener más información relacionada con los temas de interés, por favor visite <https://ciawi-conf.org/es/llamado-a-la-participacion-con-la-presentacion-de-trabajos-en-espanol/>

*** Submisiones de Artículos**

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AMA21 2025

The **International Conference on Applied Management Advances in the 21st Century (AMA21)** seeks to provide a unique forum for presentation and discussion of the last research developments and solutions for the current issues of the world economy. The conference is structured along with six main tracks, covering different aspects from Digital Economy, Managing with ICT, Finances & Fintech, E-Marketing & Digital Communication, Entrepreneurship & Innovation and Teaching & Learning in Business. For more details please check <https://ama21-conf.org/call-for-papers/>

*** Abstract Submission**

This is a blind peer-reviewed conference. Authors are invited to submit their abstracts in English through the conference submission system by April 28, 2025. Submissions must be original and should not have been published previously.

*** Important Dates:**

- Submission Deadline (1st CFA): 28 April 2025
- Notification to Authors (1st CFA): 2 June 2025
- Final Camera-Ready Submission and Early Registration (1st CFA): Until 30 June 2025
- Late Registration (1st CFA): After 30 June 2025

Join us virtually, in December!



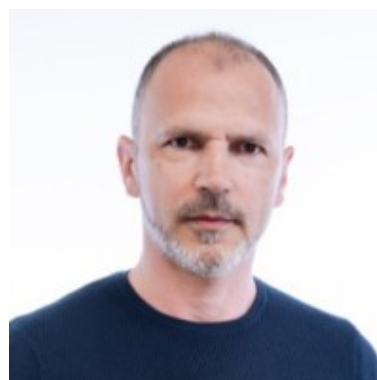
IADIS Interview

CELDA 2024 - Keynote Speaker

26-28 October 2024 - Zagreb, Croatia

Panagiotis Kampylis

**Greek National Documentation
Centre, Greece**



1. You were the keynote speaker for the 21st IADIS International Conference CELDA 2024 conference that was held in October 2024 in Zagreb, Croatia. What main topics did you cover in

your talk and what is the potential of these topics?

In my keynote, I tried to show how the Socratic questioning method -a teaching approach that revolves around asking structured and thought-provoking questions- could be a cornerstone of effective teaching and learning in the AI era. Socratic questioning prompts learners to ask meaningful, open-ended questions rather than just memorising facts. When paired with AI-driven tools, which provide real-time feedback and diverse perspectives, this timeless method can foster creative and critical thinking and offer unprecedented learning experiences. Students can create and test many ideas, reflect on their reasoning, and adapt their questions in an ongoing dialogue that nurtures curiosity and independent thought. This shift from focusing on "right answers" to fostering thoughtful and structured inquiry positions learners to thrive in a rapidly changing world. Moreover, by integrating Socratic questioning with generative AI, teachers can create interactive, tailored lessons that encourage active participation and help students recognise both the potential and limitations of technology. Ultimately, blending ancient wisdom with modern innovations creates an engaging and intellectually stimulating environment, empowering students to become active learners and develop their competence in the art of questioning.

2. What do you think of this year's [2024] event?

I was impressed with the level of organisation and the number of high-quality presentations at this year's conference [CELDA 2024]. From the moment I arrived in beautiful Zagreb, it was evident that the organisers had put great care and thought into every detail—from the seamless registration process to the engaging sessions and the social events. Most of the presentations I attended added unique perspectives and sparked lively discussions, reflecting the conference's commitment to exploring cutting-edge educational technologies. Moreover, the friendly atmosphere encouraged participant interactions and set the stage for meaningful connections. Overall, it was a truly enriching experience, and I look forward to seeing how the conference continues to inspire innovative ideas in the years to come.

3. What is the importance of attending international conferences like this?

I avoid participating in big conferences with many parallel sessions and hundreds of attendees. I believe CELDA has the right size for bringing together a reasonable number of international experts and researchers, allowing fruitful interactions and mutual learning. So, attending selected international conferences like CELDA every year is invaluable for discovering new ideas, forging collaborations, and staying current with the latest innovations in the field. By bringing together researchers from diverse backgrounds and nationalities, these events open doors to fresh insights. Moreover, the face-to-face networking opportunities encourage lasting partnerships that extend beyond the conference, paving the way for continuous learning and joint projects. Overall, conferences like CELDA enrich individual and collective knowledge and contribute to advancing research production and dissemination.

4. What are the hot topics, at the moment, related to Learning technologies and Education, that could be considered to be covered in a future edition of this conference?

Some pressing topics worthy of future exploration include AI's ethical and responsible use across educational contexts ensuring fairness, privacy, and transparency when designing and deploying learning technologies. Digital equity remains paramount, as it is crucial to guarantee that all learners, regardless of their backgrounds, have access to the benefits of these emerging tools. Meanwhile, immersive technologies like virtual and augmented reality continue to expand the frontiers of experiential learning, prompting new ways of teaching and assessment. Finally, as these trends evolve rapidly, there is a growing need for innovative research methodologies that can keep pace with technological changes and generate meaningful, actionable insights.

5. What are your current projects?

I am working on several interesting projects in the broader context of education, training and lifelong learning, supporting organisations such as the European Commission, UNESCO and the European Schoolnet. For instance, I led the systematic literature review in the context of the [LINEup](#) Horizon project on educational inequalities in 2024, and this year, we will analyse longitudinal datasets and prepare the fieldwork in schools in six EU member states, planned for early 2026. The overarching objective of LINEup is to improve the evidence on what shapes educational outcomes over time and expand the knowledge base on student-centred interventions aiming at improving the performance in basic skills (literacy, maths and science) and reducing early leaving from education and training, which is a key challenge across Europe. I am also contributing to a project on wellbeing in digital education, commissioned to Virtual Analytics by the European Commission. We conducted research in Lithuania, Bulgaria, Finland and Greece, exploring how technology affects, positively or negatively, the wellbeing of students and teachers. We expect to have the final report available online by April. I also support, as a consultant, the *European Commission's Expert Group for the development of guidelines on high-quality informatics*, which is expected to be available by the end of 2025 in all the EU official languages. The guidelines are an initiative that aligns with [Action 10 of the EU Digital Education Action Plan 2021-2027](#) and the [Council Recommendation on the provision of digital skills and competences in education and training](#), adopted in November 2023. Last but not least, I lead the work of the National Documentation Centre of Greece in [Knowledge4Policy](#), with several actions that aim to promote and support evidence-based policies in research, technology, innovation and digital transformation of economy and society.

6. If you were asked to name a key resource in the Learning technologies area, what would that be?

One resource I consider invaluable is **generative AI**, which can handle the vast amount of multimodal material available today in the learning technologies area. Yet, to truly tap into its potential, researchers, educators, and learners must know how to ask meaningful questions and critically evaluate the AI's responses. This technology is more than a quick fix; it can serve as a catalyst for deeper thinking and collaboration, provided we treat it like a Socratic dialogue partner rather than an all-knowing oracle. After all, if Socrates had generative AI in his toolkit, he might have quipped, "I know that I know nothing—so let's see if generative AI can teach me something new!"

7. What words of advice would you say to researchers starting to work in these areas right now?

I advise trying to sharpen their questioning skills and actively seek collaborations across different disciplines. In fast-evolving areas like learning in the digital age, well-crafted problem formulation and research questions in the context of interdisciplinary projects, where experts from diverse fields converge, often lead to unexpected breakthroughs by offering new viewpoints and driving creative solutions. Embrace this spirit of curiosity: treat obstacles as invitations to ask better questions and refine your approach. At the same time, remember to critically assess the value of any technology you employ, ensuring it aids, rather than defines, your research. This blend of inquisitive thinking, teamwork, holistic approach, and adaptability will propel you forward and keep your research relevant to policy and practice.

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