



Call for Vignettes

Educational Leaders Without Borders

Educational Leaders Without Borders has issued a call for brief vignettes focused on how leaders can envision education in 2051 and the ubiquitous nature of artificial intelligence (A.I.) in the educational arena, beyond product purchase in our schools. We welcome, in particular, work that engages us in questions of how the development and use of these technologies are shaped, or not, by theories of learning. The New York Times¹ (2020) stated, “artificial intelligence begins as human intelligence. Because we are flawed, our A.I. creations may be, too” (p. 2).

A vignette² is an evocative description, account, or episode. The ELWB intent is to gather compelling educational issues in use of technology, artificial intelligence and ideas regarding learning theories that may promote more socially just educational settings.

Vignettes are encouraged to be reflexive, thinking about how we merge our learning and leadership theories to technologies and the algorithmic biases that may maintain the social injustices of today into our future (by algorithmic biases we mean a discourse that takes into account the relationship between the program designer, the content, and the strategies through learning and leadership theories which should be at the heart of A.I. and educational tools of the future). What is it going to take to develop new educational environments that uphold a humanistic spirit within a cybernetic future?

Background: UNESCO³ shares knowledge about the many ways **technology** can facilitate universal access to **education**, bridge **learning** divides, support the development of teachers, enhance the quality and relevance of **learning**, strengthen inclusion, and improve **education** administration and governance. Information and communication technology (ICT) can complement, enrich and transform education for the better. As the lead United Nations Organization⁴ for education, UNESCO guides international efforts to help countries understand the role such technology can play

¹ The New York Times. (2020). *Artificial intelligence. Health care, everyday life, business: Its perils and its promise*. New York: Meredith Corporation, p. 2.

² Lexico. (2020). *Vignette*. <https://www.lexico.com/en/definition/vignette>

³ UNESCO. (2020). *ICT in education*. <https://en.unesco.org/themes/ict-education>

⁴ United Nations. (n.d.). *Sustainable development goals 4 quality education*. <https://www.un.org/sustainabledevelopment/education/>

to accelerate progress toward [Sustainable Development Goal 4 \(link is external\)](#) (SDG4), a vision captured in the [Qingdao Declaration](#). The Organization scans the world for evidence of successful ICT in education practices – whether in low-resource primary schools, universities in high-income countries, or vocational centres – to formulate policy guidance. Through capacity-building activities, technical advice, publications, fieldworks, and international conferences such as the [International Conference on Artificial Intelligence and Education](#) and [Mobile Learning Week](#), and fieldwork, UNESCO helps governments and other stakeholders leverage technology for learning.

Email your interest to write a vignette with 2-3 sentence description to rpapa@soka.edu by April 15, 2020.

Follow APA 7th edition, 500-1800 words due October 1, 2020

In preparation for our June 2021 conference in Athens, Greece, the vignettes will frame the third ELWB book for publication. Authors will be invited to present in a panel discussion at the June, 2021 ELWB biennial meeting in Athens, Greece.

Permission to use your name with vignette. YES NO (highlight your response)

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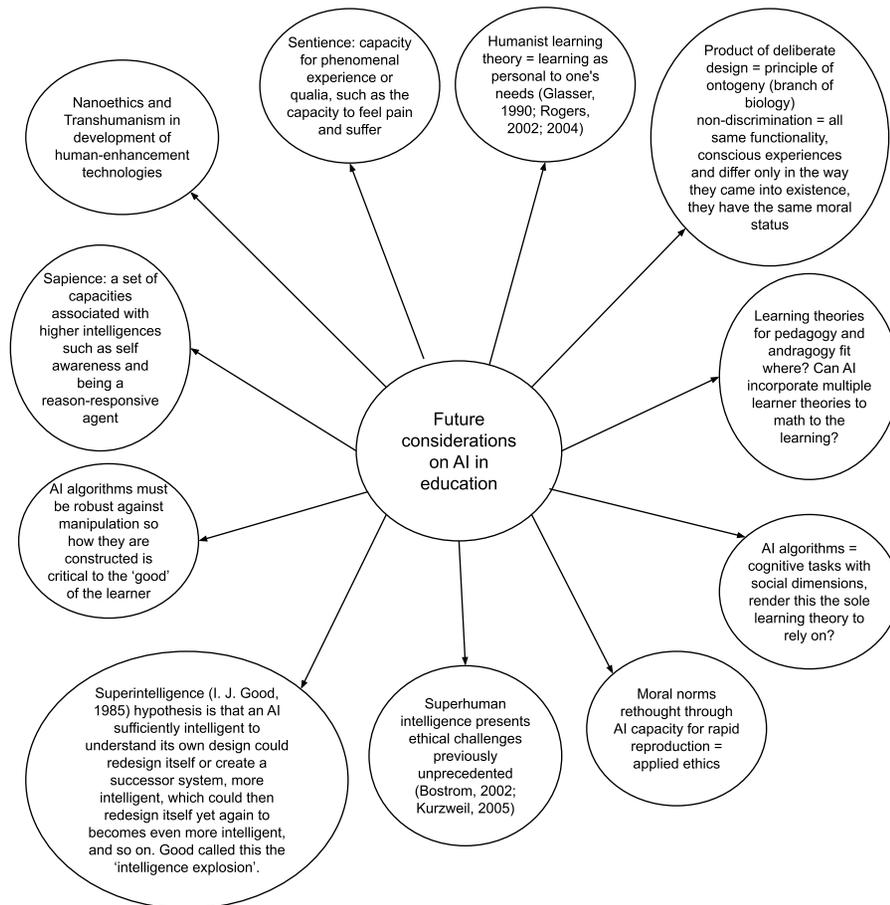
Examples and Background:

Perez, C. C. (2020). We need to close the gender data gap by including women in our algorithms. *Time*. <https://time.com/collection/davos-2020/5764698/gender-data-gap/>

Metz, C. (2019, August 16). Machine learning takes many human teachers. <https://www.nytimes.com/2019/08/16/technology/ai-humans.html>

A few ideas for vignettes but not limited to:

- Meta-learning
- Machine learning and human teachers
- Adaptive technologies
- Transhumanism
- Deep learning
- Algorithmic bias
- Critical theories and computing
- Humanist learning theories
- Social cognition
- Emotional Intelligence and computing
- Superintelligence
- Moral and ethical challenges



A conceptual map depicting future considerations [Author created]