Thresholds in Education (ISSN 0196-9641)

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Special Issue: Generative AI's Impact on Education

The Thresholds Story

Thresholds in Education (originally *Thresholds in Secondary Education*) was first published in 1975 by faculty members at Northern Illinois University in DeKalb. Their intention was to "explore fresh ideas and viewpoints that may become the pathways to the future," and for 35 years this venerable journal published four thematic issues a year. In those 35 years, articles by well-known educators and non-educators including Theodore Brameld, Benjamin Spock (yes, Dr. Spock), Linda O'Neil, Bill Ayers, William Schubert, Jan Woodhouse, Deron Boyles, Ming Fang He (to name just a few) appeared in the pages of *Thresholds* doing exactly that: exploring fresh ideas and viewpoints. However, in the face of rising publication costs and the growing contemporary online publication milieu, the last print version of *Thresholds* was published in 2010.

Fast forward to 2014. In discussions between the *Thresholds Foundation* executive board and representatives of the *Academy for Educational Studies*, a plan was hatched: re-launch *Thresholds in Education* as an open access online journal and house it at the *Academy for Educational Studies* web site. In addition to resurrecting *Thresholds*, it was decided that the new *Thresholds* would take on the look, feel, and substance of a slightly more traditional scholarly journal—the original *Thresholds* having had a more "magazine-like," short-article, look and feel. With this in mind, the *Thresholds in Education* editorial board, in partnership with the *Academy for Educational Studies*, has recently published issues on the educational impact of COVID-19, critical race theory, and rural educational matters. Future issues include one on contemplative approaches to teaching and learning, and this issue on generative artificial intelligence.

Overview: *Generative AI's Impact. On Education*

Recent advancements in generative AI technologies, such as OpenAI's large language model powering ChatGPT, have sparked extensive debates on the use of AI in educational contexts. Microsoft's

partnership with OpenAI, Amazon's partnership with Anthropic, and Google's deployment of AI throughout its suite of tools indicate that generative AI technology will very soon be normalized in our professional lives. While AI holds the potential to enhance learning and offer personalized student support, it is also a disruptive technology with risks around ethics, deskilling, and abuse.

This special issue aims to advance the critical conversation by balancing pragmatic usage with ethical concerns in an exploration of opportunities and challenges. How can educators leverage generative AI's expanding capabilities to improve teaching and learning, while minimizing educational risks? We welcome theoretical, empirical, and practical contributions that explore key questions such as:

- How can generative AI encourage learner agency, identity, and engagement within education?
- How can educators navigate with generative AI tools in ways that are sometimes culturally responsive and inclusive and sometimes biased and exclusionary?
- What are the prospects for using AI to scaffold and support student development in writing, reading, and research?
- How might generative AI aid differentiated and adaptive instruction?
- What are effective and ethical approaches to integrating generative AI in traditional and hybrid classrooms?
- How does generative AI interrupt and/or enhance the student writing process?
- How can teachers foster critical awareness of AI systems and increase AI literacy?
- Can generative AI assist teachers in closing educational gaps and decreasing inequities?
- What are the ethical and practical ramifications of automating linguistic aspects of teaching and learning?
- How does the availability of generative AI impact teaching and learning within the humanities, social sciences, fine arts, and/or natural sciences?

This special issue seeks to bridge theory, research, and practice to further discussions about principled and equitable integrations of generative AI in education. Contributions from critical, philosophical, learning sciences, and sociocultural perspectives are encouraged. Empirical studies examining existing uses of AI and its impacts on students are also welcomed. The editors welcome submissions from tenured and tenure-track scholars, non-tenure track faculty, K-12 teachers, graduate students, and writers from diverse backgrounds.

Author Guidelines:

- Please submit a 500 - 700 word proposal, along with a short bio and contact information for each author per the below timeline.
- Final manuscripts will be 6,000-8,000 words, double-spaced, 12-point font, APA style 7th edition

Important Dates	**Contact and Submission Information**
Call for papers: December 4, 2023 Proposals Due: May 1, 2024 Accept/Reject: June 1, 2024	Stephen Monroe: smonroe@olemiss.edu Marc Watkins: mwatkins@olemiss.edu Submission Email: aiimpactedu@gmail.com

Draft Articles Due: August 1, 2024 Feedback to authors: October 1, 2024 Final Drafts Due: November 1, 2024 Published: Winter 2024	*Please use this email address for all correspondence with the editors