

Special Issue

Generative AI and Adult Education: Designing Transformative and Inclusive Digital Learning Environments

Message from the Guest Editor

Responding to the growing need to design innovative, transformative, and inclusive digital learning environments, there are calls to integrate groundbreaking technologies such as generative artificial intelligence (GenAI) in education. Traditional design models in education are gradually being replaced with more personalised, adaptive, and flexible learner-centred digital environments. This Special Issue solicits studies on how to effectively design innovative, transformative, and inclusive digital learning environments for learners in diverse adult learning ecosystems, such as higher and continuing education, community and lifelong education, open and distance education, vocational and technical education, workplace and corporate education, and others. Both original empirical and review articles are welcome. Preferably, studies should focus on discussing and proposing evidence-based solutions for integrating adult learning principles in instruction, scalable solutions for accessibility and inclusion, human–AI interaction, examining GenAI’s role beyond automation, and ethical guidelines for GenAI-mediated adult learning and wellbeing.

Guest Editor

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About the Journal

Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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