Call for Submissions: Theme Issue of *Journal of Research in Childhood Education*

Advancing Childhood Education With Artificial Intelligence: Opportunities, Challenges, and Future Directions

Guest Editors:
Dr. Chenyi Zhang, Ph.D.,
Early Childhood and Elementary Education, Georgia State University
Dr. Lauren Margulieux, Ph.D.,
Learning Science, Georgia State University
Dr. Margaret Quinn, Ph.D.,
Teaching, Learning, & Culture, Texas A&M University

The *Journal of Research in Childhood Education* (*JRCE*) invites submissions for a theme issue dedicated to advancing knowledge and understanding about the impact of artificial intelligence (AI) technology in education of early childhood to adolescence (birth through high school).

AI is rapidly transforming various facets of society, and K-12 education is no exception. As of 2022, 34 states in the U.S. have adopted K-12 teaching standards of computer science (Computer Science Teachers Association, 2023). In recent years, there also has been a growing interest in the integration of AI technologies into early childhood education. AI technology, just like other innovative technological tools, holds the potential to revolutionize the process of teaching and learning within and outside of classroom, change the perspective of lifelong learning, and redefine essential skills that teachers and students should develop for navigating in a technology-enriched social cultural environment.

Scope and Topics:

Taking a transdisciplinary perspective, we invite researchers, educators, practitioners, and experts from different backgrounds and fields related to education (e.g., psychology, sociology, computer science, etc.) to contribute original research articles, reviews, case studies, and theoretical papers on topics related to AI in education, with consideration of children's developmental characteristics, cultural backgrounds, and other social-cultural factors (e.g., family socioeconomic background). Potential topics include but are not limited to:

- AI-Enhanced Learning Environments in School: The design and evaluation of AI-powered educational platforms, apps, and games tailored for teachers' classroom instruction, children's learning, and teacher-child interactions.
- AI-Personalized Learning: How AI can adapt educational content and approaches to meet the individual needs and learning styles of young learners.
- Social and Emotional Learning (SEL) with AI: Exploring how AI can assist in the development of emotional intelligence and social skills from early childhood to adolescence.
- AI and Assessments: The role of AI in assessing and tracking the progress and development of learners.

- Ethical and Privacy Considerations: Ethical concerns and privacy issues associated with the use of AI in an educational environment.
- Teacher Education and Professional Development: Strategies for preparing educators to effectively integrate AI technologies in the classroom.
- Parental Involvement: The impact of AI on parent-teacher communication and involvement in children's learning and development.

Submission Guidelines:

Authors are invited to submit original research papers or review articles for consideration. Manuscripts should be prepared according to the journal's guidelines, available on the [JRCE website](#).

Important Dates:

- **June 1, 2024: Submit Intent to Develop a Proposal (Letter of Interest).** Send a one-paragraph email message with the subject line "Intent to Develop a Proposal" and include a short bibliography showing your areas of expertise. This should be emailed to Dr. Chenyi Zhang at czhang15@gsu.edu.
- **July 1, 2024: Submit Full Proposal.** Prospective authors should prepare a proposal of 600 to 800 words and email it to Dr. Chenyi Zhang at czhang15@gsu.edu.
  Format of Proposal (600 to 800 words)
  (1) Study overview and a short review of literature
  (2) Methods
  (3) Findings
  (4) Conclusions and Implications
  (5) The significance of the focal research for advancing research in childhood education, with a focus on "the impact of artificial intelligence (AI) technology in education of early childhood to adolescence (birth through high school)."
- **August 1, 2024: Proposal Feedback.** Authors will be notified whether their proposals are accepted.
- **November 1, 2024: Submission of Completed Manuscript.** All submitted manuscripts will undergo the standard JRCE double-blind review process. Please note that receiving an invitation to submit a full manuscript does not guarantee the eventual acceptance of the manuscript for the theme issue. Please follow the Guidelines for Authors and submit completed manuscripts at the [JRCE submission portal](#).
  Submissions should include:
  Unstructured abstract of 200 words

Five (5) keywords

Main document of ~8,000 words, including references and tables

- **January 1, 2025: Decision From Editors Sent to Authors:** After review of comments from blind reviewers, editors will make decisions of reject, major revisions, minor revision, or accept.

- **March 1, 2025: Revised Manuscripts Due:** Revised manuscripts should be uploaded in the [JRCE submission portal](). If further revisions are deemed necessary, authors will be notified by April 1, 2025; second revisions would be due by May 1, 2025.

- **Expected publication [online] date: June 2025.**

Contact Information:
For inquiries about this theme issue or any questions regarding manuscript submissions, please contact Dr. Chenyi Zhang at czhang15@gsu.edu

We look forward to receiving your submissions and contributing to the advancement of AI in early childhood education through this theme issue.

About the Journal
Journal of Research in Childhood Education (*JRCE*) is a peer-reviewed journal publishing international empirical research and case studies for advancing education. *JRCE* is a quarterly publication of Childhood Education International (CE International). The journal features research from around the world to inform education leadership as they develop policy and practice regarding education, learning, and well-being of children, early years through early adolescence, and provide the foundation for education reform to improve quality, equity, and access. It aims to function as a catalyst for education management professionals seeking peer-reviewed childhood education research to support and guide culturally responsive teaching practices and programs.