

Students as Partners in AI Research and Practice in Higher Education

Editors: [Dr Yanyan Li](#), [Dr Tom Ritchie](#) (University of Warwick)

Call for book chapters

Artificial intelligence (AI) is rapidly reshaping teaching, learning, and assessment in higher education. While much of the current literature focuses on institutional policy, technological capability, or staff perspectives, students are often positioned as end users, subjects of regulation, risks to be managed, or merely data to be mined. This edited volume responds to a critical gap in the field by foregrounding Students as Partners (SaP) in the research, design, and practice of AI in higher education. SaP approaches offer a distinctive lens for this work, bringing principles of shared inquiry, reciprocal learning, and co-produced knowledge that can challenge extractive or instrumentalising uses of AI in educational settings. At the same time, genuine partnership is not without its tensions. Meaningful collaboration necessarily involves navigating disagreement, power asymmetries, and competing perspectives, not simply achieving consensus or alignment between students and staff. Drawing on the well-established SaP literature and emerging scholarship on AI in education, the book argues that meaningful, ethical, and sustainable uses of AI in higher education require students to be recognised as legitimate partners with epistemic authority, rather than passive recipients or consultees.

This book aims to document, critically examine, and advance practices of SaP in AI research and practice in higher education. It seeks to provide a pedagogical resource that goes beyond descriptive accounts by interrogating and exploring how student voices are embedded, engaged, and embraced across diverse educational contexts and institutional levels. Additionally, the volume aims to offer practical guidance on how student voices can be meaningfully incorporated into the research and practice of AI for teaching, learning, and assessment in higher education.

Specifically, the volume will make three key contributions:

- **Empirical:** showcasing rich, practice-based case studies of Students as Partners in AI-related teaching, learning, assessment, curriculum design, and policymaking.
- **Critical:** examining roles, power relations, and positioning of students in AI initiatives, including tensions, risks, and ethical dilemmas.
- **Practical:** offering actionable insights, strategies, tools, frameworks, and templates for engaging student voices in developing student-centred AI resources, programmes, and institutional approaches.

The book will be an edited volume comprising international case studies from diverse disciplines and institutional contexts. Chapters may address, but **are not limited to**:

- Students as partners in AI-informed assessment design and feedback
- Co-creating AI-supported teaching and learning practices
- Student partnership in AI policy, governance, and ethical frameworks
- Developing student-centred AI literacy programmes and resources
- Navigating disagreement and epistemic conflict in student-staff partnerships, including when student and staff perspectives on AI use diverge (e.g., academic integrity tools, surveillance technologies, assessment design)

- Exploring how power, agency, and responsibility are negotiated when students act as partners in AI-mediated contexts
- Inclusion, equity, and accessibility in student-AI partnerships
- Reflecting on challenges, failures, and key lessons in engaging student voices in AI research and practice

We welcome interdisciplinary submissions that engage with Students as Partners in the research, design, and practice of AI, particularly where students play an active and legitimate role in the research, writing, and authoring process. Submissions may come across diverse disciplines, institutional contexts, and global perspectives, including experiences from the Global South. We welcome submissions from around the world and from researchers at all career stages.

Submission guidelines

Please submit an abstract in a Word document (max. 500 words, references excluded) by **1 May 2026** to Yanyan Li (Yanyan.Li.1@warwick.ac.uk) and Tom Ritchie (Tom.Ritchie@warwick.ac.uk), using the email subject 'SaP AI book chapter proposal'.

The abstract should include: a title; the aims and focus of the chapter; the disciplinary and institutional context; the empirical approach and data sources; key findings, insights, or contributions; how students are meaningfully involved as partners in the work being reported; and references (APA7 referencing style). Please also include a short bio (max. 50 words) for each author.

We ask authors to transparently acknowledge any AI tools used in the research or writing process, including how such use aligns with principles of authentic student partnership.

We are primarily seeking empirically grounded case studies and practice-based accounts. We are not accepting systematic reviews, purely theoretical or conceptual papers, or submissions in which student involvement is limited to participation as research subjects or survey respondents.

We aim to send notifications of acceptance by **1 June 2026**. The first draft of accepted manuscripts will be due by **4 December 2026**. We are in active discussions with **Palgrave Macmillan** and have been invited to submit a book proposal, which will be subject to formal review. Please note that publication is not guaranteed. All full submissions will undergo a rigorous editorial and peer-review process.

Tentative timeline

Abstract submission	1 May 2026
Notification of acceptance	1 June 2026
Manuscript submission (1st draft)	4 December 2026
1 st editorial and peer review	January - March 2027
Authors' revision deadline (2nd draft)	May 2027
2 nd editorial and peer review	May - August 2027
Final decision and notification	September - October 2027