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Seamless Learning Conference 2025:
"Molding minds - Melding modes"

WU Vienna University of Economics and Business
16/17 October 2025

Event aviso and Call for contributions

WU Vienna is happily inviting all interested practitioners, policy makers and scholars to its 2025 Seamless Learning Conference. These annual events bridge discourses, disciplines and perspectives on current issues in higher education teaching and learning, aiming for a learning experience that is as seamless as possible.

The 2025 edition focuses on student experience and learning effectiveness – and their multifaceted relationship with groundbreaking educational technologies, most notably artificial intelligence and extended reality environments. The conference explores how these technologies are reshaping higher education and aims to promote dialogue for more seamless, engaging, and future-oriented teaching and learning.

This year's conference welcomes contributions that critically explore the intersection of AI and assessment, the integration of XR and AI in teaching and learning, and experiential and immersive learning formats and environments.

The conference will take place on 16-17 October, lunch to lunch, at WU Vienna University of Economics and Business.

Call for Contributions

The organisers are looking for contributions at the conference that build on professional experience, projects or research that are linked to one of the three conference tracks (see below).

We welcome two types of submissions:

Type 1: Research-led submissions that either build on the author's own research or synthesize parts of the current discourse in the form of an analytical literature review.

Type 2: Practice-oriented contributions linked to specific institutional or supra-institutional projects and initiatives with the potential to inspire other institutions.

Format requirements:

**PROGRAMMMANAGEMENT & LEHR-
/LERNSUPPORT**
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- Each submission should be between 800 and 1.000 words long, excluding lists of references and information on the authors.

- The proposal should clearly identify the question and/or problem it addresses and how it relates to the theme of the conference/a specific track:

  o What are the 2-3 most important lessons learned/take aways?
  o Which (research) activities led to these conclusions?
  o What are the implications for teaching & learning in higher education, including policy implications?

- The proposal should clearly indicate all authors and their home institutions, with a brief bio note (max. 100 words) per author. The corresponding author needs to be identified, including his/her contact information.

Proposals should be submitted in a MS Word Format to seamlesslearningcon@wu.ac.at until **23 August 2025**. The programme committee will review the proposals and inform authors about the outcome until 15 September.

Tracks

Track 1: Assessing AI/AI Assessing

This track explores the challenges and opportunities arising from AI with regard to student assessment: how it changes the way we need to assess in order to be able to evaluate the intended learning outcomes, rather than learner's AI proficiency; but also, how it changes the scope of possibilities we have to conduct our assessments in a meaningful way.

Areas of primary interest:

- How can we ensure "academic integrity" as a key value in our educational operations?
- How can different types of assessment - ranging from in-person formats to innovative AI-supported formative methods - be combined to evaluate student learning effectively and fairly?
- How can a greater focus on the learning process rather than the final product help ensure meaningful assessment in the age of generative AI?
- How can gen AI be used to support assessment design, feedback, formative assessment, or personalized learning pathways?
- How can we balance the need for AI-safe assessments with the need for assessing higher-order thinking skills?
- How can students be actively involved in shaping responsible and transparent assessment practices?

Track 2: Learning across different "realities"

This track emphasises the growing importance of engaging students in immersive learning scenarios – and the role advanced technologies can play in creating an atmosphere that challenges learners to "stay in the moment" and help them prepare for "real life scenarios".

Areas of primary interest:

- How can simulations and immersive learning scenarios support learners' skills development in a meaningful and efficient manner?

- How can complex simulations and real-life challenges be created in a sustainable and adaptive manner?
- How does learning in immersive environments affect students' motivation, and in what ways might this influence their engagement and learning process?
- What are the benefits and challenges of assessing competences in XR environments (e.g. role-plays, team-based tasks etc.)?
- How can AI assist in developing tailormade learning scenarios (game development, enriching 360° scenarios, simulation of processes…)
- Which design principles support meaningful and immersive experiential learning in XR environments?

Track 3: AI Skills Deficit/AI Skills Development

The rapid rise of AI in society and education has revealed a significant skills gap - not only among students, but also among educators. While several competence frameworks define what AI literacy entails, practical and scalable approaches to developing these skills across disciplines remain limited. This track explores how AI competences can be meaningfully fostered in higher education - for both learners and teachers.

Areas of primary interest:

- What approaches support students in developing AI literacy, regardless of their discipline or prior knowledge?
- How can educators be supported in building their own AI literacy and in confidently integrating AI into their teaching?
- What are effective and scalable models for supporting faculty in teaching with and about AI?
- How can students be meaningfully involved in helping to develop their peers' AI literacy?
- How can institutions deal with the diversity in inclination, prior knowledge and technological adeptness among their students as well as teachers?