France July 1-2, 2025

CONFERENCE WEBSITE: https://emoocs2025.telecom-paris.fr/

About the Conference

How can we shape sustainable lifelong learning for all in the era of AI?

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Conference General Co-Chairs
Ella Hamonic, IIEP-Unesco, Paris
Rémi Sharrock, Télécom Paris, IMT, Institut Polytechnique de Paris

Conference Concept Note and Topics

How can we shape sustainable lifelong learning for all in the era of AI?

15 years ago, Massive Open Online Courses (MOOCs) promised to provide open access to high-quality education at scale, expanding lifelong learning opportunities. We are on the cusp of another educational transformation driven by new technological innovations. Much like the current hype surrounding AI, MOOCs were seen as a transformative force, changing lifelong learning paradigms. However, many MOOC platforms have

Important Dates

JUL 01

CONFERENCE DATE
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since evolved into general online learning providers, shifting away from their original mission of openness. Now, the integration of Artificial Intelligence (AI) in online education has the potential to further reshape the landscape. AI is already having an impact on teaching and learning methods and may influence educational systems on a larger scale.

What are the new trends and online education practices that are designed to support sustainability, inclusiveness and scalability – the cornerstones of MOOCs' original success? These are significant and open questions that pose a challenge to universities, training institutes, online education providers and many other stakeholders. MOOCs are offered by a diversity of actors, including public and private initiatives, on a national or regional level. The impulse brought by MOOCs initiatives, the speed and dynamics of their development have varied widely across different regions and times. MOOCs have supported stakeholders in building capacity to shift from traditional face-to-face learning to online and hybrid formats. MOOCs have also accelerated possible pathways for credit recognition of online learning training.

Integrating micro-credentials in the educational system requires uptake from multiple stakeholders within a micro-credential-ecosystem. Within a collaborative framework, public authorities, (MOOC-based/online learning) micro-credential providers, labour market organizations, social partners, and other stakeholders work together to promote the development and adoption of micro-credentials. This integrated approach enables the identification of labour market trends and strategic

skills needs, the design of relevant micro-credentials, and the support of learners in developing their individual work and learning pathways, including career transitions. The ecosystem should encourage systemic changes in both educational and labour policies tailored to specific national, regional, and local contexts, while also aligning with the Council Recommendation on Micro-credentials (European Commission, 2022).

As technology and credit recognition models continue to evolve, the focus is shifting beyond creating new life-long learning —such as MOOCs, online learning offerings, and micro-credentials—, to addressing how emerging technologies like AI can be responsibly integrated.

The challenge is no longer about whether to adopt AI, but rather how to do so in a way that aligns with human-centered principles. UNESCO’s AI competency frameworks call for the development of AI skills and tools that prioritize equity, inclusivity, and ethical governance. Moreover, the sustainability of AI-driven educational technologies is a growing concern. The development and maintenance of large language models (LLMs) and AI tools come with significant financial, technical, and environmental costs. The role of all stakeholders is critical in determining how AI can be harnessed for public good without exacerbating inequalities.

The conference tracks on Research, Experience, World and Business Policy, Francophonie, will bring different perspectives from European and international stakeholders enabling a cross-knowledge reference on the current trends on online learning. They will explore how we can

create sustainable models for integrating AI into online education, addressing the challenges of scaling these technologies for equitable access to lifelong learning and credit recognition.
The conference will bring together an international community of researchers, scholars, practitioners, policymakers, education&technology innovators to explore the future of online education, examining cutting-edge practices, research and innovation that meet the needs of lifelong learners.
This international event, organized by the European MOOCs Stakeholders Summit, will also offer practical workshops, hands-on demonstrations, and showcases of AI-enabled tools and platforms, providing an exploration of how AI can be used in online learning.

Topics of interest

The next 15 years: technological innovation in education
- The role of Artificial Intelligence in personalized learning experiences
- New affordances to the role of technology in online education, such as the development or use of new virtual learning environments and social spaces, learning networks and communities, interactive and interoperable learning objects, immersive and wearable technologies, generative artificial intelligence, or techniques such as a gamification
- Virtual and augmented Reality applications for immersive education
- Technology-enhanced opportunities to improve the open online landscape
- Use of AI tools for course design, production and

delivery
- AI-Tutor/Teacher/Instructor in MOOC/Course experience
- Production processes, including innovative ways of developing content and activities, especially Generative AI based components;
- Practices and technologies for credentialing and secure academic records
- Learning Analytics: technological analytics products such as dashboards, adaptation or recommendation engines

Enhancing learner's experience & efficacy:
- Incorporation of pedagogy and design elements that can bring rich learning experiences as well as innovative teaching and learning models (e.g., blended/hybrid learning strategies, flipped classroom, interaction with AI, new learning spaces and formats.)
- Strategies for increasing learners engagement and retention in online education
- Inclusivity, sense of belonging and accessibility in online education environments
- The role of Artificial Intelligence in personalized learning experiences (i.e, AI-tutor/instructor, impact of digital tools and Ai on assessment, learning outcomes and learners satisfaction)
- Evaluation research and approaches of online learning experience
- Evidence-based online learning : quantifying the effectiveness of different learning designs and models in terms of learners' engagement and outcomes

Lifelong learning: challenges and opportunities:
- Lifelong learning pathways: Supporting learners

in creating individualized learning and career pathways
- AI skill development Adaptive and responsive courses for the emerging introduction of AI in the market
- The role of online education in higher education institutions and systems, also in view of growing emphasis on societal contribution
- Labour market integration: Identifying strategic competencies and labour market trends to design effective online education
- Models and frameworks for continuous learning across different life stages
- Open education strategies/initiatives for continuous professional development, in the private and public sector

Learning innovation strategies and future of universities:
- The future of degrees and new models for integrating online and open education for scalability and sustainability
- Faculty and staff development for enhancing the use of new technologies and Ai
- The role of public/private (or university/corporate) sector partnerships in educational innovation
- Innovation capacity building for higher education: Intra and inter institutional models and strategies
- Strategies for Europe to bridge the gap and lead in digital education innovation
- Collaborative opportunities for cross-border initiatives and global partnerships in educational technology
- International and collaboration for online education

Building micro-credential ecosystems in response to market needs:
- Models and frameworks for continuous learning across different life stages
- The intersection of professional development and digital education
- Policy and infrastructure support for lifelong learning initiatives
- The impact of AI advancements on future employability training and assessment
- Business models and scenarios for micro-credentials in Higher Education
- Quality assurance, with emphasis on sustainable models that address the issue of certification and credentialing/micro-credentials;
- Collaborative frameworks: Engaging public authorities, (MOOC-based) micro-credential providers, and labour market organizations to create cohesive ecosystems
- Practices and technologies for credentialing and secure academic records
- Policy development: Systemic changes in educational and labour policies to support (MOOC-based) micro-credentials
- National strategies: Integrating (MOOC-based) micro-credentials into national strategies and qualification frameworks
- Quality assurance: Developing quality assurance systems to ensure the value and recognition of (MOOC-based) micro-credentials
- AI in identifying market needs: Utilizing AI-driven analytics to identify current and future labour market needs, guiding the creation of targeted (MOOC-based) micro-credentials
- AI in upskilling and reskilling: Leveraging AI

technologies to enhance the effectiveness and personalization of upskilling and reskilling programs through (MOOC-based) micro-credentials

Reflections on the past 15 years: a retrospective:
- Experience in Business models: For-profit vs. non-profit and business relations
- Efficacy and lessons learned from online courses
- Transformations in the production, design, and delivery of education
- The evolution from MOOCs to COVID-19 and beyond
- Learning at scale: Achievements and challenges
- What has worked and what not in relation to MOOC initiatives – good practice and challenges
- Expected future evolution of MOOC initiatives in view of the latest developments and interests (AI, sustainability, SDG, societal skills & learning needs etc.)

Proceedings to be published in Springer LNCS proceedings

Author guidelines
Author should use the Springer template for all submissions.
All abstracts and submissions must be anonymized for the initial round of peer review.
The guidelines for authors are available here : https://resource-cms.springernature.com/springer-cms/rest/v1/content/19242230/data/v15 . This document refers to templates in Word and Latex templates available on this page: https://www.springer.com/gp/computer-science/lncs/conference-proceedings-guidelines

Accepted formats
Research track, Experience track, World track, Business and Policy track, Francophonie track accept the following submissions:
- Full-paper (8-10 pages including references)
- Short paper (4-5 pages including references)
- Poster (2 pages abstract + poster)
- Demo (2 pages including references)
- Lightning talk (1 page)

In addition, World track, Business and Policy track, Francophonie track accept the following submissions:
- Panel proposal with a concrete topic and committed speakers

Research Track
Track Chairs
Carlos Alario-Hoyos, Universidad Carlos III de Madrid, Spain
Martin Ebner, TU Graz, Austria
Marcus Specht, TU Delft, The Netherlands

Description
The Research Track sessions will allow participants to present results with their latest research advances on online education.

Accepted type of contribution
Full-paper (8-10 pages including references)
Short paper (4-5 pages including references)
Poster (2 pages abstract + poster)
Demo (2 pages including references)
Lightning talk (1 page)

Experience Track

Track Chairs

Valentina Reda, University of Naples Federico II, Italy

Gideon Shimshon, Global Health Education Group

Thomas Staubitz, German University of Digital Science, Germany

Track Committee Members

Mohammad Khalil, University of Bergen, Norway

Anja Lorenz, University of Applied Sciences, Lübeck, Germany

Rocael Hernández Rizzardini, Galileo University, Guatemala

Mike Bernd, AI Campus/Stifterverband, Germany

Ruth Kerr, University of Naples Federico II, Italy

Ignacio Despujol, Universidad Politécnica de Valencia, Spain

José A. Ruipérez Valiente, Universidad of Murcia, Spain

Margaret Korosec, University of Leeds, UK

Tanja de Bie, Leiden University, The Netherlands

Ligia Pasqualin, FH Joanneum Graz, Austria

Carlo Mariconda, University of Padua, Italy

Janine Kiers, TU Delft, The Netherlands

Russell Brooks, Heriot-Watt University, Edinburgh, UK

Description

We welcome submissions that provide insights, case studies, and meaningful experiences, retrospectives and perspectives that help shape the future direction of online education.

Accepted type of contribution

Full-paper (8-10 pages including references)

Short paper (4-5 pages including references)

Poster (2 pages abstract + poster)
Demo (2 pages including references)
Lightning talk (1 page)

World Track
Track Chairs
Carlos Delgado Kloos, Universidad Carlos III de Madrid, Spain
Michael Gaebel, European University Association, Belgium

Track Committee Members
Chutiporn Anutariya, Asian Institute of Technology, Thailand
Carlos Delgado Kloos, Universidad Carlos III de Madrid, Spain
Michael Gaebel, European University Association, Belgium
Óscar Jerez Yáñez, Universidad de Chile, Chile
David Joyner, Georgia Tech, USA
Monioluwa Olaniyi, National Open University of Nigeria, Nigeria
Ting-Chuen Pong, Hong-Kong University of Science and Technology, China
Rodrigo Prestes Machado, Instituto Federal do Rio Grande do Sul, Brazil
Marisol Ramírez Montoya, Tec de Monterrey, Mexico

Description
In this track, we expect to see perspectives from online education from all continents. The state of things as well as best practices and future prospects are welcome.
Accepted type of contribution
Full-paper (8-10 pages including references)

Short paper (4-5 pages including references)
Poster (2 pages abstract + poster)
Demo (2 pages including references)
Lightning talk (1 page)
Panel proposal with a concrete topic and committed speakers

Business Sustainability and Policy Track
Track chairs
Rémi Sharrock, Télécom Paris, France
George Ubachs, European Association of Distance Teaching Universities

Description
We welcome submissions presenting good practices, exploring new collaboration models, policies and strategies for online education, building micro-credential ecosystems in response to market needs.

Accepted type of contribution
Full-paper (8-10 pages including references)
Short paper (4-5 pages including references)
Poster (2 pages abstract + poster)
Demo (2 pages including references)
Lightning talk (1 page)
Panel proposal with a concrete topic and committed speakers

Francophonie Track
(French language focused, en français uniquement)
Description
Au début des années 2010, les MOOCs ont ouvert la voie à une nouvelle ère d’apprentissage en ligne, promettant un accès massif et ouvert à une

éducation de qualité. Aujourd'hui, l'intelligence artificielle (IA) transforme à son tour notre manière d'appréhender l'enseignement en ligne.
Cette track invite chercheurs, éducateurs, décideurs et innovateurs des pays francophones à partager leurs recherches, expériences et innovations autour des nouvelles intégrations de l'IA dans l'éducation en ligne, ainsi que de l'évolution des MOOCs dans ce paysage. Comment l'IA peut-elle être exploitée dans l'enseignement en ligne pour élargir l'accès à une éducation de qualité tout au long de la vie, en veillant à ce que ses avantages bénéficient au plus grand nombre ? De quelles manières les MOOCs ont-ils évolué depuis leurs débuts prometteurs ? Quels sont les défis et opportunités spécifiques à la francophonie dans l'adoption des technologies numériques pour l'enseignement en ligne ? Comment pouvons-nous garantir que les innovations en matière d'IA soient inclusives et axées sur l'humain ?

Thèmes abordés
- Impact de l'IA sur l'enseignement et l'apprentissage en ligne dans la francophonie
- Stratégies pour une intégration équitable et durable de l'IA dans l'enseignement en ligne
- Initiatives réussies de MOOCs et d'apprentissage en ligne dans les pays francophones
- Rôle des politiques publiques dans la promotion d'une éducation numérique inclusive et durable
- Développement des compétences en IA et renforcement des capacités des enseignants et des apprenants
- Études de cas sur la personnalisation de l'apprentissage par l'IA
- Évolution historique des MOOCs : de leurs débuts

prometteurs à leur intégration actuelle dans l’éducation en ligne
- Intégration de l’IA pour le développement professionnel et la formation continue
- Évaluation des besoins en compétences dans un monde du travail en mutation grâce à l’IA

Type de contributions acceptées
Article long (8-10 pages, références comprises)
Article court (4-5 pages, références comprises)
Poster (2 pages de résumé + poster)
Démonstration (2 pages, références comprises)
Court exposé (1 page)
Proposition de panel incluant un sujet concret et des intervenant·es confirmé·es

Workshop Track
Track chairs
Ella Hamonic, IIEP-UNESCO Paris

Description
Workshops offer opportunities for participants with shared interests to connect, explore topics in-depth, and gain practical, hands-on experience. Workshops can cover any topic related to EMOOCs Tracks. The workshops can be organized as half-day or full-day events, depending on the goals of the organizers. In your submission, make sure to clearly define the purpose of the workshop, specify the target audience, and outline the skills or knowledge participants will acquire. Also, indicate if attendees are required to bring any specific equipment, such as laptops.

Accepted type of contribution
Workshop

Your workshop proposal should include the following details:
Title
Event type: workshop or tutorial
Duration: full-day or half-day
Organizers (names, emails, and affiliations)
Proposed structure, including a general timeline and types of activities (e.g., presentations, discussions, demonstrations, panels, guest speakers, tutorials, etc.)
Anticipated number of participants and any specific requirements (e.g., whether participants need a laptop or should have particular expertise)
A 250-word call for participation (if applicable)
Any additional comments or references

Please see the conference website for more information : https://emoocs2025.telecom-paris.fr

TOPICS OF INTEREST 3 topics

Research papers are invited in, but not limited to, the following areas:

- Computer Science & Software Engineering
- Education & Learning
- Artificial Intelligence & Machine Learning