

Special Issue

Critical Perspectives on the Impact of AI on Curriculum and Pedagogy Innovation

Message from the Guest Editors

We invite submissions to this Special Issue on “Critical Perspectives of the Impact of AI on Curriculum and Pedagogy Innovation”. As generative AI, predictive analytics, and automation reshape education, critical perspectives are needed to question whose knowledge is centred, whose labour is (de)valued, what is lost, and what is gained in the push for optimisation, commercialisation, and efficiency. This Special Issue explores, therefore, how AI and other emergent technologies intersect with curriculum and pedagogy through feminist, queer, decolonial, and anti-capitalist lenses. We welcome work that addresses the ethical, pedagogical, environmental, and political implications of AI in practice, from the accuracy of lesson planning using AI, through to assessment reform and academic integrity, as well as relational aspects of teaching, such as listening, belonging, and the right to disconnect. Submissions that amplify local contexts, community knowledges, and embodied or culturally situated approaches are encouraged.

Guest Editors

Dr. Janine Aldous Arantes

Dr. Amanda Muscat

Dr. Steven Kolber

Deadline for manuscript submissions

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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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