Call for Papers – Special Issue

Lifelike

Essays on Artificial Intelligence at the Intersection of

Politics, Philosophy, and Education

For this special issue we welcome contributions from researchers with various disciplinary backgrounds to discuss artificial intelligence in the intersection of politics, philosophy, and education. As a phenomenon, AI is recurringly labeled as a potent source for societal change. This change, however, is neither straightforward, nor clear-cut. A common narrative concerning AI builds on an almost dichotomic tension between innovation and risk. This leads to a balancing act between efforts favoring societal improvement through technological progress, and cautionary measures taken to account for possible unfavorable consequences of AI development. In 2023 the world saw its first AI-Safety Summit that focused on AI as potentially catastrophic on a global scale. Consequently, what makes matters difficult is that AI as an agent of change actualizes intimate relations between technological progress and our common future. As an example, UNESCO's initiative Digital learning and transformation of education, describes the further development of AI as a concern that "should be purposed to enhance human capacities and to protect human rights for effective human-machine collaboration in life, learning and work, and for sustainable development" (UNESCO, Artificial intelligence in education). This standpoint exemplifies the intricacies between the 'human' and potential trajectories for change – not only as a question of developing innovation – but as an acknowledgement of global societal sustainment.

Against this background we would like to encourage the continuation of a critical scholarly conversation concerning the role of AI – particularly – concerning questions of knowledge production, 'humanness', and trajectories for societal change. With this in mind we welcome contributions that explore a range of topics such as, but not limited to, the following:

- Conceptions of 'humanness' in the context of AI-development.
- AI utilization in the context of education and classroom experiences.
- Ethical aspects that emerge through practical applications of AI.
- Creativity, artistic practices, and processes of design in relation to generative AI.
- AI and knowledge production in relation to questions of sustainability.

References

UNESCO - Digital learning and the transformation of education. Retrieved from: https://www.unesco.org/en/digital-education/artificial-intelligence (2024-01-19)

A first draft of the essay should be submitted to our website by **30/4 2024.**

We look forward to your submission!

Kindly, Confero Editorial Team

The Editorial team
Visit us at
www.confero.ep.liu.se

About Confero
Confero, Latin meaning "bring or collect together, gather; unite, join" is an interdisciplinary, peer-reviewed, Open Access journal focusing on issues related to education and social criticism. The journal, part of the Norwegian list, provides a space for essayistic writing and encourages discussions especially of philosophical and political concern. *Confero* welcomes articles/essays that are not only stringent and systematic, but also beautiful, esoteric, and profound.

Notes for Contributors
The submission language is English. Contributions from non-Scandinavian and non-English-speaking countries are particularly welcomed. We encourage authors to use the APA referencing

system. To give the essay form and improve its readability, we ask that the essay has a clearly defined topic or theme that is laid out in the introduction of the piece. We also encourage the writer to divide the text into sections, using headings to promote its readability. Authors are encouraged to refrain from self-references. The text should be proofread before submission. Contributions within the scope of the journal and potentially possessing the qualities for publication will be sent out for peer-review. We encourage authors to visit our homepage at www.confero.ep.liu.se for further instructions and information. Authors are welcome to contact the editorial group at confero@liu.se when planning your contribution. The terms and conditions of use are related to Creative Commons Attribution License (CC-BY).