



## SPECIAL SERIES CALL FOR PAPERS

### Investigating the Relationship Between Generative Artificial Intelligence and History Education

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On November 30, 2022 OpenAI launched ChatGPT, a human-like chatbot powered by a large language model that understands and generates human language. Almost immediately ChatGPT went viral, sparking an explosion in interest worldwide. More than 1 million people used ChatGPT within the first five days of its release, and more than 100 million users registered after just two months. In addition to ChatGPT, there are other natural language processing chatbots currently publicly available, including Gemini, Copilot, and Claude. Artificial Intelligence image generators, such as Midjourney and DALL-E 3, can create images that range from the hyper-realistic to the surreal, and can be prompted to mimic styles of specific artists. Similarly, video and music generators like Sora and Suno can create content so realistic that millions believe it to be genuine. AI tools like Research Rabbit and Jenni AI can assist with academic research and writing, generate research syntheses, summaries and paraphrases, and provide automated writing feedback, among other things.

Although artificial intelligence has been part of our daily lives for decades, the public availability of Generative Artificial Intelligence (GenAI) applications since 2022 has shaken up practices, routines, principles, beliefs, and underlying conceptions both in society in general and in education specifically. Some GenAI applications, often behind a paywall, target teachers in particular (e.g., SchoolAI teach and the German platforms To-teach and Fobizz). These GenAI apps can be used to create individual (differentiated) tasks, information texts, worksheets, lesson plans, and teaching units. Thus, they raise important questions about educators' understanding of the profession and role of teachers – and of teaching itself.

Educators and educational institutions have responded to GenAI in a variety of ways. Some have taken a techno-optimistic stance and promoted the integration of GenAI as a means of transforming teaching and learning history. Techno-optimist educators have discussed ways of incorporating GenAI in their instructional practice, such as creating outlines for written assignments, participating in chatbot conversations with simulated historical people, or engaging in historical debates with the chatbot. They argue that GenAI can enable students to interact with advanced and contextually aware AI systems, enhance critical thinking, provide a tool for exploring complex

problem-solving scenarios, and provide personalized feedback.

Techno-skeptics have expressed concerns about algorithmic bias, the lack of regulation of GenAI that could lead to privacy violations and the collection of student and teacher data. They argue that GenAI use will lead to rampant academic integrity violations, ruin students' motivation for writing and thinking, and will negatively impact teacher autonomy and professionalism. Some educational institutions and educators have banned GenAI from devices and networks, encouraged the use of preventative or surveillance measures such as switching to hand-written assignments or using chatbot-detection software, and have organized professional development workshops to help teachers spot AI-generated assignments.

Although it is unknown how and to what extent GenAI will impact history education around the world, it is clear that history teachers and history teacher professional development need to respond to the opportunities and challenges GenAI presents in classrooms. This special series aims to investigate what the widespread use of GenAI means for history education. We invite authors to submit expressions of interest for articles focused on the following questions.

1. The relationship between GenAI and history in general:
  1. How “effective” is GenAI at producing historical content, interpretations, narratives, and representations?
  2. How are historical representations and reproductions produced by/with GenAI related to claims and conceptions of authenticity? How can claims of authenticity be substantiated or assessed? Are new concepts needed for characterizing the relationship between the representations and reproductions produced by GenAI and their authenticity?
2. The relationship between GenAI and history education in particular:
  1. What are the promises and possibilities, and the challenges and dangers of utilizing GenAI in history education from various stakeholder's perspectives?
  2. What conclusions can be drawn from previous technological innovations in history education that might be helpful for addressing current challenges posed by GenAI?
  3. What expectations (hopes, fears) do different stakeholders and organizations involved in history education (learners, teachers, parents, administration) have with regard to the use of GenAI for teaching and learning history?
  4. How do students and/or teachers and teacher educators use GenAI to teach and learn history? In what ways has GenAI changed teaching and learning history (pedagogy/didactics, curricula, exams and assessment, teacher education, theoretical approaches)?
  5. What ethical issues do students and teachers experience when utilizing/using GenAI?
  6. What role does GenAI play in the initial and continuing professional development of history teachers?
  7. What is the relationship between established models of historical thinking, historical reasoning, and/or historical consciousness and the challenges teachers' and students' experience when dealing with

GenAI-History?

8. What approaches do history teachers utilize to address the challenges GenAI poses for assessing students' historical understanding, and what are their strengths and limitations?
3. The relationship between research on GenAI and history education:
  1. What has empirical research revealed about students' and/or teachers' abilities to effectively utilize, understand, and/or analyze AI-generated historical content?
  2. What has empirical research revealed about the impact AI has on students' and/or teachers' conceptualization of history, its purpose, its logic, its media, and the demands it places on individuals' knowledge and skills?

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## **Submitting to this special series**

**Expressions of interest due:** January 1, 2025

**Due date for paper submission:** July 1, 2025

Expressions of interest in the form of an abstract of 300-500 words, up to six references, and a 50-word biographical statement for each author should be sent by email to the handling editors: Heike Bormuth [heike.bormuth@uni-hamburg.de](mailto:heike.bormuth@uni-hamburg.de), Lindsay Gibson [lindsay.gibson@ubc.ca](mailto:lindsay.gibson@ubc.ca), Andreas Körber [andreas.koerber@uni-hamburg.de](mailto:andreas.koerber@uni-hamburg.de), and Jon Nichol [jonnichol17@gmail.com](mailto:jonnichol17@gmail.com)

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