

Special Issue

Integrating GAI into K-12 Education to Support Innovative Teaching and Learning: Reports of Evidence of Practice

Message from the Guest Editor

The rapidly expanding integration of generative artificial intelligence (GAI) into K-12 teaching and learning is accompanied by the growing need for evidence of the effectiveness of the technology in enhancing student learning. Research on the impact of GAI on student learning is critical in ensuring that teachers are engaging in evidence-based practices and in informing decisions when developing guidelines for practice. The focus of this Special Issue will be on innovative uses of GAI for teaching and learning. Of particular interest is the use of GAI to improve other educational innovations such as project-based learning, problem-based learning, curriculum integration, and place-based learning. Thus, we invite proposals of empirically based research reports on the use of GAI to support education innovations in K-12 teaching and learning that other practitioners can replicate.

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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