

Special Issue

AI for Sustainable and Creative Learning in Education

Message from the Guest Editors

- As we face escalating environmental challenges, cultivating a generation of learners equipped with sustainable and creative thinking practices is imperative. This Special Issue titled "AI for Sustainable and Creative Learning in Education" seeks to explore how AI technologies can facilitate sustainable educational frameworks and pedagogies, thereby contributing to the broader discourse on sustainability in education across disciplines and contexts.
- In this Special Issue, original research articles and reviews are welcome. Research areas may include (but not limited to) the following:
 - Adaptive learning technologies for sustainability
 - AI-enhanced curriculum design
 - Human-AI co-creative learning experiences
 - Impacts of AI in education
 - AI literacy development
 - AI and professional development
 - AI ethics in education
 - AI and caring for inclusive education
 - AI, education, and social-technology system
 - AI in distributed and embodied cognition
 - AI in the design and mediation of learning environments
 - AI for spatially and materially situated learning
 - Evolutionary approaches to thinking and learning in human-AI-environment relations.

We look forward to receiving your contributions.

Guest Editors

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Deadline for manuscript submissions

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About the Journal

Message from the Editor-in-Chief

I encourage you to contribute a research or comprehensive review article for consideration for publication in Sustainability, an international open access journal which provides an advanced forum for research findings in areas related to sustainability and sustainable development. The journal publishes original research articles, reviews, conference proceedings (peer reviewed full articles) and communications. I am confident you will find the journal contributes to enhancing understanding of sustainability and fostering initiatives and applications of sustainability-based measures and activities.

Editor-in-Chief

Prof. Dr. Steve W. Lyon

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