

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.

Guest Editors

Prof. Dr. Myint Swe Khine

Faculty of Humanities, School of Education, Curtin University, Perth, WA 6845, Australia

Dr. Ernest Afari

Department of Mathematics, Science & ICT Education, Bahrain Teachers College, University of Bahrain, Zallaq, Bahrain

Deadline for manuscript submissions

15 March 2026



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



mdpi.com/si/169646

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 29.2 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the first half of 2025).