

# Call for Papers

**Social Empowerment Journal (SEJ)**

ISSN: 2676-234X | E-ISSN: 2716-9006

**Special Issue Title:**

## **Artificial Intelligence in Education: Reality and Ambition**

**Overview:**

*Artificial Intelligence (AI) is no longer a futuristic concept in education; it is a present reality reshaping how students learn and teachers instruct. Today, AI-powered tools personalize learning by adapting content to individual student's pace and style. Intelligent tutoring systems provide instant feedback, while automated grading reduces teachers' administrative workload, allowing more focus on instruction. Platforms like Duolingo and adaptive assessment tools are real-world examples of AI successfully enhancing engagement and efficiency.*

*However, the current reality is still limited. Most applications handle structured tasks—drill exercises, plagiarism detection, and basic analytics. Challenges remain, including data privacy concerns, lack of teacher training, and the digital divide that risks widening educational inequality.*

*The ambition for AI in education is far greater. Future goals include fully adaptive curricula that evolve with each learner's cognitive and emotional state, AI-powered virtual mentors available 24/7, and immersive learning through AI-driven virtual reality. Moreover, AI could help foster critical thinking by offloading routine tasks, enabling deeper student-teacher interaction. The ultimate ambition is not to replace educators but to empower them—creating inclusive, personalized, and lifelong learning ecosystems.*

*In conclusion, AI in education is a promising reality with transformative ambitions. Success will depend on ethical implementation, investment in infrastructure, and preparing teachers for a collaborative role with intelligent machines.*

**Rationale (Why this topic matters to explore)**

*The integration of Artificial Intelligence into education is accelerating rapidly, driven by technological advances and shifting educational needs. Examining this topic is essential for several reasons:*

- 1. Current Educational Challenges: Traditional one-size-fits-all education models struggle to accommodate diverse learning paces, styles, and needs. AI offers a potential solution through personalization.*
- 2. Technological Ubiquity: AI tools are already entering classrooms—often without formal strategies or teacher training. Understanding the current reality helps bridge the gap between technology availability and effective pedagogical use.*

3. *Preparing Future Generations: Students must develop AI literacy to thrive in an AI-driven workforce. Educators need clarity on how to integrate AI meaningfully rather than merely reactively.*
4. *Equity Concerns: Without critical examination, AI could widen or narrow educational gaps depending on implementation. This topic demands thoughtful policy and practice.*

## **Significance (Why this topic is important)**

### **For Educators & Institutions:**

- Clarifies realistic expectations versus hype.
- Informs professional development needs.
- Guides ethical policy-making around data privacy and academic integrity.

### **For Students:**

- Determines access to personalized, supportive learning environments
- Balances AI assistance with development of independent critical thinking

### **For Society:**

- Shapes the future workforce's skills and adaptability
- Influences educational equity across socioeconomic divides
- Impacts how human creativity and machine efficiency coexist in learning spaces

### **For Research & Policy:**

- Identifies gaps between current AI capabilities and educational ambitions
- Highlights urgent areas: teacher training, infrastructure, ethical frameworks

*In essence, understanding the rationale and significance ensures that AI serves human flourishing in education—not technological novelty alone.*

## **Focus and Scope**

### **1. Foundational Concepts**

- Definition and scope of AI in education
- Historical evolution: from computer-assisted learning to adaptive AI
- Key AI technologies used in education (machine learning, natural language processing, computer vision)

### **2. Current Reality (Present Applications)**

- Intelligent tutoring systems and personalized learning paths
- Automated grading and assessment tools
- AI-powered content generation (quizzes, summaries, lesson plans)
- Learning analytics and early warning systems for at-risk students
- Chatbots and virtual teaching assistants
- Language learning applications (e.g., Duolingo, speech recognition)

### **3. Ambitions (Future Possibilities)**

- Fully adaptive curricula responding to real-time student emotions and cognition

- *AI-driven lifelong learning companions and mentors*
- *Immersive learning through AI + virtual / augmented reality*
- *Intelligent classroom management and behavioral analysis*
- *AI-facilitated cross-cultural and global collaborative learning*

#### **4. Stakeholders and Their Roles**

- *Students: personalized learning, self-paced study*
- *Teachers: from knowledge transmitters to facilitators*
- *Administrators: data-driven decision making*
- *Parents: monitoring progress and engagement*
- *Policymakers: regulation, funding, and standards*

#### **5. Benefits and Opportunities**

- *Individualized learning at scale*
- *Immediate feedback and reduced teacher workload*
- *Accessibility for students with disabilities*
- *Bridging resource gaps in underserved areas*

#### **6. Challenges and Risks**

- *Data privacy and security concerns*
- *Algorithmic bias and fairness*
- *Digital divide and unequal access to technology*
- *Over-reliance on AI reducing critical thinking*
- *Lack of teacher training and institutional readiness*

#### **7. Ethical and Pedagogical Considerations**

- *The role of human connection in learning*
- *Academic integrity in the age of AI-generated work*
- *Transparency and explainability of AI decisions*
- *Balancing automation with student autonomy*

#### **8. Implementation Strategies**

- *Steps for integrating AI into existing curricula*
- *Professional development for educators*
- *Public-private partnerships and open-source AI tools*
- *Pilot programs and evidence-based scaling*

#### **9. Case Studies and Real-World Examples**

- *AI in K–12 classrooms (e.g., adaptive math platforms)*
- *AI in higher education (e.g., automated essay scoring, research assistants)*
- *AI in vocational and lifelong learning settings*

#### **10. Future Research Directions**

- *Longitudinal studies on AI's impact on learning outcomes*
- *Human-AI collaboration models in pedagogy*
- *Culturally responsive AI systems*
- *Measuring non-cognitive skills development*

### ***Submission Deadline***

*The submission of research papers will begin on May 15 and continue until July 31, 2026.*

### ***Publication Date***

31/10/2026

### ***Guest Editor***

#### ***Ali Lutfe Ali Qashmar***

*Department of Psychology, Faculty of Humanities*

*Al-Istiqlal University, Palestine*

*Email: [alilutfe@gmail.com](mailto:alilutfe@gmail.com)*

*Scopus ID: [57219051329](https://orcid.org/57219051329)*

### ***Additional Guest Editors***

<b><i>Number</i></b>	<b><i>Name</i></b>	<b><i>Workplace</i></b>	<b><i>Email</i></b>	<b><i>Scopus ID</i></b>
1	<i>Dr. Faten Hamad Mufaddi AlRawahneh</i>	<i>Sultan Qaboos University, Muscat, Oman.</i>	<i>f.rawahneh@hotmail.com</i>	<i>Scopus ID: 57191645647</i>
2	<i>Dr. Hussam Qaddoumi</i>	<i>Al-Istiqlal University, Palestine</i>	<i>dr.hussamqadomi@pass.ps</i>	<i>Scopus ID: 56175262800</i>
3	<i>Dr. Waheeb Abu-ulbeh</i>	<i>Al-Istiqlal University, Palestine</i>	<i>w.abuulbeh@pass.ps</i>	<i>Scopus ID: 56049297300</i>
4	<i>Dr. Kamal Alieyan</i>	<i>Amman Arab University, Amman, Jordan.</i>	<i>k.alieyan@aau.edu.jo</i>	<i>Scopus ID: 57000386100</i>

### ***Preliminary List of Contributors / Potential Authors***

*University professors, university students, those interested in the field of artificial intelligence, and teachers*

***Language(s) of the Work: English***