Metaphors of AI in Higher Education: Discourses, Histories and Practices.
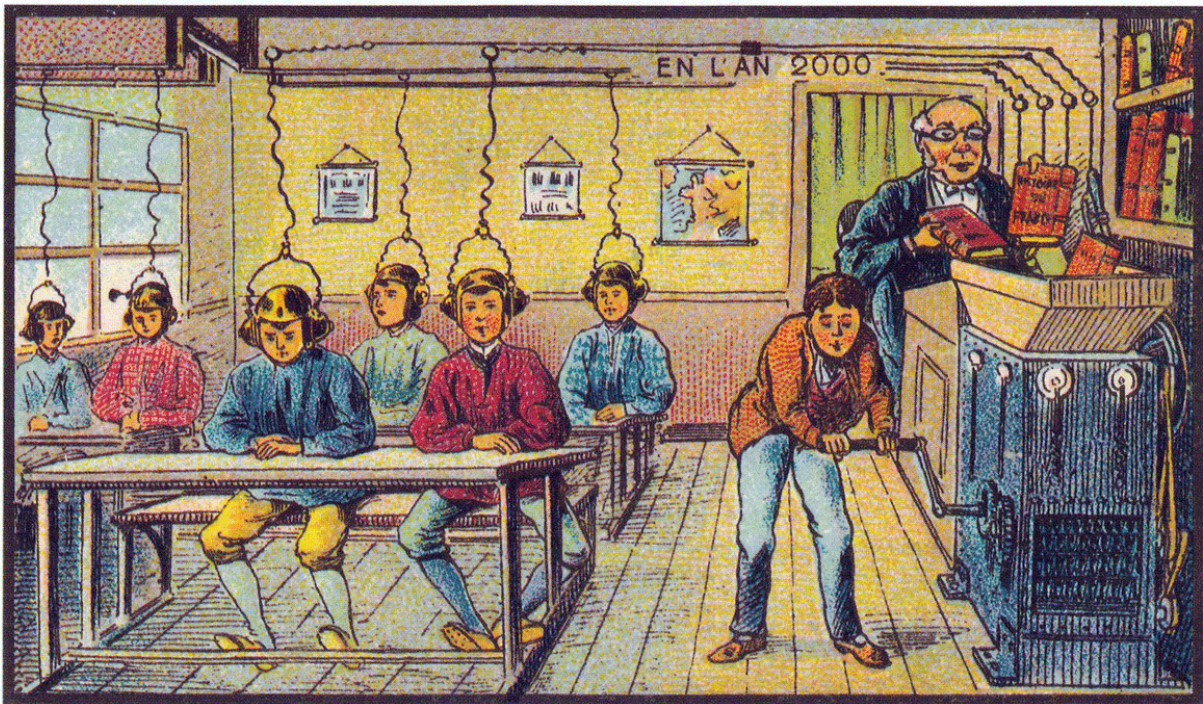## *A Special Collection Call for Papers*

Guest Editors:

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Deadline for submission of full papers: Now extended to **January 17th 2025**

At School

Will AI autotune my essay (Cormier 2023)? Are AI sceptics tilting at windmills in a quixotic quest to be aligned with yesterday's epistemic landscape (Perrotta 2023)? Is using ChatGPT like "eating plastic for your cognitive agency and natural intelligence" (Nephew 2023)?
These are questions that educators have been asking about Artificial Intelligence in Education (AIED) using metaphors. Such metaphors, from writing calculators to bullshit generators, and the reactions they provoke carry pedagogical implications and imperatives that this special collection seeks to interrogate. Metaphors "are always a double bind: they at once allow us to see and stop up our abilities to notice" (Hejnol 2017). Metaphors may also be viewed as "a 'mental sandpit' to explore issues from different perspectives" (Weller 2022: 170). Hence this call aims to provide a space for researchers and scholars to critically discuss and analyse AIED via its metaphors and call attention to associated discourses, histories and practices.

Metaphors can point us in various directions. A well-known metaphor for the Large Language Model technology behind Generative AI (Gen AI), is that of a "stochastic parrot" (Bender et al. 2021). This metaphor was used to illustrate how a believable but non-human voice could beguile us but hide a range of ethical problems and harms involved in the creation of AI, or that AI perpetuates including discrimination based on ethnicity/race, gender, class or disability. In this vein, ChatGPT may be a "bullshit generator" - drawing on Harry Frankfurt's metaphor for epistemic nihilism - which evokes a person less concerned with the truth than in being heard (Costello 2023). The bullshit metaphor can describe the output of a Gen AI chatbot but can also be used as a lens through which to see the effusive discourse of AI in education itself. The metaphors of the current AI Edtech discourse may borrow from previous educational technology hype waves. Commentators have heralded an "AI ed-tech 'tsunami'" (D'Agostino 2023) which echoes technological deterministic metaphors from the MOOC discourse (Bozkurt et al. 2016).

Metaphors can help explain AI to educators, highlighting connections to existing pedagogies or alerting us to the possibilities of new ones, although equally commentators called metaphors such as a ChatGPT "calculator for writing", over-reductive (Lodge et al. 2023). Hence, this call for papers seeks contributors to help build a critical discourse that shows AI to be neither "artificial" nor necessarily "intelligent" but rather draws attention to authentic and affective pedagogical futures that "acknowledge the contingent nature of teaching and learning, [...] accepting that key aspects of what makes us human may always resist engineering" (Ferreira et al. 2023).

This special collection of the Q1 Scopus-indexed fully open-access Journal of Interactive Media in Education (JIME) welcomes empirical research and theoretically framed conceptual pieces that contribute novel insights on metaphors of AIED and its discourses, histories and practices.

Suggested themes include but are not limited to:

- Philosophical framings of AIED via metaphors
- Analysis of AI metaphors in educational and other discourses
- Evidence-informed approaches to using metaphors to teach AIED
- Expositions of the harms caused by particular metaphors

- Classification frameworks of metaphors of AIED
- Histories of AIED metaphors
- Metaphors that perpetuate biases, stereotypes
- AI metaphors and educational futures
- Social science fiction and AIED metaphors
- Metaphors and the automation of teaching
- Metaphor and materiality/materialities of AIED
- Creative uses of metaphor for thinking about AIED
- Utopia and utopias as metaphor in AIED
- Futures thinking and AIED metaphors

Indicative timeline:
Deadline for submission of full papers: Now extended to **January 17th 2025**
First decision to authors: **February 1st 2025**
Submission of revised papers: **March 1st 2025**
Second decision if necessary: **April 1st 2025**
Typesetting and copy edits: **April - May 2025**
Anticipated publication of special collection: **June 2025**

For informal enquiries as to whether a prospective submission may be in scope please contact
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Submissions can be made through the JIME website at
https://account.jime.open.ac.uk/index.php/up-j-jime/login . Please indicate that your paper is to
be considered for the Special Collection when submitting.

Full papers are required for submissions, which should be no more than 7,500 words in length,
including all referencing and citations. Contributors should take account of JIME guidelines for
submissions. Please note that submitting authors may be asked to act as reviewers.

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