

Special Issue

Promoting Teachers' Digital Competence in an AI World

Message from the Guest Editor

There is a growing need for teachers' professional development in how to use and teach about AI in a changing educational environment. In this Special Issue, original research articles and reviews are welcome. Research areas may include (but are not limited to) the following:

- The meaning of digital competence in teacher education in the AI world;
- Types of digital competence: AI literacy, including e-assessment or AI-generated feedback using the metaverse in teaching and learning; intelligent tutors and AI, AI and learning analytics;
- Demonstrating digital competence: AI chatbots and their creation or use in classrooms, using the metaverse to support learning, using AI to address diverse learners' needs, digital classrooms of the future, and AI governance;
- AI use in research methodologies: AI project-based learning, AI models of learning, and the ethics of AI as a tool in research;
- The challenges of being digitally competent as a teacher: the changing role of technology in teaching, learning, and assessment; AI in the curriculum; the challenges of AI and LLMs in teacher education; policy reviews of AI requirements in pre-service education; and AI and bias.

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.

Editor-in-Chief

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