Special Issue

AI—The Emerging Episteme in Higher Education: New Epistemologies, Pedagogies, and Research Methodologies

Message from the Guest Editors

The meteoric advancement of artificial intelligence (AI) technologies indicates a radical epistemic shift in the higher educational landscape that is, as of now, unclear and uncertain. At the same time, it presents unprecedented opportunities and challenges for educators, researchers, and learners. As a vast array of AI tools become increasingly integrated into learning environments, there is a growing need to rethink traditional ontologies, epistemologies, and pedagogical approaches in academia. This Special Issue invites original research, theoretical contributions, and practical case studies that explore how AI is transforming teaching and learning practices, as well as posthuman interactions, in academia. We welcome interdisciplinary submissions that bridge education, epistemology, technology, cognitive science, and learning analytics. Contributions that offer critical reflections, propose new models and resolutions, or present empirical findings are particularly encouraged.

Guest Editors

Prof. Dr. Kelum Gamage

Prof. Dr. Maithree Wickramasinghe

Prof. Dr. Neil Gordon

Deadline for manuscript submissions

31 December 2026

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.

Editor-in-Chief

Prof. Dr. Daniel Muijs
School of Social Sciences, Education and Social Work, Queen's University Belfast, Belfast BT7 1NN, UK

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