

Bulletin of the Technical Committee on Learning Technology
GenAI Literacy and Competency in Multidisciplinary Research and Practice

1. Special-Issue Focus, Scope, and Rationale

This special issue, titled **GenAI Literacy and Competence in Multidisciplinary Research and Practice**, aims to showcase cutting-edge research and practical applications presented at the First International Conference and Summer Institute on GenAI Literacy (ICGAL 2025; website: <https://www.oxford-i-publishing.com/icgal2025>), held in Budapest and online from June 10–13, 2025.

The **focus** of this issue is on the transformative and interdisciplinary impact of Generative AI (GenAI) across multiple sectors, including education, information science, health sciences, and business. As GenAI technologies increasingly shape how individuals learn, communicate, and work, there is an urgent need to develop new literacies and competencies tailored to this evolving landscape.

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

1. GenAI Literacy and Educational Transformation
Focuses on how GenAI is reshaping teaching, learning, and curriculum design across educational levels.
2. Prompt Engineering and Human-AI Interaction
Explores the design and impact of prompts, co-creation practices, dialogue systems, and human-AI collaboration.
3. AI in STEM and STEAM Education
Highlights AI-enhanced learning in science, technology, engineering, arts, and mathematics, including augmented skills and competence development.
4. AI for Language, Communication, and Creativity
Covers AI applications in language acquisition, multimodal storytelling, and creative educational practices.
5. Ethics, Policy, and Societal Implications of GenAI
Addresses ethical concerns, policy frameworks, data sovereignty, and the broader societal consequences of GenAI technologies.
6. AI for Health, Aging, and Well-being
Focuses on GenAI applications in clinical and social care, support for aging populations, and physical, emotional and mental well-being.
7. GenAI, Sustainability, and Energy-Conscious Innovation
Examines how GenAI intersects with the principles of sustainability, energy efficiency, and planetary wellbeing. Contributions are invited that address “energy awareness,” responsible innovation, and how GenAI can contribute to ecological resilience rather than exacerbate existing crises.

2. Timeline of Special-Issue (Updated on November 2025)

Manuscript Submission Due Date:	November 30, 2025 February 28, 2026
1st round Review Notification:	December 31, 2025 March 15, 2026
1st round Revision Submission Due Date:	January 31, 2026 April 15, 2026
2nd round Review Notification:	February 28, 2026 April 30, 2026
2nd round Revision Submission Due Date:	March 31, 2026 May 15, 2026
Final Acceptance Notification:	April 15, 2026 May 30, 2026
Final Camera-ready Manuscript Due Date:	April 30, 2026 June 15, 2026
Editorial Preface Submission:	May 15, 2026 June 15, 2026
Estimated Publication Date:	July 2026

3. Potential Authors (they need not be confirmed in a proposal) and/or Process for Recruiting Authors who can deliver good papers

The special issue will feature selected full papers and extended abstracts from ICGAL 2025. From the conference, 12 full papers and more than 40 abstracts have been collected, representing a diverse range of topics and disciplines.

Potential authors include:

- Conference presenters and award winners
- Keynote and invited speakers
- Panelists and workshop facilitators
- Authors will be invited to expand their conference submissions into full-length journal articles. Additional contributors may be recruited through targeted outreach to researchers in GenAI-related fields and through an open call for papers distributed via academic networks and social media.
- Graduate students and early-career researchers working on innovative GenAI applications
- Interdisciplinary teams combining expertise in education, AI, health sciences, humanities, and business
- Industry professionals and developers involved in GenAI tool creation and deployment in learning environments

In addition to these targeted invitations, the special issue will include an open call for submissions. Anyone interested in submitting a paper that aligns with the scope of the special issue will be considered. The open call will be distributed via:

- Academic mailing lists and newsletters
- Social media platforms and professional networks
- University and institutional channels
- The ICGAL 2025 website and affiliated partner sites

4. Prospective Reviewers and/or Process for Recruiting Reviewers who can deliver good reviews

Prospective reviewers will be selected from:

- The ICGAL 2025 program committee and peer reviewers
- Editorial board members of TCLT
- Experts in GenAI, educational technology, ethics, sustainability, and interdisciplinary AI applications

Reviewers will be recruited based on their expertise and prior experience in scholarly peer review. A double-blind review process will be implemented to ensure fairness and academic rigor.

5. Any Other Relevant Information

Conference Prestige: ICGAL 2025 is a pioneering event focused on GenAI literacy, attracting international scholars and practitioners.

Award-Winning Papers: The issue may include award-winning papers from the conference, such as Best Short Paper and Best Student Paper.

Interdisciplinary Value: The issue bridges multiple disciplines, offering insights into how GenAI is reshaping education, health, business, and the humanities. The issue promotes cross-pollination of methods and insights.

Global Relevance: With participation from both in-person and online attendees, the issue reflects a truly global perspective on GenAI literacy. The hybrid format of ICGAL 2025 attracted participants from 20+ countries, reflecting a global conversation on GenAI literacy.

6. Guest Editors

Guest Editor 1: (corresponding guest editor)

Name: Dr. Cheng, Wing Kin

Affiliation: Hong Kong Metropolitan University

Email: wikcheng@hkmu.edu.hk

Guest Editor 2:

Name: Dr. Kristof, Fenyvesi

Affiliations: Finnish Institute for Educational Research, University of Jyväskylä; Global Research Institute for Finnish Education, The Education University of Hong Kong

Email: kristof.fenyvesi@jyu.fi

Biographies

Dr Wing Kin CHENG is a Senior Lecturer in the Department of Education, School of Education and Languages, Hong Kong Metropolitan University. He is now serving as the overseas director of the International Society for the Advancement of STEAM education, vice-internal president of the Hong Kong Association for Mathematics Education (HKAME), expert panel member and adjudicator of the Hong Kong Mathematics Creative Problem Competition for Primary Schools and for Secondary School, and the adjudicator of The Hong Kong Creative Maths & Science 4D Frame Competition. He has strongly background in Mathematics and STEAM education.

At HKMU, besides conducting research, Dr Cheng is mainly responsible for teaching undergraduate student-teachers and developing Mathematics distance-learning education courses. Together with his teaching experience in a local secondary school, an international school, community colleges as well as local universities such as CUHK and HKBU, he has interacted with students of different backgrounds and learning needs. Such experience has certainly equipped him with very rich knowledge in the mathematics curriculum design, meeting students' expectations, and tailoring diverse learning needs.

Dr Cheng is actively involved in research studies since joining HKMU in 2024. He has been granted the HKMU R&D fund of HKD\$200,000 on a research project "Advancing AI on teaching secondary mathematics in Hong Kong". He was invited to deliver talks and seminars. He also actively organises knowledge exchange activities. He is the Co-chairperson of the upcoming Hong Kong Mathematics Education Conference 2025. He also organises different workshops and seminars for HKAME.

Kristóf Fenyvesi, Ph.D. (b. 1979) is a Senior Researcher of STEAM (Science, Technology, Engineering, Arts and Mathematics), trans- and multidisciplinary learning and Contemporary Cultural Studies at the Finnish Institute for Educational Research, University of Jyväskylä, Finland (<https://ktl.jyu.fi/en>). He is a member of University of Jyväskylä's Research Group for Innovative Learning Environments and Tampere University's Research Group for Education, Assessment & Learning. He is an Adjunct Professor of the Korea National University of Education, Seoul, an Associate Professor of STEAM Education at Indonesia University of Education (UPI), an Associate Professor at the University of Milano-Bicocca, Italy, a Visiting Researcher at Tallinn University's School of Educational Sciences (STEAM4EDU), and a Visiting Researcher at Hong Kong Metropolitan University. Fenyvesi is the Overseas Director for The International Society for the Advancement of STEAM (ISAS), affiliated with the Korea National University of Education, Seoul. He is also the Community Events Director of the Bridges Organization (www.bridgesmathart.org), the world's largest community for the mathematics and the arts, and has been the editor of the annual Bridges conference's Workshop Paper track and coordinator of the Bridges Public Day (www.familyday.hu) since 2011. In 2014, he became a full member of the European Academy of Sciences and Arts, and since 2016, he has been a member of the European Mathematical Society's Committee for Raising Public Awareness. Between 2013 and 2017, he served as the chief executive officer of the International Symmetry Association (www.symmetry.hu), and in 2008, he launched Experience Workshop—Global STEAM Network (www.experienceworkshop.org). He has been invited by the European Commission to serve as a STEAM expert evaluator for various Horizon and Erasmus+ projects and is an international evaluator for the Slovak Accreditation Agency for Higher Education and the Science Fund of the Republic of Serbia.