

Special Issue

Being a Teacher in the Era of Artificial Intelligence— Challenges and Opportunities

Message from the Guest Editors

Artificial intelligence (AI) has the potential to transform education, reshape teaching practices, and redefine the role of educators. This Special Issue invites contributions that explore the multifaceted impact of AI on teaching, learning, and professional development. It seeks to foster critical dialogue on how teachers can navigate the opportunities and challenges of AI, ensuring that technology enhances education while preserving the centrality of human judgment and interaction. We encourage submissions from researchers and practitioners and interdisciplinary perspectives that advance the understanding of teaching in the era of AI. Specifically, we welcome research, conceptual analyses, and case studies addressing topics such as

- The integration of AI tools in classrooms and online learning environments;
- Opportunities for personalized learning and innovative pedagogies;
- Challenges related to teacher roles, ethics, data privacy, and digital equity;
- Professional development and teacher education in AI-augmented contexts;
- Implications of AI for assessment, student engagement, and curriculum and instructional design.

Guest Editors

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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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