

Special Issue

Exploring the Current and Future Impact of Robotics and Physical AI in Educational Contexts

Message from the Guest Editor

Robotics and physical artificial intelligence (AI) are increasingly transforming educational environments. At the same time, important questions remain regarding pedagogical effectiveness, teacher readiness, ethics, accessibility, inclusion, and the long-term impact of robotics and AI on learning outcomes and educational systems. This Special Issue aims to present and disseminate the most recent advances related to robotics and physical AI in education. Topics of interest for publication include, but are not limited to, the following:

- Educational robotics in K–12, higher education, and informal learning;
- Physical AI and embodied intelligent agents for teaching and learning;
- Human–robot interaction in educational settings;
- Social robots and AI tutors;
- Computational thinking, coding, and STEM/STEAM education;
- Teacher professional development and adoption of robotics and AI;
- Assessment of learning outcomes and student engagement in robotics- and physical AI-enhanced learning;
- Inclusive and accessible robotics education;
- Ethical, social, and policy implications of robots and physical AI in classrooms;
- Generative AI integration with robotics-based learning.

Guest Editor

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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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