

Theory Into Practice

Call for Article Proposals for Special Issue

Topic: Artificial Intelligence and Education

Guest Editors:

Professor Leslie Loble and Dr. Kelly Stephens, University of Technology Sydney

The introduction of ChatGPT and other types of generative AI have had an immediate and significant impact on teaching and learning and highlight how contemporary education increasingly involves artificial intelligence (AI). The market for educational technology is expanding – by one estimate, some 200,000 education tools now can be found on digital app stores, for example – yet that growth is outpacing our understanding of what technology works best and how best to support schools, teachers and students, particularly given the growth in the availability of AI.

Tackling the opportunities and challenges of AI-enabled education will need to involve researchers, practitioners, policymakers and stakeholders. We seek manuscripts that offer evidence-informed, practical approaches that can support the efforts of educators across disciplines to understand, evaluate and effectively engage with AI-enabled edtech to leverage their professionalism and expertise.

Potential articles might focus on the following topics (although submissions addressing other topics related to AI in education are welcome as well):

- Strategies for determining when and how AI-enabled edtech could or should be used to support student learning and wellbeing outcomes.
- The implications of generative AI for writing instruction.
- Whole-school approaches to leveraging AI-enabled edtech (e.g., to strengthen the quality and consistency of teacher practice; to address school improvement objectives; to reduce teacher administrative workloads).
- Strategies for providing effective professional learning and support for teachers in the context of rapid technological change and teacher workload concerns.
- Strategies for ensuring that AI-enabled edtech retains and promotes teacher agency and professionalism (may include approaches to edtech tool design, implementation, and governance).
- Approaches to effective and efficient selection of AI tools that best meet school and student needs and align with evidence from learning science.
- Strategies for understanding and addressing student, parent and career preferences and concerns regarding AI-enabled edtech in learning.
- Strategies for integrating AI learning applications with teaching and learning programs, to support differentiation and/or promote mastery of knowledge and skills and/or meet the needs of high potential and gifted students.
- Strategies for incorporating AI into curricula from a developmental perspective (e.g., for elementary, middle school, or high school students).

We invite potential authors to submit a one-page article proposal that includes the following: (a) proposed title of the manuscript and names and affiliations of authors; (b) a brief statement about the overall topic that will be addressed; (c) a brief explanation of how the manuscript fits with the purpose of the special issue and how it advances existing knowledge and practices; (d) a brief description of the research/scholarship that will support any recommendations put forth in the manuscript. Please note that we do not publish empirical studies that present new quantitative or qualitative data.

The timeline for this issue is below:

- Submission of proposals: April 1, 2024
- Accepting/Rejecting proposals: April 19, 2024
- Submission of the first draft: November 15, 2024
- Feedback to authors: January 27, 2025
- Resubmission of revisions: April 15, 2025
- Proofs to Authors: August 2025
- Publication date: November 1, 2025

Please submit proposals via Qualtrics at <https://go.osu.edu/tipAI> by April 1, 2024, by 11:59 PST.