

Special Call for Manuscripts: Artificial Intelligence in Education

The Journal of Technology-Integrated Lessons and Teaching will publish a special issue regarding artificial intelligence in June 2026. Manuscripts should be submitted by the end of January 2026.

TOPICS

Potential lesson topics include (but are not limited to):

- Lessons focused on tool awareness, purposes, and/or uses
- Training content specific chatbots or AI with natural language processing
- Generating visuals in the age of AI
- Leveraging chatbots as tutors
- Using AI for pattern recognition, task automation, and/or data analysis
- AI prompting techniques for teachers and/or students
- Lessons that use AI for troubleshooting, feedback, and/or assessment
- Using AI to differentiate instruction and/or promote Universal Design for Learning
- Leveraging AI to help students solve ill-structured problems
- Navigating Copyright and/or ethics in the age of AI

Manuscripts should be original and unpublished elsewhere (personal blogs and websites do not count as publications). Lessons, activities, and other learning representations should be described in sufficient detail so that others can implement them as is. Submissions should follow the [JTILT Author Guidelines](#) and use the provided [Manuscript Template](#). Supplemental files needed for lesson implementation (e.g., presentations, video recordings, rubrics, game components, assessments) should be included with the submission as separate attachments and use the formatting templates provided in Author Guidelines.

Submit manuscripts at <https://journals.uwyo.edu/index.php/jtilt/index>.

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IMPORTANT DATES

January 31, 2026: Initial manuscripts due

February 22, 2026: Reviewer feedback provided

March 8, 2026: Manuscript revisions due; second review begins

March 29, 2026: Reviewer feedback provided on revised manuscript

April 12, 2026: Revisions due; Copyright editing begins

May 3, 2026: Copyright feedback provided

May 17, 2026: Final revisions due; copy and layout editing begins

June 2026: Special issue published