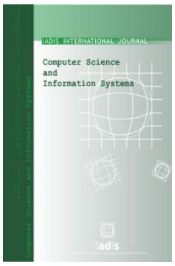
The **10th International Conference on Educational Technologies** was hosted in Madeira Island, Portugal during **1 – 3 March, 2025**.

This conference was organized by the International Association for Development of the Information Society (IADIS).

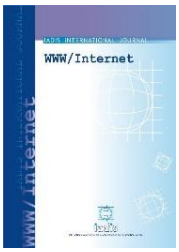
The International Conference on Educational Technologies 2025 (ICEduTech 2025) is the scientific conference addressing the real topics as seen by teachers, students, parents and school leaders. Scientists, professionals and institutional leaders are invited to be informed by experts, sharpen the understanding what education needs and how to achieve it. Topics for this conference were, among more specific areas: Education in Context, Education as Professional Field, Curricular Evolution, Learner Orientation, Integrating Educational Technologies and International Higher Education.

This edition was published jointly with the 21st edition of the International Conference on Mobile Learning (ML 2025). These events received 131 submissions from more than 23 countries. Each submission has been anonymously reviewed by an average of 4 independent reviewers, to ensure the final high standard of the accepted submissions. Out of the papers submitted, 24 received blind referee ratings that signified acceptability for publication as full papers (acceptance rate of 18%), while some other papers were published under the following categories: short and poster.

Extended versions of the best papers were selected to be published in:



- IADIS Journal on Computer Science and Information Systems (ISSN: 1646-3692)



- the IADIS International Journal on WWW/Internet (IJWI) (ISSN: 1645-7641)

In addition to the papers' presentations, the conferences also feature one keynote presentation by Professor Mike Sharples (Emeritus Professor of Educational Technology, Institute of Educational Technology, The Open University, United Kingdom). Furthermore, it is included a Talk by Christian Rudloff, Anna Kapsalis, Christiane Gesierich, Alexandra Efstathiades and José Miguel Rodrigues de Sousa and a Tutorial entitled "AI-Generated Rubrics: Enhancing Assessment in Higher Education" by Anne Jantos, Dresden University of Technology, Germany.

Keynote Presentation:

SOCIAL LEARNING WITH GENERATIVE AI
By Professor Mike Sharples, Emeritus Professor of Educational Technology, Institute of Educational Technology, The Open University, UK

Special Talk:

STEP FORWARD WITH FOOTT PRINTTS: YOUR COMPANION IN TEACHER TRAINING

By Christian Rudloff, PH Wien, Austria, Anna Kapsalis, Bezirksregierung Arnsberg, Germany, Christiane Gesierich, PH Wien, Austria, Alexandra Efstathiades, PH Wien, Austria and José Miguel Rodrigues de Sousa, DTIM, Portugal

Abstract: FOOTT PRINTTS, standing for 'Focus on Teacher Training - Practical Guidelines for In-Service Teacher Trainers', is an EU-funded Erasmus+ cooperation partnership with seven countries focussing on teacher training across Europe. The Arnsberg District Government brings together teacher training institutions and organisations to establish a holistic quality approach to national and international continuous professional development (CPD). With global issues like teacher shortages and teacher dropouts, the importance of in-service teacher training has become increasingly prominent.

We focus on in-service teacher trainers and the organisational structure of teacher training to combine research-based results and practical needs in CPD. Our goal is to ensure international understanding and agreement on quality standards for teacher CPD. This includes the identification of proven methods and structures, the development of a comprehensive and easily accessible guidance framework concentrating on practical implementation, and the exchange of successful strategies.
Therefore, we consider the following key milestones:
1. Theory and Literature Review: Establishment of hypotheses and indicators for quantitative analysis.
2. Sequential Mixed Methods Data Collection: Quantitative and qualitative data collection in all participating countries.
3. Framework: Development of a guidance framework for teacher trainers based on the research.
4. Practical Guidelines: Interactive, adaptable, and ready-to-use input within the framework modules for teacher training.
5. Peer Learning and Networking: Conferences and other events to peer review, disseminate, and further develop the tool to ensure sustainability.
This process ensures applicability in diverse contexts across participating countries. We are also supported by pan-European education associations and the European Commission in order to create an interactive platform that not only offers support to teacher trainers, but also provides guidance on how to improve the quality of teacher training. With the initiation of a network for teacher trainers, we also promote peer-to-peer learning and therefore support the development of key competences for teacher trainers across Europe.

Tutorial:

AI-GENERATED RUBRICS: ENHANCING ASSESSMENT IN HIGHER EDUCATION

By Anne Jantos, Dresden University of Technology, Dresden, Germany

Abstract: A rubric matrix is a structured framework that defines performance criteria for assessments, providing clear expectations for learners and evaluators. It facilitates transparent grading, meaningful feedback, and consistency in evaluation processes. In digital and mobile learning environments, rubrics play a crucial role in enabling scalable, autonomous, transparent and interactive assessment methods, including self-assessment, peer feedback, and instructor-led evaluation. This interactive 90-minute tutorial introduces educators to rubric matrices and the transformative potential large language models (LLMs). The rise of mobile learning has amplified the need for adaptive and scalable assessment solutions. With students engaging in learning across multiple platforms and contexts, traditional assessment methods often fail to provide timely and personalized feedback since this flexibility also presents challenges. Without direct interaction with educators or peers, learners may struggle to reflect and self-regulate their progress without prompt feedback. Mobile learning encourages multimodal assignments such as videos, podcasts, blog posts, short films, presentations, discussions, essays, reflection texts, and even social media posts. However, grading these diverse formats consistently is a challenge for educators. By leveraging AI-generated rubrics, educators can easily create clear, structured, and adaptable evaluation criteria for a wide range of learning activities. Instead of generic grading, rubric-guided feedback supports reflection, self-improvement, and deeper engagement with learning materials. GenAI tools like ChatGPT and Claude can generate customized rubrics based on

educator-defined quality criteria, ensuring that assignments – regardless of format – are evaluated fairly and systematically.

This tutorial is particularly relevant at M-Learn, as mobile learning environments demand flexible, technology-enhanced solutions that can support self-regulated learning, peer interaction, and structured feedback. This session will provide hands-on experience in using GenAI to design assessment frameworks suited for mobile education. This tutorial is designed for educators, instructional designers, and EdTech professionals who are exploring AI-supported teaching and assessment for mobile and digital learning.

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