

Special Issue

Human–AI Collaboration for Learning

Message from the Guest Editor

This Special Issue aims to present and disseminate the most recent advances in human–AI collaboration for learning. We welcome theoretical, empirical, methodological, and design-oriented contributions that investigate how learners, educators, and AI systems can collaborate to support meaningful, effective, personalised, and responsible learning. Contributions may address human–AI interaction and collaboration processes, AI-supported learning and pedagogy, learner agency and self-regulation, cognitive and metacognitive engagement, AI literacy and competencies, learning analytics, assessment, and the design and evaluation of human-centred AI learning environments. Topics of interest for publication include, but are not limited to, the following:

- Human–AI collaboration and interaction in learning;
- Generative AI and AI-assisted learning;
- AI as a learning partner, tutor, coach, or thinking partner;
- Human–AI collaboration for problem solving, inquiry, and knowledge construction;
- Learner agency, autonomy, self-regulated learning, and metacognition with AI;
- Cognitive engagement, critical thinking, creativity, and higher-order thinking in human–AI collaboration.

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.

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