

Special Issue

Reimagining Online Learning: AI-Powered Personalization and Learner-Centered Design

Message from the Guest Editors

This Special Issue aims to present and disseminate the most recent advances related to AI-powered personalization and learner-centered design in online, blended, and immersive learning environments. Topics of interest for publication include, but are not limited to, the following:

- AI-driven personalization and adaptive learning in online and immersive (VR/AR/MR) environments.
- Learner-centered instructional design, universal design for learning, and embodied pedagogies.
- Multimodal learning analytics and attention- or affect-aware feedback to support engagement and self-regulation.
- Generative AI and intelligent agents for tutoring, feedback, and assessment, including alignment with instructional intent.
- Social presence, trust, explainability, and transparency in AI-driven learning agents.
- AI-supported language learning, including immersive and embodied approaches.
- Neural and cognitive mechanisms underlying human-AI collaborative learning.
- The equity, ethics, privacy, safety, and governance of AI-enabled personalization.
- Teacher roles, professional learning, and human-AI collaboration in design and facilitation.

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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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