

Journal of Contemplative & Holistic Education

Call for Submissions for a Special Issue

Journal homepage: <https://scholarworks.bgsu.edu/jche/>

Issue Title

Artificial Intelligence & Contemplative Education: Risks, Possibilities, and Transformations

Educational technologies powered by artificial intelligence (AI) are rapidly reshaping how learning is designed, delivered, and experienced across educational contexts, with growing influence on instruction, assessment, feedback, and learner support (Holmes et al., 2019; Zawacki-Richter et al., 2019). At the same time, contemplative and holistic education has increasingly emphasized slowing down, cultivating awareness, nurturing compassion, and fostering ethical, relational, and embodied forms of knowing as central dimensions of learning and human development (Barbezat & Bush, 2014; Roeser et al., 2013). These two trajectories—AI-driven acceleration and contemplative depth—are often framed as being in tension, particularly with respect to attention, pace, and the instrumentalization of learning. Yet they are increasingly converging in complex and understudied ways (Selwyn, 2020).

AI-enabled tools are now being used to support meditation guidance, reflective journaling, personalized learning pathways, affective feedback, and forms of contemplative inquiry that adapt to learner behavior and engagement patterns (D’Mello & Graesser, 2012; Holmes et al., 2019). At the same time, educators and researchers have raised urgent concerns related to attention, agency, authenticity, relationality, surveillance, ethics, and the future of human presence in technology-mediated learning environments (Selwyn, 2020; Williamson, 2017). As AI becomes increasingly embedded in educational systems, it is timely to critically examine how these technologies may support, disrupt, transform, or fundamentally challenge mindfulness and contemplative practices in education.

In this special issue, we invite scholars, educators, practitioners, and artists to explore how AI is currently impacting—and may continue to impact—mindfulness, contemplative practice, and holistic education across contexts (K–12, higher education, professional learning, community settings, and informal education). We are particularly interested in work that moves beyond technological determinism to engage contemplative, ethical, embodied, and relational perspectives.

AI, Mindfulness, and Contemplative Education

Mindfulness and contemplative education have traditionally emphasized direct experience, present-moment awareness, ethical intention, and cultivation of inner qualities such as compassion, wisdom, and self-regulation. AI, by contrast, introduces new forms of mediation, automation, personalization, and abstraction. This raises foundational questions:

- Can AI meaningfully support contemplative practice without replacing human presence?
- How do AI-mediated practices reshape attention, awareness, and self-understanding?
- Where is human consciousness and agency in the era of AI?
- How do we still grow spiritually and relationally when a machine is running our lives?
- What ethical responsibilities arise when AI is used in contemplative and well-being contexts?
- How might contemplative frameworks inform the design and use of AI in education?

This special issue seeks to explore these questions through theoretical, empirical, pedagogical, and creative contributions that illuminate both possibilities and risks.

Themes and Guiding Questions

We invite contributors to consider (but are not limited to) the following themes and questions:

AI and Contemplative Practice

- How is AI currently being used to support mindfulness, meditation, and contemplative inquiry in educational settings?
- Can AI-mediated tools enhance the ways mindfulness and meditation practices are facilitated and learned?
- What forms of contemplative practice are emerging through AI-mediated environments?
- How do learners experience AI-supported mindfulness and reflection?

Pedagogical, Ethical, and Philosophical Perspectives

- What ethical frameworks are needed when AI is used in contemplative and well-being contexts?
- How do contemplative traditions (Eastern, Western, Indigenous, spiritual, secular) inform critical perspectives on AI?
- What does authenticity, presence, or awareness mean in AI-mediated contemplative practice?

Learning, Attention, and the Inner Life

- How does AI shape attention, distraction, self-regulation, and metacognition?
- How does AI use relate to reflective engagement and to features such as depth, specificity, and integration of ideas?

- What are the implications for students' inner lives, identity formation, and sense of agency?

Design, Innovation, and Practice

- How are educators designing AI-supported contemplative curricula, assignments, or learning environments?
- What innovative practices integrate AI while preserving human-centered, relational, and embodied learning?
- How might contemplative education inform humane and ethical AI design?

Critical, Cultural, and Social Justice Perspectives

- How do power, equity, access, and cultural context shape AI-supported contemplative education?
 - What risks exist around surveillance, data extraction, and commercialization of mindfulness?
 - How might Indigenous and non-Western contemplative traditions challenge dominant AI narratives?
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Submission Scope

Within the scope and aims of the journal, we welcome a diverse range of submission formats that reflect the interdisciplinary and experiential nature of contemplative and holistic education.

Peer-Reviewed Section

1. Research Articles (APA style; approx. 4,000–6,000 words, excluding references)
2. Theoretical or Conceptual Essays (approx. 3,000–5,000 words)
3. Reflective Scholarly Essays (approx. 1,500–3,000 words)
4. Arts-Based and Multimodal Scholarship (including visual, audio, or interactive components)

Editorially Reviewed Section

1. Interviews with educators, practitioners, contemplative teachers, technologists, or students
2. Voices from Practice (educators, designers, community practitioners; approx. 1,500–3,000 words)
3. Field Notes and Practitioner Reflections (written, visual, or audio formats)
4. Creative Expressions and Educational Resources (videos, digital tools, contemplative designs, or AI prototypes)

For multimedia submissions, please include a 250-word written description explaining the work, its theoretical grounding, and relevance to contemplative and holistic education.

*For use of Artificial Intelligence in your submission, please refer to the AI policy on the journal's website.

Important Dates

- Abstract submission (300 words): March 31, 2026
 - Notification of acceptance: May 1, 2026
 - Full manuscript submission: August 1, 2026
 - Peer review feedback: October 1, 2026
 - Revisions due: December 1, 2026
 - Publication window: Spring 2027
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This special issue aims to advance thoughtful, critical, and compassionate scholarship at the intersection of AI, mindfulness, and contemplative education, contributing to emerging conversations about what it means to educate whole human beings in technologically mediated futures.

References

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