

ORGANIZATION OF EDUCATIONAL HISTORIANS

-Call for Proposals-

SUBMISSION DEADLINE – July 1, 2025!

**(Re)member, (Re)imagine, (Re)construct: The Role of Educational History in
the Age of Artificial Intelligence
VIRTUAL CONFERENCE**

September 26 and 27, 2025

Since 1965, the Organization of Educational Historians, formerly the Midwest History of Education Society, has brought together a wide range of scholars to examine the history of education through a broad framing of perspectives and possibilities.

The theme of this year's annual conference, "(Re)member, (Re)imagine, (Re)construct: The Role of Educational History in the Age of Artificial Intelligence," invites educators, historians, policymakers, school leaders, administrators, technologists, and researchers to explore how educational history can serve as a call to action to address the past, present, and future impact of artificial intelligence, machine learning, extended realities, and emerging digital technologies on the field of education.

Education and technology have a deeply intertwined history that has deep historical ramifications on education and society. The landscape of AI in contemporary education research includes various technologies for creating interactive learning environments, individualized and personal learning, as well as school safety technologies, classroom management tools, and predictive analytics. Generative AI-powered search engines make historical information more accessible than ever before, inevitably impacting how we teach and learn history. As artificial intelligence revolutionizes every aspect of modern society, education finds itself at a pivotal crossroads, necessitating adaptation to the steadily changing landscape of research, teaching, learning, and democratic life.

While the current discourse often focuses on AI's technological capabilities and future possibilities, this conference seeks to re-center the conversation around crucial, often overlooked questions: What can the history of education teach us about our AI-driven future? How might we use technology to make sense and meaning of educational history in ways that protect and sustain human life and living, in justice-oriented and liberative ways? By exploring the historical foundations of educational theory, practice, and policy, we aim to illuminate how past ideologies, structures, and pedagogical models shape and constrain our present choices about AI in education. This conference invites participants to critically engage with the long histories of education—histories marked by exclusion, colonization, industrialization, and control—and

explore how AI may risk replicating or resisting those very patterns. We seek to expand this conversation and inquiry from our AI flash call of the *American Educational History Journal* (AEHJ) with this year's conference regarding how AI is changing educational history and whether these changes can help or hinder educational and societal progress. As we stand at the threshold of an AI-transformed educational landscape, we must look backward as well as forward. Understanding the historical forces that shaped education allows us to design more ethical, inclusive, and pedagogically sound futures. This conference proposes not only a space for reflection, but a platform for action rooted in historical consciousness. We envision papers organized into various pathways:

- **(Re)member:** How do past educational reforms and resistances inform current responses to AI adoption? What was the historical role of AI in teaching and learning? What pitfalls or cautionary tales should we recognize? What lessons can educational history offer as we design AI systems for teaching and learning?
- **(Re)imagine:** What has been your experience with AI in the classroom and/or as a researcher? What pedagogical skills might be necessary to adapt to the steady emergence of technologies? What technologies might be needed, or developed? What is the role of the historian in the age of AI? How might educational historians use AI ethically to forward their research? Can historical models of mentorship, apprenticeship, and human-centered learning coexist with algorithmic personalization?
- **(Re)construct:** What have we been, and what are we becoming? In what ways have historical inequities in education re-emerged or shifted with the advent of AI technologies? What systems can be dismantled? Reimagined? Reconstructed? How do we make sense of the past and present? Are we on the precipice of a reckoning of educational history and technology?

Potential Topics for Presentations or Panels:

- Teachers' practical engagement with AI in various aspect of their teaching and professional practice
- Historical case studies of technology integration in education
- Technologies across educational history
- AI ethics
- Digital humanities in education
- Extended realities (XR) (e.g. virtual realities, augmented reality, and mixed reality) and history education
- AI and the legacy of standardized testing
- The evolution of the teacher's role: from instructor to facilitator to data steward
- Comparative education history: global perspectives on AI and tradition
- Critical race and gender histories in educational technology
- Philosophical roots of learning theories in an AI context
- Challenges and possibilities of AI to address educational inequities

Please note that papers are not restricted to topics that focus on the conference theme. Proposals that relate to the conference theme will be grouped into topical sessions that provide the

opportunity for interaction and future-imagining. WE STRONGLY ENCOURAGE PANEL PRESENTATIONS.

All papers presented at the annual conference WILL be peer reviewed. We encourage participants to submit papers for review for possible publication in the *American Educational History Journal*.

Please follow the guidelines for proposal submissions:

Length: Proposals for papers, panels, symposia, posters, and documentary formats should be between 500-750 words. A proposal should do the following:

- 1) restate the title of the presentation
- 2) describe the purpose of the presentation
- 3) identify the theoretical/contextual framework for the project
- 4) discuss the presentation's significance to the history of education
- 5) connections to the conference theme
- 6) include a description of historical sources used

All proposal submissions must be accompanied by an abstract of the paper, panel, symposium or documentary composed of no more than 75 words. All proposals must also include a cover sheet (described below).

Cover Sheet: Each proposal should have a cover sheet that lists: (1) title or topic of the proposal; (2) category of the proposal (paper, symposium, panel, documentary); (3) names, affiliations and relevant backgrounds of all participants (and, in the case of a symposium, the title of each participant's presentation); (4) address, telephone number, and e-mail address of the person submitting the proposal and addresses, telephone numbers, and e-mail addresses of all other participants; and (5) indicate if you are willing to serve as a session chair and/or proposal reviewer. The cover sheet will not be sent to proposal reviewers. After the cover sheet, the proposal must not contain any information that identifies participant(s) named in the proposal. ALL proposals and participant information for symposia or panels must be submitted at one time by the organizer.

Please email your proposal to oeconference@gmail.com. View conference details at our website www.edhistorians.org

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