

Revista Latinoamericana de Educación

Facultad de Educación
Universidad de los Andes

Bogotá
Colombia

Special Call

Submission of articles

Subject: Artificial Intelligence in Education

August 15th - October 15th, 2024

Voces y Silencios: Revista Latinoamericana de Educación a journal of the Universidad de los Andes (Colombia), is pleased to announce its call for papers for the special issue on “Artificial Intelligence in Education”.

Editor: Nicolás Aguilar Forero, Universidad de los Andes, Colombia

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The articles should be submitted between August 15th - October 15th, 2024.

Manuscripts in Spanish, English, and Portuguese will be considered. The texts must comply with the editorial and style guidelines of the Journal, available at <https://revistas.uniandes.edu.co/for-authors/vys/editorial-policy>

All papers should be submitted through the OJS platform: <https://gestionrevistas.uniandes.edu.co/index.php/vys/login>

Presentation

This special issue aims to bring together research, experiences and reflections that address the impact, opportunities and challenges of Artificial Intelligence (AI) in education, with a particular focus on the Latin American context.

Currently, AI is rapidly being integrated into a variety of sectors, and education is no exception (Mollick, 2024). AI tools promise to revolutionize the way we teach and learn through innovative solutions to personalize learning, improve assessment, and provide instant feedback (Harry, 2023; Mollick & Mollick, 2024). These technologies have the potential to answer some of the most persistent criticisms in education, such as lack of resources, wide gaps in student achievement levels, and the need for more adaptive, student-centered pedagogical approaches.

These promises come with significant challenges that must be carefully considered in the context of what is already being referred to today as the “AI Generation” (UNESCO, 2024). The implementation of AI in education raises significant concerns about privacy and data security, especially in an environment where large amounts of sensitive student information are handled. Also, there is a risk of exacerbating educational in-

equalities if equitable access to the necessary technologies is not ensured.

Another crucial challenge is the dehumanization of the educational process and in tandem the anthropomorphizing of language models (Inie et al., 2024). Human interaction between teachers and students is critical for the development of social and emotional skills, and there is concern that over-reliance on AI may reduce these valuable interactions. In addition, AI algorithms may contain inherent biases that, if not handled properly, may perpetuate or even amplify existing inequalities (Tanksley, 2024; Drage, et al., 2024).

The need to deal with these ethical, technical and pedagogical challenges is urgent. Therefore, this special issue of *Voces y Silencios* aims to provide a platform for researchers, educators and practitioners in the field of education to share their studies and experiences on the integration of AI in education. It seeks to foster a critical and constructive dialogue that explores both the benefits and risks of these technologies, and offers practical and equitable solutions for their implementation.

For this special issue, we invite the academic community and professionals in the field of education to contribute their work. The themes include but are not limited to:

- The meaning of education: how AI is redefining traditional teaching and learning concepts and dynamics, and its implications for the future of education? How have educational communities responded to this challenge?
- Pedagogy and Didactics: How has AI transformed, or can it transform, pedagogical and didactic practices?
 - Customizing learning and educational equity
 - Automatized assessment and instant feedback
 - Roles of students, teachers, administrators, and support staff
- 21st Century Skills: How is the development of skills such as critical thinking or creativity affected? Are these skills an input or an output of the use of AI? How can educational institutions deal curricularly to develop these skills?
- Ethical Challenges: Analysis of ethical and privacy concerns related to the use of AI in education. How the ethical implications and challenges of AI are addressed in the classroom and education system?
 - Impact on the environment
 - Algorithmic biases and transparency
 - Information security and privacy
 - Technological gaps and equitable access
- Disciplines and levels: How has the use of AI implied the revision of objectives, skills and learning outcomes specific to the disciplines?, How could AI become an ally for a discipline?, What are the differences in the use of AI at different educational levels and their respective agents and communities (preschool, elementary, middle and high school)?

The Journal welcomes manuscripts in the following types of articles published by it:

- Empirical research articles and literature reviews: correspond to quantitative, qualitative or mixed research results. These articles present a clear and well-founded research question focused on recent debates in education, pedagogy and human development. Also are included literature reviews, which organize, integrate and evaluate the published material to make a balance or analysis of research pro-

gress, conclusions, gaps and contributions.

- Approaches: this type of theoretical research articles constitutes a space for the discussion of ideas and proposals from a reflective and propositional point of view. Its objective is to stimulate discussion on the development of the educational and pedagogical field, particularly in those aspects relevant to the Latin American context.
- Testimonials: these are texts written by people directly involved in educational activities, in which they describe in detail experiences, pedagogical and didactic resources or innovations in educational practice that have been particularly significant, because they are shocking experiences that generate new learning through reflection, or because they generate unexpected reactions in participants, communities or observers.

Voces y Silencios: Revista Latinoamericana de Educación is an academic, peer-reviewed, electronic, quarterly (since 2024), open access journal dedicated to the study and dialogue on questions and problems in education, pedagogy and human development. The journal declares an emphasis on topics that are of particular interest to education in Latin America, although it welcomes contributions in which these areas are presented and discussed in other parts of the world. It is oriented to an audience of researchers, teachers, managers and other professionals working in education, both in formal educational institutions and in policy-making institutions, non-governmental organizations and non-formal and informal education spaces.

Any questions about this invitation to submit manuscripts please direct them to Nicolás Aguilar Forero, editor: nj.aguilar1902@uniandes.edu.co

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