

CALL FOR PROPOSALS:

Pre-Conference Workshop and Special Issue of *Philosophical Studies in Education*

Thursday September 17th, 2026

Seasons Lodge – Nashville, Indiana

Philosophical Studies in Education began in 1968 as published proceedings of the OVPES annual conference. It was renamed *PSIE* in 1976—making 2026 the 50th anniversary of the journal— and is an indexed, peer-reviewed scholarly journal. All papers in *PSIE* undergo a peer-review process independently of the annual conference. The journal regularly features the work of leading scholars in the field and remains a rich outlet for the treatment of philosophical problems in education. This inaugural special issue and pre-conference workshop, as we celebrate 50 years of *PSIE*, are aimed at expanding the footprint of *PSIE* and enriching the generative environment of OVPES.

Interrogating Postdigital Educational Conditions

Broadly speaking, the postdigital turn signals a contemporary condition of ontological and epistemic entanglement with digital technologies.[1] While the emergence of generative artificial intelligence (GenAI) rightly captures our attention as philosophers of education as it raises questions that cut to the heart of teaching and learning, the excitement—among both advocates and critics—which has accompanied the emergence of GenAI often diverts our attention from deeper issues surrounding the relationship between humans, technology, and power in schools and society.

The bio-synthetic assemblages that characterize everyday life require imaginative analyses to challenge these new frontiers of power. As Rosi Braidotti describes this moment, “the becoming-machine axis cracks open the division between humans and technological circuits, introducing bio-technologically mediated relations as foundational for the constitution of the subject.”[2] This is not a flight of fancy plucked from a science fiction novel, but an incisive diagnosis of the contemporary socio-technical terrain. From the moment we wake (or even as we dream, if we wear a biometric device to monitor the quality of our sleep), we shed data like skin cells. With each scroll, swipe, tap, and purchase, we are inundated by subsequent suggestions, notifications, and nudges to maintain the flow of attention and data. At the same time, the suite of digital technologies that are ubiquitous in everyday life are reshaping social institutions, refiguring patterns of labor, intensifying technological capitalism, and redesigning our lives.[3] For example, in a recent social experiment, A.J. Jacobs “tried and failed” to go 48 hours without interacting with AI,^[4] illustrating that “there is no longer an ‘Off’ button in the postdigital era.”[5] The totality of postdigital hegemony underscores the urgent need for critical theories of the postdigital implications for educational policy and practice.

While critical scholars of technology have long discussed the entanglement of technology and power[6] and critical educational theorists have exposed the ideological work technology does in educational settings,[7] we continue to observe instrumentalist discourses that frame technology as neutral and position humans as the sole locus of power and agency. Such thinking erodes the ability to sufficiently account for novel and shifting contours of power that characterize postdigital society and permits technology companies of all stripes to escape “even the bare minimum of public accountability.”[8]

This special issue welcomes papers that explore the postdigital educational landscape from a range of philosophical angles and theoretical perspectives. Importantly, GenAI need not be the sole area of focus.

Rather, we encourage broad engagement with questions raised and problems posed by postdigital educational conditions. Potential entry points might include, but are not limited to:

- The philosophical and ethical stakes of the “placelessness” of online instruction
- Reconfigurations of creativity, judgement, and epistemic authority in the age of GenAI
- The status of humanism amid novel forms of agency
- Algorithmic bias and ethical implications for teaching, learning, and decision-making
- Technological transformations of teacher and student agency
- The values and philosophical orientations that are encoded in educational technologies
- The datafication and surveillance of educational subjects
- Possibilities for shaping humane or emancipatory postdigital futures

Paper proposals (1,000 words, excluding references) are due on **Monday April 13th, 2026**. These will undergo an editorial review, and authors will be informed if their proposal has been accepted for the pre-conference workshop by **Monday May 4th, 2026**. Accepted proposals will be developed into draft manuscripts, shared with all pre-conference participants by **Monday August 10th, 2026**, and workshopped with other contributors throughout the day on **Thursday September 17th, 2026**, at the Seasons Lodge before the OVPES conference kick-off that evening. Contributors will be expected to read the other drafts and be prepared to engage in lively discussion. Revised papers will then be considered for publication in a special issue of *Philosophical Studies in Education*. This pre-conference workshop presents a unique opportunity to receive feedback as you develop your paper and engage with colleagues around a common theme and area of interest. Authors not selected for the workshop will be encouraged to submit proposals to OVPES by May 15th, 2026, and all workshop participants are encouraged to register for the conference and join us on September 18th and 19th. All pre-conference workshop attendees will be eligible to take advantage of our group rate at the Seasons Lodge of \$139/night located in the heart of beautiful Brown County, Indiana.

Timeline:

- **Proposals due Monday April 13th, 2026**
- **Decision notifications by Monday May 4th, 2026**
- **Draft workshop manuscripts due Monday August 10th, 2026**
- **Revised special issue manuscripts due TBD**

Please submit proposals to morgan.anderson@uni.edu and gslater@siue.edu.

Guest Editors:

Morgan Anderson is Associate Professor of Social Foundations of Education at the University of Northern Iowa. Her research explores the philosophical, pedagogical, and ethical entanglements associated with technology in educational settings. She is the author of *Public Education in the Digital Age: Neoliberalism, EdTech, & the Future of Our Schools*.

Graham B. Slater is Associate Professor of Educational Leadership at Southern Illinois University Edwardsville. His research examines the impact of ecological crisis and technological change on the political economy and cultural politics of education. He is the author of *Horizons of the Future: Science Fiction, Utopian Imagination, and the Politics of Education* and editor of *Science Fiction and the Cultural Politics of Education: Mapping the Pedagogical Imagination*.

[1] See Michael Pepperell and Robert Punt, *The Postdigital Membrane: Imagination, Technology, and Desire* (Intellect, 2000); Petar Jandrić and Sarah Hayes, “Postdigital We-Learn,” *Studies in Philosophy and Education* 39 (May 2020): 285-297.

[2] Rosi Braidotti, *The Posthuman* (Polity, 2019), 67.

[3] See Adam Greenfield, *Radical Technologies: The Design of Everyday Life* (Verso, 2017).

[4] A.J. Jacobs, “48 Hours Without AI,” *The New York Times* (October 28, 2025)
<https://www.nytimes.com/2025/10/28/style/48-hours-without-ai.html>

[5] Graham Slater, *Horizons of the Future: Science Fiction, Utopian Imagination, and the Politics of Education* (Routledge, 2024), 94.

[6] See, for example, Albert Borgmann, *Technology and the Character of Contemporary Life: A Philosophical Inquiry* (University of Chicago Press, 1984); Peter-Paul Verbeek, *What Things Do: Philosophical Reflections on Technology, Agency, and Design* (University Park: Pennsylvania, 1970/2005); Günther Anders, *The Obsolescence of the Human*, trans. Christopher John Müller (University of Minnesota Press, 1954/2025); Ruha Benjamin, *Race After Technology: Abolitionist Tools for the New Jim Code* (Polity, 2019); Shoshana Zuboff, *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power* (Public Affairs, 2019); James Bridle, *New Dark Age: Technology and the End of the Future* (Verso, 2019); Safiya Noble, *Algorithms of Oppression: How Search Engines Reinforce Racism* (New York University Press, 2018); Rosi Braidotti, *Posthuman Feminism* (Polity, 2022).

[7] See, for example, David Noble, *Digital Diploma Mills: The Automation of Higher Education* (Monthly Review Press, 2000); Larry Cuban, *Teachers and Machines: The Classroom Use of Technology Since 1920* (Teachers College Press, 1986); Kenneth Saltman, *Scripted Bodies: Corporate Power, Smart Technologies, and the Undoing of Public Education* (Routledge, 2017); Audrey Watters, *Teaching Machines: The History of Personalized Learning* (MIT Press, 2021).

[8] Jathan Sadowski, *The Mechanic and the Luddite: A Ruthless Critique of Technology and Capitalism* (University of California Press, 2025), 7.