

**2023 Call for Proposals**

**43rd Annual JCT Conference on Curriculum Theory and Classroom Practice**

**Bergamo Conference Center, Dayton, Ohio**

**October 12-14, 2023**

**Conference Theme:**

**Authenticity?**

**Proposal Submission Dates:**

**Through August 7, 2023**

**Please submit proposals by the due date to the link below:**

[**https://www.cvent.com/c/abstracts/5e9b0c62-8cc3-48b1-a6d8-5610edf5312f**](https://www.cvent.com/c/abstracts/5e9b0c62-8cc3-48b1-a6d8-5610edf5312f)

**\*Conference Registration opens April 24, 2023**

We are pleased to present this year’s call for proposals to participate in *JCT* ’s annual **Bergamo 2023 Conference on Curriculum Theory and Classroom Practice**

**Authenticity?**

I have been considering what it means to have authenticity, to be authentic (and if it even matters anymore), since attending a session at AAACS in 2019 (Toronto) in which presenters gave a glimpse of future impacts of technology, including potential manifestations of artificial intelligence (AI), on curriculum and the curriculum field. At that point, I hadn’t thought much about artificial intelligence and its impact on curriculum studies beyond my phone’s insistence on changing my attempts at typing “tomorrow” in a text to “to my Oreos” (ruining the flow of my text, though I actually love Oreos!) or beyond having read Ivan Illich’s (1971) vision of the future in *Deschooling Society* during my doctoral work in curriculum studies in the early 1990s.

But recently, with the introduction of ChatGPT and my understanding from the early articles about that release, in particular that this early version of an accessible AI chatbot tool that can work in so many different ways is basically only a trial balloon and that much more is to come on the AI front and “fast” (Huang, K., 1.16.23, “Alarmed by A.I. Chatbots, Universities Start Revamping How They Teach,” *New York Times*), I am interested in what curriculum scholars and education practitioners are thinking about these developments, along with underlying concerns about authenticity.

For instance, I want to hear more about what AI really is:

How is AI taking shape and manifesting in education and schooling and society?

What knowledge in the field already exists that we can use as guides or to build upon as we make our way forward as curricularists and pedagogues?

What can the development or use of AI do to enhance and/or detract from teaching and learning?

And to what extent do we need to be concerned about the impact of AI on teaching and learning and inquiry in terms of ethics in its wake?

That is, what will we ultimately consider to be “authentic” teaching, learning, scholarship, etc., in our fields of inquiry and action as curriculum scholars and practitioners? How do we determine it? Why should we care?

Even just beginning is hard. I’m not even sure how to define “authentic” and “authenticity,” though [MerriamWebster.com](https://www.merriam-webster.com/dictionary/authentic) (2023) is a reasonable place to start:

worthy of acceptance or belief as conforming to or based on fact; conforming to an original so as to reproduce essential features; made or done the same way as an original; not false or imitation**:**REAL, ACTUAL; true to one's own personality, spirit, or character – “is sincere and *authentic* with no pretensions.”

But there are so many limitations to this definition. What are “facts” these days? What is “original”? What is “real”? And of course, what is “true”? Since we all know we can’t really nail any of it down, and that’s not the point anyway (inquiry is the point; asking good questions is the point, at least that’s what I’d tell any class of mine on any topic), our interests are in learning more about how curricularists think about authenticity, in particular as this notion is related to the rise of AI, and if it even matters, and, in addition:

To what degree are human elements in the work at hand with curriculum cultivated, nurtured, enhanced, forgotten—or not—as we move forward?

For this conference we ask you to consider, along with the previous questions, as you so choose:

*How do scholar practitioners in the curriculum field understand, know, want, create, mistake, and cultivate “authenticity” in education, politics, religion, economy, health, sexuality, etc. from many perspectives, or not?*

In addition to work addressing the conference theme, the organizers invite a wide range of submissions that revolve around, but are not limited to, the following categories:

* Cultural Studies and Curriculum
* International/Transnational Curriculum Discourses
* Engaging Texts
* Higher Education and Curriculum Theorizing
* Curriculum Studies and Philosophical Perspectives
* Curriculum Theory, Classroom Practice, and Disciplinary Perspectives

[***JCT: Journal of Curriculum Theorizing***](http://journal.jctonline.org/) is an interdisciplinary journal of curriculum studies. It offers an academic forum for scholarly discussions of curriculum. Historically aligned with the “Reconceptualist” movement in curriculum theorizing, and oriented toward informing and affecting classroom practice, *JCT* presents compelling pieces within forms that challenge disciplinary, genre, and textual boundaries. The journal is associated with the Bergamo Conference on Curriculum Theory and Classroom Practice, held in the autumn of each year. *JCT* is indexed in The Education Index.

Looking forward to seeing you at the Bergamo Conference this Fall!

Tom Poetter, President, Foundation for Curriculum Theory, and Editor, *JCT*

Emmanuel Acheampong, Jing Tan, & Jaimie Baker, Program Chairs, Miami University