Special Issue

Generative AI in Assessment and Feedback Activities of Higher Education

Message from the Guest Editors

This Special Issue encourages cross-disciplinary collaborations among educators, trainers, researchers, and practitioners. The themes covered include, but are not limited to, the following: (1) GenAI-enabled personalized assessment and feedback: adaptive assessment strategies, individualized learning pathways, and AI-driven student support. (2) Automated grading and feedback mechanisms: real-time evaluation, rubric-based grading, and AI-assisted formative feedback. (3) GenAI in academic writing and research evaluation: GenAI-assisted peer review, academic integrity considerations, and bibliometric applications. (4) Ethical and policy challenges in GenAI-Driven assessment: issues of fairness, bias, transparency, and responsible AI implementation. (5) Innovative tools, platforms, and emerging technologies: novel AI-driven solutions for assessment and feedback enhancement. (6) Case studies and cross-disciplinary collaborations: empirical studies showcasing practical GenAI applications across diverse educational settings.

Guest Editors

Dr. Md Saifuddin Khalid

Dr. Soheil Salha

Dr. Tobias Alexander Bang Tretow-Fish

Dr. Nafees Mansoor

Deadline for manuscript submissions

31 October 2025

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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