# HARNESSING ARTIFICIAL INTELLIGENCE IN EDUCATION FOR PERSONALIZED, INCLUSIVE, AND COLLABORATIVE LEARNING

**Abstract**

In today's tech-driven era, artificial intelligence (AI) stands out as a game-changer, particularly in education. This abstract delves into AI's integration into educational settings, spotlighting its transformative potential. By harnessing AI tools, educators can revolutionize teaching methods, ushering in a significant shift in education. Theoretical frameworks like Situated Cognition, Cognitive Load, Sociocultural, and Connectivism support AI's integration into education by emphasizing context, social interaction, cognitive load management, and networked learning. AI complements these theories by enabling personalized learning, collaborative problem-solving, and culturally inclusive environments. Various applications of AI in classrooms, primarily as a teaching assistant, are explored. AI tailor educational content to individual learner needs, streamlines assessment processes for real-time feedback, and cultivates inclusive and collaborative learning environments. The evolving role of teachers as facilitators rather than knowledge providers is underscored. Ethical considerations such as privacy, equity, and transparency are crucial amidst AI integration, necessitating proper training and ethical guidelines. In conclusion, AI's widespread adoption in education offers immense growth opportunities for educators and students alike. As technology continues to shape education, AI literacy becomes indispensable. By embracing AI as an assistant, educators can craft interactive, effective learning environments preparing students for the digital age's challenges.

***Keywords:*** *Artificial Intelligence, AI applications in classrooms, Personalized learning, Inclusive learning, Collaborative learning*

**Authors**

**Naja K**
Research Scholar
Department of Education
University of Calicut, Kerala
najasiddeeque@gmail.com

**Dr. A. Hameed**
Professor
Department of Education
University of Calicut, Kerala
drhameedcuedn@uoc.ac.im

# I. INTRODUCTION

Years have passed. Human beings are standing in an era where everything is covered with the web of technology which is advancing through multiple ways. Recent decades have technological breakthroughs in every facet of contemporary society, resulting in revolutionary shifts in several fields. Artificial intelligence (AI) is also changing the face of teaching and learning among the many other developing technologies. By providing educators with creative ways to meet the varied requirements of their students and enhance their teaching methods, the application of AI tools into classroom environments signifies a revolutionary shift in educational processes. The reorganization of society in general as well as the instructional and administrative procedures in classrooms and schools will be impacted by the comprehensive development of artificial intelligence (Gocen & Aydemir, 2020). As new technologies become more and more woven into our lives and entice our children, schools may find themselves pressed to accommodate them (Karsenti, 2019).

Primarily, artificial intelligence (AI) is the part of computer systems that can carry out processes that usually call for human intelligence like learning, reasoning, problem-solving, and decision-making. AI has the potential to alter present teaching methods thereby creating new possibilities for customized instruction in the sphere of education. AI chatbot integration in education significantly improves oral English proficiency and WTC or Willingness To Communicate (Yuan, 2023). There is an endless amount of opportunities for artificial intelligence in the classroom ranging from intelligent tutoring systems that customize education to each student's needs to AI-driven assessment platforms that grade assignments automatically and give immediate assistance. Qualities like self-reflection, responsive deep inquiry, conflict statement partitioning, creative query generation, and decision-making abilities are all aided by AI-driven methods (Neha, 2020). It’s been years since we are talking of AI coming into Education and now it has entered inside our classrooms. To go with the trends for a better and more lightened future, we have to welcome AI into our classrooms.

# II. THEORETICAL FRAMEWORK: INTEGRATION OF ARTIFICIAL INTELLIGENCE IN EDUCATION

The inclusion of artificial intelligence (AI) into educational settings is supported by strong theoretical frameworks which supply a conceptual foundation for acquiring the potential effects of AI on instruction and learning.

## 1. Situated Cognition Theory

Situated cognition theory, proposed by John Seely Brown, Allan Collins, and Paul Duguid in the 1980s, expounds that learning is basically connected to the context in which it occurs. The idea of situated cognition highlights the influence of social and environmental elements on the formation of knowledge and the nature of learning experiences. This matches with the concept of "learning by doing," which suggests that individuals acquire knowledge and skills through active engagement with their environment. This viewpoint holds that learning is a process that involves engaging in worthwhile activities and social interactions inside a particular setting rather than just acquiring knowledge.

The creation of intelligent tutoring systems (ITS) is one method that AI is consistent with situated cognition theory. Intelligent tutoring systems are AI-powered platforms that provide students with individualized guidance and support according to their unique requirements and preferences. Intelligent tutoring systems can be designed to adaptively scaffold learning experiences within authentic contexts, thereby facilitating situated learning experiences (VanLehn, 2011). Furthermore, AI-driven collaborative learning platforms have been developed to support social interaction and knowledge construction within communities of practice.

Artificial intelligence (AI) tools, including chatbots and virtual assistants, can help in online learning environments by enabling peer-to-peer engagement and collaborative problem-solving (Dillenbourg, 1999). AI-powered evaluation instruments have been created to assist formative assessment procedures that follow the tenets of situated cognition theory. Artificial intelligence (AI) tools can help in self-regulated learning techniques and offer quick feedback.

## 2. Cognitive Load Theory

Cognitive Load Theory (CLT) is a theoretical framework proposed by John Sweller in the 1980s that focuses on understanding the limitations of working memory and how these limitations affect learning. According to cognitive load theory, learners have a limited amount of working memory that they can use to comprehend information. When this limit is reached, cognitive overload may result. According to the notion, the goal of instructional design should be to maximize learning outcomes by efficiently managing cognitive load. To reduce cognitive overload and improve student learning, instructors might plan and carry out instructional activities with the help of AI technologies.

Intelligent tutoring systems can be designed to adaptively scaffold learning experiences and manage the cognitive load by presenting information in a structured and organized manner (Roll et al., 2014). Intelligent tutoring systems support learners in managing cognitive load and directing their attention to crucial information by examining students' engagement with educational resources and delivering instantaneous feedback, ultimately enhancing learning results.

AI technologies can be used to dynamically adjust the level of challenge and support provided to learners based on their individual skill levels and learning progress (Baker, 2021). In addition, AI-driven assessment tools have been developed to support formative assessment practices that align with CLT principles. By analyzing students' interactions with learning materials and providing real-time feedback, AI-driven assessment tools help learners monitor their progress, identify areas for improvement, and adjust their learning strategies, thereby promoting metacognitive awareness and self-directed learning.

## 3. Socio-Cultural Theory

Sociocultural theory was developed by Lev Vygotsky in the early 20th century. It emphasizes the importance of social interaction and cultural context in shaping cognitive development and learning. This theory propounds that individuals' cognitive processes are deeply influenced by their social interactions, cultural practices, and the historical context in

which they live. The key components of this theory include ZPD and Scaffolding. Through the integration of AI technologies and sociocultural theory, educators can create and execute AI-supported interventions that facilitate group problem-solving, offer guidance, and encourage significant interaction with cultural instruments and customs. AI-enabled tools like chatbots, virtual assistants, and group discussion forums are used by collaborative learning platforms to help students engage socially and work together. By utilizing artificial intelligence (AI) technologies, educators can customize educational materials and activities to the cultural background of students fostering more inclusive and culturally aware learning environments that enhance academic performance. AI technologies, such as collaborative learning platforms and intelligent tutoring systems can facilitate peer-to-peer interaction and collaborative problem-solving thereby supporting socio-cultural approaches to learning (Gerry et al., 2006).

### 4. Theory of Connectivism

Connectivism is a learning theory proposed by George Siemens and Stephen Downes in 2005. According to connectivism, people learn through the relationships and exchanges that take place between nodes in these networks and being able to participate successfully in networked learning settings is a vital skill in the digital age. adaptive learning systems can adaptively adjust the difficulty level of learning activities, provide targeted feedback, and recommend personalized learning resources to learners (Koedinger et al., 2009). Teachers can establish networked learning environments that facilitate personalized learning routes and encourage students to learn on their own by utilizing AI-driven adaptive learning systems. AI-driven recommendation systems can help learners navigate and make sense of the vast amount of information available in digital environments (Siemens, 2006).

## III. DIVERSE AI APPLICATIONS IN CLASSROOMSTop of Form

AI can be used in the classroom to make learning an interesting activity. It has the potential to transform the whole teaching-learning process to result in a beautiful classroom environment that can improve student's performance, various skills, abilities, etc. AI can also be used in classrooms to make students learn animation-making, content creation, and language skills. It has multiple benefits like making learning a personalized experience, learning assistance, making an inclusive learning environment, automated learning evaluation, and so on. We can combine these different benefits into some general umbrella terms.

### 1. AI as a Teaching- Learning Assistant

AI can be used as a learning aid in the classrooms that can help in changing the whole environment inside and outside. It can be fused with teaching and learning activities to support and enhance various aspects of education. It can act as a learning assistant that facilitates the learning process both for teachers and students. The interactive digital textbooks enhanced with AI chatbots can make teaching and learning more engaging. There are many ways through which AI can assist in the learning process.

## 2. Provides Personalized Education

Artificial intelligence algorithms can design educational materials and content to adapt specific demands and desires of every learner by analyzing enormous volumes of data. Students can engage at their own pace, direct on their areas of weakness, and participate further with subject matter. Tools and systems based on AI have the potential to customize learning experiences, boost the productivity of teachers, and heighten student engagement (Mena-Guacas et al., 2023). Learning is a personalized experience that broadens one's knowledge base, worldview, and practical skill set (Shemshack & Spector, 2020). As we know, teachers teach their students that everyone is unique with diverse needs and abilities. However, we are still searching and researching for methods to adapt to every student's needs in classrooms.

With consideration for each student's needs, motivation, interests, behavior patterns, and talents, current course designers provide special emphasis on creating personalized learning pathways (Elshani & Nuçi, 2021). Personalized learning speaks about the unique needs, preferences, strengths, and objectives of every student. Students are motivated to learn and achieve better academic results through individualized learning systems and techniques (Zlatarov et al., 2021). Using AI in classrooms provides students with an immersive virtual environment. Educators often discuss numerous types of teaching methods, techniques, and strategies to make learning an active and enjoyable process for each learner. AI offers a combined experience of many such techniques and strategies together in a learning situation. Educators can make use of various AI-based applications to make this happen in their classrooms.

## 3. Provides Automated Evaluation

With the use of sophisticated algorithms, AI as a teaching and learning assistant may greatly enhance automated evaluation by analyzing student replies, delivering feedback in real-time, and assessing learning results more quickly and accurately. Based on students' performance and learning progress, AI-powered assessment systems may adaptively change the questions' categories and levels of difficulty. Artificial intelligence (AI) algorithms can determine students' areas of weakness and strengths, adjust the challenges of following questions to challenge them properly and give more precise assessments of their knowledge and abilities via analyzing movements in their replies.

Teachers can save a lot of time by employing automated grading systems to focus more on important responsibilities like lesson planning and student support (Adiguzel et al., 2023). One major term to note along with this is predictive analytics. AI can forecast future results by analyzing data on student attendance, engagement, and performance. The University of South Florida, for example, uses predictive analytics to find at-risk students who might require more help. Additionally, AI could assist in giving educators feedback on how well their lessons are working (Farhan et al., 2018; Lamb & Premo, 2015).

In higher education, self-evaluation is becoming an increasingly important tool for learning and assessment to enhance students' capacity to study independently. Involvement from students in their evaluation process is encouraged. Students' success rates might rise when they participate in the evaluation process on their own (Burke,2018). In learning

environments based on computers, mobile devices, pen and paper, and e-learning, self-assessment enhances students' motivation, engagement, and results (Nikou and Economides, 2016) another mode of assessment that is the need of the century is peer assessment. It gives way to more collaborations in learning environments. Peers can be a good motivator along with a friend cum assistant in classrooms. This is unavoidable while we are dealing with 21st-century skills in our classrooms. Peer evaluation influences students' academic achievement and aids teachers in making the most efficient use of their resources (Double et al., 2020).

## 4. Enable Inclusive Learning

Inclusive education is not speaking about disabilities and just admitting varied students into a single learning place. Many tryouts happened in the case of inclusive education to make it practical in our classrooms. Just like the reality of having several multiple abled students in the classroom, inclusive education should also be realized through the acceptance of exceptionalities. By encouraging community formation, cooperation, and communication among students with different experiences and backgrounds, AI may support inclusive education. Peer-to-peer contact, group projects, and knowledge sharing may be facilitated by AI-driven collaborative learning platforms and virtual classrooms, allowing students to appreciate diversity, learn from one another, and create inclusive learning communities. Canva is a web-based instruction tool that helps students interact to stimulate an active learning environment, helping in inclusion (Alsuwaida,2023).

Inclusion should not be limited to differences in academic abilities but also should address diversity in culture, language, socio-economic conditions, learning style and preferences, socio-emotional developments, interests and passions, family and home environments, and so on. Teachers should act as the bridge to connect all these varied colors to a single umbrella inside. Seemingly it may be difficult, but through the help of technology enabled by artificial intelligence, it is possible and will be the need of hour within years to come. AI may contribute to the development of a learning environment that supports equality, diversity, and social justice by establishing a welcoming and inclusive classroom atmosphere where each student feels appreciated, respected, and empowered to participate.

## 5. Enable Collaborative Learning

The 21st century is a web of collaborations where we cannot alienate education from AI. AI can facilitate cooperative learning settings in the classroom by offering resources and equipment that encourage student collaboration, communication, and knowledge exchange. Intelligent Tutoring Systems (ITS) of AI support peer interaction and collaborative problem-solving activities. In addition to facilitating peer-to-peer tutoring and feedback exchange, these systems may evaluate student contributions and pinpoint common misunderstandings or areas of difficulty. Working collaboratively encourages students to have a less stressful, highly motivated, and dynamic learning environment. Humans Collaborating with AI has the potential to co-create knowledge in real-world educational environments (Lee et al.,2023). This collaboration can increase language abilities (Patty, `2024) which is a very important skill needed to live in a networked world. Many AI based tools can create collaborative learning environment. Minecraft can be used not only as an educational tool for subject-specific skill development but also enables collaboration, which is a key activity that students engage in when using Minecraft (Anderson and Rustad,2022).

## IV. ROLE OF TEACHERS IN AI INTEGRATION

As the 21st century is amidst alterations and modifications, there is no doubt in the fact that teachers' roles have also changed from teaching to facilitating. Now, teachers have turned into facilitators, where they facilitate the learning process. With the arrival of AI into classrooms, teachers can act as the real facilitator cum motivator for the students rather than merely disseminating knowledge. AI replacing teachers is a nightmare that many of the people around us are speaking and spreading. The real truth will be far away from it as AI will surely facilitate and assist teachers in their teaching-learning process. With the proper ethical application of AI in our classrooms, teachers can stay in line with the advancements in technology.

Contemporary AI programs are not able to impart existential reflection, norms and values, a sense of self, history, and society, or to be physically present in the same manner as human instructors (Felix, 2020). But the fact is that the humanity in teachers along with the powers of technology can create wonders, especially in classrooms where the future of every nation is blooming.

There are many AI-based applications and software that can help to facilitate the teaching-learning process in several ways. Careful selection of ideal ones will surely improve it from the stage of planning to evaluation. Some of the ai based tools currently available are Duolingo, Cognii, ChatGpt, Canva, Curipod, Google Gemini, Minecraft, Scratch, Read along and Knewton. Still, the list is countless. There are a large number of AI-based learning evaluation tools that can be used for lesson planning, designing, executing, and evaluation like Autodraw, Adobe Firefly, Audio Pen AI, Magic School AI, Ekalavya, Carnegie Learning and so on.
Thus, the role of teachers can be outlined through the following functions:

- Curriculum Design and Adaptation
- Instructional Design and Implementation
- Facilitation of Learning Experiences
- Personalized Support and Feedback
- Promotion of Digital Literacy and Ethical Awareness
- Collaboration and Professional Development
- Advocacy and Leadership
- Cultivation of 21st-Century Skills
- Evaluation and Reflection

## V. ETHICAL CONSIDERATIONS

Being an evolving part of technology that is undergoing continuous improvements, AI also posits the questions of ethical considerations. Like any other technological resource, AI should also be used with care and clarity. Though technology has the potential to completely transform education, there are still a lot of obstacles that scholars and practitioners working in related fields or systems face (Kay & Kummerfeld, 2019).
Some of the major ethical considerations are:

- Privacy and Data Security
- Equity and Access

- Autonomy and Control
- Transparency and Accountability

As AI is still undergoing the learning process, it is expected to get improved data security issues and accountability on the part of AI developers. More of the ethical concerns will be automatically cleared when educators are given proper training in using AI for classrooms. By following proper security protocols, ethical principles for AI in education, regular audits, resource allocation to schools, training and professional development for educators, and transparent communication, many of these issues can be diminished to an extent. AI is expected to more secure, accessible, and equitable in the very next years to come. Through an ideal partnership between educators, policymakers, and technology developers, the ethical issues concerning AI can be subdued.

## VI. CONCLUSION

Educators are at the topmost position of the process of education, where the light revolves around them. So, they must get updated with the trends happening around them and make necessary changes to the teaching procedure. Doubts on the availability of technological resources may arise, but what are we going to teach without having proper facilities inside our classrooms in an era of AI? AI along with the power of all existing technological tools can be used as a teaching-learning assistant by educators to make their lessons interactive and effective. Unquestionably, the widespread adoption of AI in educational practices has opened a multitude of prospects for both instructors' and students' professional and personal growth (Ouyang et al., 2022).

New technologies such as artificial intelligence, the Internet, big data, cloud computing, virtual reality, and the Internet of Things will further promote socio-economic, ideological, and cultural development, as well as reforms in the field of education and pedagogy (Liu et al., 2022). Knowledge of AI tools will be a necessary skill for teachers in the coming days. AI cannot replace teachers for teaching has an inner soul, but teachers without AI knowledge will be replaced by teachers with AI knowledge. With proper training, let our educators be AI-ready.

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