

Call for Papers: Special Issue, *Studia paedagogica*

## **A New Era of Education: Teacher Authority and Student Learning in the Age of AI**

Editors: Hana Vonkova, Roman Svaricek & Tomas Lintner

2026

*The Studia paedagogica journal is indexed in SCOPUS.*

The next planned special issue of *Studia Paedagogica* will explore how generative AI influences teacher authority and transforms student learning across different educational levels.

The rapid rise of generative artificial intelligence presents both challenges and opportunities for education. AI tools are increasingly taking on traditional expert roles, reshaping how students perceive their teachers and their authority. This development raises critical questions about how to foster critical thinking in an AI-dominated era and redefine the teacher's role as a guide and facilitator.

Although much research focuses on higher education, these issues are equally pertinent to primary and secondary schools, where foundational learning habits and perceptions of authority are established. Integrating AI at these levels introduces complexities that require tailored approaches to maintain both pedagogical and developmental appropriateness.

### **Topics of Interest**

This special issue welcomes submissions that explore the following areas or related topics.

#### **Teacher Authority and Student Learning in the AI-dominated World**

This theme explores how new technologies influence the role of teachers and transform student learning dynamics. Key questions include:

- How do digital tools and automated systems affect students' perceptions of teacher expertise and authority?
- How can teachers maintain pedagogical leadership while integrating technology into the classroom?
- How can the balance between teacher-centered and student-centered pedagogies be reimaged, such as integrating direct instruction with inquiry-based approaches (Cooper, 2023)?

#### **Fostering Critical Thinking and Digital Literacy**

This section examines strategies for helping students engage critically with information and navigate digital environments effectively. Topics include:

- How can inquiry-based, collaborative, or technology-enhanced methods support critical thinking?
- Advanced methods, such as social network analysis and non-linear approaches, for studying AI's impact on student learning (Reimann, 2016).
- Advanced methods, such as social network analysis and non-linear approaches, for studying AI's impact on student learning (Reimann, 2016).

## AI-skills measurements

This section focuses on assessing AI literacy and competency across different age groups, ensuring that students and educators are equipped with the necessary knowledge to navigate an AI-driven world:

- Developing new tools to measure AI skills and knowledge, ensuring comprehensive assessment frameworks.
- Re-validating existing AI literacy measurement tools to confirm reliability and applicability across diverse populations.

## Ethical and Pedagogical Challenges of AI Integration

This theme explores the ethical considerations and challenges, such as addressing algorithmic bias, data privacy, and cultural sensitivity, which are critical to equitable AI integration of integrating AI into education. Topics include:

- Ensuring equitable learning environments while addressing algorithmic bias, data privacy, and cultural sensitivity (Nazaretsky et al., 2024).
- Preventing over-reliance on AI tools and promoting active student engagement.
- Identifying unique challenges in introducing AI tools to younger learners.

The deadline for submitting abstracts is **June 20, 2025**, and full papers should be submitted by **October 30, 2025**. This special issue will be published in English in **June, 2026**. Abstracts should contain a title and a list of authors and provide a summary of the study.

Send abstracts and full texts to [studiapaedagogica@phil.muni.cz](mailto:studiapaedagogica@phil.muni.cz). Articles must be written in U.S. English and adhere to the journal's author guidelines. Manuscripts will undergo a double-blind peer-review process, based on which editors will select papers for publication. If you have any questions about your topic's suitability for this special issue, contact the editorial office at the email address above.

Manuscripts will be submitted to a double-blind peer-review process that will enable the editors to select papers for publication. If you have any concerns about the suitability of your topic for this special issue, you can contact the editorial office at the email address above.

You can find more information at <http://www.studiapaedagogica.cz>

## References

- Chiu, T. K. F., Ahmad, Z., & Çoban, M. (2024). Development and validation of teacher artificial intelligence (AI) competence self-efficacy (TAICS) scale. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-024-13094-z>
- Cooper, G. (2023). Examining science education in ChatGPT: An exploratory study of generative artificial intelligence. *Journal of Science Education and Technology*, 32(3), 444–452. <https://doi.org/10.1007/s10956-023-10039-y>
- Crompton, H., & Burke, D. (2024). The educational affordances and challenges of ChatGPT: State of the field. *TechTrends*, 68(380–392). <https://doi.org/10.1007/s11528-024-00939-0>
- Mehrotra, S., Degachi, C., Vereschak, O., Jonker, C. M., & Tielman, M. L. (2024). A systematic review on fostering appropriate trust in human-AI interaction: Trends, opportunities and challenges. *ACM Journal of Responsible Computing*, 1(4), Article 26. <https://doi.org/10.1145/3696449>

- Nazaretsky, T., Ariely, M., Cukurova, M., & Alexandron, G. (2022). Teachers' trust in AI-powered educational technology and a professional development program to improve it. *British Journal of Educational Technology*, 53(4), 914-931. <https://doi.org/10.1111/bjet.13232>
- Reimann, P. (2016). Connecting learning analytics with learning research: The role of design-based research. *Learning: Research and Practice*, 2(2), 130–142. <https://doi.org/10.1080/23735082.2016.1210198>
- Ruwe, T., & Mayweg-Paus, E. (2023). “Your argumentation is good”, says the AI vs humans – The role of feedback providers and personalised language for feedback effectiveness. *Computers and Education: Artificial Intelligence*, 5, 100189. <https://doi.org/https://doi.org/10.1016/j.caeai.2023.100189>