







MAURITIUS INSTITUTE OF EDUCATION

MIE EDUCATION RESEARCH CONFERENCE 2027

CALL FOR PAPERS

Theme | Reframing Teacher Education: Digital Transformation, Human-Centred Education and Sustainable Futures

19-21 May 2027 | Mauritius Institute of Education, Mauritius | Hybrid

The Mauritius Institute of Education (MIE) is pleased to announce the MIE Education Research Conference 2027, to be held in hybrid mode from 19 to 21 May 2027

Teacher education is being reshaped by profound technological, social, cultural and environmental changes. Rapid developments in artificial intelligence and digital technologies are transforming how knowledge is accessed, created and communicated, while raising important questions about pedagogy, assessment, professional agency, ethics and academic integrity. At the same time, education systems are called upon to remain attentive to the human dimensions of teaching and learning, including inclusion, equity, identity, wellbeing, culture and relationships. Growing environmental pressures and wider societal changes further require educators and institutions to consider how education can contribute to more resilient, equitable and sustainable futures.

Against this backdrop, the MIE Education Research Conference 2027 invites researchers, academics, educators, postgraduate students, policymakers and other education professionals to engage critically with the theme:

Reframing Teacher Education: Digital Transformation, Human-Centred Education and Sustainable Futures

The conference seeks to provide a space for sharing research, interrogating established assumptions, exploring emerging practices and strengthening dialogue across educational research, teacher education and curriculum development. It particularly welcomes work that examines how teacher education can respond thoughtfully and responsibly to contemporary change while remaining attentive to educational purpose, context and the needs of learners, educators and communities.

The Conference particularly welcomes research that is attentive to context and place, and that considers how locally grounded knowledge and practice can inform and enrich teacher education, curriculum and educational change in Mauritius, across island and Global South contexts, and within wider international conversations.

The Conference is pleased to welcome as keynote speakers **Professor Alan Reid, Monash University, Australia**, and **Professor Karen Ferreira-Meyers, University of Eswatini, Eswatini**. Their complementary scholarly perspectives will enrich conversations around the Conference theme, bringing international and Global South insights into dialogue.

Sub-themes

Contributions may address one or more of the following sub-themes.

A. Digital Transformation

1. **AI, Digital Pedagogy and Teacher Agency**
   Indicative areas may include generative AI; responsible and ethical uses of AI; AI-supported teaching and learning; personalised learning; digitally mediated pedagogies; teacher-AI collaboration; human agency; and changing teacher roles in technology-rich environments.
2. **Digital, Media and AI Literacies**
   Indicative areas may include digital and AI literacy; media and information literacy; misinformation and synthetic content; critical thinking; digital citizenship; authorship; source evaluation; and critical engagement with digital knowledge and information.
3. **Curriculum, Assessment and Academic Integrity in the Digital Age**
   Indicative areas may include curriculum redesign; authentic and AI-aware assessment; personalised feedback; competency-based approaches; academic integrity; authorship; assessment innovation; and quality assurance in digitally mediated education.

B. Human-Centred Education

4. **Inclusion, Equity and Learner Wellbeing**
   Indicative areas may include inclusive and special education; differentiated teaching; equity and access; learner diversity; belonging; psychosocial wellbeing; digital divides; and the creation of supportive learning environments.
5. **Language, Culture and Responsive Pedagogies**
   Indicative areas may include multilingual education; culturally responsive and sustaining pedagogies; learner voice and agency; identity; local and indigenous knowledge; language and learning; and culturally and linguistically diverse educational contexts.
6. **Teacher Learning, Identity and Professional Growth**
   Indicative areas may include initial teacher education; continuing professional learning; teacher and teacher-educator development; professional identity and agency; practicum; mentoring; communities of practice; teacher wellbeing; and professional leadership.

C. Sustainable Futures

7. **Education for Sustainability, Climate Action and Resilience**
   Indicative areas may include education for sustainable development; climate education; environmental and ocean literacy; disaster preparedness; resilience; sustainable communities; and educational responses within small-island and climate-vulnerable contexts.
8. **Curriculum and Capabilities for Sustainable Futures**
   Indicative areas may include STEM, language and arts education; interdisciplinary learning; creativity; critical thinking; future capabilities; lifelong learning; curriculum innovation; and preparing learners for changing social, economic and environmental realities.
9. **Research, Policy and Practice for Sustainable Educational Change**
   Indicative areas may include practitioner research; research-practice partnerships; evidence-informed policy and practice; educational innovation; knowledge mobilisation; scaling and sustaining change; system improvement; and educational research impact.

Interconnections across themes

The conference recognises that contemporary educational challenges do not fall neatly within discrete categories. The sub-themes are therefore intended as interconnected areas of inquiry rather than fixed boundaries. Contributions that engage across two or more sub-themes are welcomed. The indicative areas listed under each sub-theme are similarly intended to provide guidance rather than an exhaustive or restrictive list of topics.

Abstract Submission and Review

Prospective contributors are invited to submit a 250 to 300-word abstract aligned with one or more of the conference sub-themes. The abstract should clearly communicate the focus and rationale of the proposed paper and its relevance to the selected sub-theme(s):

- the focus and rationale of the study or scholarly inquiry;
- the relevant theoretical or conceptual framework/ perspective;
- the methodology or approach, where applicable;
- the key or anticipated findings and/or contribution to educational research, policy or practice.

Abstracts should also include 3-5 keywords and clearly indicate the sub-theme(s) to which the proposed contribution relates.

Abstracts should be submitted via Manuscript Manager with the following options:

- Oral presentation
- Poster presentation
- Rountable presentation

The submission link is: https://mieerc.manuscriptmanager.net

Abstracts will be reviewed by the Conference review committee. Prospective presenters will be notified of the outcome of the review. Where revisions are requested, a revised abstract should be submitted by the revision deadline indicated below.

Presentation Format

The Conference will be conducted in hybrid mode, allowing participation both onsite and online.

Authors of accepted abstracts will be invited to present their work at the Conference. Presentations will be allocated 10 minutes for presentation and 5 minutes for discussion/questions.

Further information on other formats will be posted on the MIE website.

Key Dates

Call for Papers opens	26 October 2026
Abstract submission deadline	04 December 2026
Notification of abstract review out-come	18 January 2027

Revised abstract submission deadline (where applicable)	01 February 2027
Registration deadline	16 April 2027
Conference	19-21 May 2027
Special Issue manuscript submission deadline	23 July 2027
Outcome of manuscript double-blind peer review	03 September 2027
Revised manuscript submission deadline (where applicable)	24 September 2027

Registration

Researchers, academics, educators, postgraduate students, policymakers and other education professionals are encouraged to participate in the conference.

To facilitate the necessary logistical arrangements and ensure accurate attendance, we kindly request that all those who wish to participate register in advance using the following link:
https://docs.google.com/forms/d/1tos3RqeoJbtmMJZ2ZYfX4XQbUY5aO8uicUQ6kZ1Zgtc/edit

Publication Opportunity: Special Issue of the MIE Journal of Education

After the Conference, presenters who wish to be considered for publication may submit a full manuscript for a Special Issue of the MIE Journal of Education by 23 July 2027. Submission is optional and separate from acceptance to present at the Conference.

Manuscript types and indicative word ranges (excluding the reference list):

- Original research / empirical research articles (3,000-8,000 words)
- Theoretical / conceptual articles (5,000-8,000 words)
- Review articles (5,000-9,000 words)
- Methodology articles (3,000-6,000 words)

Manuscripts should follow the formatting and referencing requirements and prescribed manuscript template, and be submitted via Manuscript Manager.

All manuscripts will undergo the MIE Journal of Education's double-blind peer-review process. Acceptance of an abstract for conference presentation does not guarantee manuscript acceptance for publication.

Further Information

For enquiries, please contact the Conference Secretariat of the Research Unit, Mauritius Institute of Education at ERC2027@mie.ac.mu.