Call for Papers: 2026 Special Issue for Mathematics Education Research Journal – *Mathematics Education and Human Flourishing in the context of AI: Enabling, Unenabling, and Disenabling Practices*

This special issue (SI) will be published in Mathematics Education Research Journal (MERJ) during 2026. MERJ is a highly recognized journal in mathematics education – IF 1.3, Citescore 5.8 (top 6% of journals in Scopus, General Mathematics).

Guest Editors:

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The notion of *human flourishing* refers to the development of strengths and virtues, as well as a sense of meaning, purpose, and connection that provide the basis for living a good life as a critical and responsible citizen. Human flourishing has recently been discussed in relation to artificial intelligence (AI) as a key component of the OECD project, *High Performing Systems for Tomorrow*. In this study, mathematics education for human flourishing and artificial intelligence (AI) is explored via three themes: AI and broadening human capabilities; AI and developing new models for the future; AI and restoring meaning to individual lives. While connections between human flourishing and mathematics education have been made in the contexts such as critical and responsible citizenship (e.g., Geiger et al., 2023), STEM education (e.g., Mass et al., 2019), and socio-ecological education (e.g., Siller et al., 2024), there has been limited research into human flourishing in relation to mathematics education and its remerging connections to AI.

In this special issue (SI), authors will address the practices in mathematics education that enable or hinder human flourishing in the context of the rapid development and integration of AI technologies into education curriculum and teaching/learning programs internationally. In particular, the SI will address questions related to the opportunities and risks associated with the increasing integration of AI and mathematics education, as these impact on human flourishing. These questions go to the centrality of what mathematics education must be – not only imparting discipline knowledge, but also its role in the personal and social development of both young people and adults. For instance, how should mathematics education, in the age of algorithmic decision-making processes, be conceptualised in a way that it contributes to human flourishing in the broadest sense.

Contributions to this SI should aim to explore the ways in which mathematics education, in connection with artificial intelligence, can enhance human development and wellbeing, while also discussing the potential for exclusion and disadvantage. Thus, the SI will focus on contributions that:

- examine AI-related teaching and learning practices in mathematics education that promote or limit citizen's participation in work and civic life,

- provide insight into AI-related classroom practices in mathematics education that promote human flourishing,
- examine the impact on student learning of AI integration into mathematics education,
- analyse the relationship between humans, AI as technology, and mathematics education in the light of philosophical concepts such as dignity, autonomy, care, and justice,
- develop alternative visions for individual-oriented mathematics education in the age of digital transformation through, with, and because of AI,
- reflect on the epistemological and ethical prerequisites and consequences of using AI in mathematics education.

Contributions may take the form of empirical, theoretical, conceptual, or methodological articles. We encourage the submission of manuscripts that are focused on primary, secondary, and teacher education.

Possible Topics of Interest:

The SI is intended as a forum for in-depth discussion of how mathematics education can be reconceptualised in the context of AI in ways that provide learners not only with discipline knowledge, but also with the self-efficacy, and critical judgement needed to flourish. The aim is to contribute to the development of a reflective, ethically grounded, and forward-looking mathematics education that acknowledges responsibility for shaping a just, inclusive, and equitable educational world.

The following topics are possibilities that can be addressed in this SI, but should by no means be considered exhaustive:

- AI in mathematics teaching, learning, and assessment: opportunities, risks, and assumptions
- Facilitating/inhibiting mathematical practices in AI-mediated classrooms
- Justice, bias, and algorithmic fairness in an AI-integrated mathematics education
- The changing role of mathematics teachers and learners in AI-supported environments
- Data ethics, surveillance, and student autonomy in the context of mathematics teaching and learning with and through AI
- Ethics education through engagement with AI in a mathematical context
- Human-AI interaction and the future of mathematical knowledge generation
- Mathematics education as a place for development, criticism, and ethical responsibility in the age of automation

Submission information

We ask authors to submit proposal extended abstracts to Hans-Stefan Siller via mail to hans-stefan.siller@uni-wuerzburg.de with the subject line "**MERJ AI-SI proposal**" by **October 30, 2025**.

Authors are encouraged to submit their abstracts as PDF files. The abstracts are limited to **500 words** (excluding references), written in **12-point Times New Roman font**, and should adhere to the **APA 7th edition** guidelines.

The maximum length for the final article is up to **9000 words** following the **MERJ-guidelines** (to be found here) excluding references.

All submissions for the special issue will be subject to the same rigorous peer review process as manuscripts in the general call for MERJ (double blinded).

We look forward to your valuable contributions to *Mathematics Education and Human Flourishing in the context of AI: Enabling, Unenabling, and Disenabling Practices.*

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Timeline:

Extended abstracts due	30.10.2025
Expected decisions on extended abstracts	01.12.2025
Submission deadline	01.05.2026
Expected decision on manuscripts	01.08.2026
Revised/final manuscripts due	01.11.2026
Expected publication of the Special Issue	01.12.2026

About the Journal:

Mathematics Education Research Journal (MERJ) is focused on issues of significance to researchers in mathematics education. The journal has a particular interest in bringing forth new knowledge and ideas related to the identification of or ways to address important problems or concerns in the field. These ideas may be presented as theoretical, conceptual, or empirical contributions and can draw on the range of methodological traditions and research approaches. *MERJ* accepts high quality articles from all regions internationally. In their submissions authors must make connection to issues and themes of international interest, including those from the Australasian region. All manuscripts are subject to rigorous peer review

References

Geiger, V., Gal, I., & Graven, M. (2023). The connections between mathematics education and citizenship education. *ZDM Mathematics Education,* 55, 923–940. https://doi.org/10.1007/s11858-023-01521-3

Maass, K., Geiger, V., Ariza, M. R., & Goos, M. (2019). The role of mathematics in interdisciplinary STEM education. *ZDM - Mathematics Education, 51*(7), 869-884. https://doi.org/10.1007/s11858-019-01100-5

Siller, H. S., Geiger, V., & Kaiser, G. (2024). Researching mathematical modelling education in disruptive times—An introduction. In *Researching mathematical modelling education in disruptive times* (pp. 3–11). Springer Nature Switzerland.