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Call for Proposals
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Title/Theme: Exploring Generative AI in Teacher Preparation
Guest Co-Editors:
Guy Trainin, University of Nebraska- Lincoln
Laurie Bobley, Touro University
Punya Mishra, Arizona State University
Jon Margerum-Leys, Oakland University
Peña L. Bedesem, Kent State University

The Context:

To celebrate its 75th anniversary, the *Journal of Teacher Education* (JTE) is seeking proposals for a special issue on Generative Artificial Intelligence (AI) for Volume 76, issue three. Generative AI is an artificial intelligence model that can create new content, mimicking certain styles or patterns in existing data. While AI has been part of the educational landscape for an extended period, generative AI is a relative newcomer. As a consumer product, generative AI broke into the mainstream with the release of Chat Generative Pre-Trained Transformer (ChatGPT) in November 2022. Since then, educators have been grappling with its implications for learning in K-12 and, as a result, in teacher education (Mishra et al., 2023).

The discourse surrounding generative AI's role in education has recently undergone a significant transformation. The majority of the initial discussion was directed toward the disruptive potential of AI tools, with little focus on their ability to enhance teaching and learning (Bonos, 2023). There are valid concerns and challenges related to using AI tools in education, yet not using them would be counterproductive to participating in this extraordinary global trend. In May 2023, the United States Department of Education's Office of Educational Technology issued a report titled "Artificial Intelligence and the Future of Teaching and Learning." In addition to outlining the "opportunities and risks for AI in teaching, learning, research, and assessment" (p. 10), the report describes the need to inform and engage educators to use AI in their work.

Generative AI holds great potential and could transform how educational materials are created and delivered. At the same time, teachers and school administrators struggle with ways to realize the benefits of generative AI while managing the way it challenges key pedagogical practices (e.g., homework, writing assignments, problem sets).

In addition, in scrutinizing the role of Generative AI in teacher education, it becomes paramount to adopt a critical lens that factors in historical context, cultural nuances, ethical considerations, and economic implications. This multidimensional approach is especially vital for understanding the ways in which such

emerging technologies have perpetuated existing inequities or introduced new forms of marginalization among disenfranchised groups.

Advancing the conversation and the knowledge base around generative AI in education aligns with AACTE's position to advance the quality of Educator preparation and enhance the educational experience for all students (AACTE, 2023).

The Challenge:

Generative AI is rapidly becoming commonplace and coupled with the availability of personal devices and one-to-one technology adoption, we need to ensure that the current and future generations of teachers understand its implications, know how to adjust their pedagogy and how to use it to assist in lesson planning, assessment, and individualizing instruction. In this call, we are specifically inviting submissions from practitioners using evidence-based strategies in both pre-service and in-service teacher education.

Submissions might focus on (but are not limited to):

- Personalized Learning
- Intelligent Tutoring Systems
- Automated Grading
- Data Analysis and Insights
- AI-driven Simulation and Virtual Reality in Teacher Education
- Feedback on teacher performance
- Lesson and assessment planning
- Inclusion and accessibility
- Chatbots in Learning and self-regulation
- Bots for socio-emotional learning
- Adaptive learning
- AI literacy for teacher educators
- What do teachers need to know in a world of Generative AI
- Teacher preparation in an age of Generative AI
- Whose data? Who is learning? The complex realities of learning in an age of Generative AI
- Ethical and Equity Implications of Generative AI in Teacher Education
- The Economics of Generative AI and Teacher Education
- Cultural Sensitivity and the Deployment of AI in Diverse Educational Settings
- Assessing the Impact of Generative AI on Accessibility and Inclusion in Teacher Education
- Generative AI, Social Justice, and Educator Preparation.

The Approach:

In addition to an open call for proposals, we also intend to invite scholars to submit articles from those who have participated in events held by the AACTE Committee on Innovation and Technology. Since the spring of 2023, the I & T committee has held a series of webinars and online Lunch and Learn sessions focused on generative AI in teacher education. Researchers and practitioners familiar with AI tools shared policies, procedures and practices with the AACTE community, leading to rich forward-thinking conversations about this timely topic. We will continue to hold these events leading up to a featured session at the 2024 AACTE Annual Meeting in Denver, CO, where some of these scholars and I & T committee members will be presenters.

Manuscript Guidelines

Authors are encouraged to submit manuscripts that meet the following criteria:

- All manuscripts must be fully blinded to ensure a reliable review process.
- All manuscripts must meet publishing guidelines established by the American Psychological Association (APA) Publication Manual (7th edition, 2019).
- A manuscript, inclusive of references, tables, and figures, should not exceed 10,000 words.
- No more than one manuscript submission per author.
- For additional JTE guidelines for the manuscript, please go to: https://journals.sagepub.com/author-instructions/jte
- To submit your manuscript, please visit: https://mc.manuscriptcentral.com/jteachered

Timeline for Submission

A. June 15, 2024: A 150-word bio for each author, a 300-word structured abstract, and 5 keywords due to guest editors. Email these items to jmleys@oakland.edu and the subject line should read: 'JTE Anniversary 76(3) - Abstract'.
B. September 1, 2024: Manuscript submission deadline for 'Level 1' external review; see the above guidelines. Manuscripts need to be in 'near publication' quality to move forward to the Level 2 review.
C. November 15, 2024: Level 1 - External peer review completed.
D. December 10 through January 10, 2025: 'Level 2' review by guest editors; feedback is provided to prospective authors on a rolling basis.
E. Noon (CST) Saturday, February 1, 2025. All final manuscripts must be received in the Sage online system for consideration of publication in JTE's 75th anniversary issue on Generative AI, 76(3). The publication date is targeted for May 2025.

References:

American Association of Colleges for Teacher Educators. (2023). *High quality educator preparation.* https://aacte.org/resources/high-quality-educator-preparation/

Bonos, L. (2023, April 3). Say hello to your new tutor: It's ChatGPT. *The Washington Post*. https://www.washingtonpost.com/technology/2023/04/03/chatgpt-khanmigo-tutor-silicon-valley/

Mishra, P., Warr, M., & Rezwana, I. (2023). TPACK in the age of ChatGPT and generative AI. *Journal of Digital Learning in Teacher Education, 39*(4), 235-251. DOI: 10.1080/21532974.2023.2247480

U.S. Department of Education. Office of Educational Technology. *Artificial intelligence and the future of and learning: Insights and recommendations.* Washington, DC, 2023. https://www2.ed.gov/documents/ai-report/ai-report.pdf