

Special Issue

AI in Education: Transforming Curriculum, Pedagogy, and Assessment

Message from the Guest Editors

Historically, Artificial Intelligence (AI) has been used in education for nearly six decades, performing various tasks like personalized learning and student assessments. However, the capabilities of Generative AI (GenAI) introduce new opportunities and challenges for the same tasks. For example, it can create enhanced personalized learning experiences, but at the same time, it calls for a shift in student assessment methods to prevent cheating and plagiarism. Since GenAI is still in its early stages, it is also important to explore whether and how it can offer new insights into curriculum reform and pedagogical innovation with a focus on teaching and learning processes. This Special Issue aims to further investigate learning and teaching with AI across all education levels and in various contexts, including teacher professional development. In particular, we welcome papers contribute to understanding AI's impact on curriculum and pedagogy innovation. While the scope of the Special Issue encompasses all forms of AI in education, the importance of exploring GenAI cannot be overlooked.

Guest Editors

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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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