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Artificial Intell Educ Open

Dina Darwish



Artificial Intell Educ Open:

Artificial Intelligence in Education. Posters and Late Breaking Results, Workshops and Tutorials, Industry and Innovation Tracks, Practitioners, Doctoral Consortium and Blue Sky Andrew M. Olney, Irene-Angelica Chounta, Zitao Liu, Olga C. Santos, Ig Ibert Bittencourt, 2024-07-01 This volume constitutes poster papers and late breaking results presented during the 25th International Conference on Artificial Intelligence in Education AIED 2024 which took place in Recife Brazil during July 8 12 2024 The 18 full papers and 92 short papers were carefully reviewed and selected from 200 submissions They are organized in topical sections as follows Part One Blue Sky Industry Innovation and Practitioner Wide AIED and Late Breaking Results Part Two Late Breaking Results Doctoral Consortium Workshops and Tutorials *Artificial Intelligence and Human Agency in Education: Volume One* Michael Agyemang Adarkwah, Samuel Amponsah, Ronghuai Huang, Michael Thomas, 2025-10-01 This book investigates how artificial intelligence AI will impact the educational cognitive social and psychological processes of teaching and learning in diverse ways across different educational levels It focuses on a variety of key areas of enquiry such as Learner motivation engagement self esteem self efficacy self regulation critical and reflective thinking and learning outcomes The psychological impact of AI on teachers e g changes in job roles professional identity work motivation job satisfaction and work life balance The ethical considerations of using AI in education e g issues of privacy bias and safety Emotional intelligence in AI based teaching and learning The impact of human computer interaction on cognition memory and mental health Cognitive and self directed learning in adult lifelong and inclusive education Humanization of AI in education Technology fatigue and technostress in education This book serves as a reference for various stakeholders in the field of education and assists them in understanding the impact of AI on both teachers and learners Readers who wish to learn more about this topic can refer to *Artificial Intelligence and Human Agency in Education Volume Two* [Handbook of Artificial Intelligence in Higher Education](#) Stefan Popenici, Jÿrgen Rudolph, Fadhil Ismail, Shannon Tan, 2025-12-16 This timely Handbook highlights the practical challenges and ethical considerations surrounding artificial intelligence AI in higher education An international array of experts pair empirical research with real world examples of AI implementation in teaching learning assessment and administration *Artificial Intelligence in Educational and Business Ecosystems: Convergent Perspectives on Agency, Ethics, and Transformation* Charity M. Dacey, Jasmin Cowin, Joy de los Reyes, 2026-03-13 Artificial Intelligence AI has received a great deal of attention as educational systems have been increasingly affected by rapid technological changes We invite proposals examining the dynamic interplay between human educators learners and artificial intelligence systems in contemporary educational spaces Recent advances in AI have fundamentally altered the educational landscape creating novel forms of cognitive extension and pedagogical possibility This transformation demands rigorous transdisciplinary investigation into how AI systems human actors and learning environments coalesce into dynamic educational assemblages We seek contributions that explore these

emerging phenomena through multiple theoretical lenses and methodological approaches As AI systems become increasingly sophisticated anthropomorphic participants in educational processes we must reconceptualize traditional frameworks of teaching and learning This calls for examination of how cognition is distributed across human AI networks how agency emerges from these interactions and how educational spaces are transformed by these new configurations Critical questions arise about the nature of knowledge construction the role of embodied experience and the ethical implications of AI mediated learning AI will have an exponential impact on pedagogy and there are wider implications as well which may call for thoughtful policy revisions We are seeking transdisciplinary perspectives to facilitate a fertile dialogue about the transformative impact of AI in education and business given these fields are uniquely intertwined Many questions that can be addressed include How will AI simulations in various disciplines be designed and experienced How can teachers faculty be encouraged to embrace gamification without compromising student s engagement What will AI s role be in fundamental learning communication and cognitive development of students Will there be effects on embodied cognition and experiential learning What are they How should educational governance units respond to AI integration in education and business environments and address data privacy issues What are the ethical challenges of AI in business education and how can AI be effectively incorporated in creating work force ready business graduates with a foundation in business ethics How do businesses mitigate the potential for deceptive marketing in a world of AI while maintaining profitability What are the concerns about potential centralization of power of educational technology companies In what ways can educational leaders ensure that AI prevents educational inequities and biases rather than fostering them What is AI s exponential impact on pedagogy What are the opportunities and possible affordance frameworks of AI s potential in personalizing learning and enhancing interactive dynamics What are the risks of diminishing human roles in education For this article collection we seek manuscripts with a focus on AI that address some of these questions We are particularly interested in addressing AI across all three levels of multi tiered systems of support MTSS in terms of academics social emotional and behavioral development For this Research Topic we welcome a breadth of research from a wide range of contexts perspectives and methodological approaches to bring in more possibilities for research on teacher innovative collaborative and ethical classroom AI practices

Artificial Intelligence Implementation in Education Processes Dina Darwish,2025-02-09 Currently numerous issues for enhancing teaching and learning remain unaddressed Educators pursue technology driven methods that are secure efficient and scalable to meet these aims Educators naturally question whether the swift technological advancements in daily life could be beneficial Similar to everyone else educators utilise AI driven services in their daily routines including voice assistants in their residences tools for grammar correction sentence completion and essay writing as well as automated travel planning applications on their mobile devices A multitude of educators is currently investigating freshly emerging AI tools Educators recognise the potential of AI driven technologies such as speech recognition to enhance support for students

with disabilities multilingual learners and others who could gain from increased adaptability and personalisation in educational digital tools They are investigating how AI can facilitate the composition or enhancement of lessons along with their methodology for sourcing selecting and modifying materials for instructional usage Educators are cognisant of emerging threats Beneficial and potent functionalities may potentially provide novel data privacy and security vulnerabilities Educators acknowledge that AI can autonomously generate output that is unsuitable or erroneous They are apprehensive that the associations or automations generated by AI may exacerbate undesirable biases Although it appeared to have appeared out of nowhere artificial intelligence AI was really created over a period of many years just like so many other technologies that have had a significant impact on the world In today s world artificial intelligence is pervasive and has the potential to revolutionize education By employing AI educators are able to personalize learning experiences to meet the specific requirements of each student so making education more efficient and interesting In addition technologies that are enabled by artificial intelligence help with administrative work which streamlines operations and frees up teachers to concentrate on teaching Educators and school administrators are currently utilizing tools driven by artificial intelligence and applications dependent on AI in the field of education The benefits of AI in education include fostering innovation condensing current materials among others The following section will explore the advantages and disadvantages of AI in educational institutions emphasising its potential to transform the learning environment Here is a concise overview of some benefits of using AI in education It can be utilised to customise education AI can assist in customising content to meet the specific needs and learning styles of individual students utilising AI driven analytics that provide insights into student performance and learning trends Thus AI enhances student engagement and motivation It can furnish students with prompt feedback AI provides students with immediate and comprehensive feedback on their assignments enabling them to identify their strengths and faults This feedback improves comprehension and educational results guiding teachers on future course priorities It can be utilised to generate and enhance content AI powered platforms enable the creation of lessons activities evaluations discussion prompts and presentations by inputting a brief prompt including keywords It may yield more inclusive instruction AI possesses robust technologies that provide previously unattainable resources accessible to students with unique needs Technological tools providing text to speech visual recognition speech recognition and additional functionalities can assist educators in modifying resources to ensure equitable learning opportunities for all students It can facilitate enhanced access to resources Educators can utilise numerous AI driven tools to improve and augment classroom learning Examples include Canva Magic Write which assists in brainstorming outlining and lesson planning Curipod which allows educators to swiftly develop interactive lessons Eduaide offering over 100 resource types for the creation of high quality instructional materials and Quizzizz utilised for designing quizzes that generate personalised learning pathways based on individual student responses It can enhance the comprehensibility of abstract concepts Image generating AI systems like

Picsart and Visme can transform intricate concepts into more accessible content. It can be utilised to manage administrative responsibilities. AI can be utilised to optimise administrative functions including grading, scheduling, parent communication, and student record management. This enables educators to focus on your primary expertise, teaching. It provides increased direct engagement with kids and ensures that no individual is overlooked. It can cultivate critical thinking. The emergence and increasing application of AI in educational settings prompts discussions about critical thinking and ethical implications. Students exhibit a natural curiosity in AI. The profound talks may aid in their growth and development as thinkers and learners.

The Obstacles and Constraints of Artificial Intelligence in Education

Despite the numerous benefits that AI presents to educators, learners, and administrators, it also poses certain obstacles and disadvantages. The subsequent list enumerates prevalent concerns that affect educators.

Concerns Regarding Privacy and Security

Privacy hazards have been a worry since the inception of AI. Individuals are apprehensive regarding the collection and utilisation of their personal data, as well as their awareness and control over its application. Numerous individuals express apprehensions over the security of their data storage and its protection against potential breaches. Additional concerns encompass the exposure of private and sensitive information to unauthorised individuals, the propagation of incorrect or misleading information, and the growing accessibility of personal data by others.

Generally, dangers are associated with data collecting, data processing, data distribution, and intrusion into an individual's personal space, choices, or actions.

Possible Bias in AI Algorithms

Research indicates considerable bias in GPT (generative pre-trained transformers), e.g. ChatGPT, towards non-native English speakers. One study indicates that more than fifty percent of non-native English writing samples were erroneously categorised as AI-generated, but the classification accuracy for native English speakers was practically flawless. A contributing factor to the issue is that GPT detectors are designed to identify text that is more literary and intricate as being more human. Consequently, authors who do not employ such terminology are more prone to being classified as utilising AI-generated content and may be unfairly marked for AI plagiarism. Students who do not speak English may be unjustly accused of academic dishonesty, thus jeopardising their educational trajectory and harming their mental well-being.

In evaluating non-native English speakers, it is advisable to refrain from utilising GPT detectors as assessment instruments until these detectors undergo a more thorough study. They can be utilised more securely as educational tools, assisting students in enhancing their writing skills.

Decreased Human Engagement

Increasing dependence on AI may diminish teacher-student interactions and connections, so undermining the social-emotional dimensions of learning. If those encounters decline, pupils' social skills and interpersonal development would be adversely affected. Educators must recognise and address the social and emotional needs of their students. Conversely, automating administrative activities like lesson planning, grading, and managing student data should liberate instructors' time, allowing them to cultivate relationships with students and enhance their social and emotional development. This practice has demonstrated numerous advantages, such as improved academic performance and increased

college enrolment rates A recent survey indicated that merely 22 percent of students an unprecedented low believe their professors endeavour to comprehend their lives beyond the classroom Educational institutions can leverage AI to enhance the interactions between educators and learners but they must exert deliberate effort to do this It is a critical aspect to monitor and manage well Significant Implementation Expenses The expense of AI in education might significantly fluctuate based on the intended applications by educational institutions Basic generative AI systems for lesson preparation can be as inexpensive as 25 per month whereas more extensive adaptive learning systems may cost tens of thousands of dollars Implementing these extensive systems is similarly costly and exceeds the resources of numerous schools particularly those in underprivileged neighbourhoods Additionally there are continuous expenses associated with system maintenance updates and staff training for effective utilisation Scholarly Malfeasance Cheating and plagiarism are as noted primary worries with AI expressed by educators The utilisation of AI for completing assignments examinations or composing papers is inequitable to students who adhere to academic integrity and it diminishes the educational experience for those who engage in dishonest practices If students resort to cheating and shortcuts in their education what type of citizens will they become upon completion of their studies Protocols must be established to guarantee that AI is not employed unethically Uncertainty and Erroneous Data Artificial intelligence is contingent upon the quality of its underlying algorithms If the underlying data is flawed or prejudiced the resultant information will also be flawed or prejudiced Students must have the ability to assess and critically analyse the material they encounter rather than merely accepting it at face value A plethora of instructional resources is available online to assist them in their endeavour Generative AI provides educators learners and administrators with potent tools that can be effectively utilised in the educational sector Comprehending the advantages and disadvantages of artificial intelligence in education is essential for the proper utilisation of these tools Investigating the impact of AI on education both advantageous and detrimental assists administrators in formulating policies that improve student learning while mitigating possible disadvantages It can optimise administrative duties allowing teachers to allocate more time to foster relationships and enhance students social and emotional skills customise learning experiences based on individual needs and learning styles and enhance accessibility for students with disabilities It assists researchers in gathering and analysing data to improve curriculum efficacy and identify areas for enhancement while providing a diverse array of educational tools and platforms for students and educators alike However it also has its drawbacks Issues regarding AI in education encompass privacy and security concerns algorithmic bias that may influence educational results the risk of excessive dependence on technology detracting from teacher student interactions and the financial implications of deploying and sustaining AI technologies in educational institutions Moreover technology may be employed unethically in the absence of robust protections and monitoring systems and its information is only as comprehensive and precisely representative as its algorithms permit Educators and administrators must evaluate the advantages and disadvantages of AI in education as they

consider its application for themselves and their pupils By evaluating the advantages and disadvantages of AI in the classroom educators can guarantee that AI s incorporation facilitates significant learning experiences This book gives a solid foundation on using AI in education for people interested in knowing more information about this topic and discusses several topics related to using AI in education

Artificial Intelligence Enabled Real Time Environmental Monitoring Binota Thokchom,Rishemjit Kaur,Pardeep Singh,Pengpeng Qiu,2026-01-01 This book highlights the significance and necessity of artificial intelligence based techniques and devices for different environmental sectors With the recent advancements in technology artificial intelligence and IOT based devices have drawn the attention of researchers and industries for its applications in various sectors This book provides the coverage to various applications of environmental sectors such as air and water quality monitoring waste management disaster management sustainable agriculture urban planning and building smart cities climate change prediction etc It also covers the opportunities and challenges for inclusion of AI in environmental applications and the related ethical implications of it This book may be of interest to researchers academicians environmentalists climate change scientists industrialists and policymakers It may also serve as additional reading material for undergraduate and graduate students of environmental sciences artificial intelligence and modeling etc

Defining an AI-Based K-12 Education System Hossain, Syed Far Abid,Wider, Walton,2026-03-26 Artificial intelligence AI has the potential to significantly transform K 12 education by enhancing teaching methods personalizing learning experiences and improving access to quality education As societies strive to meet the goal of education for all understanding and implementing AI technologies becomes increasingly critical for policymakers educators and institutions By equipping teachers with AI tools and skills the educational process can become more efficient inclusive and impactful This integration not only supports sustainable development goals but also prepares students for a future shaped by technological advancement Ultimately leveraging AI in K 12 education can help bridge educational gaps and foster more equitable learning environments Defining an AI Based K 12 Education System explores the role of AI in the contemporary era with a special focus on K 12 educational development It seeks a solution through AI for ensuring K 12 education for all Covering topics such as academic integrity innovation and teacher training programs this book is an excellent resource for academicians researchers educators administrators policy makers and more

Reimagining roles and identity in the era of human - AI collaboration Xi Chen,Ivan Wen,Qixing Qu,Wenjing Chen,2025-12-15 In the realm of advanced technology identity related issues are at the forefront of a digital society grappling with online interactions privacy security and self perception As artificial intelligence AI continues to evolve its integration into human activities presents critical challenges such as algorithmic bias privacy invasions misinformation and the manipulation of reality through deepfakes and echo chambers These technological shifts not only influence human daily life but also necessitate a reevaluation of human subjectivity and social dynamics pressing interdisciplinary researchers to address these urgent topics head on Human AI collaboration is

forecasted to be a cornerstone of future society directly influencing identity related issues Despite its importance academic discourse around this intersection is nascent Building upon the foundation laid by Behavioral Processes in Online Identity Related Issues this topic seeks to further delve into identity within the context of human AI partnerships encouraging a deeper examination and academic scrutiny This Research Topic aims to gather diverse conceptual and theoretical interpretations particularly inviting behavioral research related to the emerging dynamics of identity in human AI collaborations Interdisciplinary views theoretical adjustments and multi method research approaches are welcomed to address the pivotal questions of digital existence and the evolution of intelligent society Especially sought after are theoretical discussions on crafting online identity systems in a manner that promotes well being aligned with the vision of AI for social good To gather further insights into identity dynamics within human AI collaboration we welcome articles addressing but not limited to the following themes Personal branding in human AI collaboration Self construction in human AI collaboration Trust and privacy concerns in identity related issues Identity formation in specific roles such as consumers and students Online identity and individual well being Digital footprints and identity shifts in human AI interactions Behavioral patterns in identity building within human AI frameworks Digital identity management strategies in the AI era AI s role in shaping online identities Psychological aspects of identity in human AI engagements Motivations underpinning human AI collaborations Emotional dynamics in human AI collaborations Role development within human AI frameworks Human agency considerations in AI interactions We encourage various article types that explore these complexities contributing significant knowledge to the field

Artificial Intelligence in Education Susanne P. Lajoie, Martial Vivet, 1999-01-01 This volume will be the proceedings for the 9th International Conference on Artificial Intelligence in Education AI ED 1999 This is one of a series of international conferences in this area and it is designed to report on state of the art research in the field of AI in Education This field is interdisciplinary and brings together researchers from the domains of computer science cognitive science education psychology linguistics and engineering to name a few Researchers will contribute manuscripts to this volume providing opportunities for cross fertilization of information across disciplines that will lead to advances and new applications in the field New computational technologies will be described that support learning exploration and collaboration Technologies can support both the individual and small groups of individuals who work collaboratively to solve problems and learn new materials New methodologies for supporting and documenting the learning process in both these situations are being developed and are described in this volume

Artificial Intelligence in Education Ulrich Hoppe, Maria Feliza Verdejo, Judy Kay, 2003 This work reports on research into intelligent systems models and architectures for educational computing applications It covers a wide range of advanced information and communication and computational methods applied to education and training

Artificial Intelligence and Education Dick Bierman, Joost Breuker, Jacobijn Sandberg, 1989 [Artificial Intelligence in Education](#) Ulrich Hoppe, Maria Feliza Verdejo, Judy Kay, 2003

This work reports on research into intelligent systems models and architectures for educational computing applications. It covers a wide range of advanced information and communication and computational methods applied to education and training.

Artificial Intelligence in Education S. P. Lajoie, 2002. This text presents the proceedings from the 9th International Conference on Artificial Intelligence, one from a series of conferences designed to report on the state of the art research in the field of artificial intelligence in education.

Artificial Intelligence Tools in Education Paolo Ercoli, Robert Lewis, 1988.

Journal of Artificial Intelligence in Education, 1989.

Intelligent Tutoring Systems, 2002.

International Yearbook of Educational and Training Technology, 1994.

Resources in Education, 1996.

Artificial Intelligence in STEM Education Fan Ouyang, Pengcheng Jiao, Bruce M. McLaren, Amir H. Alavi, 2022-12-29. Artificial intelligence (AI) opens new opportunities for STEM education in K-12, higher education, and professional education contexts. This book summarizes AI in education (AIED) with a particular focus on the research practice and technological paradigmatic shifts of AIED in recent years. The 23 chapters in this edited collection track the paradigmatic shifts of AIED in STEM education, discussing how and why the paradigms have shifted, explaining how and in what ways AI techniques have ensured the shifts, and envisioning what directions next-generation AIED is heading in the new era. As a whole, the book illuminates the main paradigms of AI in STEM education, summarizes the AI-enhanced techniques and applications used to enable the paradigms, and discusses AI-enhanced teaching, learning, and design in STEM education. It provides an adapted educational policy so that practitioners can better facilitate the application of AI in STEM education. This book is a must-read for researchers, educators, students, designers, and engineers who are interested in the opportunities and challenges of AI in STEM education.

International Yearbook of Educational and Instructional Technology Association for Educational and Training Technology, 1988.

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