

Special Issue

Generative Artificial Intelligence for Transforming Educational Assessment Practices

Message from the Guest Editor

The rapid evolution of generative artificial intelligence (GAI) has opened up transformative possibilities in the field of educational assessment and this Special Issue focuses on the innovative applications of GAI across the three critical dimensions of assessment: assessment of learning, assessment for learning, and assessment as learning. By bridging technology and pedagogy, this Special Issue aims to explore how GAI can enhance assessment practices, empower learners, and redefine educational standards. Contributions to this Special Issue will examine the role of GAI in creating adaptive and personalized assessment tools, enabling real-time feedback mechanisms, and fostering self-regulated learning. Topics may include, but are not limited to, AI-driven rubrics for evaluating student work, the role of AI in formative assessments, AI-powered simulations for experiential learning, and ethical considerations in deploying such technologies. The Special Issue will also investigate the potential of GAI to promote equity and inclusivity in education by addressing diverse learner needs...

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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