

EAPRIL 2026 Submissions: A step-by-step Guide

1. Example EAPRIL 2026 submission preparation document

Use this document if you wish for the preparation of your submission. This document uses the PRESENT & DISCUSS (ABSTRACT-REVIEWED) format as an example. The text supplied (in green) is generated by GenAI and is to be regarded as an example for the submission, and is not intended as an example of the expected EAPRIL quality standards of submissions. Numbers between brackets mention the character or word count of the provided example.

The example comprises three parts: the first part consists of the personal data that is required to file the submission. The second step consist of the actual submission text. The second part consist of the steps in Pheedloop that have to be filled in.

Please consider the **detailed Submission Guidelines**, which can be found on the EAPRIL website [here](#).

Part 1: Personal and session data

Email address: example@submission.com

First name: [John](#)

Last name: [van der Doe](#)

Designations: [Dr.](#)

Pronoun: [he/him](#)

Organisation/Institution: [EAPRIL University](#)

Job Title: [Teacher](#)

Co-authors: [Jane van der Doe, Nick Stokhof](#)

Part 2: Actual submission text

Session Title (up to 100 characters, including spaces) [86]

[Enhancing Student Well-being and Engagement Through AI-Supported Reflective Journaling](#)

Abstract (between 100 - 200 words) [185]

[Student well-being and engagement have become central challenges in higher education, particularly in programmes that require intensive self-directed learning. This study investigates the use of an AI-supported reflective journaling tool designed to scaffold students' weekly reflections with personalised prompts, emotional-insight cues, and strengths-based feedback. The research questions guiding the study were: \(1\) How does AI-supported reflective journaling influence students' perceived well-being during an inquiry-based course? \(2\) To what extent does the tool](#)

support deeper engagement and more meaningful reflective practices? A mixed-methods design was used. Quantitative data were collected through pre- and post-course surveys on well-being (N=84), while qualitative data were gathered via content analysis of 312 reflective journal entries and semi-structured interviews with a purposive subsample of 14 students. Results indicate that students using the tool reported significantly higher levels of emotional clarity and engagement compared to students in previous cohorts. The qualitative analysis suggests that AI-generated prompts helped students articulate learning challenges, recognise progress, and formulate actionable strategies. Implications point to the potential of responsible AI integration for supporting student well-being while maintaining reflective autonomy. Recommendations for educators adopting similar tools are provided.

Extended summary (250 - 1000 words) [602]

1. Introduction

Well-being and engagement are recognised as foundational for meaningful learning, particularly in inquiry-based and project-based higher education contexts where students face increased autonomy and emotional workload. Despite the importance of reflective practices for processing experiences, many students struggle to articulate emotions, identify learning needs, or monitor their development. This study explores an AI-supported reflective journaling tool implemented in a second-year honours course to examine how technology-assisted reflection may enhance student well-being and engagement.

2. Research Aims and Questions

The goal of the project was to evaluate the effects of an AI-based reflective scaffolding tool on students' emotional well-being and learning engagement. The study addressed two main research questions:

1. How does AI-supported reflective journaling influence students' perceived well-being during a 10-week inquiry-based learning trajectory?
2. To what extent does the tool support deeper engagement and more meaningful reflective practices?

3. Theoretical Framework

The study builds on theories of socio-emotional learning, metacognition, and technology-enhanced reflective practice. Prior research highlights that students benefit from structured prompts and reflective models but often lack consistent routines. Emerging work on AI in education suggests that automated prompts can support metacognitive processes while enabling personalisation. However, concerns remain regarding autonomy, authenticity, and over-reliance on AI feedback.

4. Methodology

A mixed-methods approach was adopted.

- Participants: 84 students enrolled in a higher-education honours programme in the Netherlands. Participation was voluntary and integrated into weekly coursework.
- Intervention: Students completed weekly reflective journal entries. The AI tool generated personalised prompts (e.g., identifying challenges, recognising emotions, formulating strategies) and provided strengths-based feedback.
- Data Collection:
Pre-post well-being surveys using a validated 6-scale instrument;
Content analysis of 312 reflections;
Semi-structured interviews with 14 students.
- Ethics: Data were anonymised and stored securely. AI-generated insights were used only as scaffolds, not as formal assessment.

5. Results

5.1 Quantitative Findings

Survey analysis shows a statistically significant increase in students' emotional clarity and perceived coping ability from pre- to post-course ($p < .05$). Students reported feeling more capable of articulating their learning progress and emotional responses throughout the inquiry process.

5.2 Qualitative Findings

Reflections demonstrate a shift toward deeper metacognition over time. Early entries were descriptive, while later entries included emotional reasoning, strategic planning, and self-evaluation. Three major themes emerged:

1. **Increased Emotional Awareness**
Students reported that AI-generated cues helped them acknowledge frustration, uncertainty, or confidence more explicitly.
2. **Strengthened Engagement**
Personalised feedback encouraged students to persist in complex inquiry tasks, identify successes, and experiment with new strategies.
3. **Balanced Autonomy**
While some students expressed concerns about depending too much on the tool, most described it as a “thinking companion” rather than a prescriptive system.

Interviews confirmed that the tool enhanced reflection without diminishing students' ownership of the process.

6. Discussion

The findings suggest that AI-supported journaling can serve as a meaningful aid for student well-being and engagement, two key predictors of learning success. The personalised prompts appear particularly helpful for students who struggle with the emotional aspects of inquiry-based learning. Importantly, students retained reflective autonomy, indicating that responsible AI integration is possible when the design emphasises scaffolding rather than automated judgement.

7. Implications for Practice

- Integrating AI reflective prompts may support students' emotional resilience in demanding learning settings.
- Educators should emphasise the supportive rather than evaluative nature of AI-generated insights.
- Future implementations should explore combining AI-assisted journaling with peer dialogue to further deepen reflective practice.

8. Conclusion

AI-supported reflective journaling shows promise as a tool to enhance both well-being and engagement in higher education. While further longitudinal research is needed, the present findings offer evidence that technology-enhanced reflective scaffolds can enrich student learning experiences without compromising authenticity or autonomy.

2. Steps in Pheedloop

In this section the data from the example will be entered into the Pheedloop system. Notice that **Pheedloop does *not* save the data in the process of the steps that you go through.** If you move back, the data that you entered will be lost. Hence the suggestion to prepare your submission in this document. [Link to the Pheedloop Submission system.](#)

Start

In this section you enter your email address and your personal data. If you already have a Pheedloop account (e.g. from registering for EAPRIL 2025), you can use your credentials to log in. Some fields will already be filled in in the Start form.

Note that **the person who submits the session is automatically assigned the role of presenting author.** You can add a second presenting author ('speaker') in the Presenting Author step. Also note that the Start step consist of two pages.



EAPRIL 2026

Submission Portal

Proposal Application

Event Information

Start

Session

Survey

Presenting Author

Profile

Files

Success

Speaker Email *

Next

Start

Session

Survey

Presenting Author

Profile

Files

Success

Dear Speaker,

We are welcoming submissions for the EAPRIL 2026 conference, taking place in **Cork, Ireland**, from 24th until 26th of November 2026. The [conference theme](#) is 'Making meaning: The craft of collaborative construction of understanding'.

You can submit your abstract for the following session formats:

- Present & Discuss (abstract-reviewed)
- Present & Discuss (full paper peer-reviewed)
- Symposium
- Workshop
- Case Study
- Roundtable
- Poster

There is a separate [call for the Best-Practice Based Research Award](#).

Please consult the [detailed Submission Guidelines](#) before submitting your proposal.

The **submission deadline** is set for **24th of April 2026** (midnight CET).

Logged in as hannah.smeyers@eapril.org [Logout](#)

Speaker Email *

First Name *

Last Name *

Designations (e.g. Dr., Prof., ...)

Pronouns

Organisation/Institution *

Job Title (e.g. Teacher, Professor, Researcher, ...)

Next

Session

Here you enter your session title (limited to 100 characters, including spaces), abstract (limited to 1500 characters), tracks, format and relevant target audiences. You can also add co-authors (write the full name: First Name followed by Last Name. Separate different authors with a comma): A co-author is a contributor who has made a substantial intellectual contribution to the submission and is formally credited as an author, but who does not necessarily attend or present at the conference.

Note that tracks, format and target audiences are sorted alphabetically. Tracks and target audiences are used to categorise your submission for conference delegates, assign your proposal to a reviewer with a similar research interest, and grouping accepted submissions in sessions for the final conference programme.

< Start

Start

Session

Survey

Presenting Author

Profile

Files

Success

Session Details

Please provide details about the session you are proposing

Consult the [Submission Guidelines](#) to select the **appropriate format** for your presentation. Selecting an inappropriate format may significantly reduce the chances of acceptance of your proposal! We recommend considering the [review criteria](#) when preparing your submission to understand how the proposal will be assessed. These criteria can be found in the submission guidelines per format.

Please note that all submissions should be done **completely anonymously**, to ensure a fair review process. Please do not include your name, institute, or any other identifying information in your session description, abstract, extended summary or in any of the attachments.

Your **Session Title** is limited to 100 characters (including spaces).
Your **Abstract** has a maximum of 200 words (the field is limited to 1500 characters).
You can upload your **Extended Summary** with a maximum of 1000 words and your **Full Paper** with max 6000 words in the 'Files' step.

To select the most appropriate **Cloud** in the Target Audience, please consult the Submission Guidelines or the [EAPRIL website](#) for a full overview of all EAPRIL Clouds and a short description.

Session Title *

Enhancing Student Well-being and Engagement Through AI-Supported Reflective Journaling

Abstract *

Student well-being and engagement have become central challenges in higher education, particularly in programmes that require intensive self-directed learning. This study investigates the use of an AI-supported reflective journaling tool designed to scaffold students' weekly reflections with personalised prompts, emotional-insight cues, and strengths-based feedback. The research questions guiding the study were: (1) How does AI-supported reflective journaling influence students' perceived well-being during an inquiry-based course? (2) To what extent does the tool support deeper engagement and more meaningful reflective practices? A mixed-methods design was used. Quantitative data were collected through pre- and post-course surveys on well-being (N=84), while qualitative data were gathered via content analysis of 312 reflective journal entries and semi-structured interviews with a purposive subsample of 14 students. Results indicate that students using the tool reported significantly higher levels of emotional clarity and engagement compared to students in previous cohorts. The qualitative analysis suggests that AI-generated prompts helped students articulate learning challenges, recognise progress, and formulate actionable strategies. Implications point to the potential of responsible AI integration for supporting student well-being while maintaining reflective autonomy. Recommendations for educators adopting similar tools are provided.

Co-Authors (First Name and Last Name, each author separated by comma)

Jane van der Doe, Nick Stokhof

Select relevant tracks *

☒ 01. Learning & Development

☐ 02. Cognitive, Metacognitive & Self-Regulated Learning

☒ 03. Motivation, Emotions & Well-being

☐ 04. Creativity & Problem Solving

☐ 05. Social, Collaborative & Peer Learning

☐ 06. Special Educational Needs & Learning Difficulties

☐ 07. At-Risk Learners & Remedial Education

☐ 08. Teaching Practices & Instructional Design

☐ 09. Teacher Beliefs, Thinking & Professional Identity

☐ 10. Teacher Education & Professional Development

☐ 11. Mentoring, Tutoring & Coaching

☐ 12. Educational Leadership & Management

☐ 13. Inquiry-, Problem- & Project-Based Learning

☐ 14. Competence-Based & Practice-Based Learning

☐ 15. Research-Based & Authentic Learning

☐ 16. Game-Based & Experiential Learning

☐ 17. Technology-Enhanced & Digital Learning

☒ 18. Artificial Intelligence & Learning Analytics

☐ 19. Online, Blended & Distance Learning

☐ 20. Immersive & Media-Based Learning (VR, video, web)

☐ 21. Early Childhood Education

☐ 22. Primary & Secondary Education

☒ 23. Higher & Doctoral Education

☐ 24. Vocational, Workplace & Lifelong Learning

☐ 25. Medical & Professional Education

☐ 26. Curriculum Design & Educational Quality

☐ 27. Language, Literacy & Numeracy Education

☐ 28. STEM (Science, Technology, Engineering, Mathematics) Education

☐ 29. Arts, Humanities & Social Sciences Education

☐ 30. Physical, Moral & Religious Education

☐ 31. Educational Policy & Governance

☐ 32. School & Organisational Development

☐ 33. Partnerships, Parental & Community Engagement

☐ 34. Sustainability & Education for All

☐ 35. Diversity, Inclusion & Equity

☐ 36. Educational Research Methods & Design

☐ 37. Educational Change Methods & Design

Select a relevant format *

☐ Case study

☐ Poster

☒ Present & Discuss (abstract-reviewed)

☐ Present & Discuss (full paper peer-reviewed)

☐ Roundtable

☐ Symposium

☐ Workshop

Select relevant target audiences *

☐ Cloud 02 - Educator's Professional Development

☐ Cloud 03 - Change in Education

☒ Cloud 04 - Innovation in Education: Improving Learning & Well-being

☐ Cloud 05 - Workplace Learning & HRD

☐ Cloud 08 - Diversity & Equality in Different Contexts

☐ Cloud 10 - Education for Sustainability

☐ Cloud 11 - Practice-based Research Methodology

☐ Cloud 12 - Leadership in Education

☒ Higher Education

☐ Kindergarten

☐ Policy Makers

☐ Primary Education

☐ School Leaders

☐ Secondary Education

☐ Teacher Educators

☐ Teachers

☐ Vocational Education

Next Step

Survey

In this step you indicate whether you are available to be a chair – moderating a session - during the EAPRIL 2026 conference. You can also register yourself as a submission reviewer. While in the previous step, you can select multiple Clouds as a target audience, we ask here to choose one Cloud your proposal fits best to. This is for the conference team to get a clear overview in the conference programme later. Lastly, if you are submitting a Symposium, you need to fill in the name of the Discussant and Chair here.

< Session

Start

Session

Survey

Presenting Author

Profile

Files

Success

Submission EAPRIL 2026

I'm available to chair a session during the EAPRIL 2026 conference. *

A Chair is the person who moderates a conference session, introduces speakers, manages time, and facilitates audience discussion.

Yes

I'm available as a submission reviewer. *

We ask reviewers to assess 2-4 submissions, and your expertise would be greatly valued.

Yes

My proposal fits best to this Cloud (choose only one). *

Cloud 4: Innovation in Education: Improving Learning and Well-being

Are you submitting a Symposium? *

☐ Yes

☒ No

Next Step

Presenting Author

Here you can add a second presenting author to your submission. Since **the Pheedloop system automatically considers the submitter to be a presenting author**, you cannot add your own details here again. If you don't have a second speaker, you can 'Skip this step'. You can also add a second presenting author in the submission portal after finishing the submission steps.

< Survey

Start

Session

Survey

Presenting Author

Profile

Files

Success

Presenting Author(s)

A **Presenting Author** is the author who will attend the conference and deliver the presentation of the accepted submission. This author serves as the main contact person for all presentation-related communication with the conference organisers.

By submitting, you are automatically assigned as Presenting Author. You can add one extra Presenting Author here, but cannot add your own details again.

The conference programme will avoid **timetable conflicts** for presenting authors, chairs, and discussants, but **not for co-authors**. Please take this into account when planning your submissions.

Add Presenting Author

Email *

Secondary Contact Email

First Name *

Last Name *

Designations (e.g. Dr., Prof., ...)

Pronouns

Organisation/Institution *

Job Title *

Country

State/Province

City

Phone Number

About/Bio

0 Characters

Add Co-Speaker

Skip This Step

Profile

In this step, you can fill in additional details about yourself as presenting author of the submission. Only the fields with a red asterisk are mandatory to be filled in. Please note that this information is used in the final conference programme, so make sure all details are correct. You can also edit this information in the submission portal after finishing the submission steps.

Presenting Author

Start Session Survey Presenting Author Profile Files Success

PROFILE

Basic Details

About Me

This is a short bio about my job, research, etc.

56 Characters

First Name * Last Name *

John van der Do

Email *

example@submission.com

Secondary Contact Email

Designations (e.g. Dr., Prof., ...)

Dr

Pronouns

He/Him

Organisation/Institution *

EAPRIL University

Job Title *

Teacher

Country

The Netherlands

State/Province

Noord-Holland

City

Amsterdam

Phone Number

2646113

Contact Details

Personal Website

Company Website

https://www.examplewebsite.com

X (Formerly known as Twitter)

LinkedIn

https://www.linkedin.com/example

Next Step

Files

In the Files step, you are required to upload your extended summary (250 – 1000 words) and reference list. If you are submitting a Present & Discuss Full Paper Peer Reviewed, you should add your full paper attachment (4000 – 6000 words) here. Click 'Add New File', select your file (150MB max size) and fill in the Name of the attachment (e.g. [Enhancing Student Well-being and Engagement Through AI-Supported Reflective Journaling_extended summary](#)).

When all files are uploaded, click the 'Skip this Step' button. This will finalise your submission and lead you to the Success screen.

← Profile

Start

Session

Survey

Presenting Author

Profile

Files

Success

Files

Please upload your extended summary or full paper, and list of references here.

In case you are submitting a Present & Discuss Full Paper Peer-Reviewed, upload a **full paper attachment**. Submissions in this format without a full paper attachment will not be eligible for review.

- Extended summary maximum word count: 250-1000
- Full paper attachment word count: 4000-6000

In the field '**Name**', please type the title of the attachment.

Please note that all submissions should be done **completely anonymously**, to ensure a fair review process. Please do not include your name, institute, or any other identifying information in your abstract/extended summary or in any of the attachments.

After uploading the file(s), click Skip this Step to finalise your submission.

Enhancing Student Well-being and Engagement Through AI-Supported Reflective Journaling_references

Enhancing Student Well-being and Engagement Through AI-Supported Reflective Journaling_extended summary

+ Add New File

File Upload (150 MB max size) *

Bestand kiezen

Geen bestand gekozen

Name *

Add File

Skip This Step

Success

On the Success page, your submission is confirmed. You can 'Edit your Submission' in the Submission Portal until the deadline of 24 April 2026 or 'Start a new Submission' (submissions are limited to 2 per presenting author). You will also receive a confirmation email.

Thank you for your submission!

We have received your submission and sent you an email confirmation. We will assess your submission shortly and keep you up to date via email. If you have any questions, please contact us.

[Edit Submission Here](#) [Start New Submission](#)

Share to: [X](#) [f](#) [in](#) [v](#)

Submission Summary

Submission ID:	PRO07QAUZQX
Name:	John van der Do
Email Address:	example@submission.com

Thank you for your EAPRIL 2026 submission!

If you have any questions or concerns not answered in this document, you can reach out to EAPRIL Office directly via info@eapril.org.