Bulletin of the Technical Committee on Learning Technology

Innovating Pedagogy and Advancing Equity through Educational Technology

1. Special-Issue Focus, Scope, and Rationale

This special issue aims to explore the intersection of **pedagogical innovation** and **equity in educational technology**. Rapid advances in digital platforms, gamification, flipped learning, and immersive technologies are reshaping how teaching and learning are designed and delivered. At the same time, critical questions of access, inclusion, and equity demand attention to ensure that technology-mediated education benefits all learners, regardless of background or circumstance.
The focus of this issue is to showcase scholarship and practice that advance **innovative pedagogies** while addressing **systemic barriers to access and participation**. By integrating these two perspectives, the issue seeks to highlight how technology can simultaneously transform teaching methods and promote inclusive, equitable learning opportunities across diverse educational contexts.

The scope of the issue includes, but is not limited to:

1. **Technology-Enhanced Pedagogy and Innovation**
    - Active learning, gamification, flipped classrooms, and hybrid learning design.
    - Digital storytelling, creative media, and immersive learning environments.
    - Online collaboration, peer learning, and community-building through technology.
2. **Equity, Access, and Inclusion in Learning Technologies**
    - Accessible technologies for students with disabilities.
    - Addressing the digital divide in underserved and low-resource communities.
    - Gender, cultural, and linguistic considerations in technology adoption.
    - Open educational resources (OER) and their role in democratizing knowledge.
3. **Case Studies and Critical Perspectives**
    - Institutional strategies for inclusive technology adoption.
    - Cross-cultural studies of equity in technology-enhanced learning.
    - Teacher professional development in balancing innovation with inclusivity.

2. Timeline of Special-Issue

Manuscript Submission Due Date	August 30, 2026
1st Round Review Notification	September 30, 2026
1st Revision Submission Due Date	October 31, 2026
2nd Round Review Notification	November 30, 2026
2nd Revision Submission Due Date	December 31, 2026
Final Acceptance Notification	January 15, 2027
Final Camera-ready Manuscript Due Date	January 31, 2027
Editorial Preface Submission	February 15, 2027
Estimated Publication Date	April 2027

3. Potential Authors and Recruitment

The special issue will feature selected full papers and extended abstracts from ICIET (International Conference on Information and Educational Technology) and IELR (Innovative Education and Learning Resources) 2026.
Potential authors will be recruited from:

- Scholars and practitioners in educational technology, pedagogy, and inclusive design.
- Researchers presenting at conferences on technology-enhanced learning, equity, and digital pedagogy.
- Graduate students and early-career researchers working on innovative and inclusive edtech applications.
- Industry professionals involved in designing accessible educational platforms and tools.
- In addition to targeted invitations, an **open call for papers** will be distributed via:
- Academic mailing lists and newsletters.
- Professional networks and social media.
- University and institutional communication channels.

4. Prospective Reviewers and Review Process

Prospective reviewers will be selected from:

- The ICIET and IELR 2026 program committee and peer reviewers.
- Editorial board members of TCLT.
- International experts in educational technology, pedagogy, and accessibility.
- Program committees of major edtech and equity-focused conferences.

A **double-blind review process** will ensure rigor and fairness, with reviewers recruited based on subject expertise and prior peer-review experience.

5. Any Other Relevant Information

- **Interdisciplinary Value:** The issue bridges pedagogy, technology design, accessibility, and education policy, promoting dialogue across disciplines.
- **Global Relevance:** Contributions will highlight diverse educational contexts, from low-resource settings to advanced digital campuses, ensuring a global conversation on equity and innovation.
- **Practical Impact:** Insights will inform teaching practice, institutional strategy, and policy frameworks, ensuring applicability beyond academia.

6. Guest Editors

Guest Editor 1 (corresponding guest editor):
Name: Prof. Lilian Li
Affiliation: Professor of Practice, Library and Learning Commons, Zayed University, United Arab Emirates
Email: lilian.li@zu.ac.ae
Biography
Lilian is the Director of the Library and Learning Commons at Zayed University, UAE, and Professor of Practice with over two decades of experience in higher education leadership across Canada and the Middle East. Her scholarly work explores the intersection of digital transformation,

equity, and innovation in teaching and learning. Building on her doctoral research on the digital divide, she examines how technology-enhanced pedagogy and the scholarship of teaching and learning can advance inclusive and equitable educational practices. Lilian currently serves as the Program Chair for the International Conference on Information and Educational Technology, fostering global dialogue on the future of digital and equitable learning.

Guest Editor 2:
Name: Prof. Tzu-Hua Wang
Affiliation: Dean, College of Education; Professor, Department of Education and Learning Technology; National Tsing Hua University, Taiwan
Email: tzuhuawang@mx.nthu.edu.tw
Biography:
Prof. Tzu-Hua Wang is Dean of the College of Education and Professor of Learning Technology at National Tsing Hua University, Taiwan, with extensive experience developing educational technologies, STEM/STEAM education, and digital & assessment-based innovations. His research spans e-learning, digital assessment, educational neuroscience (including EEG and eye-tracking), and the design of online science and STEAM learning environments. He currently leads the Research Center for Education and Mind Sciences, and has developed systems such as the GPAM-WATA dynamic assessment environment and the Instant Questioning-Answering (iQA) system. Prof. Wang is committed to fostering equitable access through evidence-based, technology-enhanced pedagogies.