

Call for Manuscripts on AI Literacy in Teacher Education

Spring 2027

Title/Theme: Designing AI Literacy in Teacher Education: Professional Knowledge, Pedagogical Integration, and Assessment Practices

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The Call:

The *Journal of Teacher Education (JTE)*, the flagship publication of the American Association of Colleges for Teacher Education, is seeking proposals for a Special Issue for Volume 78, Issue 3. This Special Issue will build on and extend current scholarship by centring AI literacy as a teacher-education design problem.

This Special Issue responds directly to the *Journal of Teacher Education's* focus on teacher preparation as a field of inquiry by reframing AI literacy as a design-oriented dimension of professional teacher knowledge that must be intentionally cultivated within teacher education. Rather than focusing primarily on AI tools or classroom-level implementation, the issue foregrounds teacher education ecologies, including coursework, assessment practices, professional development for teacher educators, and institutional infrastructures as the key sites where AI literacy is conceptualised, modelled, and cultivated.

Artificial intelligence is rapidly reshaping educational practice, with emerging research highlighting its potential to enhance personalised learning, adaptive assessment, feedback, and instructional design (Case et al., 2025; Ghosh, 2025; Moorhouse & Kohnke, 2024; Wang et al., 2024). At the same time, scholarship has drawn attention to pressing ethical and pedagogical concerns, including bias, transparency, data privacy, academic integrity, and the changing role of teacher agency in AI-mediated environments (Dilek et al., 2025; Nyabaa & Zhai, 2024; Warr & Heath, 2025). In response, AI literacy has become an increasingly urgent educational priority, encompassing not only technical understanding of AI systems (Guan et al., 2025; Moorhouse & Kohnke, 2024), but also critical evaluation, ethical awareness, and responsible engagement with AI-generated content and processes (Dilek et al., 2025; Dilling & Herrmann, 2024; Ding et al., 2024; Nyabaa & Zhai, 2024).

Despite this growing body of work, AI literacy is still too often positioned as an individual technical skill or optional technological enhancement, rather than as a professionally grounded

and pedagogically situated competence that must be systematically developed through teacher education (Gašević & Yan, 2026; Ó Ceallaigh & Murphy, 2026; Ó Ceallaigh et al., 2025). Existing research has largely focused on technology adoption and learner outcomes, with comparatively limited attention to how teacher education programmes prepare future teachers to engage critically, ethically, and pedagogically with AI. In particular, there remains a significant gap in scholarship examining the role of teacher educators, programme design, curriculum integration, and assessment practices in shaping AI literacy for pre- and in-service teachers.

This Special Issue addresses a critical gap in current scholarship by positioning AI literacy as a teacher education design challenge rather than simply a technological issue. It foregrounds the role of teacher educators as key agents in shaping AI literacy through curriculum, pedagogy, assessment, and professional practice. Contributions will explore how AI literacy is intentionally designed, enacted, and assessed across pre-service, induction, and in-service teacher education contexts, with particular attention to the development of professional knowledge, discipline-specific pedagogies, and ethical and critical engagement with AI. By shifting the focus from AI adoption to AI literacy design, the Special Issue offers a timely and distinctive contribution to international scholarship on teacher education in AI-rich educational environments. Collectively, contributions to this Special Issue aim to:

- Advance conceptual clarity by theorising AI literacy as a design-oriented component of professional teacher knowledge;
- Illuminate teacher educators' practices and professional learning as foundational to sustainable and ethical AI integration in education;
- Document and analyse programme-level designs, including coursework, learning artefacts, and assessment frameworks that make AI literacy visible, teachable, and assessable;
- Provide empirically grounded and conceptually robust models to inform the redesign of teacher education programmes in AI-rich educational landscapes.

The Challenge:

By reframing AI literacy as a professionally designed capacity rather than an individual technical skill, this Special Issue seeks to shape future research agendas and support more coherent, responsible, and pedagogically grounded approaches to AI in teacher education.

Submissions may address, but are not limited to, the following themes:

- Teacher educators' AI literacy development, professional identities, agency, and learning trajectories;
- Frameworks, models, and professional learning approaches that support AI literacy development in teacher education;
- The integration of AI literacy into discipline-specific pedagogies, teacher education curricula, and the design of learning activities and artifacts;
- Assessment, feedback, and evaluative practices used to develop and assess AI-related competencies in pre-service, induction, and in-service teacher education;
- Ethical, epistemic, pedagogical, and professional tensions associated with GenAI use in teacher education;
- Institutional, cultural, and policy conditions shaping how AI literacy is conceptualised, enacted, and supported within teacher education programmes;

- Design-based, programmatic, or longitudinal studies examining AI literacy development and implementation in teacher education contexts.

All submissions should engage explicitly with teacher education as the primary site of inquiry, with a focus on the professional knowledge, pedagogical practices, and programme-level structures that shape AI literacy development, rather than focusing solely on school-level classroom practice or technical evaluations of AI tools.

The Approach:

In addition to an open call for manuscripts, we also intend to invite scholars to submit articles from those who have been leading scholars on the topic of AI literacy. A community of policymakers, practitioners, and researchers, strong advocates for teacher residencies, will engage in this special issue, leading to transformative discussions about this timely topic. We will also propose online events leading up to a featured session at the 2027 AACTE Annual Meeting where some of these scholars will be presenters.

Manuscript Guidelines:

The Special Issue welcomes contributions from diverse international contexts and methodological traditions, including qualitative, quantitative, and mixed methods approaches. 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.
- We kindly ask authors to also serve as reviewers for other submissions. Given your expertise as a scholar in this particular topic, your peer review feedback is extremely valuable.
- 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:

- July 18th, 2026:** A 150-word bio for each author, a 300-word structured abstract, and five keywords due to guest editors. Email these items to tjoceallaigh@ucc.ie and the subject line should read: ‘**JTE AI-Literacy Special Issue 78(3) - Abstract**’.
- August 15, 2026:** Authors notified, on a rolling basis, regarding the status of their abstract submission by this due date.
- September 20th, 2026:** This is the submission deadline submission for manuscripts. Authors should submit their manuscripts through Sage's ScholarOne portal for manuscripts at <https://mc.manuscriptcentral.com/jteachered>. During submission, please select "78.3 - Special Issue: AI Literacy in Teacher Education" when prompted to identify the manuscript type. Manuscripts that do not select this designation may be routed to the general review queue and may not be considered for the Special Issue. Manuscripts need to be of ‘near publication’ quality to move forward to the first-level review.

- D. **October 15, 2026:** This is the deadline for the first of two peer reviews; feedback is provided to prospective authors on a rolling basis.
- E. **November 10th through December 1st, 2026:** This is the deadline for the completion of the second peer reviews; feedback is provided to prospective authors on a rolling basis.
- F. **Noon (CST) Saturday, December 20th, 2026.** All final manuscripts must be received in the Sage online system for consideration of publication in JTE's Vol 78 Issue 3. The publication date is targeted for May 2027.

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