

**Journal for General Didactics
Call for Papers 2025**

**General Didactics and
Artificial Intelligence (AI)**

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Topic Focus

Artificial Intelligence (AI) systems have made significant inroads into the education sector, especially since the release of ChatGPT—a prototypical example of generative AI. Schools, universities, vocational training, and adult education now face the challenge of understanding both the opportunities and limitations of applying (generative) AI in educational contexts. This includes the deliberate didactic use of AI by educators as well as the largely uncontrollable, independent use of AI by learners. AI promises relief for educators and personalization for learners, and is discussed as a potential "learning/study buddy" or as a creative stimulus. Concurrently, expectations are growing for educational institutions to promote AI literacy and prepare individuals for a workforce and society shaped by AI. Ethical challenges and data privacy concerns are also being raised. What specifically didactic tasks arise for educational contexts such as schools, universities, vocational training, and adult education? What normative, theoretical, conceptual, and empirical questions emerge, what preliminary answers are taking shape across different educational areas, and what remains unresolved?

The possible questions for General Didactics, as well as for interdisciplinary didactics in the face of AI, are wide-ranging. With this Call, we aim to provide orientation by defining three thematic clusters with example questions that invite the submission of theoretical, empirical, or conceptual contributions, as well as literature reviews.

Thematic Cluster 1: Competence Development:

- What (new) competencies need to be promoted in schools, universities, vocational, or adult education in response to AI development and its societal impacts?
- What curricular, methodological, and examination-related challenges arise from increasing digitization under the influence of AI?
- What contribution can AI make to individual competence development?
- What potential competence losses might the use of AI and the delegation of formerly human activities to AI cause, and how should this be addressed?

Thematic Cluster 2: Social Relationships:

- How does the network of relationships between educators and learners change as AI becomes a (self-evident) player in education?
- What social implications (digital divide, inclusion, exclusion) does the use of AI in educational institutions bring?
- How can AI create new space for establishing and maintaining social relationships and/or provide relief to promote greater social connectedness?
- What potential social losses could result from both intended and unintended uses of AI, and how can these be addressed didactically?

Thematic Cluster 3: Autonomy/Agency:

- What (new) educational opportunities does AI offer to foster more autonomy or agency?
- How can teaching be designed with AI to expand the agency of learners (in terms of classical educational goals)?
- How can transparency and trustworthiness of AI in educational institutions be established and/or enhanced?
- What potential control losses might the use of AI and the delegation of formerly human activities to AI cause, and how should this be addressed?

About the Journal for General Didactics

The Journal for General Didactics (JfAD) is a peer-reviewed journal that serves as a scholarly forum for anchoring and advancing General Didactics through dialogue with educational and social sciences, subject disciplines, and subject-specific didactics. It particularly focuses on teacher education, adult education, and university education and didactics. As a periodical, the JfAD is methodologically diverse, interdisciplinary, and internationally oriented, publishing empirical, theoretical-conceptual, historical, and discursive original contributions in German and English. The JfAD is available as open access through Klinkhardt Verlag.

Contact and Submission

Manuscripts should be submitted as Word files (email attachment) by February 15, 2025, to the managing editor:

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