

Call for Papers: “Writing Analytics in the Classroom” — Special Issue of Educare

Deadline for submission: 1 March 2027 (SAVE THE DATE).

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Theme and Aim

The aim of this issue is to move writing analytics out of the measurement literature and into the classroom. Detection was the field’s first response to generative AI, and it has stopped being the useful one. A detector returns a percentage; it says nothing about what happened while a student wrote, whether they thought harder or less hard, or whether the sentence they kept was theirs. Instead, we invite work that asks the harder questions. How do teachers work with students whose composing is now entangled with a prediction engine? What does writing analytics look like when it is designed for pedagogy rather than for assessment or surveillance? And what happens to writers whose language the machine was never trained on?

Context

This special issue grows out of the EATAW International Writing Analytics Conference, held in Tartu from 14 to 16 September 2026 and co-hosted by the University of Tartu and Malmö University. Malmö has been part of this community since its beginning: the colloquium that started the writing analytics conference series in 2014, and Malmö hosted the sixth conference in 2018. The conference brought together participants from 24 countries and 54 institutions around a single question: what happens to writing, and to the teaching of writing, when the machine writes back.

Much of the writing analytics literature has been built on English-language corpora. The Tartu conference deliberately foregrounded work on smaller language communities and multilingual writers, on the grounds that the systems now shaping student writing were trained predominantly on English. This issue carries that emphasis forward and offers both established and emerging scholars a place for work that belongs in the classroom rather than only in the methods literature.

Scope and Possible Topics

We welcome theoretical, empirical, and practice-based papers that examine writing analytics in classroom and institutional contexts in relation to, e.g.:

- Writing analytics beyond AI detection.
- Corpus-linguistic approaches to human and AI-mediated writing.
- AI and writing development across time, genres, and disciplines.
- Writing analytics for pedagogy and curriculum design.
- Multilingual, L1, and translingual writing analytics, particularly in smaller language communities.
- Writing analytics in workplace and professional settings.
- Ethical, epistemological, and methodological challenges in AI-based writing research.
- Writing analytics tools and dashboards for teaching and learning.
- Assessment, feedback, and formative uses of writing analytics.
- Student and teacher perspectives on AI-mediated writing practices.

Contributions may include research articles, position articles or pedagogical reflections that make visible how writing analytics is conceptualised and enacted in teaching and learning. Work presented at the Tartu conference is particularly welcome, though the call is open to all.

Submission and Review Process

Manuscripts will undergo external peer review as per Educare's standard policy.

Authors should follow the journal's submission guidelines available at

<https://publicera.kb.se/educare/about/submissions>

Submissions may be written in English, Swedish, Danish or Norwegian. Studies on writing in other languages are warmly encouraged; the article itself should be in one of the four.

Please mark your submission as related to this call on the submission page.

For queries or expressions of interest, please contact Educare Editor Shaun Nolan or any member of the guest editor team.