

Special Issue

The Impact of AI on Curriculum and Education Innovation

Message from the Guest Editors

The emergence of generative AI—particularly large language models (LLMs)—has transformed higher education at an unprecedented pace. These technologies offer great promise for enhancing teaching, learning, and assessment. At the same time, they raise urgent questions about ethics, academic integrity, inclusion, and institutional readiness. Studies and experiments are still underway to understand how to integrate AI in education, updating teaching methodologies and curricula even in non-technical fields. This Special Issue invites contributions that address the integration of generative AI in education through ethical, evidence-based, and pedagogically grounded approaches. We seek papers that move beyond general debates to present practical solutions, policy-informed frameworks, and tested interventions that support the responsible adoption of GenAI tools across all levels of education.

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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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