

## Special Issue

# ChatGPT as Educative and Pedagogical Tool: Perspectives and Prospects

### Message from the Guest Editors

The recent introduction of the artificial intelligence language model, ChatGPT, has led to its initial capabilities garnering major attention in educational enterprises. The objective of this Special Issue is to provide a current overview of the significant impact of ChatGPT as a tool for teaching and learning and explore the opportunities it presents for educators and students to expand their cognitive abilities. In this Special Issue, original research articles and reviews are welcome. Research areas may include (but are not limited to) the following: Using ChatGPT in teaching and learning; Implications for teachers; How ChatGPT will change the educational landscape; Adaptations to the use of ChatGPT; Ethical issues and misuse; Transforming education with ChatGPT; Affordances of ChatGPT; Immersive learning with ChatGPT; Promises and perils of ChatGPT; Students' perspectives of ChatGPT; Teachers' perspectives of ChatGPT; ChatGPT and assessment. We look forward to receiving your contributions.

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### Guest Editors

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### Deadline for manuscript submissions

closed (15 March 2026)



## Education Sciences

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CiteScore 5.5



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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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### Editor-in-Chief

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

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