CALL FOR PAPERS

IV Latin American and Caribbean Conference on Innovation and Research in Higher Education (LatinSoTL)

From the classroom to the continent: Research that connects and transforms.

September 30, October 1 and 2, 2026
Pontificia Universidad Católica Madre y Maestra - PUCMM
Santo Domingo, Dominican Republic

In-person - Virtual

I.- PRESENTATION

In recent years, innovation and research in training, teaching, management, and practice in higher education have become fundamental factors for continuous improvement and educational quality assurance. In response to this need, SoTL (Scholarship of Teaching and Learning) has emerged as a global movement that drives research on university teaching and learning, promoting the dissemination and socialization of teaching experiences and findings.

LatinSoTL is a continental society that brings together institutions, academics, and higher education professionals in Latin America and the Caribbean to promote and develop SoTL. This initiative seeks to innovate, communicate, and advance educational practices through systematic research to improve the quality of higher education in the region.

The Latin American Society of SoTL co-organizes along with the **Pontificia Universidad Católica Madre y Maestra - PUCMM**, in collaboration with the International Society for the Scholarship of Teaching and Learning (ISSOTL), the IV Latin American and Caribbean Conference on Innovation and Research in Higher Education, titled: **"From the classroom to the continent: Research that connects and transforms."**

This fourth edition will be structured around a theme that seeks to explore new frontiers in the field of higher education and its transformations in a context of global change, with an approach that starts from the particularity of each classroom and looks toward the continent from the various researches that connect and transform.

Thus, the conference will emphasize how various disciplines can adapt, innovate, and respond to the challenges of the 21st century and emerging opportunities in higher education, especially in the context of advances such as Artificial Intelligence (AI), while strengthening the networks of colleagues throughout the region.

The Conference will offer modalities for both in-person and online participation, adapting to a diverse audience. This approach, which recognizes the interdisciplinary and interprofessional perspective in higher education, is aligned with the Sustainable Development Goals (SDGs) of the 2030 Agenda, which promote a transformative vision toward economic, social, and environmental sustainability.

Contributions sent to the Conference will be reviewed by the Scientific Committee and, if accepted, their presentation will be shared in the paper presentation commissions. Furthermore, they will be published in the Conference Proceedings in Spanish, Portuguese, English, and French. Oral presentations, for their part, may be made in these same languages, according to the preference of each speaker. Simultaneous translation based on translated [PowerPoint subtitles will be used.](#)

II.- OBJECTIVES

- Promote the SoTL approach in the region as an academic framework for the continuous improvement of university teaching in Latin America and the Caribbean, strengthening its articulation with the global ISSOTL community.

- Foster and systematize good practices, inquiries, and research from the classroom that directly impact the quality of teaching and learning in higher education.

- Consolidate disciplinary, interdisciplinary, and interprofessional academic networks with regional and international projection.

III- DISCIPLINES AND THEMATIC AXES

3.1 Disciplines and/or professional areas:

A. IngenieEngineering
B. Health Sciences
C. Economics, Administration, Law, and Business
D. Social Sciences, Philosophy, Humanities, and Education
E. Chemical and Mathematical Sciences
F. Earth Sciences
G. Art, Culture, and Communication
H. Architecture and Design
I. Interdisciplinary and transdisciplinary approaches.

The Conference also welcomes contributions with interdisciplinary and transdisciplinary approaches that articulate knowledge from different areas to address complex problems in higher education.

The Conference will receive contributions related to training and higher education in its multiple dimensions and perspectives. Research, innovations, and proposals addressing pedagogical, methodological, technological, evaluative, and management aspects in higher education are invited.

3.2 Disciplinary/Professional Axes

Thematic Axes	Description
1. Pedagogical innovation and transformation of teaching practices	Research and systematization of experiences that demonstrate improvements in teaching through innovative practices, class redesigns, active methodologies, and strategies seeking to improve learning.
2. SoTL in Latin America and the Caribbean: learning and projections	Studies analyzing the regional particularities of SoTL, its institutional impact, and opportunities to strengthen a continental community.
3. Emerging technologies and AI for equity and learning improvement	Works on generative AI, digital resources, adaptive platforms, and their ethical use to promote inclusion, personalization, and educational improvements.
4. Interculturality, inclusion, and social justice in education	Research addressing intercultural approaches, attention to diversity, inclusive policies, and practices oriented toward reducing educational inequities.
5. Academic mobility, internationalization, and collaboration networks	Experiences and studies on transnational cooperation, student and faculty mobility, and research networks.
6. Learning assessment and formative feedback for quality assurance	Innovative proposals for authentic assessment, explorations of novel, valid and valuable instruments, learning analytics; feedback systems that enhance learning processes and practices for quality assurance.
7. Professional teaching development and transformative leadership	Evidence on teacher training programs, academic leadership models, and strategies to strengthen pedagogical capacities in different territories.
8. Curricular innovation and redesign of learning experiences	Research on curricular design, interdisciplinary integration, and valuable curricular adjustments to improve management, learning, and teaching processes in various professional fields.
9. Participatory research and transformative methodologies	Works reflecting on participatory methodologies, action-research, collaborative design, or approaches that actively involve students and teachers.

| **10. Student well-being, classroom climate, and learning communities** | Evidence on socio-emotional well-being, educational coexistence, communities of practice, and factors that strengthen healthy learning environments. |

IV.- MODALITIES AND VENUES OF THE CONFERENCE

This year, the **IV Latin American and Caribbean SoTL Conference** will be held in the city of Santo Domingo, Dominican Republic (DR). The activities will take place on September 30 and October 1 and 2, 2026. Participants will have the option to register in one of two modalities: in-person in Santo Domingo or online participation.

Oral presentations will take place in parallel thematic sessions, in person and virtual modality, with a maximum duration of 20 minutes per contribution (10 minutes for presentation and 10 minutes for questions and feedback). The detailed schedule will be informed in advance.

Keynote lectures will be in-person but will be broadcast via streaming for all registered participants. These sessions will provide an opportunity to hear from leading experts in the field of SoTL and participate in high-level academic discussions.

In addition, all sessions will be recorded and made available to participants after the event, allowing for asynchronous review of the content and broader dissemination of the research presented.

V.- DEADLINES, DATES, AND REGISTRATION
Subject to change, to be informed in due time

- **Publication of the call**: February 2026, at www.latinsotl.org and social media.
- **Submission of contributions**: Until May 15, 2026.
- **Notice of acceptance of works**: June 30, 2026.
- **Registration of attendees without presentation**: From April 30, 2026.
- **Registration of attendees with presentation**: From June 30, 2026.
- **Closing of registrations**: September 4, 2026

Cancellation policy or modality changes

Individuals registered for the Conference may request a change in participation modality from in-person to virtual until September 4, 2026, the registration closing date, in accordance with the guidelines that will be provided by the organization.

No registration refunds are contemplated under any circumstances. However, in the event of a properly informed cancellation, the registration may be recognized as a credit in favor for the next LatinSoTL Conference, for the amount actually paid or the corresponding difference, as applicable.

The Conference organization reserves the right to make adjustments to the programming, modality, or format of the event, ensuring at all times academic continuity and the quality of the experience for all participants.

www.latinsotl.org

VI.- ORGANIZACIÓN DEL CONGRESO

Coordinación Central:

- Oscar Jerez Yáñez, Universidad de Chile, Chile, LatinSotL
- Gisela Schwartzman, Universidad Hospital Italiano de Buenos Aires, Argentina, LatinSoTL
- Mirnalin Cherubin, Pontificia Universidad Católica Madre y Maestra - PUCMM; Dominican Republic.
- Alejandro Pérez Carvajal, Universidad Andrés Bello, Chile, LatinSoTL

Comité Organizador:

- Miguel Morales Chang, Universidad Galileo, Guatemala, LatinSoTL
  Gabriela Ester Almendra, Universidad de Chile, LatinSoTL
- María Laura Eder, Universidad Hospital Italiano de Buenos Aires, Argentina Rocío Vélez Rivera, Universidad del Desarrollo, Chile, LatinSoTL
- Eduardo Sebastián Llantén Muñoz, Chile, LatinSoTL
- Paula Rodríguez González, UPAEP, México
- José Roberto Santamaría Sandoval, Universidad Estatal a Distancia (UNED), Costa Rica
- Sugey Montoya Sandí, Sistema Nacional de Acreditación de la Educación Superior (SINAES) de Costa Rica
- Carmen Gloria Prado, Pontificia Universidad Católica Madre y Maestra - PUCMM; Dominican Republic.
- Ina Percibal, Pontificia Universidad Católica Madre y Maestra - PUCMM; Dominican Republic.
- Ivette Guzmán, Pontificia Universidad Católica Madre y Maestra - PUCMM; Dominican Republic.
- Leyvy Mercedes, Pontificia Universidad Católica Madre y Maestra - PUCMM; Dominican Republic.

Editorial and Academic Committee: To be published soon.

Recognition of reviewers and scientific committee:

LatinSoTL recognizes and values the scholarly work of the individuals who make up the Scientific Committee and participate as reviewers of the contributions submitted to the Conference. Their labor is fundamental to guarantee the quality, academic rigor, and coherence of the accepted contributions, in line with the principles of the SoTL approach.

Individuals participating as academic reviewers will receive formal recognition for their collaboration, issued by LatinSoTL and the Pontificia Universidad Católica Madre y Maestra (PUCMM). The composition of the Scientific Committee and the Editorial Committee will be published in due course through the official channels of the Conference.

VII.- SUBMISSION OF CONTRIBUTIONS TO THE CONFERENCE

All contributions will be managed through **Oxford Abstracts**, an online platform designed to facilitate the submission, review, and management of abstracts and proposals in academic conferences. This tool allows authors to enter and manage their contributions efficiently and safely.

Participants can access Oxford Abstracts using their Gmail account, LinkedIn, or by creating a new account on the platform, always **using the same email address.** The extended abstract must have a length between 1,000 and 1,200 words, including references in APA 7th edition format. Likewise, it must be classified into one of the called disciplines or areas.

Furthermore, the participant must preliminarily define whether their participation will be online or in-person. Official confirmation of participation will be made once the registration payment has been processed. Each contribution may consider up to 7 authors, and each participant may present up to 4 contributions.

[Oxford Abstract submission link](#)

Code of conduct and academic ethics

The IV LatinSoTL is governed by principles of academic integrity, mutual respect, inclusion, and collegiality, in coherence with the SoTL approach and the values promoted by the International Society for the Scholarship of Teaching and Learning (ISSOTL).

All participants commit to maintaining professional and respectful conduct during the activities of the Conference, favoring a safe, collaborative environment free from any form of discrimination, harassment, or disqualification, whether in person or virtual modality.

Academic contributions must comply with standards of intellectual honesty, originality, and proper citation of sources. Practices such as plagiarism, data manipulation, or the improper use of Artificial Intelligence tools without the due declaration, in accordance with the rules established in this call, will not be accepted.

The Conference organization reserves the right to adopt pertinent measures in situations that violate this code, guaranteeing due process and respect for all persons involved.

Evaluation criteria

The evaluation criteria for the contributions are:

- Concordance with the Conference themes (mandatory).
- Contribution and/or orientation of the proposal to advance the improvement of teaching, learning, assessment, and management processes in higher education from the SoTL perspective.
- Clarity and coherence in the writing.
- Originality and impact.
- Clear and logical structure.
- Adequate theoretical foundation.
- Format adjusted to the requirements.

The contribution submission platform will make the evaluation rubric used by the Scientific Committee available to the authors. This rubric is based on the criteria established in this call and guides the academic review process under the standards of quality, transparency, and rigor characteristic of the SoTL approach.

On the use of Artificial Intelligence

Each author is responsible for the review and validity of the information generated by Artificial Intelligence. It is indispensable to declare its use and modality. For example: the present article used AI for its translation and editing, with the authors being ultimately responsible for it. Likewise, within the text, its use must be declared as a citation and reference, according to the APA 7th edition standards.

Participation and presentation certificates

Participants who are duly registered and record their attendance at the Conference will receive a certificate of attendance, issued by LatinSoTL and the Pontificia Universidad Católica Madre y Maestra (PUCMM).

Additionally, individuals who participate as presenters and deliver a contribution accepted by the Scientific Committee will receive a presentation certificate, independent of the attendance certificate.

Both certificates will be issued in digital format and sent after the conclusion of the Conference, in accordance with the participation criteria established for the in-person and virtual modalities.

Registration and costs

Participation in the IV LatinSoTL Conference requires prior registration, which will be carried out through the official platform of the Conference.

The Conference will have **differentiated rates**, which will consider, among other criteria:

- **Early bird and regular rates**, according to the established registration deadlines.

- **Preferential rate for students**, applicable to undergraduate and graduate students, in accordance with the requirements that will be reported in due course.

- **Differentiated rates according to the participation modality**, in-person or virtual.

Official contact channel

All official information, updates, and communications related to the IV LatinSoTL Conference will be disseminated through the official Conference website and LatinSoTL's institutional channels.

For inquiries related to the call for papers, registration, submission of contributions, or academic and organizational aspects, interested parties may write to the official Conference email: contacto@latinsotl.org

VIII.- PEDAGOGY OF SOTL CONFERENCES

LatinSoTL connects with SoTL conferences worldwide, especially with the *International Society for the Scholarship of Teaching and Learning (ISSOTL).* Below, we present a summary of the importance of SoTL conference pedagogy.

Conference pedagogy, particularly in the context of ISSOTL conferences, is a methodology focused on sharing knowledge that is scholarly, engaged, inclusive, accessible, and collegial. It is developed in an environment of diversity, where participants from different disciplines, institutions, and cultures unite with the common goal of improving and articulating learning and teaching in higher education. Below is a synthesis of the five principles of this conference pedagogy:

1. **Scholarly focus:** Conference sessions are grounded in relevant literature and connect with significant problems in learning and teaching. A stance of intellectual humility, curiosity, and awareness is adopted, recognizing that individual research does not offer universal answers.

2. **Engagement with audiences:** The presentation of works is interactive, promoting conversation, interaction, feedback, and questions, following evidence-based teaching practices.

3. **Diversity and inclusion:** Diversity in all its forms (discipline, institution, country, culture, language) is invited and embraced, fostering an environment that allows connecting these differences through dialogue and active participation, using all conference languages, supported by AI to facilitate communication.

4. **Accessibility and open science:** Ensuring that presentations and materials are accessible to audiences with different needs is a key element within the open science paradigm. This approach fosters free access, equity, and the democratization of knowledge by explaining approaches, contexts, and terms, and offering alternative interaction formats. In this way, broader and more inclusive participation in learning processes and knowledge generation is promoted.

5. **Collegiality:** An attitude of inclusivity and respect toward differences is promoted, fostering mutual learning and maintaining a space for respectful criticism within the complexity and contradictions of SoTL.

This pedagogy reflects a commitment to the continuous improvement of learning and teaching in higher education, facilitating a space for exploration, exchange, and the development of knowledge in a collaborative and respectful manner.

Adapted from the statement written in July 2017 by Nancy Chick, Sarah Bunnell, Peter Felten, Bettie Higgs, Aaron Long, Karen Manarin, Beth Marquis, Katarina Mårtensson, Kelly Matthews, Jessie L. Moore, and Lauren Scharff. *Full text at the following link.*

IX.- SOME EXAMPLES OF WORKS

In the process of building LatinSoTL, we have traveled a path that can serve as a source of inspiration and guidance for our 2026 Conference. Review the links in the following list:

Congresos:

- III International and Caribbean LatinSoTL Conference. "Exploring New Frontiers: Research for innovation in higher education in Latin America and the Caribbean" SINAES, UNED, ULaSalle, UH, UTN, Costa Rica (2025. In Preparation)
- II Latin American LatinSoTL Conference. "Transforming Higher Education: Skills for the 21st Century in the era of Artificial Intelligence and the 2030 Agenda." University of Cuenca, Ecuador and Universidad Cayetano Heredia, Peru (2024).
- I Latin American Conference "Artificial Intelligence: Threats, challenges and opportunities in Higher Education" together with CODES, Universidad de la Serena, Chile (2023)

Book Chapters (In Spanish)

- Innovating and transforming from the disciplines: key experiences in higher education in Latin America and the Caribbean 2021-2022 (2022)
- Innovating in higher education: key experiences in Latin America and the Caribbean 2016-2017. Volume 1: curricular management and teaching development (2017)
- Innovating in higher education: key experiences in Latin America and the Caribbean 2016-2017, Volume 2: active teaching and learning methodologies (2017)
- Innovating in higher education: key experiences in Latin America and the Caribbean 2016-2017. Volume 3: ICT Integration (2017)

SoTL Journals

- Teaching & Learning Inquiry Journal, ISSOTL
- REDU: Revista de Docencia Universitaria, Universitat Politècnica de València, Spain
- Journal of the Scholarship of Teaching and Learning, Indiana University
- International Journal for the Scholarship of Teaching & Learning, Faculty Center at Georgia Southern University
- The Canadian Journal for the Scholarship of Teaching and Learning (CJSoTL), Society for Teaching and Learning in Higher Education
- International Journal for Academic Development, International Consortium for Educational Development
- Disciplinary SoTL Journal