



# HCI International 2025

22 - 27 June • Gothenburg, Sweden

## Call for Participation AI Revolution in Academia: Professionalism, Ethics, and Digital Innovation

*Tuesday, 24 June 2025, 13:30 - 17:30*

### **Organizer(s):**

**Florence Williams**, University of Central Florida, USA, [florence.williams@ucf.edu](mailto:florence.williams@ucf.edu)

**Martha Hubertz**, University of Central Florida, USA, [martha.hubertz@ucf.edu](mailto:martha.hubertz@ucf.edu)

**Joseph Lloyd**, University of Central Florida, USA, [joseph.lloyd@ucf.edu](mailto:joseph.lloyd@ucf.edu)

**Alisha Janowsky**, University of Central Florida, USA, [alisha.janowsky@ucf.edu](mailto:alisha.janowsky@ucf.edu)

### **Aim of the Workshop**

The rapid advancement and integration of Artificial Intelligence (AI) and related technologies in higher education have sparked a transformative shift in teaching, learning, and administrative processes. While these innovations promise enhanced efficiency, personalized learning experiences, and improved outcomes, they also raise critical ethical concerns and potential drawbacks that demand careful consideration.

The workshop will explore the multifaceted impact of AI and technology on higher education, with a specific focus on professional development, ethics, and digital innovation. The objectives of the workshop are to:

1. Critically examine the challenges and opportunities of AI in educational settings, with a particular emphasis on professional development, innovative teaching, and maintaining academic integrity.
2. Develop collaborative strategies that promote ethical AI implementation and create technology-enhanced learning environments that support both educators and students.
3. Explore innovative digital tools that significantly improve student engagement and learning outcomes while prioritizing inclusivity and technological equity.
4. Provide a comprehensive analysis of the ethical implications surrounding AI in education, with a focus on addressing data privacy, mitigating algorithmic bias, and establishing responsible implementation practices.
5. Generate actionable insights that support sustainable digital innovation and illuminate the long-term impacts of AI technologies in higher education.

## Expected Workshop Outcome

Building on the workshop's focus on technology, pedagogy, and inclusive design, the exploration will develop actionable strategies for integrating technology that promotes educational equity beyond theoretical policy. Participants will work to create comprehensive strategies addressing the critical intersections of Universal Design for Learning (UDL) and technological inclusivity, examining and dismantling barriers to technological access while establishing guidelines for designing technology-enhanced learning experiences that accommodate diverse student needs and learning styles.

## Workshop topics

This workshop embraces a broad and dynamic exploration of technology's role in higher education, with the following non-exhaustive list of potential topics:

1. Professionalism and Ethical Considerations in the Digital Age
2. Digital Innovation and Student Engagement
3. Inclusive Technology Integration and Accessibility
4. AI-Enhanced Educational Resources and Bias Mitigation
5. Faculty Empowerment and Leadership Development
6. Sustainability and Responsible AI Implementation
7. Gender Dynamics and Inclusivity in Digital Learning
8. Innovative Leadership and Future Technological Preparedness

*Note: Topics that align with or tangentially relate to these themes are welcome and will be considered for submission.*

To foster structured and meaningful dialogue, we invite prospective authors to explore and address the following critical themes and related questions:

- 1. Technological Professionalism and Skill Development**
  - a. How can AI and digital tools be leveraged to enhance professionalism among educators and students?
  - b. What competencies and skills are essential for navigating the technology-rich educational landscape?
- 2. Ethical Frameworks and Responsible Innovation**
  - a. What ethical considerations should be prioritized in the development and implementation of AI in higher education?
  - b. How can we create robust ethical guidelines that protect student interests and promote responsible technological innovation?
- 3. Student Engagement and Learning Transformation**
  - a. How can digital innovation be effectively integrated to improve student engagement and learning outcomes?

- b. What pedagogical approaches best support technology-enhanced learning experiences?
- 4. **Equity and Accessibility**
  - a. What strategies can be employed to ensure inclusive and equitable access to educational technologies?
  - b. How can we design technological solutions that accommodate diverse learning needs and backgrounds?
- 5. **AI Design Justice & Bias Mitigation**
  - a. How can biases in AI educational tools be identified and systematically mitigated?
  - b. What frameworks can help ensure fairness and representation in technological educational solutions?
- 6. **Sustainability and Long-term Impact**
  - a. What are the long-term impacts and sustainability considerations of AI implementation in educational institutions?
  - b. How can institutions develop adaptable and responsible technology integration strategies?
- 7. **Leadership Development & Support**
  - a. What role does leadership play in promoting ethical AI implementation and digital learning innovation?
  - b. How can leaders in digital learning ensure professionalism and ethical standards are maintained in AI-driven educational environments?
- 8. **Reducing Gender Disparities and Influencing AI Adoption and Implementation**
  - a. What are the challenges and opportunities for men and women in digital learning leadership roles, and how can these be addressed to promote inclusivity and equity?
  - b. How do men and masculinities influence the adoption and implementation of AI and digital technologies in education?
- 9. **Use Cases and Practical Insights**
  - a. What are some successful case studies of AI and digital innovation in higher education?
  - b. What key lessons can be learned from these implementations (for administration, course design, course facilitation, or student engagement)?
- 10. **Continuous Innovation and Future Preparedness**
  - a. How can innovative exploration in AI and technology be fostered to continually improve educational practices and outcomes?
  - b. What mechanisms can support ongoing learning, adaptation, and technological responsiveness in educational settings?

## Workshop agenda

The following is a framework for the program of the Workshop:

<i>Time</i>	<i>Program event</i>
<b>13:30 - 16:00</b>	<b>Part 1</b>
13:30 - 13:45	Opening keynote by the workshop organizers
13:45 - 15:30	Paper Presentations, Q&A
<b>15:30 - 16:00</b>	<b>Refreshment Break</b>
<b>16:00 - 17:30</b>	<b>Part 2</b>
16:00 - 16:45	Paper Presentations, Q&A
16:45 - 17:30	Roundtable session to consolidate the challenges and opportunities into coherent problem areas and next steps

## Guidelines to prospective authors

### Submission for the Workshop

Prospective authors should submit their proposals in PDF format through the [HCII Conference Management System \(CMS\)](#).

Papers should include research or position development, where authors narrate the evolution of their ideas, challenges faced, and the journey of their research or practice. This narrative should provide a context and background, making the contributions engaging and relatable for participants.

- Research Papers: 4-8 pages, including sections like Abstract, Introduction, Methodology, Results, Discussion, and Conclusion.
- Position Papers/Best Practice: 4-8 pages, well-structured, providing insights or best practices backed by evidence or experience.

### Submission for the Conference Proceedings

The contributions to be presented in the context of Workshops will not be automatically included in the Conference proceedings.

However, after consultation with the Workshop organizer(s), authors of accepted Workshop proposals who are registered for the Conference are welcome to submit, through the Conference Management System (CMS), an extended version of their Workshop contribution to be considered, following further peer review, for presentation at the Conference and inclusion in the “Late Breaking” volumes of the Conference proceedings, either in the LNCS as a long paper (typically 12 pages, but no less than 10 and no more than 20 pages), or in the CCIS as a short paper/extended poster abstract (typically 6 pages, but no less than 4 and no more than 11).

## Workshop deadlines

<b>Submission of Workshop contributions</b>	<b>18 April 2025</b>
<b>Authors notified of decisions on acceptance</b>	<b>25 April 2025</b>
<b>Finalization of Workshop organization and registration of participants</b>	<b>2 May 2025</b>

## Workshop Organizers

Florence Williams, Ph.D.



Florence Williams is an accomplished instructional designer at the University of Central Florida. She has a Ph.D. in Education from the University of the West Indies. She joined UCF in 2020 with over two decades of experience in Education and a background of working in both public and private university environments. In her role, Florence focuses on enhancing course design and instructional methods for faculty. She provides pedagogical support to faculty members, offering coaching and mentoring for creating online and blended courses. Flo has held various leadership and faculty development positions, consistently advocating for excellence through technology integration and curriculum enhancement. Florence shares her work globally on her research interests of inclusive excellence and the potential benefits of emerging technologies in teaching and learning.

[florence.williams@ucf.edu](mailto:florence.williams@ucf.edu) | [LinkedIn](#)

### Martha Hubertz, Ph. D.



Martha Hubertz is an associate lecturer of psychology at the University of Central Florida (UCF). She has a Ph.D. in social psychology from Florida Atlantic University and joined UCF in 2018. She teaches various courses in psychology and is also actively involved in mentoring students and conducting research in her field.

Martha Hubertz has received several awards for her teaching excellence and innovation. She won the Chuck D. Dziuban Award for Excellence in Online Teaching in 2020, the Rick Schell Award for Writing Across the Curriculum in 2019, and a Teaching Incentive Award in 2019.

[martha.hubertz@ucf.edu](mailto:martha.hubertz@ucf.edu) | [LinkedIn](#)

### Joseph Lloyd, Ed.D.



Joseph Lloyd is an instructional designer at the University of Central Florida's Center for Distributed Learning. Joseph earned a B.S. degree in Information Technology from the University of Cincinnati in 2003 and an M.Ed. in Curriculum and Instruction with a focus in Middle Childhood Mathematics, which he earned from UC in 2009 and an Ed.D. in 2024 from the University of Central Florida.

Prior to joining UCF, Joseph taught in both Volusia and Seminole County Public Schools for twelve years. He spent most of those years as an Educational Technology Facilitator, and he also taught 4th, 5th & 6th Grades Math & Science. His love of the blending of Education and Technology, especially in the STEM (Science, Technology, Engineering, and Mathematics) disciplines led him to UCF where he joined the team that specializes in personalized adaptive learning software and strategies. He also teaches in the School of Teacher Education focusing on Elementary Math Education. [joseph.lloyd@ucf.edu](mailto:joseph.lloyd@ucf.edu) | [LinkedIn](#)

Alisha Janowsky, Ph.D.



Alisha is the Associate Chair for Instruction and Students and the Undergraduate Program Director at the University of Central Florida. She is also a Senior Lecturer, teaching courses in general psychology, social psychology, and statistical methods.

Her passion for teaching and dedication to her students have earned her several awards, including the University Excellence in Undergraduate Teaching Award, College of Sciences Excellence in Undergraduate Teaching Award, Teaching Incentive Program Award, Chuck D. Dziuban Award for Excellence in Online Teaching, Housing and Residence Distinguished Faculty Award, and Student Accessibility Services Certificate of Recognition.

Currently, she serves as the Online Learning and Teaching Specialist for the Center of Distributed Learning.

## Useful links and References

- Al-Zahrani, A., & Alasmari, A. (2024). Ethical guidelines for AI in education: Ensuring fairness, accountability, and transparency. *Journal of Educational Technology*, 35(2), 123-145.
- Dolunay, E. (2024). Ethical issues arising from the use of AI in academia: Impact on emotional states and professional advancement. *AI and Education Journal*, 29(1), 45-67.
- Klarin, M. (2023). Professionalism as a solution for ethical AI development and operation. *Ethics in AI Review*, 18(3), 78-92.
- Khatri, P. (2023). Balancing benefits and ethical concerns of AI in higher education. *Journal of Higher Education Ethics*, 22(4), 201-219.
- Miao, L. (2023). Ethical dilemmas in AI for academic writing: A framework for peer review in nephrology academia. *Nephrology Academic Journal*, 15(2), 134-150.

## Registration regulation

Workshops will run as 'hybrid' events. Organizers are themselves expected to attend 'on-site', while participants will have the option to attend either 'on-site' or 'on-line'. The total number of participants per Workshop cannot be less than 8 or exceed 25.

Workshops are 'closed' events, i.e. only authors of accepted submissions for a Workshop will be able to register to attend the specific Workshop, complimentary with their Conference registration.