GENERATIVE ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION: PAVING THE WAY THROUGHOUT LITERACIES AND CURRICULUM DESIGN

IA GENERATIVA EN LA EDUCACIÓN SUPERIOR: ENCONTRAR EL CAMINO A TRAVÉS DE LA ALFABETIZACIÓN Y EL DISEÑO CURRICULAR

CALL FOR PAPERS 82

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Generative Artificial Intelligence in Higher Education: Paving the Way throughout Literacies, and Curriculum Design

Julio César Mateus Ph.D. Associate professor and researcher at the Faculty of Communication at the University of Lima

Gabriela Sued Ph.D. Postdoctoral researcher Conahcyt UNAM-IIMAS

Tipajin Thaipisutikul Ph.D. Assistant Professor and Assistant Dean for Academic Services and Technology Transfer at the Faculty of ICT, Mahidol University, Thailand

THEMATIC EDITORS

INTRODUCTION & SCOPE

The arrival of Generative Artificial Intelligence holds the potential to transform higher education. Educational institutions are shaping the next generation of professionals who will enter diverse fields such as technological development, medicine, journalism, video production, design, music, translation, writing, architecture, politics, and law, among others. These professionals will integrate AI into their professional workflows, develop a vision for innovation and development that encompasses its implementation. They should consider ethics that extend beyond mere functionality, and manage the moderation of technological development, AI applications, and governance.

Recent academic works at the intersection of AI and education have primarily focused on integrating AI into educational environments as a technological tool for learning (Crompton & Burke, 2023). There is already a substantial body of research on this topic. For instance, in the field of health education, Sallam (2023) found 50 studies related to ChatGPT; Shorey et al. (2024) conducted a scoping review that included 100 studies on the role of ChatGPT in healthcare, education, and research. Most studies analyze the advantages and disadvantages of its use.

Beyond analyzing the perceptions, advantages, and disadvantages of using ChatGPT or other AI applications, the rapid pace of AI development calls for a comprehensive reassessment of how AI impacts transversal skills, academic program curricula, and professional competencies. Therefore, in line with the mission of Comunicar as a journal focused on the intersection of Communication, Education, and Media Literacy, this call for papers is guided by the following questions, which we invite you to address through research, systematized practices, comparative studies, among others.

How are the theoretical frameworks of Media Literacy expanded with the advent of Generative Artificial Intelligence? Can we talk about AI Literacy or Literacies that include AI? How should these literacies be integrated into higher education curricula, and why?

How could communication and education theories and methods be useful for framing AI education in other academic disciplines focused on the design and development of AI?

How can large language models influence the competencies of university students? How can AI challenge, enrich, or transform creative processes? Should this context change the curricula of higher education programs, and if so, how?

How should we educate future professionals to use, moderate, and participate in multidisciplinary teams to develop AI?

How can STEM (Science, Technology, Engineering, and Mathematics) disciplines and HAS (Humanities, Arts, and Social Sciences) disciplines work together to enrich AI education and education that aligns with this new context?

THEMATIC EDITORS

JULIO CÉSAR MATEUS PH.D.
UNIVERSIDAD DE LIMA.

He holds a in Ph.D. Communication by Pompeu Fabra University in Barcelona. He is an Associate Professor and Researcher at the Faculty of Communication at the University of Lima, where he coordinates the research group on Communication, Education, and Culture and directs the academic journal Contratexto. Doctor Mateus also coordinates the Peruvian chapter of the Alfamed network and is a member of the advisory board of UNESCO's Media and Information Literacy Alliance. He has published the books "Media Education: Emergency and Urgency of a Pending Learning"; "Media Education in Latin America"; and "MayéuTICa: 28 Questions to Hack the School". He is a strategic advisor for educational projects at Fundación Telefónica and Fundación La Caixa. He regularly publishes on the blog and podcast "Media Education".

GABRIELA SUED PH.D.
UNAM

She has a doctorate in Humanistic Studies from the Technological Institute of Monterrey and a Master's degree in Science, Technology and Society from the National University of Quilmes, Argentina. She is currently a Conahcyt Postdoctoral Researcher at the Institute of Applied Mathematics and Systems of the UNAM. The objective of her project is to map the production of Artificial Intelligence in university laboratories in Mexico from the social studies of science and technology. Between 2020 and 2023 she carried out another postdoctoral stay at the UNAM Social Research Institute with a project on algorithmic cultures, social platforms and data-centered research methods. She is a Professor of the Postgraduate Program of Political and Social Sciences at UNAM and a member of the National System of Researchers.

TIPAJIN THAIPISUTIKUL PH.D.
FACULTY OF ICT, MAHIDOL UNIVERSITY

She is an Assistant Professor and Assistant Dean for Academic Services and Technology Transfer at the Faculty of ICT, Mahidol University, Thailand. She holds a Ph.D. in Computer Science from National Central University, Taiwan, with research focused on deep sequential recommendation models and contextual information. Dr. Thaipisutikul's expertise spans deep learning, applied intelligence, and machine learning, emphasizing recommender systems. Her scholarly work, recognized with multiple Best Paper and Excellent Paper Awards, contributes to advancing academic and technological innovations. She is also noted for her dynamic role in promoting applied research and education in information technology.

INSTRUCTIONS

We invite submissions employing rigorous and innovative methodologies to research experiences and practices, explorations, experiments, innovations, and changes in the field. Submissions may also include meta-analyses and bibliometric studies that synthesize the existing body of research on AI in education, AI and Literacies, and AI and communication, thereby informing research and practice in AI within higher education contexts.

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AI USE DECLARATION

The cover image is a composition created with artificial intelligence and digital collage. It encompasses the transit of this tool in the different human aspects, both in the technological and research fields and in the area of arts and humanities. The background image, being generated with artificial intelligence and juxtaposed with royalty-free elements generated by artists, creates a complementary, complex and complete vision of our interaction with IAs.

The enhancement of the English style of this document was assisted by ChatGPT.