



Invitation to the digital symposium

Digitality in Contexts of AI and Heterogeneity
– Perspectives and Insights into the Potentials and Challenges
of using Digital Media and Technologies in Primary Education

05.12.2025, 15- 19 Uhr

<https://zentrum-fuer-medienbildung.de/digihet/>

Call for Abstracts

An initiative of the
[Center for Media Education](#) at the
University of Education Schwäbisch Gmünd
and the FuN-Programme [„Heterogenität gestalten“](#)

Deadline for submission of abstracts: 30.04.2025

Organisation committee:

JProf. Dr. Taha Ertuğrul Kuzu
JProf. Dr. Anja Kürzinger
Prof. Dr. Thomas Irion

1. Rationale for the Conference

Digital media play an increasingly important role in the lives and school realities of learners and teachers in primary schools. Competencies in dealing with digital media in primary schools are not limited to knowledge about using apps and devices. They also encompass the development of *critical reflection skills* regarding the responsible use of devices and apps in digital spaces (e.g., on the internet), the *analysis* of fundamental functional principles and structures in the digital realm (e.g., basic informatics knowledge), and the *creation* of digital content and media such as podcasts or videos. This enables *participation* in political, cultural, and economic decision-making processes in society (cf. Irion, Peschel & Schmeinck, 2023, “Grundschule und Digitalität”).

The use of digital media also influences how we perceive and interpret the world, as digitality creates new spaces of possibility. An example from the school context is the digital number line: endlessly zooming into the spaces between numbers becomes perceptible through the highly dynamic interaction with digital tools and influences learners' conceptual understanding. Similarly, deep fakes and virtual reality experiences – even without real-world foundations – allow digital experiences such as walking on the moon. Digitality spans social media platforms, living rooms, and classrooms alike. At the same time, competencies for dealing with digital media cannot be viewed in isolation. They are deeply intertwined with aspects of heterogeneity and interactionist perspectives. For example, creative processes can be realized within multilingual interactions (e.g., using AI as a “language buddy” in small multilingual groups), tapping into the potential of multilingual thinking and understanding processes to make learning more inclusive in linguistic terms. Today, there are numerous AI-based apps and tools that facilitate (multilingual) comprehension, text, and image production processes for learners and teachers. However, this also creates ongoing needs for evaluation and reflection. Both learners and teachers must learn a reflective and resourceful approach to digital media and new technologies to facilitate the digital support of teaching and learning processes in heterogeneous settings. Additionally, the issue of the *digital divide* must be addressed: how can the development of digital competencies among socially disadvantaged learners be supported to ensure inclusion? In this context, it is essential to analyze the effects of digitalization on exclusion processes and social inequalities in the education system.

Despite the high relevance of heterogeneity-related aspects for learning processes (e.g., multilingualism or social disadvantage), there is still a lack of sufficient empirical insights and didactic concepts in this area. The potential, however, is vast: generative AI, such as ChatGPT, can translate and generate spoken or written texts in various languages—be it task instructions from teachers or responses from learners—or give impulses for planning inclusive lessons aligned with Universal Design for Learning principles. Key questions include:

- How can individual prior experiences and abilities be *inclusively integrated* through the use of the latest technologies?
- How can new technologies in the context of digital media be *meaningfully intertwined with teaching and learning processes*?
- How can teaching and learning scenarios be designed to specifically *promote competencies related to digitality (including AI competency)*?

All researchers and educators exploring this thematic complex and investigating their own teaching practices are invited to contribute. Submissions from basic research, as well as

practice-oriented development research from educational and school practice and subject-specific didactics, are welcome.

Example topics include:

- Use of digital media in primary schools in the context of the heterogeneity dimension “language” (e.g., for language support and activating multilingualism)
- Use of digital media in primary schools in the context of the heterogeneity dimension “socio-economic background” (e.g., to support socially disadvantaged learners)
- Use of digital media in primary schools in the context of the heterogeneity dimension “gender” (e.g., addressing inequalities between boys and girls in the use of digital media)
- Heterogeneity, digitality, and future skills (e.g., promoting AI competencies in the aforementioned and other heterogeneity contexts)
- Development of space concepts such as makerspaces or creatorspaces to foster future skills
- Supporting subject-specific understanding through digital media (e.g., fostering mathematical or linguistic competencies through the creation of learner-produced explanatory videos)
- Etc.

2. Type of Contributions, Review Process, and Submission Guidelines

The conference and the accompanying edited volume aim to showcase national and international, interdisciplinary perspectives on the thematic complex outlined in Section 1. These contributions are intended to stimulate discussions and will subsequently be disseminated in the form of a peer-reviewed edited volume.

All submissions will be reviewed for their content, coherence, and quality by a thematic committee, ensuring alignment with the rationale and the focus of the conference. The primary goal of the conference is to foster a scholarly and research-based exchange, which both highlights the current state of research and enables synergies and syntheses.

We warmly invite you to contribute to the conference with your own submission in the form of a digital presentation (20 minutes of presentation and 10 minutes of discussion) in line with the thematic framework outlined in Section 1.

3. Overview of Submission Deadlines

- Submission of one or more abstracts by April 30, 2025 via email to taha.kuzu@ph-gmuend.de, anja.kuerziger@ph-gmuend.de, and thomas.irion@ph-gmuend.de
 - Abstract length: up to 2,500 characters including spaces (excluding references)
 - Please include keywords (approximately three to four)
 - Possible languages for the abstract, presentation, and article: German or English
- Notification of acceptance by May 30, 2025
- Distribution of the conference program and conference link on October 30, 2025
- Conference date: December 5, 2025 (3:00–7:00 PM)

- Publication of an edited volume is planned for mid-2027 with Waxmann Verlag. Further details regarding the publication will be announced after the conference.

We look forward to your ideas and suggestions!
Taha Kuzu, Anja Kürziger & Thomas Irion