CALL FOR BOOK CHAPTERS
EdTech and the Environment

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The global EdTech market, valued at nearly USD 250 billion, generates not only revenue but substantial ecological and planetary costs. Those working in and around EdTech bear a moral responsibility to move beyond (non)performative engagement with sustainable development goals toward serious, structural inquiry into the environmental impacts of EdTech. In a recent article (Jandrić et al. 2026), a group of us has outlined an initial list of core commitments for a research program for EdTech and the environment:

- Ontological commitment to understanding EdTech as a postdigital-biodigital technique nested in planet Earth.
- Epistemological commitment to a plurality of knowledges and transdisciplinarity.
- Ethical commitment to working for the benefit of Earth holistically, including humans and beyond humans.
- Political commitment to planetary sustainability through democracy that also meaningfully incorporates the more-than-human.
- Pedagogical commitment to autonomy, equality, justice, peace, emancipation, and ecological/multispecies justice.
- Positional commitment that critically understands EdTech and environmental research(ers) as parts of the problem rather than only providing solutions.
- Critical community commitment from educational institutions to their own locations, where their decisions concerning EdTech have implications, including civic responsibilities, growth, fairness of participation and planetary actions (e.g., actions to counter climate change). (Jandrić et al. 2026)

While these commitments provide philosophical groundings, realising this research program requires diverse but concrete methodological approaches and structures for collaboration. We envision this as an open, evolving research program that builds on principles of postdigital research (Jandrić et al. 2023a, b; Knox 2024) and invites participation across methodological traditions and disciplines. Empirical research for this program takes many forms. Comprehensive environmental impact assessments can, for example, trace EdTech across its full lifecycle, from raw material extraction and manufacturing through use, disposal, and waste management. Studies of carbon footprints, energy consumption, and resource dependencies can compare different EdTech tools, systems, and platforms, including AI-intensive platforms, cloud-based systems, device-dependent tools, and low/no-tech alternatives. Ethnographic investigations can examine how EdTech decisions are made within educational institutions, attending to the actors, interests, and power relations that shape technology adoption. Ecopedagogical research unveils the politics (i.e., influences) of the uses and curricula of EdTech to disrupt or entrench anti-environmentalism. Critical policy analyses can trace how EdTech is positioned within national, sub-national, and international climate action frameworks. Participatory action research with communities can explore alternatives to mainstream EdTech, including local, small-scale, and grassroots educational technological practices. Finally, international comparative studies and multiple case studies can explicitly explore and capture the unequal sociomaterial and political EdTech conditions across communities.

Based on this research program, we invite scholars to contribute to the first collection aimed at systematic exploration of relationships between EdTech and the Environment. Contributions may arrive from any scholarly field and approach including:

- Critical EdTech Studies
- AI and education research
- Postdigital-biodigital approaches
- Education for Sustainable Develop
- ment
- Degrowth
- Ecopedagogy
- Studies of unequal planetary conditions
- and related critical and ecological frameworks.

We equally welcome empirical and conceptual research, and we especially invite conceptual papers anchored in practice. Expected chapter length is ca 7000 words not including references.

Important Dates

1 June 2026 – Deadline for abstracts (300 words)
15 November 2026 – Deadline for full chapters
31 December 2027 – Deadline for reviewer feedback
1 April 2027 – Deadline for final chapters
1 May 2027 – Beginning of production

Editors

Petar Jandrić, Jeremy Knox, Chrysi Rapanta, Sarah Hayes, Sara Tolbert, Vasilis Kostakis, Greg William Misiaszek, & Kyungmee Lee. **300-word abstracts, and all other enquiries, are due to Petar Jandrić, petar.jandric@tvz.hr, by 1 June 2026.**

References

Jandrić, P., Knox, J., Rapanta, C., Hayes, S., Tolbert, S., Kostakis, V., Misiaszek, G. W., & Lee, K. (2026). EdTech and the Environment: A Research Program. *Postdigital Science and Education.* https://doi.org/10.1007/s42438-026-00635-7.

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Jandrić, P., MacKenzie, A., & Knox, J. (Eds.). (2023b). *Constructing Postdigital Research: Method and Emancipation*. Cham: Springer. https://doi.org/10.1007/978-3-031-35411-3.

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