Special Issue

Assessment Methods and Generative Artificial Intelligence: How to Educate Prospective Teachers

Message from the Guest Editor

We are pleased to invite you to contribute to this Special Issue, which aims to explore how GAI can be integrated into the teacher education programs (involving both pre- and in-service teachers) to enhance summative and formative assessment methods across multiple educational contexts and disciplines.

Research areas may include, but not limited to, the following:
- Use of GAI for formative and summative assessments;
- Potential benefits and limitations of the use of GAI in formative and summative assessments;
- How to train pre-service and in-service teachers on the conscious use of GAI in assessments;
- How the use of GAI tools can promote the assessment literacy of students;
- Teachers' and students' perspectives on GAI-provided formative feedback;
- Educating teachers on the use of algorithms for monitoring learning;
- Transparency, accountability, and privacy issues related to the use of GAI in assessment practices;
- Ethical and critical aspects of using GAI in assessment practices;
- Equity and inclusion concerns related to the use of GAI tools in assessments;
- Conceptual frameworks supporting GAI-enhanced assessment strategies in teacher education programs.

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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