



Call for Papers

Cedarville University's School of Education and Social Work invites submissions for its 2026 volume of *Education Insights: A Journal of Research, Theory, and Practice*, a peer-reviewed, academic journal exploring original research, theory, and pedagogical practice rooted in Christian thought.

We welcome scholarly articles that engage meaningfully with one of the following themes:

Theme 1: Calling, Vocation, and Pedagogical Presence: Reclaiming the Sacred Work of Teaching

This theme invites educators and scholars to reflect on teaching as sacred work—grounded in theology, moral responsibility, and the call to serve others. Submissions may address topics such as the following:

1. Articulate a theology of vocation that dignifies teaching as a sacred practice; i.e., explain how our understanding of God, Scripture, and Christian doctrine shapes our view of work, calling, and purpose.
2. Discuss how Christian educators (K-12 and/or higher education) can cultivate presence, attentiveness, and moral authority in their work.
3. Examine how Christian educators (K-12 and/or higher education) can reclaim the sacredness of teaching.
4. Consider how Christian educators (K-12 and/or higher education) can cultivate spiritual growth and moral development in students' lives.
5. Examine theories of teacher identity in conversation with Christian doctrines of calling and stewardship.

Theme 2: Technology, Media, and Digital Discipleship in the Classroom

This theme considers how educators engage with digital tools and environments in ways that promote spiritual formation, discernment, and ethical teaching. Submissions may address topics such as the following:

1. Examine how digital learning environments shape students' identities, habits, and thinking, with a theological lens on formation and discernment.
2. Consider how Christian educators (K-12 and/or higher education) can design classrooms where technology serves biblical formation.
3. Discuss how Christian educators (K-12 and/or higher education) can respond to the identity-shaping power of social media platforms by cultivating biblical literacy and digital discernment.

4. Examine how Christian educators (K-12 and/or higher education) can respond theologically and pedagogically to how digital learning environments might impact student formation as contemplative, present, and relational beings (e.g., can attentiveness be taught as a Christian virtue?).
5. Investigate the ethical and theological implications of AI use and stewardship in the classroom.
6. Consider aspects of AI literacy, bias, and implementation in the classroom.

Submission Deadline: December 31, 2026

Submission Style: Chicago Manual of Style: Notes and Bibliography (bit.ly/EI_chicago)

Submission Length: 2,000–5,000 words (8-20 pages, double-spaced)

Submission Link: <https://cedarville.tind.io/submit?doctype=EI&ln=en>

(Note: you will need to create a repository account to submit your manuscript unless you have Cedarville University login credentials)

More information about submission guidelines and journal scope can be found at the submission link above. For any questions or preliminary proposal discussions, please contact Dr. Kevin M. Jones, editor-in-chief, at kmjones@cedarville.edu.