OCIES Conference 2025
Education, Knowledge and Power in the Asia-Pacific

Outline of sub-themes

1. Technology, AI, Equity, and Educational Futures in the Asia-Pacific

This subtheme explores the disruptive impact of emerging technologies, particularly artificial intelligence, on education across the Asia-Pacific. AI is rapidly reshaping teaching, learning, and assessment, raising urgent questions about equity, ethics, and educational purpose. As digital tools become increasingly embedded in educational systems, issues of access, inclusion, and digital literacy become central to ensuring that technological advancements do not exacerbate existing inequalities. We invite contributions that critically examine the promises and pitfalls of edtech, the role of AI in shaping educational futures, and the implications for marginalized communities. Papers may address digital inclusion and exclusion, indigenous-led innovation in technology, policy responses to rapid technological change, and resistance to extractive or surveillance-based digital models. We are particularly interested in research that reimagines educational futures in diverse regional contexts, foregrounding socially just, culturally responsive, and community-driven approaches to technology integration.

2. Liberating Pedagogies - Knowledge, Power and Transformative Teaching

This subtheme brings together critical explorations of curriculum, pedagogy, and teacher professional learning in the Asia-Pacific region. It highlights how educational content and practice are shaped by cultural contexts, power relations, and ongoing struggles for equity and social justice. We invite contributions that examine decolonising and anti-racist pedagogies, inclusive teaching practices, and the complexities of teacher education and professional development in diverse settings. Papers may address the politics of knowledge production and dissemination, as well as how educators and systems can respond to issues of gender, language, ethnicity, disability, and marginalization through transformative teaching and curriculum design. We especially welcome research that explores innovative approaches to fostering culturally informed critical consciousness and social transformation within educational institutions.

3. Education for Sustainability, Climate Justice, and Cultural Resilience

This subtheme examines how education can engage with the pressing challenges of environmental sustainability, climate change, and cultural resilience. The Asia-Pacific region faces acute environmental crises, from rising sea levels and extreme weather events to biodiversity loss and resource depletion, all of which intersect with issues of social justice and cultural survival. We invite papers that explore education for sustainable development, ecological and place-based pedagogies, and community-led responses to environmental crises. Contributions may highlight the impact of youth activism in driving change, and the importance of integrating climate justice into curricula and policy. We also welcome research on educational initiatives that foster climate resilience, cultural continuity, and intergenerational learning, particularly in communities most affected by ecological disruption. How can education empower learners to become agents of sustainability and resilience?

4. Decolonising Education and Centering Indigenous Knowledges

This subtheme invites contributions that critically engage with Indigenous epistemologies, methodologies, and pedagogies across the Asia-Pacific region. Education systems have often perpetuated colonial legacies, marginalizing indigenous ways of knowing, being, and doing. This subtheme foregrounds efforts to challenge and transform these legacies by centering indigenous knowledge, language, and cultural practices in educational contexts. Papers may explore the role of education in cultural revitalisation, language renewal, sovereignty, and self-determination, as well as the challenges and opportunities of integrating indigenous perspectives into mainstream curricula and institutional structures. We welcome work that examines how decolonial approaches are reshaping educational institutions, research practices, and curriculum design. What are the possibilities and limitations of decolonising education in the Asia-Pacific, and how can educational research and practice support indigenous aspirations for recognition and justice?

5. Geopolitics, Critical Thought, and South–South Educational Co-operation

This sub-theme examines how shifting global power relations – driven by the rise of China, India, and other regional actors – are reshaping education, knowledge production, and development paradigms in the Asia-Pacific. As education becomes a key arena for geopolitical competition and diplomacy, and the region faces complex questions around equity, mobility and influence, what are the implications for critical thought and analysis. In this context, the sub-theme explores the potential of South-South collaboration and partnerships to challenge colonial knowledge hierarchies and build more reciprocal, contextually grounded models of educational cooperation and development. Can educational cooperation and exchange disrupt dependency and foster critical analysis and more equitable models of knowledge exchange?