

CALL FOR PAPERS**Celebrating 21 years of the Independent Journal of Teaching and Learning****Special Issue March 2027: Teaching and Learning with AI through Metaliteracy**

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Exploring how AI and metaliteracy are reshaping teaching, learning, and knowledge production in educational contexts worldwide

Herewith, a call for papers for the Independent Journal of Teaching and Learning's (IJTL) Celebratory Special Issue on Teaching and Learning with AI through Metaliteracy scheduled for publication in March 2027.

Artificial intelligence (AI) is transforming educational practice and reshaping creativity, collaboration, communication, and knowledge production across learning environments. At the same time, generative AI raises important questions about ethics, bias, misinformation and disinformation, assessment, authorship, and human agency. These opportunities and challenges increasingly unfold through AI-mediated interactions shaped by commercial and proprietary interests that influence how AI technologies are developed, accessed, and used. As educators and learners increasingly engage with AI systems, there is a growing need for approaches that foster reflection, self-directed learning, ethical participation, collaborative knowledge production, and meaningful human engagement with AI.

Metaliteracy, as developed by Mackey and Jacobson, offers a comprehensive pedagogical framework for understanding how learners engage with evolving information environments. By shifting the focus from information and technology to the learner, metaliteracy emphasizes the ways individuals reflect on, participate in, and contribute to these settings through interconnected learner domains, roles, and characteristics. This perspective includes AI-mediated environments that create new opportunities and challenges for human-AI collaboration and knowledge production.

Through a metaliteracy perspective, AI can be understood as a collaborative virtual partner in teaching and learning that shapes how learners create, share, evaluate, and apply information and knowledge. As scholarship on AI and metaliteracy continues to evolve, this special issue seeks to advance interdisciplinary conversations about how educators and learners engage with AI through reflective, ethical, collaborative, and participatory approaches to teaching and learning.

This special issue invites contributions that explore teaching and learning with AI through metaliteracy across primary, secondary, tertiary, and professional learning contexts worldwide. The issue seeks to advance theory, research, and practice related to AI and metaliteracy and welcomes diverse international and interdisciplinary perspectives.

Topics of interest for this special issue

Topics may include, but are not limited to:

- Teaching and learning with AI through a metaliteracy perspective
- Reflective practice and metacognition in AI-mediated environments
- Self-directed learning in AI-mediated environments
- Ethical participation, digital responsibility, and human agency in the use of AI
- Critical evaluation of AI-generated information, misinformation, and disinformation
- Learners as producers and knowledge creators in the age of AI
- Human-AI collaboration and participatory learning environments
- Artificial intelligence, creativity, and digital storytelling
- Authentic assessment and assignment design in the context of generative AI
- Faculty development and institutional readiness for teaching and learning with AI
- Intercultural and international perspectives on AI and metaliteracy
- Equity, inclusion, accessibility, and social justice considerations related to AI in education
- AI and metaliteracy in professional, lifelong, and workplace learning
- Empirical studies examining teaching and learning with AI through metaliteracy
- Scholarship of teaching and learning (SoTL), action research, and applied case studies related to AI and metaliteracy
- Emerging theoretical perspectives on AI, teaching and learning, and knowledge production

Types of contributions that will be accepted for the special issue

The special issue welcomes submissions including:

- Original empirical research
- Conceptual and theoretical articles
- Scholarship of teaching and learning (SoTL) studies
- Action research and applied case studies
- Interdisciplinary and international perspectives
- Innovative practices from educational and professional learning environments

Contributions should demonstrate clear implications for educational practice and advance understanding of how teaching and learning with AI, viewed through the comprehensive framework of metaliteracy, can support reflective, ethical, collaborative, and human-centered approaches to education.

Selected References

Mackey, T. P., & Jacobson, T. E. (2011). Reframing information literacy as a metaliteracy. *College & Research Libraries*, 72(1), 62–78.

Mackey, T. P., & Jacobson, T. E. (2022). *Metaliteracy in a Connected World: Developing Learners as Producers* (2nd ed.). ALA Neal-Schuman.

Allain, N. M., & Mackey, T. P. (2027). *AI and metaliteracy: Empowering learners for the generative revolution*. Bloomsbury.

Submission requirements:

- Manuscripts must be:
 - in UK English
 - in MS Word format
 - fully anonymised (no author details visible anywhere in the manuscript)
 - between 6000 and 8000 words (all inclusive)
 - typed in 11pt Calibri, 1.15 line spacing
- All submissions must also:
 - indicate clearly that they are being submitted for the special issue in a cover letter
 - use APA 7th Edition for references and citations
 - be submitted via the IJTL OJS platform
(available: <https://journals.assaf.org.za/index.php/ijtl/index>)
 - include author bios in a separate MS Word document
 - include a signed IJTL confirmation of submission form (available [here](#))
 - a proof of language editing letter
 - a fully marked-up similarity report
 - include an ethical clearance certificate or waiver statement

Important:

- Submissions are already open and will close on **18 September 2026**.
- **No late or emailed submissions will be accepted.**

Articles must be aligned to the special issue's scope and purpose as well as The IJTL's technical specifications, and ethics guidelines must be adhered to. For the IJTL's Editorial Policy, double-blind peer-review process, and specifications for authors, you can also visit the IJTL's [website](#).

If you have any questions or queries, please contact IJTL's Associate Editor or Managing Editor:
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Kind regards,
IJTL Editorial Team