

Education Festival 2026

Shaping Education Through Vision, Values and Voices

Guide to poster submission and peer reviewing

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1. Introduction to this guide

The purpose of this guide is to provide practical information regarding the submission of posters and the peer review procedure for the Education Festival 2026 organized by the Teaching Academy Groningen (TAG) and the University of Groningen (UG). As such, the information provided in this guide is targeted towards both the authors and the reviewers of the Education Festival.

The publishing of scholarly work has a rich and storied history that spans centuries. From the early days of academic societies to the advent of scholarly journals and, more recently, digital platforms, the dissemination of knowledge has undergone transformative changes. Today, academic publishing not only serves as a repository of human understanding but also plays a crucial role in advancing research, fostering innovation, and connecting scholars worldwide.

Peer review - the evaluation of scholarly work by individuals with similar competencies as the producers of the work - has been used as a method of ensuring quality for more than 300 years. It is safe to say that peer review is a critical element of scholarly publication and one of the major cornerstones of the academic process. Peer review serves two key functions:

- Aids in the evaluation and selection of scholarly work for publication, ensuring that the best work is taken forward
- Provides suggestions for improvement of the work that undergoes review, raising the general quality of published scholarly works

Ideally, this process encourages authors to meet the proposed standards and in turn reduces the dissemination of low quality or irrelevant works.

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Before closing this short introduction we would like to thank you for the effort and expertise that you contribute with publishing your work and reviewing, without which it would be impossible to maintain the high standards of the Education Festival.

The Education Festival 2026 Committee

2. Theme, poster topics, and timeline

The 2026 Education Festival is centered around three key ideas: Vision, Values, Voices. These concepts reflect the foundation of our educational community and our shared commitment to shaping the future of learning. As the University of Groningen prepares for its new institutional plan, this year's festival invites us to explore how our collective **Vision**, **Values**, and **Voices** come together to create a meaningful and lasting impact in education.

Exploring Vision

Vision is what guides us forward. It allows us to imagine what education can become and to align our teaching with a shared sense of purpose. During the festival, we will explore how a clear and forward-looking vision helps us innovate, adapt, and prepare students for a changing world. By reflecting on our long-term goals, we can strengthen our collective understanding of what it means to educate for the future.

Embracing Values

Values are central to every learning experience. They influence how we teach, how we learn, and how we connect with others. The festival will explore shared values like inclusivity, well-being, and curiosity, and their role in shaping a meaningful educational culture. Together, we will consider how these principles can inspire new ways of teaching and learning, and help us foster a positive and equitable academic community.

Amplifying Voices

Education thrives on the exchange of ideas. Every voice, students, teachers, researchers, and partners, contributes to shaping our educational landscape. This year's festival celebrates these diverse voices, encouraging dialogue, collaboration, and co-creation. By listening to and learning from one another, we can build a more connected and resilient academic community.

The Education Festival 2026 at the University of Groningen promises to be a transformative experience for everyone involved in teaching at the University. The programme will be developed in close collaboration with faculties and teachers. Additionally, to allow a wide-range of ideas to be shared and discussed, we are organising onsite poster sessions, where presenters and anyone interested can meet and discuss educational topics presented in the posters. This ensures the representation of the diversity in our academic community. As teachers come together to share their experiences, insights, and innovations, the festival will serve as a vibrant space for exchanging ideas, fostering collaboration, and nurturing professional growth. We believe that by uniting educators from different disciplines and backgrounds, we can collectively reimagine the future of teaching and learning. Whether you are presenting a poster, attending a workshop, or simply engaging in conversation with colleagues, your contributions will play a vital role in shaping the success of this event.

Poster topics

Two different poster lines will be accepted and presented in the Education Festival 2026: educational research posters and good practice posters.

All university teachers are invited to submit contributions from case studies, success stories, preliminary findings of research projects, and innovative ideas on topics related to inspiration, interaction, and impact in education. We encourage contributions that explore creative teaching approaches, ways to foster active student participation, and methods for achieving meaningful outcomes in higher education.

Potential topics for the posters could include, but are not limited to:

- Creative Teaching Approaches to Spark Curiosity
- Storytelling as a Teaching Tool in Higher Education
- The Role of Mentorship in Inspiring Lifelong Learning
- Using Gamification to Enhance Student Motivation
- Incorporating the Arts to Stimulate Critical Thinking
- Open Educational Resources (OER) for Inclusive and Creative Learning
- Active Learning Strategies for Engaging Students
- Enhancing Learning Through Interdisciplinary Projects
- Creating Learning Communities to Foster Collaboration
- Virtual Exchange Programs for International Collaboration
- Strategies for Encouraging Critical Dialogue in the Classroom
- How Education Can Drive Social Change and Equity
- Developing Student Resilience through Challenge-Based Learning
- The Role of Higher Education in Addressing Global Challenges (e.g., Climate Change, Social Justice)
- Impact of Artificial Intelligence on Student Learning and Career Development
- Teaching for Sustainable Development Goals (SDGs) in Higher Education
- Preparing Students for the Future of Work through Problem-Solving and Critical Thinking Skills
- The Role of Diversity and Inclusion in Creating Impactful Educational Experiences

Timeline

Date	Event
25 November 2025	Call for contributions is published
49 December 2025 Extended deadline Saturday 10 January	Deadline for poster proposals (title+abstract)
Tuesday 6 January 2026, 12:00-13:00	Preparing your poster for submission: online session for poster authors

Thursday 15 January 2026, 12:00-13:00	Preparing your poster for submission: online session for poster authors
31 January 2026	Deadline for submission of the digital poster for review
Tuesday 3 February 2026, 12:00-13:00	Providing constructive feedback: online session for reviewers
Thursday 5 February 2026, 12:00-13:00	Providing constructive feedback: online session for reviewers
1 - 20 February 2026	Review of the digital posters by the reviewers
20 - 28 February 2026	Authors make amendments and respond to reviewers
28 February 2026	Deadline for submission of the final version of the digital poster
23-25 March 2026	Education Festival 2026

Please note that **printing and hanging of the posters** will be organized by the committee to ensure uniformity and convenience for all participants. You only need to submit your poster digital file by the specified deadline, and we will take care of the rest.

3. Peer review procedure

In line with the broader scope of the Education Festival 2026, a partially open peer review process will be implemented as a way to strengthen the collaboration between the authors and the reviewers and make the reviewing process more transparent and productive. Reviewers and authors will know one another's identity and they will be able to interact with each other during the reviewing process. One reviewer will be appointed to each poster. The reviewing process will be guided and facilitated by the Education Festival committee.

Below, the basic stages of the review procedure are described:

1. Authors register the poster title and abstract
2. Authors get a response from the editor about their poster proposal.
3. Authors submit the digital poster
4. A reviewer is assigned to each poster
5. Reviewers review the poster and upload their comments directly on the digital poster
6. Authors reply to reviewers' comments and/or make amendments, if necessary
7. Authors decide on whether reviewers should be acknowledged on the poster and submit the final digital version of the poster

4. Poster lines and components

Three different poster lines will be accepted and presented in the Education Festival: educational research posters, good practice posters, and informative posters. Below you can find information about each poster line as well as the basic components that reviewers will expect to find in each poster.

Basic components of the good practice poster	
Why? (i.e. why did you try this intervention or practice?)	The good practice poster is more suitable for teachers who want to share their teaching experiences or knowledge in a less formalized way. The good practice poster is ideal for describing a case study, good educational practice, success story, or an innovative idea. The good practice poster is usually structured on four basic questions: why (did you implement this) how (did you design it), what happened, and what have you learned. By addressing these questions poster authors can communicate fundamental aspects of their teaching practices and provide valuable information and insights to other teachers who face similar problems or would like to try new teaching methods.
How? (i.e. how did you design it?)	
What happened?	
What have we learned?	

Basic components of the educational research poster	
Introduction (including motivation/problem and objectives)	The educational research poster line is more suitable for teachers who carried out a systematic way of educational data collection and analysis. In the educational research poster the research objectives and questions are clearly defined, the research methodology is adequately described, the findings from the data analysis are concisely described, and conclusions that tie everything back to the research question(s) are drawn. Contributions coming from research projects and case studies are most probably better suited in this poster line.
Methodology	
Results	
Conclusions (including future directions)	

Lastly, the informative poster line is more suitable for posters that are coming from university offices and services and aim to inform the educational community on educational matters. Such posters could include information about the initiation of an educational university project, good practices that teachers should be informed about, research opportunities, upcoming events, policy changes, and so on.

Do you need advice to decide which line is best for your case?

If you would like to submit a poster proposal but you are unsure as to which line your poster topic fits better, do send a message to [Angelos Konstantinidis](#) and we will arrange a meeting with you to discuss your poster ideas.

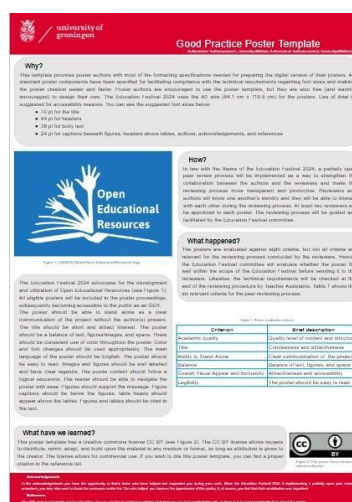
5. Poster templates and technical requirements

In order to support teachers who are interested in submitting a poster for the Education Festival, we created poster templates. We recommend interested teachers to download and study the templates so as to get an idea of the technical requirements. You can see the templates for the educational research poster and the good practice poster below and you can download them by clicking the corresponding image.

Educational Research Poster Template



Good Practice Poster Template



In addition, teachers are also free (and warmly encouraged) to design their own poster structure if they see that the template does not fit their purposes well. Add to that, if poster authors would like to use a bit more colour, they are encouraged to check the [UG colour palette](#).

In any case, the following technical requirements should be met:

File format: ppt, pptx, pdf, odt

Digital poster dimensions: A0 (84.1 cm x 118.9 cm); the setup could be portrait or landscape

Recommended fonts: Arial

Recommended font sizes:

70 pt for title

44 pt for section headers

36 pt for body text

24 pt for captions beneath figures, headers above tables, authors, acknowledgements, and references

Do you need help to meet the technical requirements?

You may seek assistance by sending an email to educationfestival@rug.nl, to enhance the poster appearance and ensure adherence to font size requirements. The Education Festival committee will handle the poster printing and hanging.

6. Licensing and Open Educational Resources

The Education Festival 2026 actively promotes the development and utilization of Open Educational Resources. In line with this initiative, we strongly encourage authors of posters to incorporate open images. This pertains to images created by the authors themselves which they are willing to share openly online, as well as materials created by others that are available under an open license.

Furthermore, all posters meeting the eligibility criteria for presentation at the Education Festival 2026 will be considered for inclusion in the poster proceedings. These proceedings will be published online as an Open Educational Resource, which is another reason to use only self-produced images, or third-party images that are available under an open license. It is imperative to note that prior consent from the authors will be sought and secured before any online publication of their work. Conversely, authors who opt not to have their posters featured in the poster proceedings or prefer to use non-open images have the right to do so. Such choices will not impede their participation in the Education Festival. Nevertheless, it is crucial to note that, for licensing reasons, posters incorporating non-open images will only be included in the poster proceedings if the author has explicit permission from copyright holders to reshare these images.

Where to find open images for your poster

In the following pages you can find open images, photos, and cliparts.

- [ClipSafari](#) - CC0 - vectors and clipart made available under an easy license
- [Openclipart](#) - CC0 - clipart in the public domain
- [Openverse](#) (formerly CC Search) - CC licensed or Public Domain - search engine for CC licensed or public domain images (and audio)
- [SVG Silh](#) - CC0 license - SVG (vector) graphics with a clear, open license, and that can be color edited on the website
- [Pexels](#) - Pexels license - Easy to understand license, and the website is a staple in the field open images
- [Unsplash](#) - Unsplash license - Easy license, and high quality photos and images
- [PD12M](#) - 12.4 million high quality open public photos

For more sources of open images you can check the [Open Multimedia webpage](#) of the University of Groningen Library.

Please note that stock images or illustrations other than basic shapes that are available in programs such as Microsoft Powerpoint are not open. Using them may mean that your poster is not eligible to be included in the poster proceedings.

How to reference open images incorporated in your poster

Similar to writing a research paper, giving proper attribution is key when reusing open content. It is important to include the name and creator of each image, as well as where you found the image and under what terms you are allowed to reuse the image. More information on giving proper attribution can be found on this [webpage](#) of the University of Groningen Library. In case you cannot find space for crediting information on the physical poster, but still want to ensure that your poster can be openly shared as part of the digital proceedings, please submit this attribution information along with your digital poster so that we have ample time to review and provide guidance in case any licensing issues arise.

What about AI-generated images?

Copyright issues for images generated by AI tools have not been legally determined yet. If you need to create your own image(s) for the poster with the assistance of an AI tool, you are free to do so. Similar to open licenses that require attribution, authors should indicate which images are created with the assistance of AI tools. These AI tools should be mentioned in the accompanying information for the poster, along with a basic description of the prompt used for the generation of the image.

Authors should be aware that the copyright status of these AI-generated images is unclear, and others are free to reuse them.

Do you need help to find open images for your poster?

Assistance can be requested via oor-library@rug.nl for finding open photos, images, cliparts, etc. for your poster.

Seeking inspiration?

Find inspiration in the [Education Festival 2024](#) and [Education Festival 2025](#) poster proceedings: 46 posters showcasing innovative ideas, transformative experiences, and a rich tapestry of educational perspectives

7. Evaluation criteria

The posters are evaluated against eight criteria, listed below. Not all criteria are relevant for the reviewing process conducted by the reviewers. Hence, the Education Festival committee will evaluate whether the poster fits well within the scope of the Education Festival before sending it to the reviewers. Likewise, the technical requirements will be checked and corrected if necessary at the end of the reviewing procedure by ESI student assistants.

Scope: The Educational Festival aims to provide a multidisciplinary forum for practice and research on education that is accessible to the broader educational community. The subject of the poster should be on topics related to educational practice and/or research that investigate, analyse or present connections during teaching and learning from a teacher and student perspective as well as from a broader research, academic, and social perspective. The poster could present a case study, success story, preliminary findings of a research project, or innovative ideas on teaching and learning topics and should be communicated in an intelligible yet approachable manner.

Overall Visual Appeal and Inclusivity: There should be consistent use of color throughout the poster. Color and font changes should be used appropriately. Avoid using red-green colors to represent contrasting concepts. The background should be clear. [A minimum contrast ratio of 4.5:1 ratio is recommended](#). There are [tools](#) that can help you with checking the color contrast between the fonts and the background. Images/Figures should be of high quality. Provide [alt-text](#) for the images/figures (only applies to the digital/online version).

Ability to Stand Alone: The poster should be able to stand alone as a clear communication of the project without the author(s) present.

Balance: The poster should be a balance of text, figures/images, and space.

Title: The title should be short and attract interest.

Academic quality:

- For **Educational Research and Good Practice Posters:** Overall, the poster should communicate meaningful information and it should be well-organised. It should be grounded in relevant scholarly literature, theoretical foundations or the educational context. The research methodology or educational process should be detailed enough for the audience to understand how the educational practice was implemented. Discussion, conclusions, and future directions should be appropriate, relevant and valuable.
- For **Informative Posters:** The poster should be designed with a clear understanding of its scope and the targeted audience. It is important to consider the diverse backgrounds, interests, and knowledge levels within the educational community to ensure that the content resonates with a broad audience. Striking a balance between providing comprehensive information and avoiding overwhelming details is key, encouraging viewers to engage with the content and take away essential insights.

Legibility: The main language of the poster should be English. The poster should be professionally written, easy to read, and free from grammatical or spelling errors. Images/figures should be well labelled and have clear legends. The poster content should follow a logical

sequence. The reader should be able to navigate the poster with ease. Figures should support the message.

Technical: The poster should conform to the technical requirements (poster and font sizes) described in the previous chapter.

8. Before you review

Once you receive an invitation to review, you will need to let the handling editor know if you are able to complete the review within the requested deadline. Consider the following three questions when deciding whether to accept the invitation:

Do I hold any prejudice against the author or the poster proposal?

Reviewers should aim to offer an unbiased review of the poster. This means that they should not allow their reviews to be influenced by the ethnicity, political or religious beliefs, gender or other characteristics of the author(s), or the topic of the poster proposal.

If you feel uncomfortable with the topic or approach of a particular poster or you recognize a bias which prevents you from reviewing a poster fairly, please contact the handling editor so as to assign you to a different poster proposal.

Do I lack the appropriate expertise to review this poster?

Although we will do our best to assign reviewers with expertise in the area of the poster proposal, with the number of posters we receive and the number of reviewers we have, you may find that you are assigned a poster in an area totally outside of the area of your expertise. If you are not confident of your ability to assess the quality of the poster, you should feel free to discuss this with the handling editor.

Do I have the time to review this poster effectively?

We estimate that you will need approximately two hours in order to read the poster, evaluate it against the criteria, write constructive comments for the author(s), check the revised poster version, and arrive at a decision for the poster in collaboration with the other reviewer.

In the review invitation from the handling editor a deadline for completing the review will be included. If you will be unable to complete the review by this deadline, you should let the handling editor know.

If you do not have the time to review the poster, it is best to reply to the review invitation as quickly as possible so that the handling editor has more time to assign an alternative reviewer.

9. Writing effective feedback

When you sit down to write feedback comments for the poster that you were invited to review, make sure you familiarize yourself with the evaluation criteria first. This is important if you want to provide specific and concrete feedback that is tied to the evaluation criteria.

We recommend that you skim read the poster to form a broad impression and get the 'big picture'. While skimming, think about the impact that you feel that the poster might have on the audience. You may wish to make some notes on these first impressions. Next, undertake a second, more thorough reading of the poster, with the aim of giving a rounded and more objective feedback.

To assist you in this task, we provide for each evaluative criterion a set of questions that you may find helpful to consider.

Overall Visual Appeal and Inclusivity

- How does the poster come across? Are you intrigued to read more when you first see it?
- What are your first impressions as you look at the poster, before you thoroughly read it?
- Are colors and font changes used appropriately?
- Is the background distracting or hindering reading?

Ability to Stand Alone

- Can the audience easily understand what is going on?
- Is the poster well-structured?

Balance

- Is the poster full of text?
- Does the poster seem cluttered with text and images?

Title

- Does the title properly reflect the subject of the poster?
- Does it contain any unnecessary description?

Academic quality

- Is the poster clearly laid out?
- Does the poster briefly summarize recent research related to the topic?
- Is the poster based on appropriate theoretical foundations?
- Does the poster make connections with the educational context?
- Are the conclusions relevant to the topic of the poster and summarized effectively?
- Are the future directions appropriate and reasonable?

Good practice poster

- Does the poster present a sufficiently novel and interesting teaching practice?
- Is it clearly explained why the authors tried this practice?
- Are the teaching objective(s) clear and consistent with the rest of the poster?
- Does the poster present a clear description of the teaching methods and/or techniques?

- Does the poster show how the teaching methods and/or techniques address a teaching gap, need, or goal?
- Does the poster clearly indicate the overall findings of the teaching practice?
- Does the discussion tell a coherent story related to what happened?

Educational research poster

- Is it clearly explained why the study was necessary?
- Are the research objective(s) and/or question(s) clear and consistent with the rest of the poster?
- Does there appear to be a clear link between the research questions and research design?
- Does the poster present a clear description of the research design?
- Does the poster describe in simple terms what the data show?
- Does the poster make a reasonable interpretation of the data or sources?
- Are the conclusions consistent with the arguments presented? Do they address the main question posed?

Informative poster

- Is the scope of the poster clear?
- Does the poster take into account the target audience?
- Does the content resonate with a broad audience?
- Does the poster effectively strike a balance between providing comprehensive information and avoiding overwhelming details, ultimately encouraging viewers to engage with the content and take away essential insights?

Legibility

- Could you make specific useful comments on the writing of the poster?
- Do all images/figures have captions that are clear and descriptive?
- Do images/figures support the underlying message of the poster?
- Do all tables have informative headers?
- Do the figures and tables inform the reader, are they an important part of the story?
- Are the figure legends and table headers detailed enough to stand alone from the text?
- Is there a logical sequence in the presentation of the content? Could you navigate the poster with ease?

10. Conducting effective peer reviews

Online communication in the peer review process

In face-to-face meetings meaning and attitude is communicated through gesture, facial expression, and tone of voice as well as with words. However, in the online environment (i.e. google docs) where the poster peer reviews will be conducted, communication will be largely based on text alone. People are not used to communicating with words only and this change poses some challenges on how meaning is conveyed through a written discussion.

Nevertheless, there is a set of simple, polite online discussion behaviors that facilitate online communication. Both poster authors and reviewers are expected to adhere to the following set of rules:

- Remember that you are responding to a professional colleague. Keep the tone collegial and use language appropriate in professional communications.
- At all times present your ideas appropriately; do not use offensive language under any circumstances.
- Reply promptly to others' questions.
- Use simple English. Use correct spelling and grammar. Avoid using vernacular and/or slang language as it might lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Popular emoticons such as 😊 (smile) or 🤔 (thinking face) can be helpful to convey your tone, but do not overuse them.
- Be generous and supportive; share tips with other reviewers and poster authors.
- Keep an 'open-mind' and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before posting your comment.
- Using humor is acceptable but be careful that it is not misinterpreted. For example, examine whether your comment might be interpreted as sarcastic (and potentially offensive) rather than humorous.
- Do not capitalize all letters since this suggests shouting.

Providing constructive feedback (important for the reviewers)

Giving and receiving feedback can feel daunting. While we *know* feedback can help us improve our products, receiving feedback can still *feel* like a critique of us as a person. When giving feedback, it helps to keep both these dimensions in mind to make the process more pleasant and meaningful for everyone involved. What is more important, your feedback should be constructive, that is it should aim at achieving a positive outcome for the poster which is under review.

The following guidelines may help you to do that:

1. Keep in mind the **goal** of the feedback: improvement of the poster.

- This becomes easier when you start from the question: *What is this poster trying to achieve?* For each piece of feedback you provide, check if changing it would help the poster to achieve its goal(s).
 - If you find a problem in the poster, try to provide actionable and concrete suggestions for improvement (e.g., *“if you move this phrase to the end, the whole paragraph might read better”*) rather than dismissive comments (e.g., *“the structure of the poster does not work well”*) or vague suggestions (e.g., *“the structure of the poster should be simpler”*).
 - Always make sure that your feedback is aligned with the poster evaluation criteria.
2. Give feedback about the poster, not the person. Formulation is key here!
 - Example: do not write *“You formulated this unclearly”*, but rather *“I’m not sure what you mean with X, is it A or B?”*
 3. Formulate your feedback from your point of view or as a question.
 - This makes clear what effects the poster has on you. The author can then determine whether these are the desired effects.
 - Example: *“Did you mean X or Y?”* or *“I’m not sure what point Figure 1 is trying to make.”*
 4. Be timely with feedback. Keep in mind that the deadline for the final submission of the poster is only a few weeks away and the authors are dependent on your feedback in order to submit their final work!
 - It will be appreciated by the poster authors if you give your feedback as early as possible as this will give them more time to act upon your feedback and revise the poster.
 5. Give positive and encouraging feedback. Besides recognising the potential weaknesses and flaws of the poster as well as suggestions on how to improve these, identify the strengths and do not hesitate to praise them!
 - This way the author(s) will be more motivated to act upon your feedback and improve the poster.
 - When you focus on successful aspects of the poster the author(s) get a sense of what they have done well.

Processing peer feedback (important for the poster authors)

Processing feedback can feel like an overwhelming task, especially if there are many comments. Fret not! Often, receiving many comments is a sign that your reviewers were invested in their task of helping you to improve your poster. You should not interpret this as an indicator of inferior quality of your work; on the contrary, it should be seen more as an indication that your poster has the potential to engage your audience!

If you are not sure where to start, consider following these steps:

1. **Question.** Read through all the feedback comments and make sure that you understand each one of them. If you feel that there are some points that are not clear to you, do not hesitate to ask for clarification from the reviewers. In sharp contrast with blind peer

reviewing, the open peer review process enables and facilitates a dialogue between the authors and the reviewers so take advantage of this feature!

2. **Analyse.** Do not act on the feedback immediately. Read all the feedback comments once more and try to determine what each feedback comment is about. Are there any categories you can distinguish? If so, it might be useful to sort the feedback comments based on category, and work on processing the feedback category by category.
3. **Evaluate.** Take all feedback comments seriously. If the feedback comment is actionable, make the change and only then self assess which version works better for your poster. This might help you understand why the reviewer made the comment in the first place. You could also consider flagging feedback comments in three ranks (accept; maybe; reject).
4. **Implement.** Act upon the 'accept' (and 'maybe') feedback comments to make the necessary revisions.
5. **Respond.** Reply to the reviewers explaining why you decided not to act upon particular feedback comments. Similarly, thank reviewers for every feedback comment that you have acted upon and helped you to improve your poster.

11. Recognition of reviewers (and not only)

We firmly believe that acknowledging others' contributions is not only an important ethical principle but also a way to facilitate and establish future connections and collaborations between authors, reviewers, and other professionals who worked together with the aim to improve the quality of the posters. This is one of the chief reasons that the peer reviewing process is (partially) open in the Education Festival 2026.

As a way to recognise the effort, time, and expertise that reviewers and technical support contributed towards the success of the Education Festival 2026, their names will be listed on a dedicated webpage of the Education Festival 2026 website as well as on the poster proceedings.