

Special Issue

Advancing AI Education: Virtual Learning, Technology Integration, and Instructional Design

Message from the Guest Editors

This Special Issue invites rigorous studies that advance theory, evidence, and design knowledge in AI education across formal and non-formal settings. We welcome empirical, methodological, and design-based contributions that clarify what works, for whom, and under what conditions, with attention to ethics, policy, and capacity building. Our goal is to curate a coherent body of work that connects virtual learning environments, technology integration strategies, and instructional design principles with measurable outcomes in learning, teaching, and assessment.

Suggested Themes:

- AI literacy and teacher professional development.
- Generative AI for course design, feedback, and tutoring.
- Adaptive learning, recommender systems, and mastery pathways.
- Assessment with AI: validity, reliability, comparability, and bias auditing.
- Learning analytics, predictive modelling, and early warning systems.
- Human–AI collaboration in studio, lab, and project-based learning.
- Equity, accessibility, and Universal Design for Learning with AI tools.
- Responsible and ethical AI, governance, and policy in education.
- XR, simulation, and intelligent virtual laboratories.

Guest Editors

Dr. Musa Adekunle Ayanwale

Department Mathematics Science and Technology Education,
University of Johannesburg, Johannesburg 2006, South Africa

Dr. Damola Olugbade

Centre for Languages and General Studies (Educational Innovation and Technology), Abiola Ajimobi Technical University, Ibadan 200005, Nigeria

Deadline for manuscript submissions



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



mdpi.com/si/256326

Education Sciences
Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
education@mdpi.com

[mdpi.com/journal/
education](https://mdpi.com/journal/education)





Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



[mdpi.com/journal/
education](https://mdpi.com/journal/education)



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.

Editor-in-Chief

Prof. Dr. Daniel Muijs

School of Social Sciences, Education and Social Work, Queen's University Belfast, Belfast BT7 1NN, UK

Author Benefits

High Visibility:

indexed within Scopus, ESCI (Web of Science), Educational Research Abstracts, PsycInfo, and other databases.

Journal Rank:

JCR - Q1 (Education and Educational Research) / CiteScore - Q1 (Physical Therapy, Sports Therapy and Rehabilitation)

Rapid Publication:

manuscripts are peer-reviewed and a first decision is provided to authors approximately 26.5 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the second half of 2025).