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AI

Generative AI in Collaborative Learning Environments

Guest Editors

Kristine Bundgaard, Aalborg University
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Anders Melbye Boelt, Aalborg University
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We invite submissions for a special issue on "Generative AI in Collaborative Learning Environments." The issue aims to explore the sociomaterial dynamics when generative AI is integrated into collaborative efforts toward a shared goal in both educational and professional contexts.

In the expanding body of research on educational and professional applications of generative AI, substantial attention has been given to individuals' interaction with generative AI, including individual AI literacy and competencies, whereas less research has centred on the role of generative AI in collaborative settings. However, generative AI may transform teaching and learning processes and dynamics in such settings, including how social interactions unfold, how questions are asked and answered, how decisions are made, and how teamwork is coordinated. This remains largely unaddressed, and thus, we welcome empirical contributions that explore the relationship between humans and generative AI in collaborative contexts.

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Volume
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Call for

Generative AI in Collaborative
Learning Environments

Computer-supported collaborative learning (CSCL) can serve as a framework for examining the materiality of sociomaterial dynamics, as CSCL emphasizes how technology supports collaboration and learning. The sociomaterial perspective, in combination with CSCL, makes it possible to shed light on material aspects of collaboration that would otherwise have been overlooked in the shadow of human interaction. This perspective opens a deeper understanding of how technology's material and digital dimensions not only support, but also actively shape collaborative processes. In the context of CSCL, this means exploring how technologies like generative AI function not just as neutral tools, but as actors that influence and transform the human-technology dynamic.

In line with the above, we invite empirical scholarly contributions that address generative AI in collaborative learning environments. Questions addressed in contributions may include, but are not limited to, the following:

- How does the integration of generative AI impact learning outcomes and skill development in collaborative contexts?
- How may generative AI enhance or challenge collaborative knowledge-sharing and construction as well as engagement in both academic and organisational settings?
- How does generative AI shape social learning processes?
- How does generative AI become part of materialised practices of negotiation, collaboration and knowledge sharing?
- How does generative AI shape workflows, redefine roles and/or influence decision-making in professional or educational teams?
- What implications does generative AI have for productivity, innovation and engagement in collaborative contexts?
- In what ways might the ownership of generative AI (private, for-profit) color or influence the forms taken by the above (learning outcomes, skill development, social learning processes, collaboration, roles, etc.)? Do any of those influences motivate the creation of open-source, non-profit, public generative AI technologies?

All authors are strongly encouraged to address ethical considerations, such as issues related to transparency, inclusion/exclusion, anthropomorphism and/or sustainability (social, ecological or eco-

nomical), in the way this is relevant to the submission in question, and address how these issues are or could be handled across education and the workplace.

Practical Information

Abstract: c. 150 words.
Full Article: c. 3,000 – 3,500 words
Video essay: Max 7–12 minutes. While shorter pieces are welcome, it may be appropriate to batch more than one as part of a specific submission.
Academic guiding text accompanying the Video essay: 1,000-1,500 words

Abstracts and articles should be sent to Annemette Helligsø (anhe@ikl.aau.dk)

Detailed author guidelines and further information can be found on the journal's website : https://journals.aau.dk/index.php/ak

Video essays
You are welcome to use the possibility of producing a video essay following these guidelines:

Video essays should be max 7-12 minutes long and accompanied by an academic guiding text between 1,000-1,500 words that clearly reflects upon the publication's scholarly/academic contribution. Video essays should be original works of publishable quality in a rigorous scholarly context, and may take argumentative, expository, explanatory, documentary, performative, essayistic, poetic, symbolic (metaphorical) or artistic forms, or a combination of these. The guiding text should clearly explain the argument in the video essay and/or the insight that the viewer may gain from watching and listening to it. This guiding text should follow the directions in the article style sheet.

Please do note: The European Accessibility Act (EAA) requires broadcasters of audiovisual media to incorporate features like closed captions and audio descriptions to make content accessible to individuals with hearing or visual impairments.

Contributors of video essays are therefore required to include closed captions in all video essay submissions to meet these accessibility requirements.

Video essays should be final and handed in as a separate mp4-video-file. _Academic Quarter_ supports only publication and not the technical development of video essays, but contributors are welcome to discuss video essays in progress with the issue editors.

Video essays and the guiding text will be reviewed together. Criteria for reviewing submissions are:

a. the lucidity (cogency) of the argument,
b. the technical and stylistic execution of the video material and
c. the clarity of the guiding text.

Deadlines

Submission / review of abstracts	March 17th, 2025
Response to authors of abstracts	April 22th, 2025
Submission of articles / videos for peer review	July 7th, 2025
Peer review sent to authors:	September 15th, 2025
Resubmission of articles / videos following peer review	October 20th, 2025
Layout Copyedit	November 21th, 2025
Publication	December 15th, 2025