



CALL FOR PAPERS

ARTIFICIAL INTELLIGENCE AND THE HUMAN IN EDUCATION

Guest editors: Sandra Leaton Gray & Natalia Kucirkova

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Expressions of interest accepted until 30 April 2019

Deadline for draft papers 30 September 2019

London Review of Education (LRE) invites original academic papers for this special feature

Artificial Intelligence (AI) brings enormous potential for addressing the world's greatest challenges and, at the same time, it poses significant risk to humanity. Current AI technologies already have significant capabilities: they can recognise and predict objects, speech and emotions; they can analyse scenes and different languages; and they can plan, build and suggest solutions. In the not too distant future, AI could predict any multi-sensory and multi-dimensional patterns and make automated decisions impacting billions of lives.

There are complex social, moral and ethical issues in applying AI to education. In this special feature, we limit the scope to three key areas identified by a recent RSA report (2018) on Ethical AI. They are: data ownership and protection; algorithmic accountability; and socio-economic impact. We seek ambitious, richly theorized papers that debate these issues in the context of educational systems in the UK and selected other countries.

We expect the papers in this special feature to discuss, analyse and evaluate the ways in which AI-enhanced education could reduce systematic biases in school access, assessment and achievement. In particular, we encourage authors to draw on their observations, interviews with practitioners and other members of the public to reflect on issues of power in the light of transnational elites, as well as social justice in the light of state regulation and individual autonomy.

Submitting contributions

We invite original articles of around 6,000 words based on empirical and conceptual research. We particularly welcome papers and reports of research involving schools and the initial and professional development of teachers that reveal links between research, policy, and practice, and which analyse key themes in education, including public goals and policies, pedagogy, curriculum, organization, resources and technology, and institutional effectiveness.

- Expressions of interest (via email, abstract or draft article) accepted until **30 April 2019**. Abstracts submitted by this date should be 250–500 words in length.
- Deadline for article submissions, **30 September 2019**.
- Notes for authors are available on the [journal website](#).

Send submissions to LRE's managing editor, Pat Gordon-Smith: p.gordon-smith@ucl.ac.uk

Reference

Royal Society of Arts (2018) [Artificial Intelligence: Real Public Engagement, Engaging citizens in the ethical use of AI for automated decision-making](#).

The [London Review of Education](#) is an open-access peer-reviewed journal featuring rigorous, theoretically based research into contemporary education.
Editor: [Hugh Starkey](#).

