

## Special Issue

# Exploring the Future of Science Education with AI Technologies: Opportunities and Challenges

### Message from the Guest Editors

Tools using generative and supervised AI are creating new ways to harness information and impact science learning in pre-college classrooms. Learning sciences research is informing advances in how we design and study such tools to bring benefit to diverse students and teachers. Yet, richer evidence from classroom studies is needed to understand both the potential and pitfalls of AI in education. There is reason to be cautious as AI tools can proliferate the biases of dominant narratives, discourage teacher or student agency, and take up limited school resources. What have we learned about ways to use contemporary AI tools in science education? The Special Issue provides a platform for education researchers and particularly research practice partnerships to report on current classroom research on the use of AI in science education. We seek empirical investigations of powerful AI tools that have implications for K12 classrooms. We encourage papers that synthesize research findings and identify implications. The audience for this Special Issue includes educators, administrators, and policy makers.

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### Guest Editors

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### Deadline for manuscript submissions

closed (1 March 2025)



## Education Sciences

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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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### Editor-in-Chief

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