

TICEMED International Association

***University of Cyprus, Department of French and European
Studies***

Call for Papers



**Literacies and co-agency with digital technologies in education:
speaking, reading, writing, learning, teaching**

TICEMED 15 Conference

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In just a few years, the role assigned to artificial intelligence (AI) systems in human activity has changed: initially called upon to produce responses, they can now be used to search, select, produce, plan and carry out sequences of operations in pursuit of a given objective. This development can be described in three stages, which overlap rather than simply follow one another. The first corresponds to the widespread adoption of conversational agents based on large language models (LLMs), capable of producing content and participating in diverse interactions, particularly in educational environments (El Bahlouli, 2024). In a second stage, these systems integrate external tools that enable them to search the web, consult information resources or execute code. A third stage corresponds to the development of so-called 'agentic' systems, capable, starting from a given objective, of organizing and carrying out several operations, mobilizing different tools, and adjusting their activity in response to the results obtained. These configurations coexist today and broaden the range of operations that can be delegated to AI systems.

This development invites us to examine how action is distributed between human actors and technical systems. Research on human agency allows us to understand it as the capacity of an individual to exercise intentional control over their actions and to influence their environment (Jézégou, 2014, 2022). However, the emergence of systems capable of performing certain operations previously undertaken by their users changes the conditions under which this agency is exercised. In educational settings, uses of generative artificial intelligence (GenAI) already extend beyond content production and can play a role in organising work, constructing knowledge and supporting learning (Allaire, 2025; Gallié & Paitel, 2025). Defining an objective, delegating a task, selecting resources, evaluating a proposal or deciding whether to use it may thus be distributed differently over the course of an activity.

We propose the term 'co-agency' to describe these configurations. Used here as an analytical proposition, this concept draws on an understanding of human agency based on intentional control over action (Jézégou, 2014, 2022), while also incorporating the fact that activity can be distributed among individuals, artifacts, and the environment (Hutchins, 1995). However, the growing participation of AI systems in cognitive, discursive and decision-making operations raises questions about the status of their contribution: a technical system can participate in an activity and influence its direction without possessing the intentionality and responsibility that characterise human action (Latour, 2005; Hof, 2021). We therefore understand co-agency as a sociotechnical configuration in which activity is constructed through the interaction between human actors and algorithmic systems, with varying distributions of initiatives, operations and control. Analysing co-agency involves examining who defines the objectives, what is delegated, who controls and validates operations, and how responsibility for the resulting outputs is established (Hof, 2021).

In the field of education, these transformations directly concern digital literacies, understood as situated social practices of reading, writing, interpreting, communicating and producing content for learning and/or teaching within sociotechnical environments. Generative AI and agentic systems are changing some of the conditions under which these practices take place. Writing may involve having a text generated, reformulated, translated or reorganised. Searching for information may entail delegating part of its selection and synthesis, while content production may combine varying degrees of human and algorithmic involvement. In higher education, such uses already extend to information retrieval, organising work, content

production and certain learning tasks (Allaire, 2025; Decamps & Zanichelli, 2025). The use of generative AI in research also raises questions about research, analysis and writing practices and, with them, contemporary forms of information literacy (Chiriac, 2025). Speaking, writing and learning, as well as teaching and supporting learning, thus involve new forms of mediation and distribution of activity (Ben Amor, 2026).

The relationship between literacy and co-agency therefore reframes the question of the skills required. Interacting with AI systems calls for the ability to identify what is being delegated to them, understand the conditions under which content is produced, compare that content with other sources, assess its relevance and regain control of the activity when necessary. AI literacy therefore combines technical proficiency with an understanding of these systems, evaluation of their outputs and consideration of the ethical dimensions of their use (Villeneuve & Dessureault, 2025). These capacities to guide, evaluate, and regulate activity can be likened to critical action, understood as a dynamic process that is simultaneously cognitive, metacognitive, and dispositional (Cabana, Lez & Piché, 2026). Critical literacy and co-agency thus converge on a shared question: under what conditions can actors maintain or develop their capacity to act when cognitive, discursive and informational operations are delegated to AI systems (Pascal & Herrera-Aguilar, 2026)?

This question also raises the issue of control. The actual capacity to exercise control must be distinguished from users' perceived sense of control (Pagliari, 2023). A conversational interface may give users the impression that they are directing an activity, even though the processes of generation, selection and ranking that produce responses remain largely inaccessible. Studying co-agency therefore involves examining the conditions under which actors can genuinely understand, evaluate and regulate the activity undertaken with these systems.

Finally, this question also concerns the power relations embedded in digital systems. Technical architectures, data models, interfaces and design choices shape users' scope for action. AI systems may reproduce or amplify cultural, linguistic, social or gender-related biases and contribute to the standardisation of certain forms of expression or knowledge. Access to tools guarantees neither proficiency in their use nor the ability to identify their biases and limitations (Gallié & Paitel, 2025). These capacities are themselves socially distributed: in higher education, differences in the adoption of generative AI emerge particularly across fields of study, gender and level of education (Decamps & Zanichelli, 2025). An analysis of co-agency must therefore take account of inequalities in access to resources and skills, as well as the relations of authority and legitimacy that shape the production and circulation of knowledge.

These transformations directly affect educational contexts. Learning is understood here from a perspective that includes teaching, training, learning support and mediation practices. AI systems may change the roles of learners and teachers, forms of support, and approaches to producing and assessing knowledge (Allaire, 2025; Gallié & Paitel, 2025; Trestini & Zeyringer, 2026). They invite us to examine the conditions under which their use increases, maintains or reduces actors' capacity to define their objectives, understand their activity, exercise judgement and take responsibility for the outputs to which they contribute.

The 15th TICEMED conference therefore invites contributions examining the relationships between literacies and co-agency through practices of speaking, writing, learning and teaching in environments where humans and technical systems participate in carrying out activities in different ways. Contributions may address formal educational contexts, vocational training or informal practices.

Particular attention will be paid to research that empirically observes this distribution of activity: delegated operations; forms of control and ways of regaining control; traces of interactions; transformations in language and writing practices; construction and circulation of knowledge; and learning and teaching processes. Contributions may also discuss theoretical, epistemological and methodological frameworks (Petit, 2021) through which these configurations can be understood without presupposing the nature or degree of agency attributable to technical systems. The aim is to examine concrete forms of co-agency, the conditions in which they emerge and their implications for contemporary literacies and educational practices.

Possible thematic areas:

1. Epistemologies and methodologies for studying digital literacies in the age of AI

- What methodologies can be used to capture the interplay between discursive, technical and social dimensions of speaking, writing and learning practices? How can these methodologies bring together literacy and co-agency?
- How can we analyse potential biases embedded in AI (cultural, linguistic, gender-related, etc.) and their effects on language, writing and learning practices?
- Which digital traces can be collected, and how can they be analysed to investigate the associated learning processes?

2. Reconfiguring relationships to knowledge

- What types of knowledge are mobilised when interacting or acting with AI, and what status is attributed to them?
- How can we characterise emerging discourse genres, such as prompts, dialogues with conversational agents, hybrid human–AI texts, assisted writing and multimodal productions?
- How are AI systems transforming the ways in which knowledge is formulated, verbalised, written, transmitted and constructed?

3. Critical digital literacies and platform power: co-agency between humans and machines

- What forms of agency (human, algorithmic) are at work, and how can they be characterised?
- What forms of critical literacy should be developed to address algorithms and existing biases in digital tools and platforms used for learning and teaching?
- How do platform architectures influence the visibility, legitimacy and circulation of knowledge, and how can these processes be managed?

4. Reconfiguring educational practices in the age of AI: literacies, learning and pedagogies

- What new forms of literacy are emerging from learners' and teachers' formal and/or informal practices involving AI?
- What literacy skills should be developed to interact effectively with digital agents, and how can they be assessed?
- How is AI reconfiguring forms of school and university education across different disciplines?

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Guidelines for authors

General epistemological orientation:

Although concise and focused theoretical reflections will be considered, TICEMED conferences generally prioritise the publication of ongoing research with a strong empirical basis. Proposals must clearly identify their conceptual frameworks and methodologies and present the results obtained so that the Scientific Committee can evaluate them.

Submission and working languages:

- An anonymised presentation proposal: an abstract (2,500 characters, excluding references), in French or English;
- A full paper for the online conference proceedings (15,000 characters; proceedings with ISBN): in French or English, with two abstracts (one in French and one in English) and, optionally, a third abstract in the author's native language, following the instructions provided to authors upon acceptance;
- An oral presentation (20 minutes followed by 10 minutes of discussion): in French or English, with visual materials in French or English, in accordance with the instructions provided upon final acceptance;
- A selection of papers (30,000–40,000 characters) will be published in indexed or otherwise recognised French- and English-language academic journals.

Selection procedure for presentation proposals:

Double-blind review by the conference scientific committee.

All submitted texts must be anonymised, particularly by replacing self-citations with the generic term “author”.

Texts must be submitted in Word format (.doc or .docx).

Important dates:

- 16 November 2026: Deadline for submission of abstracts (2,500 characters, excluding references) to ticemed15-abstracts@univ-tln.fr. Abstracts should specify the research problem, theoretical framework, methodology and proposed research setting or corpus.
- 16 December 2026: Notification of decisions on submitted abstracts.
- 15 March 2027: Submission of full papers (15,000 characters) via a platform whose details will be provided later.
- 15 April 2027: Feedback on full papers sent to authors; any requested revisions must be returned by 18 May 2027 so that the pre-conference proceedings can be made available online during the conference.
- 2–4 June 2027: TICEMED 15 Conference, University of Cyprus, Nicosia, Cyprus.
- 6 July 2027: Submission of the final paper for publication in the online proceedings (with ISBN; 15,000 characters).

- End of September 2027: Instructions sent to authors concerning publication in the selected indexed or otherwise recognised French- and English-language journals, with special issues scheduled for 2028.

For technical difficulties, please contact ticemed15@univ-tln.fr.

Further information will be made available progressively on the conference website:
<https://www.ticemed.eu/>

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