Special Issue

Trends in the Use of Generative Artificial Intelligence for Digital Learning

Message from the Guest Editors

ChatGPT is now one of dozens of generative Artificial intelligence (AI) software platforms available to the public. They are called *generative* because they generate information in text, image, video, and audio formats based on prompts supplied by users. They are also described as *deep learning models* because they are able to collect vast quantities of data from across the Internet to provide information. Educators are exploring the possibilities of generative AI software as a pedagogically appropriate, administratively sound, and beneficial vehicle for the advancement of education. While a body of scholarship on generative AI is developing, there is a good deal of research, study, and knowledge-seeking still to be done. Technology is never static. For this Special Issue, authors and researchers are invited to submit research articles, comprehensive reviews, policy studies, and other scholarly formats that will add to the knowledge base on generative AI. All research paradigms and methodologies are of interest. Submissions will go through a rigorous peer-review process to ensure that the highest quality scholarship will comprise this Special Issue.

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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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