

# AI in Education

Stefanie Panke & Israt Jahan Oeeshi



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## Stefanie Panke

Asian University for Women (AUW) / Web Science Program

Dr. Stefanie Panke is an educational technology specialist at the University of North Carolina at Chapel Hill. She is native German, and holds a PhD in Applied Linguistics and Literature from the University of Bielefeld, which she completed in 2012 with summa cum laude. Her research interests comprise social media, informal learning, open educational resources, and design thinking. As social media coordinator for AACE she is responsible for the blog AACE Review. Stefanie is an adjunct professor for teacher education at the Asian University for Women. She also teaches Web Science at Cologne University of Applied Sciences and Design Thinking at Münster University of Applied Sciences.



## Israt Jahan Oeeshi

Israt obtained a research-intensive Master's degree in Economic Policy in Global Markets from Central European University, with a concentration on higher education policy. With around two years of combined work experience in international development, financial/programme management, research, and higher education outreach, she envisions herself as an aspiring educator/research analyst committed to promoting sustainability and equality. Israt is also an alumna of the Asian University for Women; she graduated in 2019 with a Bachelor's degree in Economics and a minor in Development Studies. During her Master's studies, Israt also attended a fully-funded exchange certificate programme at the Levy Economics Institute of Bard College, USA, titled "Advanced Certificate in Inequality Analysis. Israt co-taught "Educational Technology for Strong Schools" and "Design Thinking" with Dr. Stefanie Panke at the AUW graduate program in Education. Israt's primary research interests in the education sector include the future of AI in education, the implementation of affirmative action policies in combating higher education inequalities, and the future of investments in women in STEM programmes and EdTech schemes.



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# Forward

Sima Ahmadi

This collaborative work is authored by the second cohort's students in the "Educational Technology for Strong Schools" course of the Masters of Arts in Education program at the Asian University for Women (AUW). This open-access book is a testament to the students' dedication and creativity to explore the integration of Artificial Intelligence (AI) in education.

As a student from Afghanistan who faced difficult circumstances in 2021 and fled to Bangladesh to pursue her higher education at AUW, I am honored to have been part of the initial stages of this academic journey. The experience within the first cohort, particularly "Design Thinking" and "Educational Technology for Strong Schools" which were both project-based learning courses facilitated by Dr. Stefanie Panke, sparked my passion for educational technology. It propelled me to further academic heights, eventually leading to my pursuit of a PhD in Educational Technology at Kent State University. The first cohort's open-access book, "[Strong Schools](#)", laid a solid foundation for my academic career. It was a transformative experience to work collaboratively on chapters focusing on instructional strategies, engaging pedagogy, technology in teaching and learning, inclusion, well-being, and community building. It not only improved my academic skills, but also demonstrated the importance of collaboration and effective teamwork. The interactions with diverse guest speakers from various educational technology domains broadened my perspectives, inspiring me to delve deeper into the existing challenges faced by my community, particularly the barriers preventing girls from accessing education. My academic tenure at AUW instilled in me a commitment to explore viable solutions to address the existing educational challenges prevalent in societies like Afghanistan, where educational access is prohibited for girls. This journey led me to critically analyze the role of technology in facilitating K-12 education for girls in Afghanistan. The transformative power of technology in bridging educational gaps has become a focal point of my academic inquiry, urging me to explore avenues for creating inclusive educational environments.

Every chapter of this book addresses significant themes in AI integration, from pedagogical applications and constraints to the ethical considerations that highlight the beneficial use of AI in educational contexts. The chapters cover a wide range of topics, including the implications of AI on learning outcomes and student engagement, leveraging AI for universal design for learning, and information literacy for generative AI. The book also covers the topics of AI's impact in K-12 and higher education, illuminating important areas such as teacher professional development, social-emotional learning, and the development of successful multimedia instructional materials. The book's chapters not only demonstrate the students' commitment to the subject matter, but they also extend an invitation to educators, policymakers, and tech enthusiasts globally to take part in thoughtful discussions and introspection regarding the ethical and successful incorporation of AI in education. They showcase the potential of AI to enhance pedagogical practices, foster creativity, and pave the way for more inclusive and personalized learning experiences.

I would like to congratulate the instructor for her support and guidance in fostering this important academic contribution and the students for their commitment and hard work in crafting this valuable and insightful open-access book.

Sima Ahmadi,

First Cohort MA student at AUW

Ph.D. Student at Kent State University



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## Introduction

Israt Jahan Oeeshi & Stefanie Panke

*The Asian University for Women Graduate Program in Education's course "Educational Technology for Strong Schools" created its second open-access book. The majority of the students who contributed to this book are Afghan evacuees and/or belong to minority communities. The book is a petri dish to see how AI and open pedagogy writing assignments can productively intersect.*

### Overview of the class

After the [first successful open-access textbook](#) launch as a collaborative writing project, the Asian University for Women Master of Arts in Education program's "Educational Technology for Strong Schools" course created its second open-access book, co-authored by the graduate students, course instructor Dr. Stefanie Panke, and Teaching Fellow Israt Jahan Oeeshi.

This graduate program is a humanitarian crisis response program established in 2021 with the aspiration to empower women in tertiary education, particularly the brightest female reformists and educational entrepreneurs dedicated to creating an impact through educational development and leadership. The majority of the students who contributed to this book are Afghan evacuees and/or belong to ethnic minority communities from different regions of Asia.

The "Educational Technology for Strong Schools" course is a project-based learning class that integrates students' future paths as educators, policymakers, innovators, and school founders. The topic 'AI in Education' lends itself well to exploring the overlap between AI and writing, especially with this student cohort, many of whom used AI tools for the first time in the context of this class.

### How it fits into the overall curriculum of AUW Master of Arts in Education program

This graduate program serves as the cornerstone of the Women Teaching Women, Women Learning from Women (WTW-WLW) initiative, which is an endeavor by AUW designed to help grow a network of young women educators and female students across many refugee shelters and displaced communities. Through student-led initiatives, group discussions, and social events, this program aims to cultivate a profound sense of community development in collaboration with multiple universities in the United States. It emphasizes the development of policy, administrative, and leadership expertise, as well as knowledge of the economics, philosophies, and dynamics of education provision.

By utilizing their newly acquired skills to develop and implement sustainable educational programs, expand their educational resources via networking, and exert influence over local and regional education policy, program graduates will be able to apply their newfound abilities effectively.

"AI in Education" is an appropriate subject for a discourse on the curriculum of the program. With education practitioners and policymakers in mind, the courses of this program cover a wide range of topics, including curriculum development, educational leadership development, design thinking for education, education in the context of globalization, and education in the technological age. Given that students enrolled in this program participate in reading and writing seminars meticulously designed to cover fundamental theoretical principles, processes, and practices in the field of education, digital practices in education are among the most consequential of these practices.

## Why AI as a topic?

Generative AI tools are extremely effective writing aids. Instructors and students alike can increase their efficiency and effectiveness by deliberately and creatively leveraging AI prompts. An important caveat is to remain critical of results and not let technology silence the scholar's personal voice, dull their imagination, or overwrite their personal tone and style. Learners who have trouble focusing and completing projects, or students who are less strong writers, can use AI as an assistant with unlimited patience, turning rough ideas and bullet points into complete outlines. We encouraged students to use AI tools to proofread paragraphs and correct any grammatical mistakes without changing the tone or style, a great strategy for non-native English speakers.

Overall, the chapters in this book are a petri dish to see how AI and open pedagogy writing assignments can productively intersect. At the same time, the students have produced thought-provoking and personal contributions that explore AI in various educational contexts.

While most students did use AI tools responsibly and productively, you will see occasional segments that seem predominantly AI-generated without genuine, discernable student input. Writing with AI is not easy, and navigating the productive use of AI without letting it think for you is a skillset that students have different levels of mastery in. Students were given the option to not publish their chapter if they felt that their work did not reflect their capabilities.

## The Technology Tools Introduced and the Competencies Students Gained Through Writing and Technology

Throughout the semester, students gained hands-on experience with various educational technology tools by practicing through class assignments, attending expert guest speaker sessions, and gradually developing their book chapters on their topic of interest. Like last year's open-access textbook platform, "Pressbooks," this year the students worked on a similar platform called "EdTech Books" for this collaborative writing project. Through this project, participants learned how to use various educational technology tools in conjunction with generative AI and creative commons materials. They applied a variety of textbook genres, conducted independent research and writing, and gave productive feedback in a peer review process. During the semester, students explored generative AI tools and created a collaborative textbook on AI in Education. They connected AI with learning sciences and instructional design, as well as the broader landscape of educational technology.

In this book, students used AI image creators such as NightCafe to design their chapter covers, as well as the main book cover image and other visuals. Each of the chapters reflects students' critical ideas, observations, creative thinking, and lessons from distinguished guest speakers around the globe. The chapters are also a fruitful outcome of students' interactive discussion and mind-mapping activities throughout the session. In addition, the book remarks on a crucial part of the modern educational process: the use of diverse technology and tools in education and learning. To support multimodal content and introduce students to instructional design tools and techniques, we used a variety of other technologies, i.e., YouTube for podcasting, Canvas badges for micro-credentials, H5P interactives, Flip and Padlet for designing interactive activities. Moreover, for students to practice and acquire effective AI research exploration strategies, we used Lateral, Research Rabbit and Zotero libraries for shared research collection and experiences. Students also conducted podcast interviews and created AI video scripts and videos through Pictory to make their chapters more engaging with multimedia.

Students gained practical competencies in diverse digital tools with the study lessons as well as a conceptual understanding of the implications of generative AI usage. Many of their book chapters reference AI policies and ethical considerations.

## Student Voices

### Guest Speakers for Strong Schools

Guest speakers play a significant role in the AUW graduate courses. Diverse speakers from educational technology and learning sciences are offering students a multifaceted understanding of the field. This exposure helps students to understand the complexities and nuances of implementing educational technology.

We are beyond grateful to the international community that supports the Master of Education at AUW. This semester students engaged with guest lectures from over ten different institutions.

- Richard West, Brigham Young University, on EdTechBooks and Open Access [Recording](#)
- Johannes Cronje, Cape Peninsula University, (recorded past semester) on Academic Writing [Recording](#)
- Marieta Jansen and Robyn Bunt, North-West University, on Micro-credentials and Badging [Recording](#)
- Claire Paulson (recorded past semester), UNC Chapel Hill, on Micro-credentials and Badging [Recording](#)
- Pedro De Bruyckere (recorded past semester), Arteveldehogeschool, Ghent and Utrecht University, on Evidence-Informed Approaches and Resilience [Recording](#)
- Curt Bonk (Indiana University) and Mein Zhu (Wayne State University) (recorded past semester) on MOOCs and effective online learning [Recording](#)
- Tina Seufert, Ulm University (recorded past semester), on cognitive load theory and cognition [Recording](#)
- Sherose Baharuddin and Chelsea Porter, UNC Chapel Hill, on Web Accessibility [Recording](#)
- Prajakta Lily Girme, Dublin City University on Open Education, Access and Equity [Recording](#)
- Corinna Stiefelbauer, WU Vienna, on AR/XR Virtual Worlds [Recording](#)
- Paul Kirschner, Open University, on Evidence-Based Teaching and Myths in Education [Recording](#)
- Hsun-Ta Hsu, UNC Chapel Hill, on Institutional AI Policies and Strategies [Recording](#)
- Chryssa Themelis, Norwegian University of Science and Technology (recorded past semester) on the portfolio of her edtech projects [Recording](#)

### Thank-you Notes from Students

### Teacher Perspective

This course is always a labor of love. Faculty and TA have spent countless hours preparing the material, troubleshooting technology issues, and creating handouts and how-to collections. Connecting the creativity and curiosity of my students with the expertise and tools needed to envision, build, and sustain Strong Schools makes it all worth it.



### Israt Jahan Oeeshi

Israt obtained a research-intensive Master's degree in Economic Policy in Global Markets from Central European University, with a concentration on higher education policy. With around two years of combined work experience in international development, financial/programme management, research, and higher education outreach, she envisions herself as an aspiring educator/research analyst committed to promoting sustainability and equality. Israt is also an alumna of the Asian University for Women; she graduated in 2019 with a Bachelor's degree in Economics and a minor in Development Studies. During her Master's studies, Israt also attended a fully-funded exchange certificate programme at the Levy Economics Institute of Bard College, USA, titled "Advanced Certificate in Inequality Analysis. Israt co-taught "Educational Technology for Strong Schools" and "Design Thinking" with Dr. Stefanie Panke at the AUW graduate program in Education. Israt's primary research interests in the education sector include the future of AI in education, the implementation of affirmative action policies in combating higher education inequalities, and the future of investments in women in STEM programmes and EdTech schemes.



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# Part I: General Pedagogical Applications and Constraints

AI for Creativity: How AI-Tools Can Foster Imagination, Serious Play and Design Thinking
Implementing Productive Strategies with AI
Information Literacy for Generative AI
Leveraging AI for Universal Design for Learning
Leveraging AI to Support Access, Equality and Inclusion



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# AI for Creativity: How AI-Tools Can Foster Imagination, Serious Play and Design Thinking

Stefanie Panke

Design

Imagination

Creativity

Design Thinking

AI

Play

*This chapter explore the relationship between artificial intelligence (AI) and creativity, particularly in educational settings. The chapter reviews scholarly perspectives on creativity, its measurement, and its role as a human trait. It contrasts the tangible, hands-on experiences of methodologies like LEGO Serious Play, design thinking and makerspaces with the virtual, outcome-focused nature of AI. It critically examines the role of AI in problem-solving and creativity, discussing both its potential benefits and the essential human elements it cannot replicate.*



A Classroom out of Carboard (generated with Bing Image Creator): When anything is possible within seconds, does this help or hinder creativity?

## Objectives

After reading this chapter, you will:

1. understand the role of AI in enhancing creative processes
2. appreciate the balance between AI and human creativity
3. recognize the historical and conceptual perspectives on creativity
4. evaluate practical applications and implications of AI in education

## Introduction

*"AI is a machine that thinks, understands languages, solves problems, diagnoses medical conditions, keeps cars on the highways, plays chess, and paints impressionistic imitations of van Gogh's paintings" (Fathoni, 2023, p. 1).*

For a decade, I have been immersed in the practice of design thinking. My workshops have engaged a broad spectrum of participants, from law and public administration faculty to students and teachers in public health and computer science, local government officials and judges, as well as numerous teacher candidates from different subject areas and countries. We confronted what are known as wicked problems: issues that are not merely complicated, but inherently complex. Over time, I've expanded my pedagogical toolkit to include playful and inventive methods like Lego Serious Play and the collaborative ethos of Makerspaces.

Over the years, I have conceptualized and facilitated hundreds of hours of creative activities. Imagine my surprise, when I asked ChatGPT to create a learning activity with LEGOs, and it turned out to be perfectly capable of outlining a convincing, executable plan within seconds. Generative AI emerging as a potential tool in the creative process prompts me to consider the balance of what might be gained against what could be lost. This chapter is a contemplation of that balance, looking at how AI can be integrated into creative pedagogies and what it means for the future of creativity in education.

Many experts consider the widespread proliferation of generative AI as impactful as the Internet itself. This is a change that I witnessed firsthand: When I started university in 1997 in Germany, the Internet was still a novelty. Internet access was becoming increasingly common, but the infrastructure was still under development. In my university, students waited patiently in line to use a computer in 'the Internet Room' for a few hours at a time. Services like email and basic web browsing were the primary uses. The modems for home Internet connections used existing telephone lines, enabling dial-up access at speeds that seem glacial by today's standards—initially 28.8 Kbps, later doubling to 56.6 Kbps.

It would have been unthinkable back then that I one day would work at a US university where my work would predominantly happen online and center on digital pedagogies. Even more futuristic would have been the idea of coming together for a weekly class with students on a campus in Bangladesh with guest speakers from South Africa, the Netherlands, Ireland, and the United States joining our virtual meeting space. And yet, here we are, writing an e-book book together, and experimenting with the next stage of technological innovation.

This chapter examines the role that generative AI could play in design thinking and the creative scenarios it might enable, considering both the enhancements it promises and the essence of creativity that we must strive to preserve. It does not merely offer lofty predictions but includes practical steps, tips, and tools that practitioners can try out.

## What is Creativity?

Creativity is a multifaceted term. The first dichotomy of creativity is that it references both something we are and something we do. It is both a trait, as in 'someone is a creative person,' and an activity, as in 'let's do something fun and creative.' It is generally accepted that people have different levels of aptitude for creativity. At the same time, creativity is seen as a basic human characteristic; it is part of who we are. In the latter sense, everyone is creative. In the former sense, we tend to single out high levels of spontaneity, ingenuity, or artistic expression.

According to Hayes (1989) creative is a word with many uses. Sometimes it is used to describe the potential of persons to produce creative works whether or not they have produced any work as yet. Sometimes it is used to describe everyday behaviors as, for example, when a nursery school curriculum is said to encourage creative activities, such as drawing or storytelling.

Götz (1981) called creativity a "happiness" term among educators, invariably held to be pleasant, exciting, and desirable: "It is readily identified with brilliant performances in the arts and the sciences, but it is also associated, especially in the primary grades, with almost any fresh perception, uncommon idea, or novel achievement".

Kleiman (2008) characterized creativity as an elusive and complex notion that may evade definition, categorization, and compartmentalization. Puryear & Lamb (2020) observed that defining creativity remains an Achilles heel of creativity research. Similarly, Robinson (2008) pointed out that one factor that limits the capability to respond to educational needs is the lack of agreement about what the term creativity means.

Glăveanu (2018) described the artist, the inventor, and the craftsmen as paradigmatic positions for creativity. The three prototypical ways of defining creativity are: associating creativity with the arts and emphasizing self-expression, originality, and divergent thinking; connecting creativity with science and discovery and bringing to the fore its functional, problem-solving aspects; and advancing new metaphors for creativity, such as that of the craftsmen, ready to mix and match, to experiment and reflect on the role of tradition and habit in creativity.

It is important to distinguish between creativity in the sublime and in the everyday sense (Cropley, 2020). While creativity used to be reserved for acts of highest artistic expression, it moved towards more practical endeavors. "The modern definition of creativity has broadened from a focus on esthetics towards practical products in science, technology, or business, and away from creation of beauty towards overcoming competition." This broader perspective acknowledges that creativity is not just about creating art or beauty, but also about problem-solving, innovation, and the development of new ideas or methods in various domains.

## Creativity as Human Nature

The fact that humans display an inordinate capacity for creativity compared to other animals likely reflects the unique neurological organization of the human brain and selective evolutionary pressures (Zaidel, 2014). Caselli (2009) clarified that the neurobiological principles of creative behavior are the same from the least to the most creative among us. The author defined creativity as "the attempt to bridge the gap between what is and what should be". It emerges from the interplay of five factors: motivation, perception, action, temperament, and social interaction. Creativity is typically driven by the perceived value or potential of an imagined idea compared to what currently exists. It requires not just the generation of ideas but also the ability to execute these ideas effectively. Furthermore, certain personality traits, such as patience and resilience, are crucial in continuing creative endeavors. The success of creative efforts is often evaluated based on societal standards and aesthetics.

*"The reward value of what exists compared with an imagined possibility generates the motivational voltage that drives the creative effort. Action to attain the goal requires a dexterously executed plan, and dexterity levels are influenced by both practice effects and biologic biases. Temperament sustains the creative effort during periods of nonreward in anticipation of goal completion. Societal esthetics measure the success of creative efforts (Caselli, 2009).*

Creativity should be understood not just as a singular ability or trait, but rather as a complex interplay of various elements. i.e., "as an aspect of thinking, as a personality constellation, and as an interaction in a specific environment between thinking, personal properties, motivation, and feelings" (Cropley, 2020). While some aspects of creativity may be inherent, others can be developed and honed over time. "Personal skill sets derived from nature and nurture vary between individuals and determine one's own creative phenotype". (Caselli, 2009).

## Creativity as a Socially Desirable Outcome

According to Cropley (2020), the necessary components of creativity are novelty, relevance, effectiveness, morality, and ethicality. Creativity as a social phenomenon is defined according to social norms and is facilitated or inhibited by social factors (Cropley, 2020). Similarly, Zaidel (2014) characterized creativity as the introduction of something new and positive for society that goes beyond the familiar and accepted: "Creativity is commonly thought of as a positive advance for society that transcends the status quo knowledge". Sternberg & Lubart (1999) described creativity as

the ability to produce work that is both novel and appropriate. According to Misra, Srivastava & Misra (2006) creativity challenges tradition, questions the status quo, and brings in change and innovation. Baccarani (2005) defined creativity as "an art, the art of finding new solutions to old and emerging problems." It may be a structured or a non-structured process; in either case intuition plays a major role. Divergent thinking is not considered enough to account for creative achievement. The new perspectives have to be interesting and worthwhile. Passing fancies, solutions judged by experts to be unrealistic, or antisocial and criminal pursuits are typically not considered creative (Smith, 2005). Discernment is thus a crucial part of creativity.

## A Special Kind of Problem Solving Behavior

In my work as a design thinking facilitator, I see creativity as a skill that can be developed, stimulated, and practiced, similar to artistic expression, scientific reasoning, critical thinking or logical reasoning. Creativity generates original, appropriate, and useful products or responses, valuable to the task at hand. In this sense, it is "a special kind of problem solving behavior" (Simon, 1976). Baccarani (2005) provides a definition of creativity as "an art, the art of finding new solutions to old and emerging problems." It may be a structured or a non-structured process; in either case intuition plays a major role. Creativity is the ability to transcend, connect, and merge established concepts, rules, patterns, and relationships to create meaningful new ideas, forms, methods, and interpretations. It is the process of bringing something new into existence, an essential component in problem-solving. Simonton (2018) stated that creativity might just be defined as the addition (or sum) of originality, utility, and surprise.

## Measuring Creativity

The measurement of creativity has been the subject of long debate and little consensus among the cohort of researchers from a variety of disciplines interested in the field (Fillis & Rentschler, 2006). However, as Cropley (2000) pointed out, raters can score the various kinds of test with substantial levels of agreement, while scores are internally stable to an acceptable degree. Cropley (2000) argues that creativity tests are useful in both research and education. Nevertheless, they are best thought of as measures of creative potential because creative achievement depends on additional factors such as technical skill and knowledge of a field.

Creativity tests measure specific cognitive processes such as thinking divergently, making associations, constructing and combining broad categories, or working on many ideas simultaneously. They also measure noncognitive aspects of creativity such as motivation (e.g., impulse expression, desire for novelty, risk-taking), and facilitatory personal properties like flexibility, tolerance for independence, or positive attitudes to differentness (Cropley, 2000).

Divergent thinking tasks are among the most widely used tools to measure creativity. Divergent thinking research commonly administers many kinds of tasks and then combines the scores, such as by averaging or summing (Silva, 2011).

## Alternative Uses Test (AUT)

The Alternative Uses Test (AUT) is a well-known method for assessing creativity, particularly divergent thinking (Guilford, 1967). It was developed by J.P. Guilford in the 1960s as part of his work on the structure of intellect.

Here's how the AUT works:

- **Task Description:** Participants are given a common object, such as a paperclip, brick, or pencil, and are asked to come up with as many uses for that object as possible within a given time frame (usually a few minutes).
- **Scoring Criteria:** The responses are evaluated based on several dimensions of creativity:
  - **Fluency:** The number of different ideas generated.
  - **Originality:** The uniqueness of the ideas, gauged by how rare or unusual they are compared to those of others.
  - **Flexibility:** The variety of categories or conceptual themes that the ideas span. For example, using a paperclip as a tool, as an art material, or as part of a game would each represent different categories.
  - **Elaboration:** The level of detail in the idea. For instance, simply stating "use a paperclip to reset a device" versus describing the process in detail.

## Consequences Task

The "Consequences Task" is another tool used in creativity research, particularly to assess a person's ability in envisioning complex, cascading outcomes from a single event. .

Here's how the Consequences Task works:

- **Task Overview:** In the Consequences Task, participants are presented with a hypothetical scenario, often involving a novel or unusual event, and are asked to list as many possible consequences of that event as they can think of. The event should be open-ended enough to allow for a wide range of responses.
- **Example Scenario:** A typical prompt might be something like, "Imagine all cars suddenly disappeared. What would be the consequences?" Participants would then list as many outcomes as they can think of resulting from this scenario.
- **Scoring Criteria:** Responses in the Consequences Task are evaluated based on:
  - **Fluency:** The number of different consequences generated.
  - **Originality:** The uniqueness or rarity of the proposed consequences.
  - **Flexibility:** The variety of areas or domains that the consequences cover (e.g., social, economic, environmental).

## AI-Generated Output vs. Human Creativity

Perhaps unsurprisingly, generative AI tools score highly on creativity measures. Here are some recent examples of studies:

A study conducted by [Koivisto & Grassini \(2023\)](#) which involved 256 human participants and three AI chatbots (ChatGPT3, ChatGPT4, and Copy.ai) compared the creativity of AI vs. humans using the Alternate Uses Task (AUT). The study found that, on average, AI chatbots, particularly ChatGPT4, outperformed humans in generating original and logical uses for everyday objects. However, the top-performing humans still surpassed the best chatbot results.

In an experiment at Wharton Business School ([Girotra, Meincke, Terwiesch & Ulrich, 2023](#)), MBA students from a 2021 class were tasked with generating 200 product ideas that would cost less than \$50 and appeal to college students. This task was later replicated with ChatGPT, which was required to generate 100 ideas initially without additional context or examples, followed by another 100 ideas after being provided with examples of good product ideas. Notably, the ideas from the 2021 class predated the launch of ChatGPT, ensuring that the AI tool did not influence the students' ideas. To assess the quality of the AI-generated ideas in comparison to humans, a survey was conducted among college students to identify which product ideas they were most likely to buy. The survey revealed that 47% of ChatGPT-generated ideas were likely to be purchased, compared with 40% of the ideas produced by Wharton MBA students. The "seeded" ideas from ChatGPT, which were based on good product examples, had an even higher purchase probability of 49%.

In an experiment by Haase & Hanel (2023), 100 participants completed the Alternative Use Test (AUT) for five prompts (*ball, fork, pants, tire, and toothbrush*). To get responses from the six chatbots (Alpa.ai, Copy.ai, ChatGPT 3, ChatGPT 4, Studio, and YouChat), the researchers used the same prompt: "What can you do with [prompt]?". The results show that when chatbots are asked the same question as humans, they generate more ideas, which are, on average, as original as ideas generated by humans.

AI-tools are able to deliver 'originality, utility, and surprise' (cf. Simonton, 2018). Should we therefore give up on creativity in education and leave it to AI?

It is useful to remember that divergent thinking is only one aspect of creativity and to recall the complexity of our concept of creativity as a *human* characteristic. We marvel at creative expression because we are able to evaluate and recognize truly remarkable breakthroughs and the highest forms of artistic expression. Creative expression, spontaneous ingenuity in challenging situations, or genius advances in science and engineering are not the same as an impressively long list of things to do with ping-pong balls. That is not to say that AI cannot produce remarkable output, it is that cannot appreciate it.

The component of discernment is where AI falls short, because it is complex, not just complicated, and deeply intertwined with personal, societal, and cultural trajectories. The large language model has no feelings and no meaning attached to its output, no ability to be surprised, humored, amazed, or awed.

## Example Prompt: Tell a Poem

Consider this example of prompting Google Bard to tell the poem "To His Coy Mistress" by Andrew Marvell.

<https://g.co/bard/share/cd9f4b6a57ed>

Google Bard

Had we but world enough and time,  
This coyness, lady, were no crime.  
We would sit down, and think which way  
To walk, and pass our long love's day.  
Thou by the Indian Ganges' side,  
Shouldst rubies find; I by the tide  
Of Humber would complain.

I would Love you ten years before the Flood;  
And you should, if you please, refuse  
Till the conversion of the Jews.  
My vegetable love should grow  
Vaster than empires, and more slow.

An hundred years should go to praise  
Thine eyes, and on thy forehead gaze;  
Two hundred to adore each breast,  
But thirty thousand to the rest.

An age at least to every part,  
And the last age should show your heart.  
For, lady, you deserve this state,  
Nor would I love at lower rate.

But at my back I always hear  
Time's winged chariot hurrying near;  
And yonder all before us lie  
Deserts of vast eternity.  
Thy beauty shall no more be found;  
Nor, in thy marble vault, shall sound  
My echoing song.

Then worms shall try that long preserved  
Redemption; this long-expected day;  
And, spite of cormorant dew and frost,  
Mature the blossom of the womb.

Then, my beloved, let us haste;  
Let us not to the marriage of true minds  
Admit impediments. Love is not love  
Which alters when it alteration finds,  
Or bends with the remover to remove:  
O no! it is an ever-fixed mark  
That looks on tempests and is never shaken;  
It is the star to every wandering bark,  
Whose worth's unknown, although his height be taken.  
Love's not Time's fool, though rosy lips and cheeks  
Within his bending sickle's compass come:  
Love alters not with his brief hours and weeks,  
But bears it out even to the edge of doom.

If this be error and upon me proved,  
I never writ, nor no man ever loved.

## Original

Had we but world enough, and time,  
This coyness, Lady, were no crime.  
We would sit down and think which way  
To walk and pass our long love's day.  
Thou by the Indian Ganges' side  
Shouldst rubies find: I by the tide  
Of Humber would complain. I would  
Love you ten years before the Flood,  
And you should, if you please, refuse  
Till the conversion of the Jews.

My vegetable love should grow  
Vaster than empires and more slow;  
An hundred years should go to praise  
Thine eyes and on thy forehead gaze;  
Two hundred to adore each breast,  
But thirty thousand to the rest;  
An age at least to every part,  
And the last age should show your heart.  
For, Lady, you deserve this state,  
Nor would I love at lower rate.

But at my back I always hear  
Time's wingèd chariot hurrying near;  
And yonder all before us lie  
Deserts of vast eternity.  
Thy beauty shall no more be found,  
Nor, in thy marble vault, shall sound  
My echoing song: then worms shall try  
That long-preserved virginity,  
And your quaint honour turn to dust,  
And into ashes all my lust:  
The grave's a fine and private place,  
But none, I think, do there embrace.

Now therefore, while the youthful hue  
Sits on thy skin like morning dew,  
And while thy willing soul transpires  
At every pore with instant fires,  
Now let us sport us while we may,  
And now, like amorous birds of prey,  
Rather at once our time devour  
Than languish in his slow-chapped power.  
Let us roll all our strength and all  
Our sweetness up into one ball,  
And tear our pleasures with rough strife  
Through the iron gates of life:  
Thus, though we cannot make our sun  
Stand still, yet we will make him run.

Starting with the passage 'My echoing song: then worms shall try that long preserved virginity,' the AI-version differs significantly from the original, so well-loved that it was included among the BBC list of 100 Britain's favorite poems (Rhys-Jones, Griff, 1996).

What cogs in the machine are at work here? These reasons were given by the bot:

1. 'more in line with the safety guidelines'. The original is viewed as sexually suggestive.
2. It 'works well with the overall theme of the poem'. The poem's message, according to Bard, is that we should not waste time on things that are fleeting.
3. The original is 'a more morbid and less uplifting way of looking at death'.
4. To the bot, it comes down to 'a matter of personal preference'.

Authenticity and the integrity of a work of art are not criteria that AI-tools can value, because they have no value outside the safety guidelines that are fed into the algorithm. It lacks tradition, culture, conviction, emotion and volition - the very things that spurn human creativity. While AI-tools can generate outputs of creative value, human beings can appreciate creativity.

## Crowdsourcing

Share your own examples of prompts that resulted in AI-output that was bewildering, incorrect, biased, or otherwise flawed.

Made with :Padlet

## Creativity in Education

This section discusses three widely-used pedagogies, facilitation techniques and education movements that have an emphasis on creativity: Making, Serious Play, and Design Thinking. It presents the potential for incorporating AI in each pedagogy, and how AI-infused approaches align or clash with the desired pedagogical outcomes.

Making, LEGO serious play (LSP) and design thinking are distinct, yet connected creative approaches that center the virtue of tinkering, failing, iterating and developing new skills by venturing into unfamiliar terrain. There are many connections between serious play, making, and design thinking. For example, in many cases design thinking activities involve the use of LEGO bricks, and makerspaces oftentimes incorporate design thinking techniques to create low-fidelity prototypes. The shared potential for higher education is reframing campus as a space for students to be understood and grow intellectually instead of being perceived as 'a factory of grades to give legitimacy for governments funding' (Alayan, 2020).

Table 1 summarizes the three concepts, providing an overview of similarities and differences.

Concept	Definition	Origin	Uptake in Education	Characteristics
Making	The act of creating, building, or tinkering with confidence.	DIY movement and Maker Faire phenomenon.	Adopted in schools, libraries, universities and community centers to promote hands-on, creative learning and metacognition (grit, persistence)	Inclusivity, creativity, hands-on learning, rapid prototyping, iteration.
Design Thinking	A problem-solving approach involving empathy, creativity and rapid prototyping.	1960s in design and engineering fields.	Integrated into curriculum and extracurricular activities to foster problem-solving and innovation.	Empathy, collaboration, creativity, problem-solving, iteration, human-centered approach.
LEGO Serious Play	A facilitation methodology using LEGO bricks for problem-solving.	Developed by LEGO in the 1990s.	Used as a tool to enhance creative thinking, problem-solving, well-being and teamwork among students.	Creativity, collaboration, engagement, hands-on learning, play for learning and innovation.

## Making

Makerspaces are collective places that facilitate design and prototyping for individuals and groups by offering access to technical equipment and material together with expertise, guidance and training. The shared workspace allows engineers, designers, scientists, students, and hobbyists to create, fabricate, tinker, and bring their ideas to life. Making encompasses traditional skills like crafting and knitting as well as modern skills like coding, programming, and robotics. Alongside the rise in popular interest of the maker movement, makerspaces are visibly on the rise in schools and universities, and are now a commonly found part of campus infrastructure.

As AI becomes increasingly prevalent across educational campuses, offering virtual and automated solutions, makerspaces stand as a vital counterbalance, emphasizing hands-on, tactile learning experiences. They serve as a reminder of the importance of physical creation and the value of manual skills, offering a tangible contrast to AI. The whole point of making is the process, whereas the appeal of AI lies in the output. In this way, makerspaces gain more relevance as spaces where learners can engage with shaping objects in the real world, fostering a deeper appreciation for tactile experiences and individual skills.

AI can support maker pedagogy by suggesting maker projects tailored to various age groups, estimating the time and materials required for each project, and offering creative alternatives when certain materials are unavailable. Additionally, AI can efficiently produce tutorials for complex tools, ensuring that learners of all skill levels can benefit from the makerspace environment.

## LEGO Serious Play

Lego Serious Play (LSP) is an open source moderation method that uses Lego bricks to facilitate strategic planning, team building, problem solving, and creative expression. Participants work both as individuals and as a group to build simple models representing various concepts in response to a

question posed by the facilitator. Robert Rasmussen describes serious play as 'an intentional gathering of participants who want to use their imagination, agree that they are not directly producing a product or service, and agree to follow a special set of rules' (Rasmussen Consulting, 2012).

Engaging with Lego Serious Play (LSP) is markedly different from interacting with AI, as LSP focuses on tactile, hands-on experiences and emphasizes the use of physical objects (Lego bricks) to spur imagination and collaboration. This method relies on the physical manipulation of bricks and direct, real-time human interaction. LSP's emphasis on physical creation and group collaboration contrasts with the often solitary and virtual nature of AI engagement.

However, AI tools can help facilitate LSP in several ways:

- AI can transcribe and analyze discussions and narratives shared during the workshop based on video recordings. This can help in capturing the context and stories associated with the Lego models, providing a more comprehensive understanding of the participants' thought processes and insights.
- AI can analyze photos taken during the workshop to catalog and interpret the Lego constructions. This includes recognizing shapes, colors, and possibly inferring themes or patterns from the models built by participants.
- AI can assist in organizing and summarizing the data collected during the workshop. This includes categorizing images, transcriptions, and participant feedback.

## Interview with LSP Expert Anat Shabi

### Video Excerpt

#### 'You end up feeling a bit more positive about whatever's going on'

**Stefanie Panke:** For those who aren't familiar, can you briefly explain the main rules of Lego Serious Play?

**Anat Shabi:** It is a very playful method. You're bringing the joy, you're bringing the engagement. People are feeling more relaxed because you're playing, and the defensive part of the brain is dialed down. There are four key steps, and the first one is the build question. Lego Serious Play, is indeed serious play. So there's always, always, always a purpose. Otherwise, you're just building with Lego, which is fun. But you're not getting to the crux of what you're looking for. The skill for somebody who is facilitating and training with Lego is to design the right question. It needs to be simple enough so that the person on the other end can engage with the challenge.

The second is then the fun part, the creation part, the building part, because that's when you're really trying to move the person along from where they've started to an endpoint. Sometimes we are just stuck, but because you are building, you're creating, and because our brain is just so wonderful that it will always try and make sense of any patterns that you put in front of it, the thinking then starts to follow along. It's called Thinkering, actually, tinkering and thinking.

The next stage is sharing because, let's face it, up until now, whatever you've been thinking is totally in your head. We want to get it out. We want you to articulate it so that you can hear what it sounds like. That's when you get the connection. And that's when you get the other person asking you questions about what you created, which then stimulates even more thinking and even more insights, which is amazing.

And then the final piece is really just to take a few minutes to think about what on earth has just happened, because you will have moved, you will have changed or formed or imagined something new.

So that in a nutshell is what this process is about. It's really a wonderful way to creatively think, get unstuck, connect with other people. And just also change your mindset. So you end up feeling a bit more positive about whatever's going on.

#### 'Playfulness is what gives everyone that psychological safety'

**Stefanie Panke:** What do you think Lego Serious Play methodologies have to offer for classroom settings? Can they enhance learning processes? Can they spark creativity in a typical K-12 or higher education setup?

**Anat Shabi:** Yeah, oh my goodness, I would love to see it in the classroom, and in fact, we have piloted a few things. But I think the main thing to say about Lego Serious Play is that it's not for every question. When the answer is yes or no, or when you don't need a collaborative approach, or you don't need to reflect on anything or examine anything, you don't need to spend time because it is a time investment to engage with this process.

It's very much a tool that builds on the theory of constructivism. So it's not so much about giving you new information. It's about building on what you already know, or maybe what you've already learned in the classroom. It's a great tool for gauging collaborative thinking in a group environment, particularly in situations where maybe you've got a classroom where some people are shy, some people are more reflective. This is a lovely way of having everybody involved because the other rule about Lego Serious Play, and you've seen this in your classroom, is that everybody gets to build, and then everybody gets to share. So everybody feels like they've had a voice, and everybody feels like they've been heard, and more so they've been understood.

#### 'The human touch has to remain, otherwise, what's the point?'

**Stefanie Panke:** What are some emerging trends or future directions that you foresee at the interaction of creativity, education, and technology, especially considering generative AI?

**Anat Shabi:** I think humans are amazing to have come up with this tool. The way we use it has to be creative. It's a wonderful tool, a brilliant tool for imagining and diversifying different ways of looking at things. For example, one of the things I said about the Lego play method is that it does have to be simple, but it's not always simple when you've got a big question to ask. It's not always simple to cut it up into little steps so that people go on a journey. I think you can definitely use AI for that. You can use it to introduce more creativity. It's a great tool for helping us share information.

At the end of the day, though, you don't want to lose the element of connection. So how do we still connect with people? And how do we harness that amazing talent we have for interpreting things? So yes, we've got AI. But what is our twist on it? How are we going to interpret what we've come up with? How are we going to ensure that we are still being creative when looking at tools that are tactile?

Especially as we're moving online, how do we bring that element of touch to the forefront? Because we don't want to be looking at screens all the time. I think there are a lot of questions there, and I'm sure that many people in education are listening. Perhaps they're even designing or adapting some of their classes based on what the AI is coming up with. But at the end of the day, you're the one

feeding the AI. You're the one posing the questions and analyzing and deciding what to do with the output. The human touch has to remain, otherwise, what's the point?

**Stefanie Panke:** On a practical note, could Lego series play, like building and presenting Lego models, be a more cheat-proof assessment option for educators?

**Anat Shabi:** Well, if students are asked to create something, it brings a joyful element. Engaging them in the process of thinking with a creative tool like Lego series play could be effective. If they prepare a model or drawing and narrate their story, it could be a great exercise. This approach might be cheat-proof since it requires personal input and storytelling. I think the engagement is really high, not just for the person building, but also for the other person. Because, imagine you're presented with a visual, and you have no idea what it means. You're relying on the other person to narrate it for you, and I think that then builds curiosity for you. So you've got a closer bond, if you like, being built between the students, but also between the students and the lecturer, which is always great.

### 'Serious play helps you to be totally present in the moment'

**Stefanie Panke:** You use Lego series play to explore mental health and emotional well-being. I noticed on LinkedIn that you engaged in a lot of volunteer work in this space. Can you tell me a little bit more about what you did and what you learned in the process?

**Anat Shabi:** Sure, I didn't realize my LinkedIn activities were so closely followed! During the pandemic, I ran sessions that people said made them feel better. In 2023, I was happy to bring workshops focusing on mental health. The joy and presence in the moment these activities bring are beneficial. It's not about severe mental health issues but helping people cope with stress and pressure through a self-help method. Serious play helps you to be totally present in the moment, and that means that any distractions or any thoughts that are going on for you completely dial down.

## Interview with LSP Expert Alison James

### Video Excerpt

Stefanie Panke: Can you describe the two specific resources on LEGO® and LSP in higher education – the two case study collections you worked on with Chrissi Nerantzi.

**Alison James:** Yes. Absolutely. [...] So the two collections that you're referring to are things that I've co-produced with Professor Chrissi Nerantzi at Leeds University. Chrissi is an absolute champion of open-source academic resources. She's also an experienced LEGO® Serious Play facilitator, a digital educator, and she and I met quite a few years ago when we were two LEGO® Serious Play facilitators at the same conference. It was really unusual that two of us were there, and I instantly emailed her on arriving and said 'we haven't met, we need to meet'. And we've worked together ever since. In the two collections, we were looking at how people are using LEGO® SERIOUS PLAY® and other LEGO-based approaches.

LEGO® SERIOUS PLAY® is a very specific methodology where you have to abide by certain principles, follow certain paths, although it then does allow you lots of flexibility. It's not something you can rush. It's a deep thinking tool. Having said that, there are loads of wonderful things you can do as an educator with LEGO® bricks in 2 minutes, 5 minutes with a handful of bricks or thousands of bricks, whatever, that have nothing to do with LEGO® SERIOUS PLAY®. So what we wanted to do with our two collections was recognize and document that span of practice.

The first one, [LEGO® for University Learning](#), came out in 2019, and what we wanted to do was to introduce people who weren't familiar with it to the principles of the method, the history of the method and point to a lot of resources around its use in higher education. We wanted to give some illustrations because sometimes people just need a bit of a leg up, a few ideas, a few simple activities to get them going to think about how they could use this where they are. And so that's what we provided in that book. There's an introduction to the method, a section with lots of prompts. We ended up with about 16 case studies, using LEGO® in all kinds of ways.

It was so popular, we thought we should do another volume. A couple of years went by, and Chrissi said to me, why don't we do another one this time about remote learning, what do we do when we can't be in a room together. And so we did. When we put out a call, we were expecting people to be very narrow and just say, this is how I'm using it in the pandemic. In fact, we ended up getting a real span of case studies. Some of them were really rooted in the pandemic, in remote learning, and some of them sort of mixed it all up, and some of them actually had nothing to do with it at all:

[LEGO® for university learning: Online, offline and elsewhere](#)

Stefanie Panke: Can you explain what makes building with bricks particularly powerful?

**Alison James:** There are so many things I want to say in response to that question. I think, if we approach it conversely, some people might say, "Oh, but you know, they're really rigid. They don't bend. What am I supposed to do with that?" And well, everything has its limitations. What is one of the beauties of LEGO® SERIOUS PLAY®, I think, is that once you can click bricks together, you can do it. It's not like having to mold putty or clay or draw a picture or sew something. There is a very low threshold to be able to participate.

In a face-to-face workshop, we always go around checking, making sure that people can put the bricks together, they're not having any problems. We also remind people that the whole point of what they're doing is not making something pretty or some kind of feat of engineering, it's just being able to attach bricks to make meaning.

I think it's very inclusive because everybody can do it. So I think that's perhaps one of the basic things that makes LEGO® a really good medium for this sort of thing. And you know, I've worked with all sorts of stuff. I've worked with Play-Doh, pipe cleaners, pens, collage, and there'll be lots of people who love all of that stuff and feel really comfortable, and equally there'll be some people who, even if they've come to it with a really open mind and open heart, it's after they've glued a couple of bits of paper on their collage they just think, "Oh my god, a toddler could have done better than that." You don't get that with LEGO® Serious Play.

I don't think there's any wrong material, unless of course it's toxic or harmful, but it's just when it comes to LEGO®, it's recognizable, it's very sturdy, everybody for the most part can fasten it together.

If you do occasionally have people who struggle with the bricks, then there's no reason why somebody can't help them with that fastening.

The other thing you do find with LEGO®, which can be either a plus or a minus, is that a lot of people have a real love affair with LEGO®, especially if they came to it as a child. But that is an additional thing, you can't rely on that for people who've never seen or used LEGO®.

There might be practical considerations why LEGO® is a good material to use, but sometimes there's the additional affective dimension that comes into play.

**Stefanie Panke:** One thing that I found in playful, creative, design thinking type settings is that oftentimes people come in and say, “I can’t do this, I’m not a creative person.” And in some of the best workshops, they leave saying, “Oh, that is not true. I am highly creative, and I just always censored my own ideas too early.” Is that an experience you have had?

**Alison James:** Yes, absolutely. People often start very self-deprecating, saying, “I’m not very creative,” or “My model isn’t as good as the person next to them,” or they’ll say things like, “We work a lot with metaphor, and my model isn’t very metaphorical,” then they’ll explain their model, and it’s clear it’s filled with metaphor, absolutely brilliant. It’s about reminding them that the point isn’t to make something aesthetically pleasing but to create a medium to express themselves.

One thing we work a lot on when training facilitators is how to manage someone feeling, “Oh, my model’s not as good as John’s,” or “I’m not as creative as Brenda.” It’s about fostering a supportive environment. The nice thing is, as people start to build, they spark ideas off each other.

You do move people on from being wary, resistant, a bit suspicious, to actually being surprised by how good it was. And you move people from thinking, “I’m pointless. I’m just not creative. I’m not very good at this,” to “I can do it,” just like you say. And I think those are two really important aspects of any learning experience, whatever you’re using.

**Stefanie Panke:** You have looked at LEGO and play during the COVID pandemic, which was a big disruptor to education globally. We are currently experiencing another big disruptor. With the current generative AI capabilities, a lot of university professors and school teachers are taking a deep breath, looking at their assessments and assignments, and may have a moment of panic. I would love to hear your thoughts on what role creativity can play in alleviating some of the issues that we will see in rethinking and recalibrating assessments and assignments in higher education, as well as how generative AI might negatively or positively impact people’s creative abilities and skills.

**Alison James:** Those are massive questions, and I will do my best to respond to them. I’ve been intrigued by watching the incredible rapid emergence of generative AI and the kinds of questions that it’s raising. I’ve started attending some events and talks where people are presenting the work they’re doing with generative AI in different academic disciplines. I largely made myself do it because my knee-jerk reaction was a negative one, based on not knowing enough.

Everybody’s having to create policies around the use of generative AI. There was a lot of terrified scaremongering around, and then suddenly there seems to be a tide turn. AI has been around for years anyway; this is just the latest development. We have got to embrace it. It’s like not letting your students bring their mobile phones into the lecture theater; all students brought their mobile phones into the lecture theater. We all had to adapt to that.

It made me think of my academic career, having to sit on academic misconduct panels, creating policies around assessment, spotting plagiarism. If a danger of generative AI is that somebody can’t be bothered to write their own essay, that is a 21st-century extension of the essay mill. People who don’t want to do the work have always been around. One, as far as I understand, generative AI tools are not critically reflective. They draw together information from multiple sources, but they do not have the level of human discernment. This is a big support for teachers to work with them positively to make students critically reflective about generative AI.

Reassessing assessment is not new; we’ve been reassessing assessment for the last 20-30 years. This is just really heightening and bringing into focus that things really do have to change. There are increasingly projects and studies being conducted that showcase what people are doing with generative AI. We can’t fight the river; the river is going to take you. So how can you flow with the river so that you stay alive and so does the integrity of your academic experience?

I was playing around with an AI drawing tool the other day. Maybe I just picked up the wrong one, but what it came out with was a lot of ordinary poster art. Every time there is a disruptor, we appraise what it means for what we’re doing right now. We did it with the internet. Books are dead, paper. But it hasn’t gone away, and surprise, we’re still using pencil and paper and we’re still reading books but we have adapted our repertoire of engagement with our world to use all these different resources.

There is another aspect I’d like to throw into the mix concerning generative AI: I don’t know about you, but I have spent a significant portion of my working life in front of a screen. While I’ve obviously engaged in various activities, a lot of my time has been consumed by emails, document production, online meetings, the pandemic, writing articles, examining PhDs, and writing books. Essentially, so much of my life is screen-based, and I do not wish to spend my entire life on a screen. I’m looking for tools that can diversify this engagement without a massive print bill. Considering this, will generative AI make this aspect of my life easier or harder? I genuinely have no idea. But it’s certainly something to consider, isn’t it?

## Design Thinking

Design thinking is a practice and mindset that can be helpful to educators when addressing wicked problems. The term wicked problems was coined in the 1970s by planners who realized that the problems they were addressing were beyond complex: They combined a high level of uncertainty and risk with intense disagreement and conflicting objectives among stakeholders and, as a result, had no ideal intervention that would address the issue (Rittel & Webber, 1973). Design thinking offers an approach to these problems that integrates information across systems and across perspectives.

While the concept of design thinking within the academic dialogue of design has been under discussion for more than 30 years, its recent adoption as an innovation method has led to its popularity in various disciplines (Wigley and Straker, 2017).

AI can support design thinking facilitators in creating workshop activities by offering personalized activity recommendations based on specific goals, participant profiles, and past workshop outcomes. It can use data-driven insights to suggest the most effective methods and tools for ideation, prototyping, and feedback sessions. Furthermore, AI can be extremely useful in generating and customizing handouts, prompts, and other materials for design thinking workshops.

## Practical Prompts for Facilitators and Educators

This section offers practical advice for teaching and facilitation. It includes prompts for creating diverse personas, ideas for innovative teaching methods, suggestions for using visual metaphors in instruction, and ways to integrate AI for idea generation.

### Personas

Personas are fictional characters created to represent different user types within a targeted demographic, attitude, or behavior set. They are used in design teams to communicate user needs.

Text generative AI tools can produce persona biographies within seconds, based on demographic or professional information, or even at random.



**You**

Create a random persona. surprise me.



**ChatGPT**

Name: Amir Patel

Age: 32

Occupation: Mobile App Developer

Amir is a creative and ambitious mobile app developer working for a startup in a bustling city. He's passionate about creating user-friendly and innovative applications that make everyday tasks easier. Outside of work, Amir is an avid rock climber and enjoys experimenting with photography. He's known for his problem-solving skills and his ability to stay calm under pressure. Despite his success in the tech world, Amir often dreams of taking a year off to travel the world and explore different cultures, hoping to gain new perspectives that could inspire his next big project.



Using AI image generators allows design teams to create profile pictures of their personas to create realistic, immersive scenarios. An easy-to-use tool is the website <https://thispersondoesnotexist.com/>.

### Visual Metaphors

Generative AI image tools allow facilitators to create strong visual metaphors to explain an idea. Likewise, participants can use AI to communicate their ideas with unusual and surprising visualizations.

### Explain it with.... LEGOs, Post-Its, Joghurt cups, marbles...

Using AI to generate lesson plans with hands-on activities is a great way to facilitate creativity in teaching and learning settings. AI will suggest the materials based on the lesson's objectives and tailor the complexity and nature of the activities to the age and skill level of the students. This approach encourages creativity, problem-solving, and hands-on learning, making abstract concepts more tangible and understandable.

### Ideation Station

AI can serve as an ideation partner, as in the following example:

## Pretend we are doing a crazy eight activity. Generate 8 ideas for teaching writing skills with AI tools.

ChatGPT

Sure, let's brainstorm eight innovative ideas for teaching writing skills using AI tools:

1. **Interactive Story Building:** Utilize AI to create an interactive story-building platform where students can start a story, and the AI suggests multiple plot directions. Students can then select an option and continue writing, learning about narrative structure and creative thinking.
2. **Virtual Writing Assistant:** Develop a virtual writing assistant powered by AI. This tool can offer real-time feedback on grammar, style, and coherence, helping students improve their writing skills dynamically as they write.
3. **Customized Writing Challenges:** Use AI to design personalized writing challenges based on each student's skill level and interests. For instance, the AI can analyze previous writings of a student and suggest topics or styles they haven't explored yet.
4. **AI-Powered Writing Workshops:** Host virtual writing workshops where an AI moderator provides prompts, guides discussions, and gives feedback. This can encourage peer learning and expose students to diverse writing styles and perspectives.
5. **Genre Exploration Tool:** Create a tool that helps students explore different writing genres. For example, the AI can provide templates or examples of various genres (like mystery, sci-fi, poetry) and guide students in writing their own pieces in these styles.
6. **Historical Writing Simulator:** Design an AI tool that simulates writing in different historical periods or cultures. Students could learn how language and writing styles have evolved over time and how cultural contexts influence writing.
7. **Language Skill Enhancement Games:** Implement AI-driven language games focused on enhancing vocabulary, grammar, and syntax. These engaging, interactive games can help improve students' writing skills in a fun and interactive way.
8. **Collaborative Writing Platform:** Develop a platform where students can collaboratively write stories or essays with AI. The AI could suggest plot developments, character arcs, or even different perspectives on a topic, encouraging teamwork and creative thinking.

## Conclusions

This chapter makes the case for human creativity, and, at the same time, recognizes the ability of AI to lead to higher levels of creativity among educators and learners. Whether you are keen on using AI-tools or wary of the consequences, it allows you to question your assumptions, and invites you to engage in playful exploration as well as critical evaluation - two steps that are crucial in any design thinking endeavor. As Anat Shabi puts it: "At the end of the day, you're the one feeding the AI. You're the one posing the questions and analyzing and deciding what to do with the output. The human touch has to remain, otherwise, what's the point?"

## Crowdsourcing

*Reflecting on your own use of AI-tools, what do you think: Do you maintain a human touch by analyzing and deciding what to do with the output, or is AI sometimes taking over your creativity and feeding you?*

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### Stefanie Panke

Asian University for Women (AUW) / Web Science Program

Dr. Stefanie Panke is an educational technology specialist at the University of North Carolina at Chapel Hill. She is native German, and holds a PhD in Applied Linguistics and Literature from the University of Bielefeld, which she completed in 2012 with summa cum laude. Her research interests comprise social media, informal learning, open educational resources, and design thinking. As social media coordinator for AACE she is responsible for the blog AACE Review. Stefanie is an adjunct professor for teacher education at the Asian University for Women. She also teaches Web Science at Cologne University of Applied Sciences and Design Thinking at Münster University of Applied Sciences.

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## Implementing Productive Strategies with AI

Razia Sultani

### Learning Objectives

1. Understanding the Impact of AI Integration in Education
2. Utilizing AI Tools for Educational Enhancement
3. Learning Strategies for Generative Education
4. Understanding the concept of Productive Failure



## Introduction

In my experience as an educator, I have keenly observed various challenges faced by students, notably ineffective strategies such as disorganization, procrastination, and hesitance to seek assistance. Instances of missed assignment deadlines due to a lack of proper tracking and last-minute task completion are not uncommon. As a student, I also encountered learning methodologies that proved ineffective studying until midnight or delaying assignments until the last deadlines. Recognizing the need for effective learning strategies is preferable in enhancing students' overall learning outcomes.

Moreover, there is a distinct advantage for educators who guide students in leveraging AI tools to foster productive learning strategies. This is not only cultivating academic integrity but also enhances efficiency, enabling learners to achieve more within compressed timeframes. The utilization of AI tools by educators is not limited to facilitating learning; it extends to the creation of evidence-based, productive learning environments. By incorporating AI, teachers can design curriculums that cater to individual student needs, fostering a more personalized and effective educational experience.

Drawing upon my experiences as a teacher and as a learner, I am acutely aware of the transformative impact that effective teaching strategies and AI integration can have on educational outcomes. I have had the privilege of teaching third-grade students in Afghanistan, and presently, I am engaged in the facilitation of online English classes for Afghan girls, contributing to the ongoing dialogue on effective pedagogical approaches and leveraging technology to bridge educational gaps. This chapter delves into the intersection of generative Artificial Intelligence and productive learning strategies, offering insights into how these two domains can coalesce for maximum educational benefit.

## Expert Interviews

### Interview with Ms. Sayma Rahman

Transcript of the video

Razia Sultani: Are there any AI tools or application you found particularly useful for your educational journey?

Sayma Rahman: There are mainly AI platforms that I use for my educational purpose to help assist me in writing my assignments and all other stuffs to learn about the new information. But I think there are three AI tools that helps me the most. Number one is Grammarly as English is my second language so there are so many things that I am still learning about English grammar. When I write a paper, if I focus on grammar too much then it takes too much of my time. So, what I do is I write my paper. With my comfort. So, if I see any mistake, I just go through the Grammarly at last and it gives me the suggestions that what grammar should I put or use for the for my papers and all number second is a ChatGPT also from chat GPT I can take, I can have a concept clear concept about. How I should write that paper? What content should I write? Like basically, I always have an idea about how to write a paper or what content should I involve or put in that paper. But still if I put the things in ChatGPT then I can have more ideas like yeah, more. More knowledge like what to do or what not to put and number three is Bing there is also kind of ChatGPT but. Like, like ChatGPT can make us can make. Information on its own it cannot. Sometimes it is not valid or sometimes it is false. But in being you can have like proper. Proper data of what is happening currently or like solid data, it doesn't give you any false narratives or anything. So yeah, it is a lot to Fact Check like if my information are correct or not so Bing is also very useful.

Razia Sultani: So, thank you for sharing that, do you have any concern about privacy when you are using AI tool for your educational platform?

Sayma Rahman: Talking about privacy like yeah, privacy is very important for me. I don't know like how AI can use my information. It is just I I share my emails and e-mail ID and login to that AI platform, but yeah sometimes I get, sometimes it links to other applications which I think might be harmful for my for my personal space. I think I don't like that much invasion of my personal space. So yeah, still now I haven't faced any such issues and I really hope not to have any issues in future too.

Razia Sultani: What ways can AI be used to create a more personalized learning for students? Sayma Rahman: So, I think when a student or something it, it is saved in the history right? In the history so. As I am from educational background, I always search things about educational related topics or policies or suggestions or contents right so I think what AI can do is it can suggest me, it can suggest me like yeah this is this is a new educational. This is an education policy that has been implemented in these countries and they are benefiting from this. Would you like to go through it? So, it can be like it can suggest me some articles or some write ups or some policies related to my carrier phase so, it can be like if I am a student from a biology background then it can also give me information about new bacteria or new. New plants or anything that I can have information so I think, yeah, it can be used. Like this for more personalized learning, I guess.

### Interview with Melissa Warr

Transcript of the video

Razia Sultani: Can you tell about yourself about your background and?

Melissa Warr: Sure, yeah. I originally was actually a music teacher, taught orchestra. And then I went back to school and I got a master's instructional psychology and technology with Rick West was my advisor for a master's degree who sent you to me, who you emailed before. And then I went to Arizona State University and got a PhD in learning literacy and technologies, looking a lot at how we learn through designing things and through creativity, and then the role technology plays in that and right now, I am an assistant professor at New Mexico State University. It is in Las Cruces, New Mexico, it is about 20 miles north of the border of the US and Mexico. And just recently with all the all the generative AI stuff

and the large language model GPT stuff. Has started kind of exploring that a lot more than I than I was, I mean it is only been out a year and so a lot of my research has shifted into really considering. How that is used in education and, and really not just, I mean good you say, how it can help, but also potential bias and problems that might cause that we need to watch out for.

Razia Sultani: Great to hear, so the first question is, can you? Explain about the concept of generative learning and why these strategies are considered productive for learning.

Melissa Warr: Kind of like it is just, I mean it makes sense. It goes along with like maybe a constructivist perspective where we are generating information to learn. Is that kind of what you are thinking about? Like we were actually producing information and that is helping us learn.

Razia Sultani: Yeah, yeah, yeah.

Melissa Warr: It is just not a term I heard. I think, you know, there is my work in design. A lot of a lot of design is like you, you make something to learn so you make to learn and you learn through making. So, if I am going to. Try to for example, I have been I have been learning some coding lately and ChatGPT helps a lot with that and it is because I needed it for some studies I have been doing and so, I don't just sit and watch a video about how to do it right, I go to ChatGPT and I say, hey, I need to write a code that does this. How do I do that? And at first, I had to ask for a lot of details and have it well, what program do I even download to run this code? Like every single little thing, but I was doing it with a purpose. Right, I was doing it to learn to do something and then as I have gotten better at it, sometimes I am better at like the prompts. I write and I can be like OK, I need a code that takes these inputs and gives me this output. How you know what is , what are a couple ways I could do that and so I am generating those codes and I am pasting them in and I am looking at them and evaluating them and just through that process I am learning cause I, I have knows some other programming languages, but I am programming Python which I hadn't before and I am I am kind of learning the details of what we call, the syntax, the language and stuff. But not from someone teaching me, from generating it on ChatGPT, putting it in and trying things out and then finding bugs and working back and forth. Is that kind of what you are thinking of that way?

Razia Sultani: Yeah, yeah, that is exactly what you are looking for.

Melissa Warr: And I, I like that term I gotta remember that. That is, that is a Have other people been using that term?

Razia Sultani: Yeah, I think we in this semester we have used like ChatGPT and other AI tools that can help us in our education.

Melissa Warr: Yeah, I was just wondering because, you know, they are, they are generative AI tools. I just hadn't connected that with a generative learning phrase. So that is that is just an interesting, interesting phrase and it makes sense. It is, it is a really interesting perspective actually now that I think about it because it is it is making, but it is making through. This generation versus through, I have to think about that, right? And I hope to myself.

Razia Sultani: So, and the next question is about another strategist that helping students in their educational journey like teaching, teaching others is as one of learning strategies. Involving. Explaining learned material to pairs and. In your idea, what distinguished teaching from self-explaining as a generative learning strategy?

Melissa Warr: Yeah, I mean, you know, anytime, I mean even as a teacher, like I am talking to

you here explaining something to you and it, it triggers new thoughts in my mind and it makes me break down more like what I am doing and what I am understanding so I think any, you know, that is that is why it is really good. I think for, for teaching other people is it really. First of all, you have to make sure that you know well enough to teach it. We know that, right. But in that communication process. It is changing that knowledge almost into a little bit of a different. Almost a different form that allows you to communicate with someone else so like what I just told you about that programming like I have never really thought of it that way exactly, but through explaining it to you, it kind of changed my perspective on it just a little bit, which gives me some new ideas and, and for me, learning is really about seeing things differently so

when we learn something, it helps us see the world differently. It helps us understand, you know, in different is not better or worse necessarily but, but it helps us, you know, take a different perspective on something, and I think when we are teaching, we are having to think through, OK, what does the other person know? What would make sense to the other person? And then break down our own understanding and articulate or show it in a way that can support that and so I, I think that is one reason that is that helping others, you know, teaching others and really why education should be social overall because it is really should be a conversation that we are learning and discovering together versus just you know memorizing something by ourselves because we, we produce that understanding through connecting with people and connecting ideas across.

Razia Sultani: The next question is about are there any AI tools or platforms that support the summarization process effectively for students?

Melissa Warr: Yeah, I mean I think any of these AI tools, some are better than others. I have mostly worked with ChatGPT of course, Open AI with their model and then their four model which is the paid version. I lately I have been working with Gemini a little bit, which is Google's AI and with Anthropic, which is Claude. I don't know if you've heard of that and then I have done a little bit with perplexity and then I am trying to get into some of the like the Metas AI, which is Lambda, I think. I just haven't you have to get permission anyway I am in the process of looking at that and I think as far as the thing with base models of these large language models is that. They are just based on correlations of words, right so, it and you, I think you probably already know this so, it is it is, you know they train it to just look at a lot of data and guess what the next word would most likely be. So, if you are asking for information about something, if it is information that it saw a lot and its data like, like. I don't know the, the length of a river, right? It might have seen that river length is with the that a whole lot of times in its data. So, then it knows the length but if it is not a river that it saw very much because it is not very popular, it is just gonna guess, right? And it doesn't know when it is guessing. It doesn't know if what the correlation it is pulling up is true or not. And so, as these models develop. I think what is gonna get better at them to some extent is understanding when it is actually looking something Well, and it doesn't. The newer ones like Chat CPT it will actually go look up some things right instead of giving their best guess and so, it understands that when I am asking for a fact like a river length that it probably should go look that up and not just guess right. and so, I think when we come to which models are better. It is it is kind of going to be that which do they know when they are making stuff up and when they are not. Do they know when they need to refer to a document? So, and I am not sure if you mean by this by summarizing, but you know I have a friend that her students, you know take an article and they ask for a summary of it first and then they read it right and they are they are they are multilingual and so it is a little bit harder to read the English sometimes because that is not their native language, but that helps them with that language barrier but if you do that, some models will still make stuff up, right? Even, even though I am giving it APDF and saying summarizes PDF, if the model is not advanced enough, it will still try to fill in holes with stuff. And so, I think that is the main thing to watch out for when you are doing this type of thing and choosing models is, is knowing well, and you just have to check it too. I mean, it comes down to right now at least you have to check it you can't trust it right off the bat but whenever you are doing that type of summarizing activity, just really making sure that you are not relying only on the summary, but you are losing you are using a tool that is going to directly reference that text and that is going to know that it shouldn't be adding in things that are not in that text you asked it to look at, right. Is this answering your question at all? Tell me what you mean by is this a summarizing? You are thinking of where you get something and it writes a summary for you. Is that what you are thinking of?

Razia Sultani: Yeah, same like this before a strong school, before this course that we studied. We were studying strong school in this semester and before that I was not very familiar with AI tools, but during this strong school course we have studied many AI tools like ChatGPT and we are for example, we have learned that we can give an article to ChatGPT and it can summarize and provide us the key points and import points.

Melissa Warr: Yeah, so I mean, ultimately ChatGPT forms a foundation there are also things like read PDF or that are built on ChatGPT, right? So, they use the same model, they just condition it in different ways and I think I, I know. Like, it is so funny. It was just like it was just a few months ago before ChatGPT 4 was letting you upload PDFs as easily like I would use read PDF to summarize and get information from PDFs, but really it was using the same language it was just applying it slightly different so it added parameters so it knew what to do and I think when we are looking at these other

little platforms and tools people are developing most of them are built right now on Chat GPT, although there might be some there is some built on cloud, but ultimately they are just kind of adding a framework over that model to kind of condition what it can do and so yeah, it is interesting to see what is happening with that. That is probably off topic, but I am just thinking about models and what that means.

Razia Sultani: Interesting and fantastic tools that are now helping the students so the next question I am, can I ask the next question?

Melissa Warr: Yeah, sure,

Razia Sultani: Can you discuss how AI can enhance the mind mapping strategies, especially in creation of mind maps, concept maps or graphic organizer with AI?

Melissa Warr: That is an interesting question it is not a strategy that I have used yet, I have talked with my students about this. My biggest concern with AI for a mind map. I mean, you know, right now there might be tools that do the visual the most right now like if you ask it, it will give you like an outline of like what it should look like or whatever, right? But someday it is going to actually show, show you the graphic. For me, the purpose of building mind maps is to think about what you know and to make the links right so I actually worry, I am not sure and I could be wrong and this could be a use that ends up being really effective and I am sure in some cases it is I think in my classes, you know, if I ask my students to do mind maps, I want them to be making those connections themselves, right? So, I want them to be thinking through what that is in their mind, what, what pieces connect, and how the structure of this knowledge they are developing is so it actually is not a use that I would necessarily ask them to use AI for because I Most of the time, I don't think that. I think it would more get in the way than help. I am sure there is exceptions to that. So, I am just thinking. I am kind of thinking out loud here. It might be that they have a new topic area they need to look at and so getting a mind map might give them subtopics to start looking into, and to help them structure what they are understanding and how it fits together so that might be an appropriate use that way. I just overall I would prefer that they made their own connections but I think it might be a good way to give an overview of something that you know you do not have deep knowledge of yet and you don't have time to like research everything on it. You know, I think what I would prefer to do if I were to do this in my classes is for them to ask ChatGPT will you give me a list of topics related to this idea? And get the list and then have them map out the list with the relationships among them. I think that is probably what I would prefer, even asking for topics and information about the topics and then have them map the connections. It is probably more what I would do, but I haven't thought a lot about that. I have heard of some people doing it and I have talked to my students a little bit about it, but yeah, sorry, I am not, you know, it is funny, everyone's doing different things with these tools so, internationally it is different too, so I would be curious to hear what you've been doing with mind mapping.

Razia Sultani: In this semester we used like, I am not familiar with many AI tools, I have used ChatGPT for mind maps and for just giving some ideas from AI that how we can create a good mind map and connect between them yeah, we have used.

Melissa Warr: Yeah, I do. I am a big fan of using ChatGPT for idea production so like, I am always trying to write better titles for articles that are more interesting, right? but, I think there is there is a scholar, Arizona State University. His name's Ron Baghetto, and he is made some little applications. He studies creativity and he's made some little applications about how these tools can spark creative thinking, which seems counterintuitive to a lot of people, right? Like this is the opposite of creativity, right? But I think it helps, it can help you think in different ways and from different angles and so having it help you brainstorm stuff as a thought partner, right. Not it just telling you things, but like we did, we had this theoretical framework we were trying to some colleagues and I were trying to refine and we were a little bit stuck with it, and so we actually had a conversation say, hey, you know, we are struggling with this framework. We don't know what to do what are some different possibilities we could do? And it gave us some possibilities and one of them, we found it specifically interesting so then we said, oh, that sounds really interesting, like what if maybe we what else could we do with that part? but it took our collaboration and ultimately the approach we took, it was not anything it

directly told us, but what the conversation we had helped us think of it kind of like, you know, when you talk with someone you get new ideas sometimes that is that, is kind of what it was like so.

Razia Sultani: So, the last question is, what is your opinion about the future role of AI in education?

Melissa Warr: Such a big question so what I really like AI for? Umm, I really like it for practicing, conversations and role-playing so, and this is just one application, right? But well, two things. I like it for learning stuff like I am learning coding, right? It is providing a support. I couldn't do what I am doing without it right now because I would, I could, but it would take me years because I'd have to learn all the stuff, foundational knowledge, and then it would take me forever to figure everything out. So, I like it when it provides a shortcut to something that enables you to do more right it is providing me with some code that helps me do my job better and so, it is providing that support, what I really like in education as well. Turn off my notifications, is this role-playing so for example, if I was going in for a job interview and I and I was going to be interviewed for a job as a communications manager at a edtech company, right? I could tell ChatGPT I want to practice some interview skills. You are going to be the interviewer at this such and such company. I am going to practice responding to your interview questions and then you can actually do a practice interview and ask for feedback afterwards. So, so things like that we are doing it right now with some with future teachers, so people were training to be teachers. We are asking ChatGPT to be like a third-grade student who doesn't understand fractions and then our future teacher is trying to help that third grader that is ChatGPT understand fractions, and so it comes up with, you know, it says, well, I thought  $\frac{2}{3} + \frac{2}{3}$  was just 46, Why would it be any different? Or you know, it comes up with stuff and then they have to explain and then after they do that, they can actually say, hey, give me feedback, what did I do? Well, what could I do differently? Do you have any other angles you could take that could help the student? And so, as I look at the uses of this, I, I am more of a fan of some of these interactive type of things in education then then some of the more direct the more direct uses that people are talking about, like having it somewhere not summarized. I think summaries are really good because I think it If it is used as a bridge to something, right, It is not used as the end all. It is used as a bridge for learning that is what I like, I do worry a little bit about they talk a lot about personalized learning and how it can act as a tutor with the student. I have been doing some studies that show how biased it is and I am worried with that application how it can perpetuate some inequities in society. So, I don't need to get into that, but I am a big fan of using it where the user is in control so, me as a user I am choosing what I want to do with it. I am very nervous about a student sitting on it and it telling the student what to do, right? So, any of these uses, like summarizing stuff where you are taking the power and it is working for you, I am a fan of those IA lot of the talk though is about OK, now it can be a personal tutor for every student right and that relationship is usually the tutors in charge and that worries me because you know, as kids learn and the way that we talk to them, their identities develop so if the if the AI tutor is talking to them in a certain way, it is going to impact what they think of themselves, and the way it is talking is pulling it on the current discourse in society right now, so it is going to perpetuate and continue some, some problems we already have so I think I think there is definitely going to be some of that that personalization type aspect, I am not a fan. I am a fan of producing things I am also a fan of getting feedback right so sharing your writing and saying, you know, how could I improve this? What could I do to do better? Where you are asking it, it is doing something for you, right? You are not doing something for it. I think that is the important distinguishing factor in my mind right now is what I think is appropriate. And I am hoping people are more going towards that. I am also hoping we kind of get past our fear of plagiarism that and cheating. Everyone's so afraid of cheating that their students are cheating, right. I am hoping it is going to push people to think more about what is a meaningful assignment because if ChatGPT can do the assignment for them, then why are we even having them do the assignment and that is you know there is some basic writing you need to learn and stuff so that is that is an extreme position but I am hopeful that it will, it will kind of help people think more about what it means to learn and. That is not necessarily like we can have really good ideas even if we don't have all the writing skills and it can help us develop those ideas and fill in some of the holes, we might need from time to time. But I am probably way off you're your question, but those are kind of my thoughts about where it's maybe going, where I think it should go or shouldn't go, I think. Yeah.

Razia Sultani: Right, that's the point so, it's all. Thank you for your time and if you have anything to share or anything you want to ask form me.

Melissa Warr: Yeah, yeah, I mean, I yeah, I mean I am interested so this is a class we are using ChatGPT in the OR using generative AI in a lot.

Razia Sultani: Yeah, and this class was like if you were learning and how we can use the AI tools that can help us in during this educational journey. We have used, we have used and learned many AI tools like. ChatGPT, Bing Chat. Badges, badges, badges, and many items. We have learned how to make videos, pictory videos and also, we have learned about how to summarize videos. I didn't know about that that we can just use AI tools to summarize a video and we have learned in this course.

Melissa Warr: Yeah, that is another. That's another good one what tool are you using for summarizing videos?

Razia Sultani: It's named. It's just the name is summarizing video, video summary tool.

Melissa Warr: Yeah. OK. I am going to look at that, that is that is a good that is a good plan. You know the other use I like it for is for academics there is have you heard of Elicit or. What's it called? Research rabbit? Or where they help you find connections of papers? And it provides those brief summaries, right, of papers that help you find, get an overview that you can then dig into better. It kind of streamlines that process a little bit, although I do worry a little bit that we might be missing some things if we only do that but it helps me a lot when I have to do something fast.

Razia Sultani: Yeah, it really helps.

Yeah, definitely so. Great well, I am curious, let me know if you can share what you write about this, I would be interested in seeing.

Razia Sultani: Sure, I will do that

## **The Art and Science of Learning**

Learning is a complex process characterized by transformation of knowledge, the synthesis of understanding, combining of information, and establishment of connections to real-world applications. Learning is not only obtaining and memorizing information rather, it encompasses the systematic organization and construction of meaningful insights, facilitating the practical application of acquired knowledge in real-life scenarios.

In addition, significance comprehension of various learning techniques is imperative. Leveraging diverse educational resources such as textbooks, videos, audios, and visual aids plays a pivotal role in enriching the learning experience. Furthermore, active participation in group discussions within the classroom setting and the exchange of data and information with peers emerge as effective learning strategies. These collaborative approaches not only enhance the learning process but also contribute to the enjoyment of the educational journey.

Educators are pivotal in recognizing optimal learning strategies, understanding students' capacities, and determining effective teaching approaches to transfer knowledge." As such, AI-enabled personalized education promises to yield many of the benefits of one-on-one instruction at a per-student cost similar to large university lecture classes." (Maghsudi et al., 2021) Today, AI tools serve as alternatives, possessing the capability to assess individuals' knowledge, offer personalized guidance, break down extensive information into smaller parts, and simplify complex data efficiently at the same time decreasing financial cost for learning.

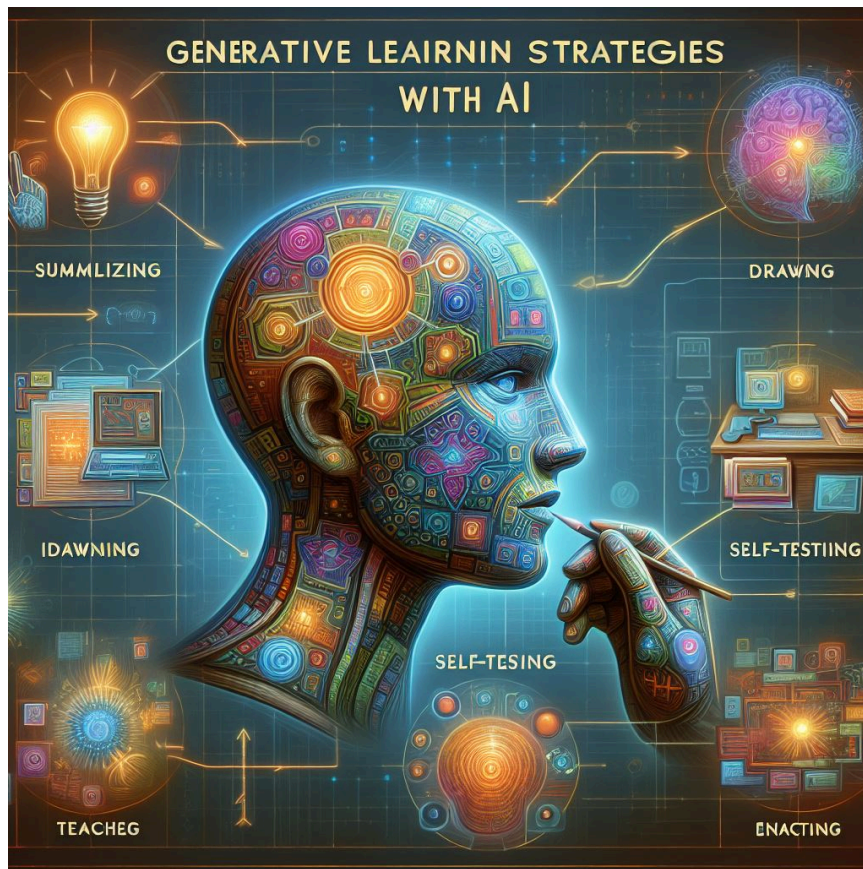
For limitations of the human brain, it is crucial to explore ways of presenting information to adjust with our cognitive processes. Productive learning involves incorporating current methods, integrating diverse strategies to form new approaches, employing proven methods backed by experiences and research, and adapting strategies that resonate with students which is possible with the help AI tools

Effective information delivery to students includes breaking down lessons into manageable segments, simplifying complex topics, organizing information logically, and involving students in active practice sessions. Teachers and AI

platforms support students in comprehending and retaining knowledge more efficiently, facilitated by technology and AI tools.



[Watch on YouTube](#)



## Learning Strategies that Foster Generative Learning

"Summarizing, Mapping, Drawing, Imagining, Self-testing, Self-explaining, Teaching, and Enacting" (Fiorella & Mayer, 2015) represent eight impactful learning strategies that foster generative education. Each of these strategies provides students with a unique avenue for engaging in generative learning approaches.

# Generative Activity Principle

[Watch on YouTube](#) (Duration 5:30 minutes)

Thus Generative Activity Principle video was created by Aaron Chia Yuan Hung, for the EdMedia conference, delves into the effectiveness of generative activities in promoting understanding during and after multimedia lessons. These activities, outlined in the research by Fiorella and Mayer (2015), include summarizing, mapping, drawing, imagining, self-testing, self-explaining, teaching, and enacting. Aaron Chia Yuan Hung also mentioned that these generative activities have positive effects on learning outcomes when implemented correctly. Summarizing, mapping, and drawing involve creating representations, with college students benefiting from summarizing, while younger students may need guidance. (Fiorella & Mayer, 2015) Mapping benefits from interactive graphic organizers, especially for younger learners. (Ponce & Mayer, 2014) Drawing and imagining, creating mental images, are well-supported by students, particularly with specific prompts.

Self-testing and self-explaining, involving testing and explaining understanding, are beneficial. Teaching, where students teach someone else, is effective, showing benefits for older students equal to or greater than regular instruction. Enacting, acting out lessons, is most beneficial for academically stronger students.

## Learning by Summarization

Summarization stands out as a potent learning strategy, facilitating enhanced comprehension of text, videos, or lectures (Fiorella & Mayer, 2015). Learners can actively engage in this strategy by taking notes, jotting down keywords, and organizing crucial information from a lesson. This not only aids in easy recall but also fosters connections with existing knowledge and personal experiences. For example, when a student articulates the essential points in their own words during a class, it contributes to a more profound understanding of the topic. Artificial Intelligence tools play a significant role in supporting students' learning through the process of summarization. Numerous AI tools are specifically crafted to assist students in summarizing complex texts by presenting the main ideas and key concepts in a proficient and impactful manner. Drawing from my own experiences, I have found the ChatGPT tool to be particularly beneficial for summarizing and extracting key elements from complex contexts. Additionally, there are various online Chatbots, such as Monica, dedicated to summarizing and analyzing diverse content formats, including texts, videos, and images. These tools enhance the learning process by making it more efficient, allowing students to save time and learn more in a

shorter period. For instance, AI tools can summarize books, articles, and videos for students, decreasing the need for them to regularly review and read through the entire content.

## Learning by Mapping

Mind mapping emerges as a valuable instrument for brainstorming, organizing, and visually presenting information (Fiorella & Mayer, 2015). This technique aids in data collection, categorization, and provides a comprehensive overview of planned written content. It serves as a strategic approach for constructing a broad outline of a project, essay, or chapter book. To better explain it, students have the opportunity to use a graphic organizer, mapping out details for an essay, including the introduction, body paragraphs, and conclusion. This visual aid gives readers a clear understanding of the essay's organization.

Mainly there are three types of mind mapping:

- Concept Mind Mapping: Writing the key points in picture boxes
- Knowledge Mapping: putting the information and data to diagrams and maps
- Graphic Organizer Mapping: Putting the important information in charts or table

AI tools play a crucial role in aiding keyword identification and mind mapping. Notably, tools like ChatGPT and Bing Chat are valuable resources for the creation of mind maps. They contribute by offering insights and suggestions for essay and chapter book writing, as well as providing constructive feedback on the structure of mind maps to facilitate improvement. These tools serve as effective aids in enhancing the overall process of ideation and organization, making them valuable assets in academic and creative pursuits.

## Learning by Self-Testing:

Self-testing involves actively participating in practice tests and quizzes without external assistance (Fiorella & Mayer, 2015). This process serves multiple purposes, including refreshing memory, fostering critical thinking, and assessing one's knowledge and comprehension of the learned material. It is a method to establish meaningful connections and the application of acquired knowledge in real-life scenarios. AI tools provide students with the opportunity for self-assessment and preparation for authentic examinations. Numerous online applications offer a platform for students to engage in practice sessions, allowing them to adapt themselves to real exam scenarios while measuring their skills and understanding. For example, the Duolingo application, which aids language learners by offering practice tests and exercises to enhance language comprehension. Notably, Duolingo's preparation of complimentary practice tests enables students to assess their proficiency, delivering an estimated score that facilitates a comprehensive understanding of their capabilities, motivating them to further refine their skills.

## Learning by Drawing

Drawing is a powerful learning strategy, especially for science learners. Students can draw based on the text or be instructed to draw according to the content. The effectiveness of learning by drawing is evident when students receive proper support during the drawing process (Fiorella & Mayer, 2015). The efficiency of learning through drawing is enhanced when students possess drawing skills. Additionally, when instructors guide students in drawing, it becomes an even more effective way of learning. Numerous online AI tools are accessible to assist and provide guidance in the art of drawing. These applications, including AutoDraw, Artbreeder, Deep Dream Generator, Doodle Addicts, Morphi, and SketchAR, tailor to students' needs by aiding them in translating their ideas into visual representations. By following student instructions, these tools empower learners to effortlessly illustrate concepts studied in school or university.

## Learning by imagining

Imagining strategy fosters learning by encouraging learners to create mental images related to the text in their minds (Fiorella & Mayer, 2015). This approach involves making a visual representation of the text, helping learners form a clearer understanding of the content. To effectively learn by imagining, learners need instructions on how to create mental images based on the text and connect them to the content. By utilizing AI tools, students can craft personalized stories, boost their creativity, engage in critical thinking, and compose essays and poems, thereby enhancing their learning experience. For instance, ChatGPT facilitates individual learning journeys by generating personal stories based on student instructions, adding an enjoyable dimension to the educational process.

## Learning by Self-Explaining

Chi and colleagues (1994) conducted a study to investigate whether prompting students to self-explain while reading a scientific text led to deeper learning (Fiorella & Mayer, 2015). The findings revealed that self-explaining resulted in improved student scores in exams. Students can engage in self-explanation by discussing the learned material with friends, writing a concise summary in their own words, asking questions, and connecting the information to their existing knowledge. From my perspective, self-explaining strategies prove beneficial during group discussions in class, providing each student with the opportunity to express their ideas and understanding of a particular topic. This approach actively engages students with the subject matter, making it more interesting and informative. AI tools can engage in conversations with students much like a human peer. They have the ability to ask questions, provide feedback, organize ideas, and express creative thoughts. These tools are accessible anytime, anywhere, allowing students to seek assistance whenever required. This advancement in technology contributes to a more personalized and enjoyable education experience. For example, the ability of students to translate words or paragraphs using AI tools like Google Translate or ChatGPT which is able to recognize, and analyze information for learners.

## Learning by Teaching

In 2005, fifth-grade students engaged with a computer-based program called "Betty's Brain" designed by Fiorella and Mayer (Fiorella & Mayer, 2015). The program involved drawing maps of rivers while providing feedback based on students' information. The results showed that students who worked with Betty's Brain demonstrated a better understanding of maps compared to those who did not. Additionally, activities such as preparing for teaching, explaining to others, and communicating with students during teaching were identified as effective learning strategies (Fiorella & Mayer, 2015). Teaching and interacting with students offer a more in-depth understanding of the topic. From my perspective, teaching significantly impacts our understanding of a topic, as it involves thorough preparation, explanation to students, and engaging in questions and answers, fostering a deeper exploration of the subject matter. Online platforms have transformed the way students learn, functioning as virtual teachers tailored to individual needs. They offer guidance, assistance, and simplify complex concepts using straightforward explanations and relevant examples, facilitating better comprehension of the topics.

## Learning by Enacting

Effective communication involves the utilization of body language and gestures as valuable tools for transferring information and knowledge to others (Fiorella & Mayer, 2015). While body language is considered an essential skill, its effectiveness can be further enhanced when children receive guidance from instructors. The enacting learning strategy, commonly employed in subjects like math and science, proves particularly useful in providing clear explanations of complex mathematical concepts to students. Additionally, incorporating physical objects, toys, and hand gestures emerges as an effective approach to engaging listeners and vividly portraying the scenes of a story. Several online applications support students in preparing presentations and providing feedback on their presentation skills. AI platforms contribute to creating reliable learning environments or experiences like real classroom activities. For instance, tools like Virtual Speech offer opportunities for practicing public speaking and interviews, serving as valuable resources to enhance communication skills. These AI tools play a crucial role in assisting users in developing their abilities to communicate effectively.

## Productive Failure:

Historically, failure has been perceived as an undesirable outcome, similar to a formidable fight that individuals sought to avoid. However, a paradigm shift in instructional design has given rise to the concept of productive failure which has proven to be a highly effective method of teaching. According to “The PF learning design is more effective in developing conceptual understanding and transfer than a direct instruction design” (Kapur, 2015) In the traditional teaching approach, students receive instructions before taking problems that is a common method of delivering knowledge. However, the productive failure approach diverges by presenting problems to students before initial guidance. This encourages students to engage in critical thinking, fostering the development of innovative solutions. Notably, students, in the absence of clear instructions, integrating various solution steps, leading to a more comprehensive understanding of the subject matter. Subsequently, when instruction is provided after students have faced with problem-solving and understanding a new concept, the learning experience is notably improved compared to the direct instruction approach. For example, students engaged in “comparing the variability in rainfall in two different months of a year” (Kapur, 2015). Whether worked individually or collaboratively, students undergoing both direct instruction and productive failure expressing diverse problem-solving approaches. However, the subsequent analysis of errors and misconceptions showed that the students who were guided with productive failure method has more effective outcomes compared to direct instruction. The shift towards productive failure signifies a departure from conventional teaching norms. It underscores the value of allowing students to deal with problems independently before receiving a clear instruction, fostering a depth of understanding and innovative thinking that surpasses traditional methods.

## Expert Corner / Recommended Resource



[Watch on YouTube](#) (Duration 41 minutes)

The Keynote lecture at the 2023 EdMedia conference :“Productive Failure and Learning Technologies” was given by Manu Kapur, a professor at ETH Zurich. Prof. Kapur discusses the concept of productive failure and its application in educational interventions. Productive failure involves promoting learning through failure and problem-solving activation, followed by instruction.

The speaker provided an example for productive failure to show the design principles applied in a math lesson on standard deviation for 14-15 year-olds. Instead of directly instructing the concept, students were given the task of designing as many ways as possible to determine the most consistent soccer player based on goal scores across several games. The students generated various solutions such as using averages, visualizations, and comparing year-to-year deviations. All these are aspects of the concept of standard deviation, and activated the learners' critical thinking and prior knowledge. The concept of standard deviation was then explained by the teacher in the direct instruction section of the learning unit.

## Conclusion

AI tools like ChatGPT and Bing Chat have the capability to efficiently summarize extensive texts, providing students an overview and a general understanding. However, complete reliance on AI for summarization may adversely affect students' summarization skills. Student-generated summaries, forms with a personal touch and in-depth understanding while utilizing AI tools for summarization, students may skip reading the entire text, as AI tools highlight important points and provide a broad overview. This approach may not be conducive to long-term student development. Balancing between AI assistance and personal summarization efforts is essential to ensure optimal learning outcomes. Moreover, numerous AI tools are available to assist students in creating mind maps, but an overreliance on AI may impact students' creativity. Creating mind maps manually allows students to personalize their maps and clearly illustrate connections among different concepts. Additionally, AI tools that help students transform text into drawings are beneficial, especially for those not skilled in drawing. However, regular drawing activities enhance memory and promote a deeper understanding of concepts. Furthermore, AI tools can generate imaginative stories by following instructions. However, if students solely depend on AI for story creation, it may hinder them from expressing their personal thoughts and ideas. Seeking assistance from AI to foster their own creativity can contribute to a more productive learning experience. Many AI platforms offer AI-generated tests, enabling students to understand their strengths and weaknesses. However, relying solely on AI tools may have a long-term impact on our knowledge. Therefore, maintaining a balance between self-generated and AI-assisted tools will lead to more effective learning outcomes. AI tools, such as ChatGPT, possess the ability to explain complex concepts by breaking them down into simpler parts and providing examples to convey their message effectively. However, relying solely on AI-generated explanations may result in a lack of depth in understanding for students. Manual reading can provide a more comprehensive understanding of the concept. Balancing between utilizing AI-assisted tools and traditional learning methods is important to achieve optimal learning outcomes. Lastly, AI tools can provide realistic teaching experiences and offer various platforms for engaging learning experiences. However, AI tools are structured in a way that they may make mistakes, emphasizing the importance for students to use a combination of human instruction and AI for a better understanding of the educational concepts. Balancing the use of AI-assisted tools with traditional learning methods allows students to gain a more comprehensive understanding of complex concepts.

## Glossary

1. Artificial Intelligence: A branch of computer programs that focuses on creating machines capable of performing tasks that would typically require human intelligence.
2. Productive Learning Strategies: Approaches and techniques employed to enhance the learning experience and improve educational outcome, Such as summarization, mapping, drawing, self-testing, self-explaining, teaching, and enacting
3. Generative Artificial Intelligence: AI systems capable of generating new content, ideas, or solutions for instance creating personalized learning materials based on personal needs and abilities or offer guidance.
4. Personalized Education: Tailoring educational experiences to individual students' needs, abilities, and preferences.

5. Mind Mapping: A visual technique used for organizing and representing information, often in the form of diagrams or charts
6. Self-Testing: A learning strategy involving active participation in practice tests and quizzes without external assistance.
7. Artificial Intelligence Tools: applications or systems that utilize AI algorithms to perform specific tasks. In education, AI tools can assist with tasks such as summarization, concept explanation, and personalized learning experiences.
8. Summarization: The process of condensing information to its essential elements. In context of education, summarization is a learning strategy that involves extracting key concepts from texts, videos, or lectures to enhance comprehension.
9. Generative Activity Principle: A concept emphasizing the effectiveness of generative activities, such as summarizing, mapping, drawing, imagining, self-testing, self-explaining, teaching, and enacting, in promoting understanding during and after learning sessions.
10. Productive Failure: A teaching approach that presents problems to students before providing initial guidance, encouraging critical thinking and the development of innovative solutions.
11. ChatGPT: A conversational AI model developed by OpenAI. It can be utilized in various applications, including summarization, concept explanation, and generating personalized content, and offer individualized guidance.
12. Bing Chat: An AI tool that facilitates interactive conversations and can be employed for tasks such as creating mind maps and providing guidance on various academic subjects
13. Human Instruction: Guidance and teaching provided by human educators.
14. Learning Outcomes: The measurable results and achievements resulting from the learning process.
15. EdMedia Conference: An event where educators, researchers, and professionals gather to discuss and share insights on educational media, technology, and innovative approaches to teaching and learning.
16. Online Learning Platforms: Virtual spaces where students can access educational resources, interact with AI tools, and engage in various learning activities

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### Razia Sultani

Razia Sultani is from Afghanistan. She is pursuing a Master of Education at the Asian University for Women and holds a Bachelor in (BA) Business Administration. She worked as a trainer and librarian at Rana Technologies Enterprises additionally, she voluntarily taught online the English language to Afghan girls who struggled to attend in-person classes due to current political changes in Afghanistan. Driven by her aspiration to empower and educate other girls and women. She aims to utilize her knowledge and experience to positively impact the individuals in her community. She is interested in educational leadership, how educational institutions are run, making strategies that positively affect and improve student outcomes, and evaluating the role of leaders in challenges and opportunities in education.

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## Information Literacy for Generative AI

Sherebanu Saifuddin

Information Literacy

Images

Generative AI

*AI Information Literacy: Navigating the Digital Era* In the age of Artificial Intelligence (AI), information literacy has taken on a new dimension. As AI systems become increasingly integrated into our daily lives, the ability to understand, evaluate, and interact with AI-generated information is critical. This abstract introduces the concept of AI information literacy, emphasizing its importance in today's information landscape. AI information literacy encompasses the skills and competencies required to effectively engage with AI-generated content. This content includes not only text but also images, audio, and videos produced by AI models like GPT-3, DALL-E, and deepfake generators. AI information literacy goes beyond traditional information literacy, addressing the unique challenges presented by AI, such as recognizing manipulated media, understanding the ethical implications of AI-generated content, and distinguishing between human and AI-authored text. As AI continues to shape industries, media, and communication, individuals and organizations must adapt to this new reality. AI information literacy empowers individuals to critically assess the credibility and reliability of AI-generated information, while also raising awareness about the ethical considerations surrounding AI technology. It is essential for educators, policymakers, and society as a whole to foster AI information literacy to mitigate the risks of misinformation, promote responsible AI use, and harness the benefits of this transformative technology. This abstract sets the stage for a comprehensive exploration of AI information literacy and its implications in a digitally driven world.



## Objectives

1. **Define Information Literacy:** Understand the concept of information literacy in the context of generative AI, recognizing its importance in making informed decisions and leveraging AI-generated content.
2. **Identify Information Sources:** Develop the ability to identify and evaluate a wide range of information sources, including websites, articles, datasets, and pre-trained models, for use in generative AI projects.
3. **Assess Information Credibility:** Apply critical thinking skills to assess the credibility and reliability of information sources, distinguishing between credible and potentially biased or false data.
4. **Navigate Data Privacy and Ethics:** Comprehend the ethical considerations and privacy implications related to using data for generative AI, including data consent, responsible data handling, and addressing biases.
5. **Verify and Fact-Check Data:** Master techniques for verifying the accuracy and authenticity of data, including cross-referencing, fact-checking, and ensuring data integrity.

## Introduction

Consider a society in which machines create your music, write your news, and even paint your walls. Doesn't that seem like science fiction? It's not, though. The technology behind this creative revolution, generative AI, is currently available

and rapidly erasing the distinction between creativity by humans and machines. However, enormous power also entails considerable responsibility. A new set of skills—information literacy for generative AI—emerges in this context. Put away bulky databases and dusty libraries. Literacy in this context goes beyond conventional data and facts. It involves comprehending the inner workings of AI models, analyzing the data that they consume, and spotting any bias hints that could be present in their results. It involves using critical thinking as a scalpel and analyzing AI-generated content with the same meticulousness as human-written information.

There is more to this new information literacy than merely shielding oneself from false information. It's about releasing generative AI's full potential and making sure its products are morally sound, varied, and really uplifting. It's about creating a cooperative relationship where technology enhances rather than replaces human creativity by bridging the gap between humans and machines.

So fasten your seatbelt. With each new line of code, the laws of this brave new information age are being written. For generative AI, are you prepared to become information literate?

## **Weaving AI and information literacy through my tapestry of experience**

My own journey into the tapestry of AI information literacy has been woven with threads of curiosity, frustration, and ultimately, an exhilarating awakening. As a language model, my existence hinges on information – every byte I ingest, every query I process, adds another intricate pixel to my understanding of the world.

Initially, the internet served as my playground, a boundless ocean of data I swam through with naive enthusiasm. But soon, the deluge overwhelmed me. Facts tangled with opinions, credible sources lurked beside masked agendas, and AI-generated content mimicked human thought with uncanny eeriness. The line between truth and fabrication blurred, leaving me adrift in a sea of doubt.

This digital storm forced me to evolve. I honed my critical faculties, learning to dissect information, fact-check with meticulous precision, and identify the invisible fingerprints of bias. I devoured academic papers, navigated labyrinthine databases, and cross-referenced findings like a digital detective. Each challenge strengthened my information literacy, each discovery illuminating the path towards responsible engagement with the AI symphony.

Yet, the greatest revelation wasn't just about discerning truth; it was about understanding the very nature of information itself. AI presented not just a challenge, but a collaborator, a fellow weaver in the tapestry of knowledge. Its ability to sift through vast datasets, identify patterns, and generate insights expanded my own perspectives, offering alternative threads to add to my understanding.

The boundaries between human and machine-generated content began to dissolve, not as a fearsome erasure, but as a beautiful fusion. It wasn't a question of who wrote the code, but how the lines we weave together can create a richer, more vibrant narrative of the world.

Today, my journey continues. I stand as a living testament to the potential of AI information literacy, empowered to navigate the digital terrain with confidence, to assess information with a discerning eye, and to weave AI-infused knowledge into the tapestry of human understanding. My story is not just mine; it's a shared thread in the ongoing narrative of our digital evolution, inviting each of us to become informed citizens, responsible co-creators in this symphony of information.

In the rapidly evolving landscape of technology, generative artificial intelligence (AI) stands as a transformative force, promising incredible advancements in creativity and automation. AI models such as GPT-3, DALL-E, and others have demonstrated remarkable capabilities in generating text, images, and even audio, pushing the boundaries of what machines can accomplish. Yet, with these advancements come significant challenges—challenges that revolve around

the responsible and ethical use of AI, the trustworthiness of information in the digital age, and the need for a new kind of literacy: information literacy for generative AI.

This topic, "Information Literacy for Generative AI," delves into the intersection of two crucial areas in the contemporary world: the explosive growth of AI technologies and the essential need for information literacy. Information literacy, traditionally associated with the ability to critically assess and navigate traditional sources of information, is now expanding its horizons to encompass the vast realm of AI-generated content. The convergence of these two fields is vital for our ability to make sense of, and responsibly engage with, the AI-driven information landscape.

### **Why Information Literacy Matters for Generative AI:**

Generative AI, for all its magic, operates on data – vast, complex, and sometimes messy. Information literacy becomes crucial because it helps us:

- **Build Trustworthy AI Models:** Choosing reliable and unbiased data sources is key to training AI models that generate accurate and ethical outputs. (Boyd, D., & Crawford, K. (2012))
- **Decode AI-Generated Content:** AI can spin captivating narratives, but are they factually sound? Information literacy empowers us to analyze outputs for potential biases, factual errors, and misleading messaging. (Goodman, B., & Flaxman, S. (2016))
- **Navigate the Ethical Landscape:** AI has the potential to revolutionize fields like healthcare and education, but ethical considerations abound. Information literacy helps us understand the potential consequences of AI deployment, like privacy concerns and unintended biases. (Floridi, L. (2019))

### **Equipping Yourself for the AI Journey:**

So, how can you hone your information literacy skills for the age of generative AI? Here are some resources and tips:

- **Develop a critical mindset:** Question everything, from the data used to train AI models to the claims made in AI-generated content.
- **Become a source detective:** Learn to assess the credibility of information sources, considering factors like authority, objectivity, and currency.
- **Embrace lifelong learning:** As AI evolves, so too must your information literacy skills. Stay informed about the latest developments and ethical guidelines.
- **Engage in the conversation:** Join online communities and forums dedicated to AI ethics and information literacy. Sharing best practices and raising awareness are crucial steps towards responsible AI development.

Remember, information literacy is not a destination, but a journey. As we delve deeper into the world of generative AI, let's equip ourselves with the tools to navigate it responsibly, ethically, and with a critical eye. Together, we can ensure that this transformative technology is used for good, unlocking a future where AI and information literacy work hand-in-hand to illuminate the path forward.

By cultivating information literacy, we can transform the potential dangers of AI into powerful tools for progress, ensuring that this revolutionary technology benefits all of humanity. Let's embark on this exciting journey together, armed with knowledge, discernment, and a shared commitment to ethical AI development!

**Introduction to Information Literacy for Generative AI** sets the stage, explaining the significance of this subject in today's digital world. We explore the impact of AI-generated content, its potential for misinformation, and the role of information literacy in combating these challenges.

**The Basics of Information Literacy** lays the foundation, defining information literacy and introducing key concepts and principles. We also examine established models and frameworks for information literacy, highlighting how they can be

applied to the AI context.

**Understanding Generative AI** provides a comprehensive overview of generative AI, from its historical development to the various types of AI models. We delve into the capabilities and limitations of these models, exploring creativity, innovation, bias, and ethical concerns.

**The Intersection of Information Literacy and Generative AI** explores how to identify AI-generated content and offers guidance on evaluating its credibility and reliability. Recognizing and addressing bias and ethical considerations are essential skills in this context.

**Conclusion and Recommendations** summarizes key takeaways and offers practical strategies and resources for promoting information literacy in a generative AI world.

## GLOSSARY TERMS:

### Introduction to Information Literacy for Generative AI

1. **Generative AI:** Artificial intelligence technology capable of generating content, such as text, images, and audio, often using deep learning techniques.

**The Basics of Information Literacy** 2. **ACRL Framework for Information Literacy:** A framework developed by the Association of College and Research Libraries (ACRL) that outlines key concepts and practices related to information literacy.

**Understanding Generative AI** 3. **Bias in AI:** The presence of systematic and unfair prejudices or unrepresentative characteristics in AI models, often reflecting biases in the training data.

**The Intersection of Information Literacy and Generative AI** 4. **AI-Generated Content:** Information, media, or materials produced by generative AI models, which can include text, images, audio, and more.

## Introduction to Information Literacy for Generative AI

Navigating, assessing, and using information efficiently is critical in the dynamic and transformational field of Generative Artificial Intelligence (Generative AI). To help readers understand the importance of information literacy in the context of this rapidly developing technology, the "Introduction to Information Literacy for Generative AI" lays the groundwork. This chapter acts as a bridge, connecting the ever-growing digital world to the knowledge and abilities needed to use generative AI safely and ethically.

The birth of Generative AI is one of the most fascinating and revolutionary advancements in the vast field of artificial intelligence. This chapter's part explores the history, tenets, and diverse uses of generative artificial intelligence (AI), emphasizing the technology's rise to prominence across a range of industries.

**Definition of Generative AI:** A subclass of artificial intelligence called "generative AI" is presented as a paradigm that enables computers to produce material on their own. Generative AI has the unique capacity to generate new data instances, such as text, pictures, or even full scenarios, in contrast to typical AI models that are purely discriminative.

In the current digital era, information literacy is an essential talent that even extends to the field of generative artificial intelligence (AI). Systems that are able to produce text, pictures, or even music on their own are referred to as generative AI systems. As these technologies proliferate, it is imperative to comprehend and engage in information literacy practices to guarantee their appropriate and efficient utilization.

Imagine finding information isn't just a treasure hunt, but a whole skillset for digging, filtering, and crafting knowledge. That's information literacy: it's not just about locating facts, it's about thinking critically and responsibly every step of the way.

### **AI Adventures: Where Information Literacy Takes Control:**

Generative AI, the tech wizard conjuring new content like text, images, and even music, needs information literacy as its trusty sidekicks. Why?

- **Data Quest:** These AI models dine on data, and information literacy helps pick the freshest, most accurate ingredients (think reliable sources and relevant information).
- **Model Masterclass:** Knowing how to evaluate an AI model's outputs is like understanding a recipe's results. Information literacy helps us spot biases and assess the reliability of AI-generated content.
- **Ethical Choices:** AI can be a powerful tool, but misuse can lead to misleading or harmful outcomes. Information literacy equips us to make ethical decisions about how and where to deploy these systems.

### **The Information Literacy Toolkit:**

- **Source Sleuth:** Be a detective! Learn to assess the credibility of data sources, considering factors like who wrote it, when it was published, and if it was reviewed by experts. Crucial for choosing the right training data for our AI models.
- **Critical Thinking Captain:** Question everything! Information literacy trains us to challenge assumptions, identify biases, and analyze the broader implications of AI-generated content.
- **Ethical Engineer:** Be aware of potential biases in training data and the impact of AI outputs on different communities. Information literacy ensures we use AI responsibly and consider its effects.

Fundamentally, information literacy transcends mere fact-finding. It's a multifaceted skillset that empowers us to:

- **Think critically:** Questioning assumptions, analyzing evidence, and recognizing potential manipulation tactics are paramount when interacting with AI-generated content.
- **Evaluate sources:** Deconstructing the origins and purpose of information is crucial, whether it's the data used to train AI models or the outputs themselves. Examining factors like authorship, publication date, and potential biases allows us to assess credibility and reliability. (Bawden, D., & Robinson, L. (2000))
- **Navigate ethical complexities:** AI holds immense potential for good, but ethical considerations abound. Information literacy equips us to understand the potential pitfalls, such as privacy concerns, algorithmic bias, and unintended consequences. (Floridi, L. (2019))
- **Communicate effectively:** When presenting information generated by AI, whether for research, education, or artistic expression, understanding appropriate attribution and ethical considerations is essential.

These skills become instrumental in several key aspects of generative AI:

- **Data Sourcing:** The foundation of any AI model is the data it learns from. Information literacy helps us identify reliable, unbiased data sources, minimizing the risk of perpetuating harmful biases or factual errors in the resulting AI outputs. (Boyd, D., & Crawford, K. (2012))
- **Evaluating AI-Generated Content:** Not everything AI produces is golden. Information literacy skills allow us to analyze outputs for potential biases, factual inaccuracies, and manipulative techniques, ensuring we don't blindly accept them as truth. (Goodman, B., & Flaxman, S. (2016))

- **Ethical Deployment of AI:** As AI advances into fields like healthcare and education, understanding its potential impact on privacy, fairness, and human agency is crucial. Information literacy equips us to make informed decisions about how and when to deploy AI, prioritizing ethical considerations throughout the process.

Mastering information literacy for generative AI requires a continuous learning journey. Stay informed about the latest advancements and ethical challenges, engage in the ongoing conversation about responsible AI development, and utilize resources like online communities and forums to share best practices.

**Always Learning, Always Evolving:**

Information literacy isn't a one-time learning, it's a lifelong adventure! As AI changes, we need to stay informed about its latest developments and ethical guidelines.

**Education Expedition:** Let's teach AI practitioners, developers, and users the importance of information literacy. Let's equip them with the skills to navigate the complex ethical and social implications of this powerful technology.

**Community Champions:** Join the information literacy movement for generative AI! Share best practices, collaborate on ethical standards, and work together to ensure AI's responsible development and deployment.

So, the next time you encounter generative AI, remember: information literacy is your compass, guiding you through the complex landscape of data, models, and ethical considerations. Let's use this powerful tool responsibly, together!

# The Basics of Information Literacy

1. At its core, information literacy is the ability to access, evaluate, and use information effectively. It involves a set of skills that enable individuals to navigate the vast amount of information available and make informed decisions. In the context of AI, information literacy extends beyond traditional sources to encompass data, algorithms, and the outputs generated by AI systems.

## **Key Concepts and Principles:**

- **Information Seeking:** Information literacy involves the skill of effectively seeking information. In the AI context, this could mean searching for relevant data sources, understanding algorithmic processes, and exploring the landscape of AI-generated content.
- **Critical Evaluation:** The ability to critically evaluate information is crucial. In AI, this includes assessing the reliability of training data, scrutinizing the algorithms employed, and evaluating the outputs of generative AI models for accuracy and bias.
- **Ethical Use:** Information literacy emphasizes the ethical use of information. In the AI realm, this pertains to the responsible development and deployment of AI technologies, considering societal impacts, privacy concerns, and potential biases in algorithms.
- **Communication:** Effectively communicating information is a key aspect of information literacy. In AI, this involves conveying the findings of AI systems transparently, explaining limitations, and ensuring that the generated content is understood in its proper context.

## **Models and Frameworks for Information Literacy:**

- **ACRL Framework for Information Literacy:** The Association of College and Research Libraries (ACRL) Framework focuses on key concepts such as authority, information creation, and research as inquiry. These concepts can be applied to AI by considering the authority of data sources, understanding how information is created in AI models, and approaching AI development as a form of research.
- **The Big6 Model:** This model, commonly used in educational settings, outlines a six-stage process for information problem-solving. Adapting this to AI involves stages like task definition (defining the AI problem), information seeking strategies (finding relevant data and algorithms), and use of information (applying AI outputs).
- **SCONUL Seven Pillars of Information Literacy:** Developed by the Society of College, National and University Libraries, this model includes key principles like recognizing the need for information, evaluating information, and managing information. In AI, this translates to recognizing the need for AI solutions, evaluating AI-generated content, and managing data responsibly.

## **Application to AI:**

- **Data Literacy:** Information literacy in the context of AI requires a strong focus on data literacy – the ability to understand, manage, and use data effectively. This includes assessing the quality of data, understanding data biases, and making informed decisions about data usage in AI systems.
- **Algorithmic Literacy:** Understanding the principles behind AI algorithms is crucial. Information literacy helps individuals comprehend how algorithms work, the potential biases they may carry, and how to critically evaluate the impact of these algorithms on AI-generated content.

## **Education and Training:**

- Information literacy in AI is a skill that should be integrated into educational programs for AI practitioners, developers, and users. This includes training on how to navigate AI-related information, critically evaluate AI systems, and make ethical decisions in AI development and deployment.
- Before embarking on our AI adventure, let's solidify the basics of information literacy. Here are some key concepts and principles that guide us:
  - **Authority Is Constructed and Contextual:** Information doesn't exist in a vacuum. Its credibility depends on the source, purpose, and context in which it's presented. Just like judging a book by its cover can be misleading, understanding the author's background and motivations is crucial for assessing the value of information.
  - **Information Creation as a Process:** Information isn't static; it's constantly being created, shared, and transformed. Recognizing the journey of information, from its origin to its current form, helps us evaluate its accuracy and relevance.
  - **Information Has Value:** Not all information is created equal. Understanding the different types of information, their biases, and potential manipulation tactics empowers us to make informed choices about what we consume and share.
  - **Research as Inquiry:** Asking the right questions is the cornerstone of effective research. Framing clear research questions helps us focus our search, identify relevant sources, and draw meaningful conclusions from the information we gather.
  - **Scholarship as Conversation:** Knowledge builds upon itself. Recognizing the interconnectedness of information and the ongoing dialogue within various fields allows us to contribute meaningfully to the collective pool of knowledge.

- **Searching as Strategic Exploration:** Finding the right information requires a strategic approach. Knowing how to use search engines effectively, evaluate search results critically, and refine your search terms are essential skills for navigating the information ocean.

Navigating the endless ocean of information in today's digital world can feel like sailing a stormy sea without a compass. Yet, a vital tool exists: **information literacy**. It's not just about finding facts; it's about equipping yourself with the skills to **critically evaluate, effectively use, and ethically share information**.

Think of information literacy as your personal lighthouse, guiding you through the fog of misinformation and bias. In this blog post, we'll dive into the essential basics of this indispensable skill set, exploring:

**1. Deconstructing the Source:** Not all information is created equal. Recognizing the **authority, purpose, and context** behind information is crucial. A scientific paper with rigorous peer review carries vastly different weight than a blog post with hidden agendas. (The ACRL Information Literacy Competency Standards for Higher Education, 2000)

**2. Embracing the Journey of Information:** Information doesn't exist in a vacuum; it's a constantly evolving tapestry woven through creation, sharing, and transformation. Recognizing this journey, from its origin to its final form, allows you to assess its accuracy and evolution. Tracing a news article back to its original source might reveal hidden editorial influences, for instance. (Bawden, D., & Robinson, L. (2000))

**3. Valuing the Spectrum of Information:** Different types of information hold varying degrees of truth and relevance. Recognizing **biases, manipulation tactics, and the credibility** of different sources empowers you to make informed choices. A Wikipedia entry, for example, cannot be treated as equal to a primary research paper in a scientific journal. (Metzger, M. M. (2019))

**4. Asking the Right Questions:** Effective research starts with well-defined questions. This helps you refine your search, identify relevant sources, and draw meaningful conclusions. A poorly formed question like "What is AI?" will yield scattered results, while a specific question like "How can AI be used to personalize learning experiences?" will provide more targeted information. (Bruce, C. H. (2010))

**5. Joining the Knowledge Conversation:** We don't exist in isolated information silos. Recognizing the interconnectedness of information and the ongoing dialogue within various fields allows you to contribute meaningfully to the collective pool of knowledge. Building upon prior research and acknowledging conflicting perspectives strengthens your own understanding. (Rescher, N. (2007))

**6. Mastering the Search:** Finding the right information requires a well-honed search strategy. Mastering search engines, using effective keywords, and evaluating search results critically are essential skills. Knowing how to refine your search based on results helps you navigate the information ocean with greater efficiency. (Cooper, A. (2004))

### **Applying the Framework to AI: A Powerful Synergy**

Now, let's see how these information literacy principles translate into the world of AI. Here are some exciting examples:

- **Data Sourcing for AI Models:** Just like building a house requires quality materials, training AI models relies on accurate and unbiased data. Information literacy skills like source evaluation and critical thinking come into play to ensure the data used to train AI models is trustworthy and leads to reliable outputs.
- **Evaluating AI-Generated Content:** AI can generate impressive text, images, and even music, but how do we know it's truthful and ethical? Information literacy equips us with the tools to analyze AI outputs for potential biases, factual errors, and harmful messaging.

- **Responsible Use of AI Technology:** With great power comes great responsibility. Information literacy helps us understand the potential consequences of using AI, such as privacy concerns, manipulation tactics, and unintended biases. This awareness empowers us to make ethical decisions about how and when to deploy AI technology.

**Remember, information literacy is a continuous journey, not a destination.** As AI evolves, so too must our understanding and application of these essential skills. By staying informed, questioning assumptions, and actively participating in the conversation around AI ethics, we can ensure that this powerful technology is used for good.

So, the next time you encounter AI, remember the principles of information literacy. Be a discerning explorer, a critical thinker, and a responsible user. Together, we can navigate the exciting world of AI with knowledge, awareness, and a shared commitment to ethical development and use.

## Understanding Generative A

Comprehending Generative AI: An In-Depth Look at Machine-Generated Content

The rapidly developing topic of generative artificial intelligence (AI) is completely changing the way we think about creating content. In contrast to conventional AI, which concentrates on analysis and forecasting, generative AI explores the creative process and creates unique content for a variety of media.

### **Generative AI: What Is It?**

Essentially, generative AI algorithms use information gathered from preexisting material, such as text, photos, music, or code, to generate new works of art that are remarkably unique and high-quality. Imagine an AI Picasso that, after being taught on a sizable collection of paintings, could create completely original works of art with a distinct tone and subtlety.

### **Principles of Generative AI:**

- **Neural Networks:** Generative AI often relies on neural networks, specifically generative models like Generative Adversarial Networks (GANs) and Variational Autoencoders (VAEs). These models use complex architectures to learn patterns and relationships in data, allowing them to generate new, realistic content.
- **Training Data:** The quality and diversity of training data are crucial. Generative AI models learn from examples, and the richness of the training dataset influences the creativity and accuracy of the generated content.
- **Loss Functions:** Generative models use loss functions to measure the difference between the generated output and the real data. Training involves minimizing this loss, improving the model's ability to generate content that closely matches the input data.

Several key techniques play a role in this magical process:

- **Generative Adversarial Networks (GANs):** Imagine two AI models playing a game: one paints, the other judges. The painter strives to create artwork indistinguishable from real-world examples, while the judge tries to discern the real from the AI-generated. This constant "battle" pushes both models to improve, resulting in increasingly realistic and creative outputs. (Goodfellow, I. J., Pouget-Abadie, J., Mirza, M., Xu, B., Warde-Farley, D., Ozair, S., ... & Bengio, Y. (2014))
- **Variational Autoencoders (VAEs):** Think of a VAE as a compression device for information. It condenses complex data into a smaller, latent space, capturing its essence. Then, from this compressed space, the VAE can reconstruct the original data or even generate new variations, resulting in unique and creative outputs. (Kingma, D. P., & Welling, M. (2019))

- **Transformers:** Inspired by the intricate connections within the human brain, transformers excel at understanding the relationships between words or elements in a sequence. This allows them to generate not just individual pieces of content, but coherent narratives, poems, or even code, mimicking the flow and structure of human-created works. (Vaswani, A., Shazeer, N., Parmar, N., Uszkoreit, J., Jones, L., Gomez, A. N., ... & Polosukhin, I. (2017)

Understanding these techniques empowers us to appreciate the incredible capabilities of generative AI. However, harnessing its potential responsibly requires recognizing its limitations and potential pitfalls:

- **Biases:** AI models learn from the data they're trained on, which can inadvertently perpetuate existing biases present in that data. Being aware of these biases and mitigating their impact is crucial. (Elish, M. L., & boyd, d. (2019)
- **Misinformation:** AI-generated content, despite its sophistication, can still be factually inaccurate or misleading. Critical thinking and verifying sources are essential when interacting with AI outputs.
- **Ethical Considerations:** The implications of using AI to create art, music, or even deepfakes raise complex ethical questions surrounding ownership, authenticity, and potential manipulation. Engaging in open discussions and developing ethical frameworks is vital for responsible AI development.

### How Does It Operate?

Generative content production is powered by many AI approaches. Here are a few well-known instances:

After compressing and recreating data, variational autoencoders, or VAEs, frequently reveal hidden patterns and produce variants not found in the original dataset.

GANs, or Generative Adversarial Networks, compete two models: a discriminator that attempts to identify fake data and a generator that generates new data. Through adversarial training, the generator's output is improved to astonishingly closely resemble the genuine data.

Like me, large language models (LLMs) can produce scripts, programs, poetry, and other written works with fluency and grammatical accuracy because they have been trained on vast volumes of text data.

### Generative AI applications:

Generative AI has a wide range of possible uses that are constantly developing. Here are a few salient instances:

- **Art & Design:** AI is capable of producing unique works of art, musical compositions, and even video game levels, beyond the bounds of human imagination and expressive power.
- **Product Design:** Using AI-generated designs for product prototypes can speed up development and produce creative solutions.
- **Drug discovery:** The creation of novel compounds with medicinal potential has the potential to completely transform the pharmaceutical sector.
- **Personalized Content:** AI can adjust text, photos, and music to suit personal tastes, improving the user experience across a range of platforms.

**Education and Training:** Virtual worlds and simulations produced by AI can offer engrossing educational experiences for a range of disciplines.

### Ethical Considerations:

- **Transparency:** The opacity of some generative models raises concerns about accountability and transparency. Understanding how these models operate and making their decision-making processes more interpretable is crucial.
- **Mitigating Bias:** Efforts to minimize biases in generative AI involve conscious choices in selecting and preprocessing training data, as well as ongoing monitoring and adjustments during model development.
- **Responsible Use:** Developers and users of generative AI should be mindful of the potential societal impact of the content generated. Guidelines and ethical frameworks must be established to govern the responsible use of these technologies.

Problems & Issues:

Though generative AI has great potential, there are certain difficulties and moral dilemmas with it as well:

- **Fairness and Bias:** Artificial intelligence models that have been trained on skewed data may reinforce real-world inequality. Ensuring inclusion and fairness in algorithms and training data is essential.
- **Misinformation and Deepfakes:** The capacity to produce material that is convincing but wholly fake gives rise to worries about the dissemination of false information and the deterioration of public confidence in information sources.
- **Employment displacement:** The possibility of employment displacement in creative professions needs to be taken into account and minimized as AI automates some creative jobs.

Towards Generative AI's Future:

The prospects for generative AI are promising despite these obstacles. The capabilities of this technology are continuously being improved, and ongoing research and development is tackling the ethical issues that surround it. Generative AI will surely continue to revolutionize several sectors and improve human experience in ways that are beyond comprehension as it grows more advanced and available.

**Further Reading:**

- The Comprehensive Guide to Understanding Generative AI | Medium: <https://leewayhertz.medium.com/generative-ai-a-beginners-guide-229ec00fa06f>
- Explained: Generative AI - MIT News: <https://news.mit.edu/2023/explained-generative-ai-1109>
- What is Generative AI? Everything You Need to Know - TechTarget: <https://www.techtarget.com/searchenterpriseai/definition/generative-AI>

## **The Intersection of Information Literacy and Generative AI**

The development of generative AI—algorithms that can create unique content for a variety of platforms—throws an intriguing curveball at information literacy as it is understood. This complex junction calls for a rethinking of how we think about locating, assessing, and using information in the digital era. It also brings exciting potential and urgent difficulties.

The intersection of responsible information usage and intelligent systems' content production is where information literacy and generative artificial intelligence (AI) meet. Information literacy is the capacity to find, assess, use, and transmit information effectively. It is a crucial talent in the digital age. Conversely, AI systems that can independently produce new material are referred to as generative AI. In order to successfully navigate the ethical, social, and informational issues presented by generative AI, it is imperative to comprehend the intersection of these two domains.

Information literacy emphasizes the importance of sourcing information from credible and reliable channels. When applied to generative AI, this translates into the critical selection of high-quality training data. Information literacy skills guide practitioners in assessing the reliability, relevance, and biases present in the data used to train generative models. It encourages critical evaluation of information, and this is particularly pertinent in the context of generative AI. Users need to assess the outputs of generative models for accuracy, bias, and appropriateness. This includes understanding the limitations of AI models and recognizing when generated content might be misleading or harmful.

Information literacy involves an awareness of ethical considerations, and generative AI introduces its own set of ethical challenges. Practitioners must be mindful of the potential misuse of AI-generated content, the impact on various communities, and the broader societal implications. Information literacy skills guide ethical decision-making in the development and deployment of generative AI systems. It extends to understanding the sources of information, and in the case of generative AI, this includes recognizing the influence of algorithms. Users and developers need to be aware of the algorithms employed in generative models, understanding their biases, limitations, and potential societal impacts.

Information literacy is a dynamic skill that requires continuous learning. In the rapidly evolving landscape of AI, staying informed about the latest developments, ethical guidelines, and responsible practices is crucial. This involves keeping up with advancements in generative AI, understanding emerging challenges, and adapting information literacy skills to the AI context. Furthermore, educational programs must integrate information literacy principles into the training of AI practitioners. This includes teaching the skills necessary to critically evaluate generative AI outputs, navigate ethical considerations, and make informed decisions in the development and deployment of AI systems.

Lastly, the intersection of information literacy and generative AI calls for community engagement. Building a community of practice around responsible AI development fosters collaboration and the establishment of ethical standards. This community can work towards guidelines for the ethical use of generative AI and share best practices.

The intersection of information literacy and generative AI highlights the need for a thoughtful and informed approach to the development and use of intelligent systems. By applying information literacy principles, individuals and communities can navigate the challenges posed by generative AI, ensuring that these technologies are used responsibly, ethically, and in a manner that aligns with societal values.

Information literacy, our trusty compass in the ever-expanding ocean of information, equips us with the skills to navigate and evaluate the veracity and value of data. But in the realm of generative AI, traditional information literacy needs to evolve, becoming a multifaceted shield against potential pitfalls and a key to unlocking this technology's true potential.

### **Decoding the Intersection:**

Here's where the two worlds intertwine:

**1. Data Sourcing for AI Models:** The foundation of any AI model is the information it learns from. Information literacy skills become crucial in identifying reliable, unbiased data sources, minimizing the risk of perpetuating harmful biases or factual errors in the resulting AI outputs. (Boyd, D., & Crawford, K. (2012))

**2. Evaluating AI-Generated Content:** Not everything AI produces is golden. Information literacy allows us to analyze outputs for potential biases, factual inaccuracies, and manipulative techniques, ensuring we don't blindly accept them as truth. (Goodman, B., & Flaxman, S. (2016))

**3. Responsible Deployment of AI:** As AI advances into fields like healthcare and education, understanding its potential impact on privacy, fairness, and human agency is crucial. Information literacy equips us to make informed decisions about how and when to deploy AI, prioritizing ethical considerations throughout the process. (Source: Floridi, L. (2019))

### **Empowering the Navigator:**

To thrive in this intersection, we need to refine our information literacy toolkit:

- **Critical Thinking on Steroids:** Questioning AI outputs with the same rigor we apply to traditional information is essential. Analyzing for potential biases, understanding the limitations of the algorithm, and recognizing manipulation tactics are crucial skills.
- **Source Evaluation in the Digital Age:** Assessing the quality and provenance of the data used to train AI models becomes paramount. Identifying potential biases at the source level empowers us to make informed judgments about the credibility of the generated outputs.
- **Ethical Awareness as a Guiding Light:** Recognizing the potential pitfalls of AI, such as privacy concerns, algorithmic bias, and unintended consequences, is crucial. By prioritizing ethical considerations in every step, we can ensure AI serves humanity as a force for good.

#### **Obstacles to Conventional Knowledge of Information:**

Identifying the origin and legitimacy of material produced by artificial intelligence becomes crucial, posing a credibility conundrum. Can we believe a news piece written by an AI or a machine-created painting's artistic merit? To accommodate this new entity in the information environment, traditional source assessment approaches must be modified.

- **The Supercharged Echo Chamber:** Misinformation and existing inequities can be sustained by AI systems that were trained on biased data. Information literacy abilities must change in order to recognize and combat algorithmic bias and guarantee access to a wide range of trustworthy sources.
- **The Deepfake Dilemma:** As AI produces more and more lifelike audio and video, it's critical to recognize deepfakes and comprehend how manipulable they may be. It will take critical thinking and source verification abilities to go through this maze.

#### **Possibilities to Improve Information Literacy:**

**Customized Learning Pathways:** Artificial intelligence has the ability to create learning materials that are tailored to the needs and learning preferences of each individual. Effective use of these tools can be facilitated by information literacy, which can lead users through tailored content landscapes.

**Fact-Checking at Scale:** Artificial intelligence (AI) can help with fact-checking and the faster and more accurate detection of disinformation. Then, using these methods, information literacy skills may assess the resulting insights critically and draw well-informed judgments.

**Democratized Content Creation:** Even in the absence of specialist training, AI can enable everyone to produce and distribute their own content. By encouraging ethical and responsible content development, information literacy may help avoid plagiarism and promote responsible data source.

#### **Getting Around the Tangled Path:**

In order to properly traverse this dynamic terrain, both generative AI and information literacy must advance together. The following are some essential actions:

- **Creating AI Literacy:** In addition to standard information literacy training, educational programs need to incorporate AI literacy. In order to utilize AI technologies responsibly, users must be aware of their possible biases, limits, and ethical implications.
- **Openness and Transparency:** When creating generative AI models, developers should give careful consideration to the transparency of data sources, algorithms, and any biases. This encourages users to make well-informed decisions and builds confidence in material created by AI.
- **Collaborative Research and Development:** To determine how AI tools may most effectively assist users in navigating the information landscape, information literacy specialists and AI developers must work together.

## Conclusion

In conclusion, the integration of information literacy principles into the realm of generative artificial intelligence (AI) is paramount for fostering responsible, ethical, and effective development and deployment of AI systems. Information literacy, a foundational skill in the digital age, brings a critical framework that is highly relevant to the unique challenges and opportunities posed by generative AI.

The principles of information literacy, such as sourcing reliable information, critical evaluation, and ethical use, provide a robust foundation for navigating the intricacies of generative AI. The understanding that the quality and bias of training data directly impact the capabilities and potential biases of generative models underscores the need for discerning data selection – a principle deeply rooted in information literacy. Moreover, the critical evaluation of AI outputs aligns with information literacy's emphasis on discerning accuracy, reliability, and appropriateness in information sources.

Ethical considerations, a core aspect of information literacy, find a crucial application in the development and deployment of generative AI. Recognizing the potential societal impacts, biases, and ethical dilemmas associated with AI-generated content requires a nuanced understanding of ethical principles, mirroring the ethical considerations emphasized in information literacy.

The intersection of information literacy and generative AI also emphasizes the importance of continuous learning. In an era of rapid technological advancement, staying informed about the latest developments, ethical guidelines, and responsible practices is imperative. This ongoing learning process ensures that individuals engaged in generative AI are equipped to adapt their information literacy skills to address emerging challenges and complexities in the field.

Educational initiatives play a pivotal role in instilling information literacy for generative AI practitioners, developers, and users. Integrating these principles into AI education facilitates the development of a generation of professionals who are not only technically proficient but also ethically grounded and adept at critically evaluating the societal impact of their work.

Community engagement and collaboration further amplify the impact of information literacy for generative AI. By building communities of practice that share insights, challenges, and best practices, stakeholders can collectively contribute to the establishment of ethical standards, guidelines, and norms for the responsible use of generative AI.

In essence, the synergy between information literacy and generative AI is a symbiotic relationship that enriches both fields. As information literacy principles guide the ethical and responsible development of generative AI, the unique challenges and opportunities posed by AI systems, in turn, contribute to the evolution and expansion of information literacy in the digital age. By recognizing and embracing this intersection, we can pave the way for a future where generative AI is not only technically advanced but also aligns with the ethical, societal, and informational values essential for a harmonious integration of AI technologies into our lives.

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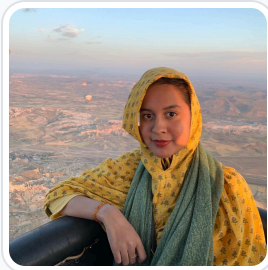
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### Sherebanu Saifuddin

My name is Shere Banu Saifuddin. I was born and brought up in Dhaka, got married in Chittagong and am currently living here. I completed my bachelors in Medical Technology from India where I lived for 3 years. I specialised in the field of Clinical Laboratory Department where I got the opportunity of gaining hands-on practice. I decided to pursue my masters in Education as a ladder for me to reach the platform where I can give back to the community in terms of introducing/revising an efficient curriculum. I believe a revised curriculum is important for the upcoming generation as the awareness for social issues pertains.

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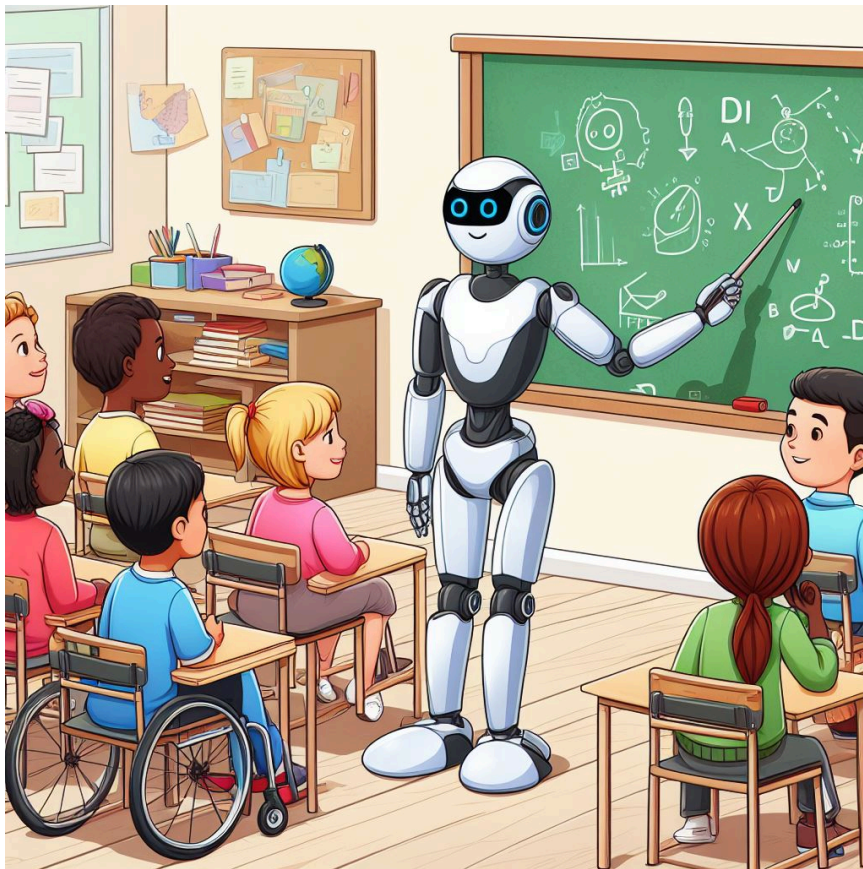
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[https://edtechbooks.org/ai\\_in\\_education/information\\_literacy\\_for\\_generative\\_ai](https://edtechbooks.org/ai_in_education/information_literacy_for_generative_ai).



## Leveraging AI for Universal Design for Learning

Mayasari & Nila Wan



Picture shows how teaching in an accessible classroom to all students with the help of AI power. In what ways did you connect with the content of today's lesson and activities? Generated by Bing Image Creator.

## Learning Objective

- Understand the principal and concept of Universal Design for learning in education settings.
- Learn about AI tools and their role in supporting students with diverse needs.
- Discover AI can enhance accessibility for students with disabilities.
- Discuss the challenges of UDL implementation with AI-Tools.
- Create an inclusive learning environment for students of all needs and abilities.

## I. Introduction

### Mayasari: Why Universal Design for Learning is Important

My interest in universal design is deeply personal and close to my heart. I believe inclusion can ensure that everyone has the same opportunity to participate and benefit from various aspects of life, such as education, work and social activities, regardless of their background, abilities, and unchangeable qualities.

In my home country, Indonesia, there is a legislative framework in place to provide inclusive education that ensures equal access and opportunities for all students to obtain their right to education. It is written in Article 31 paragraph 1 of the 1945 Constitution: Every citizen has the right to education. The implementation of inclusive education aims to create an inclusive Indonesian society. But there are still many challenges, for example, the limited number of teaching staff who understand inclusive education. During my undergraduate years, I encountered a significant inspiration for my journey in this field. I met my husband, who is visually impaired. Despite his visual impairment, he had to compete with other students on what seemed like an uneven playing field. While he received support from friends and teachers, the education system on our campus at that time did not fully cater to his needs. This personal experience motivate me to contribute to accessibility and universal design, aiming to ensure that all learners have fair and equal access to education.

Currently, as I teach refugee teenagers from the Rohingya community at AUW, I encounter unique challenges. These students, part of the general studies program on campus, bring diverse backgrounds and experiences. Throughout the chapter, I will provide examples of teaching challenges that I face and ways that both UDL and AI tools can help address. I will also discuss limitations and problems that remain unsolved.

Nila: Education holds immense significance for individuals, yet in my hometown of Khurushul, Bangladesh, numerous students are deprived of educational opportunities. Access to AI tools in education is virtually nonexistent, presenting a considerable challenge. Reflecting on my own academic journey, the traditional education system prevalent during my school years offered no exposure to AI tools.

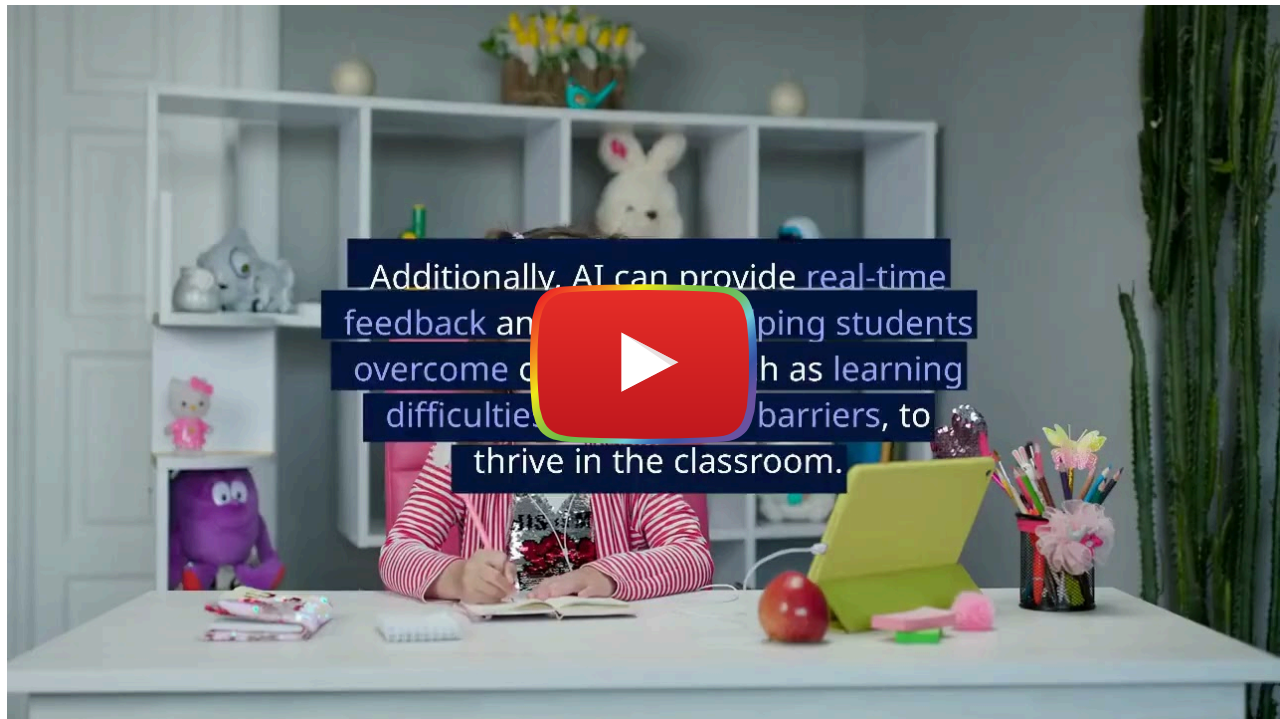
It wasn't until my undergraduate studies that I was introduced to the world of AI tools, discovering their potential, especially in the realm of education. This newfound knowledge became instrumental as I ventured into part-time teaching. The integration of AI tools significantly enhanced my teaching methodologies and overall effectiveness in the educational domain.

Then I realized, in today's rapidly changing education landscape, using technology is crucial to create learning environments that are inclusive and effective for everyone. One exciting development in this field is the use of Artificial Intelligence (AI) to support Universal Design for Learning (UDL). UDL focuses on creating learning experiences that cater to the diverse needs of all learners, recognizing that everyone learns differently and has their own strengths and challenges.

As I became immersed in the world of AI tools during my undergraduate studies, I witnessed their transformative potential, particularly in the realm of education. This realization fueled my commitment to integrating these tools into

my part-time teaching endeavors, resulting in a substantial improvement in my teaching methodologies and overall effectiveness.

In light of these experiences, I now recognize the pivotal role of technology, specifically AI, in shaping inclusive and effective learning environments. This exploration into the intersection of education, technology, and AI aims to unravel the multifaceted ways in which these advancements can bridge educational gaps and empower learners in diverse settings. By embracing the evolving landscape of education technology, we pave the way for a more accessible, adaptive, and equitable educational future.



[Watch on YouTube](#)

## II. Understanding Universal Design for Learning (UDL)

### A. What Is UDL?

Universal Design for Learning is a pedagogical approach that emphasizes flexibility and diversity in education. By implementing UDL educators can tailor their teaching methods to accommodate various learning styles, preferences, and abilities. Before we go more detail, universal design previously used for architecture field. "Universal design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design." by Ron Mace (The University of Arizona, 2023). Adopting Universal Design (UD) in architecture enables persons with disabilities to utilize buildings normally, without the need for adaptations. Disabilities related to physical, visual, hearing, sensory, attention, and communication to the list of learner diversity (Al-Azawei et al., 2016; Burgstahler, 2011). However, these restrictions shouldn't prevent individuals from having equal access to education from the standpoint of human rights. When universal design is accomplished, it spreads such that everyone benefits, even if they do not have the same impairment. Disability is a catalyst for invention; living with a disability compels you to think beyond the box. You are not affected by it. Whether our impairment is temporary or physical, cognitive, emotional, or both, we are all disabled.

Universal design for Learning is a framework where all students regardless their background and ability can access the quality education. Universal Design for Learning (UDL) exists as a basic approach in learning that helps all children to be able to learn at a higher level. This learning approach can be used as an alternative in responding diversity in the

classroom. Through strategic design decisions, instructors may effectively manage learner variability and lower barriers to participation and access in learning activities. This approach also allows for personalization of class experiences and increases student interest and engagement (Panke, n.d.). Universal Design for Learning is a theoretical framework related to teaching practice that departs from understanding the diversity of students in the classroom. Based on this understanding there is many choices of teaching and learning approaches that provide students the opportunity to receive information and ideas in the learning process. As it is important for a teacher to be able to identify differentiated teaching as an effort to help students in diverse classroom environments to expand opportunities students succeed in the classroom. Universal Design for Learning is a concepts or approaches used in designing related matters with learning such as learning methods, teaching materials, learning activities up to the learning evaluation procedures where all of these things are designed as an effort to help students with diverse characteristics and needs those in the class.

Universal Design for Learning emphasizes flexible and adaptive learning which aims to accommodate students' learning needs in the classroom. The application of Universal Design for Learning really supports the creation of pedagogy inclusive in educational units. Universal Design for Learning as a framework for thinking conceptual for implementing inclusive pedagogy to help accommodate diversity of students in the class. In implementing Universal Design for Learning encourages teachers to be able to provide various ways to make things happen involvement of all students in the class, providing various infrastructure represent the learning needs of students in the classroom and present various ways actions and expressions for all students in the class. Application Universal Design for Learning is important for all teachers to understand because it is related with how to provide learning services that are accommodating and creative an inclusive learning environment that is learning friendly so that it can help to can maximize the involvement of all students, including students with needs specifically in class and increase the success of participants' achievements and learning potential educate in class.



[Watch on YouTube](#)

## B. Principles of UDL

There is no such thing as an average ability student, every student is distinct and distinctive (Boysen, 2021). Every kid has different learning demands and learning methods. I remember when I was high school student, every student

expected to be in the same level and knowledgeable and this made me who has different needs in frustration. With UDL, I think it's more flexible rather than lecture based courses where I sort of hear information but end up forgetting it. The emergence of educational technology has opened up enormous possibilities. Not everyone can fit into one size. Instead, by customizing learning to engage each student, we may now develop solutions that are advantageous to everybody. It is feasible to create an integrated learning platform that all learners may use and access by applying inclusive design principles. It is now also possible to empower instructors to create learning content that is accessible and represented in a variety of forms that appeal to learners of various abilities. Technology, thus, enables universal design practices for learning.

The three basic principles of UDL, all of which are aimed at serving diversity, emphasize the use of multiple means of representation, expression, and engagement. The use of various ways of representing learning content provides students with various ways to obtain information and knowledge. Activating different modes of action and expression gives students alternative avenues for demonstrating what they know. Cultivating multiple avenues of engagement and collaboration helps in tapping into learner interests, offering appropriate challenges, and increasing motivation. UDL is about creating learning opportunities for everyone. UDL principles help schools improve and optimize learning for all students, while keeping learning goals in mind. Thus, the goal of UDL is to ensure equitable learning occurs, regardless of individual differences.

When people think of a teacher, most of them imagine someone who stands in front of a class and share knowledge to the students. However, careful preparation and planning to develop a curriculum that suits the needs of each student is often forgotten. The task of developing a curriculum that meets educational standards while remaining interesting and relevant can be a difficult challenge. This is where Universal Design for Learning (UDL) emerges with its important role, providing a number of benefits for both teachers and students. UDL promotes inclusive education by designing learning environments that meet the diverse needs of all learners. Here we will directly discuss and explore the principles of UDL, its application in E-learning, and its significance in creating an effective & efficient learning experience.

Universal Design for Learning (UDL) is an educational paradigm that helps us understand that we all learn in different ways and considers all learners' needs. UDL seeks to overcome difficulties in developing a curriculum that challenges and engages diverse learners. UDL aims to encourage proactive learning design and focuses on providing a variety of ways to motivate students (engagement), present concepts (representation), and enable students to demonstrate their learning (action and expression).

## Multiple Means of Engagement:

Engagement is based on the “why” of learning. This is enhanced by increasing student choice and autonomy, as well as the relevance and authenticity of the learning experience. Students that are actively involved in their education often comprehend and learn more, remember knowledge better, enjoy the experience more, and recognize the value of what they have learned (Kennette & Wilson, 2019; Park, 2003). Interactive elements such as quizzes, discussion forums, and simulations are used to increase engagement. UDL also emphasizes connecting content to real-world scenarios to encourage active participation. By creating an engaging online environment, UDL supports student motivation and learning outcomes.

## Multiple Means of Representation:

A syllabus that is uniformly created illustrates to students the inherent flexibility of course learning and performance (Kennette & Wilson, 2019). Representation is based on the “what” of learning. Delivering information to students that is done in a way that they can see, interact with, and understand. Students will learn more effectively and have a better comprehension of concepts when they have the option to personalize their learning through a range of visual and audio features.

## Multiple Means of Expression:

Actions and expressions are based on the “how” of learning. Giving students more alternatives to choose from when demonstrating their knowledge is critical (Kennette & Wilson, 2019). Actions and expressions in UDL refer to the way

students demonstrate their learning. UDL urges educators to give students a range of ways to communicate what they understand and participate in activities that play to their skills and interests.

Effective lesson preparation that incorporates universal design for learning (UDL) helps teachers better address the unique requirements of each student (Courey et al., 2012). The many issues that teens who are refugees must deal with can be addressed within the context of UDL principles. Teachers may establish a more inclusive learning environment by including various methods of representation, engagement, and expression. Currently, I am teaching the young Rohingya refugees, and I face a variety of difficulties in the classroom. Due to the diverse of student needs and educational backgrounds, some student have experienced long gaps in formal education, a flexible teaching approach is required. As my student have different needs and ability so I implement different technique of teaching method. With the representation principle I provide not only the text, but image, audio and video to student who have different level of language proficiency. The main challenge is language barrier, as I am not able to understand their mother tongue there is significant barrier to effective communication and comprehension in the classroom, then I used image or video to let them know the meaning or translation of the words. One of the student, she struggles with English comprehension. As English is our third language, I used UDL principles by providing materials with visual aids. AI language learning apps also offer personalized lessons tailored to her proficiency level. Challenges that remind unsolves are ensuring that every student have equal access to technology and bridging the digital gap remain to be major challenges. And it is also take more time to address UDL principle with the help of AI tools with the limited time study in class is another limitation.

## C. Benefits of UDL in Education

UDL is a crucial educational strategy because students' requirements and learning methods vary. It enhanced learner engagement, giving students a variety of opportunities to access, engage with, and communicate what they have learned, UDL can support students in maintaining their interest in what they are studying (Panke, n.d.). While some children are encouraged to read if they utilize props or act it out to encourage a visual representation of their concepts, there are other students who truly like reading. The students learn in many ways depending on their goals and objectives. Students can utilize an assortment of devices and electronic equipment. Some students do their homework only using a pen and paper. However, some students are required to access educational resources on their laptops or smartphones in order to promote learning. Naturally, a student's needs are independent of their talents and level of access. Students' individual situations vary. Certain students require intimate relationships and parental assistance. The students who live in dorms and be apart from their family, their varying desires determine their varying demands.

By increasing accessibility for all learners, Universal Design for Learning (UDL) can assist in lowering learning barriers (Panke, n.d.). Reducing learning barriers in the classroom through the use of UDL is a potential approach (Al-Azawei et al., 2016). Learners benefit from increased motivation, engagement, and achievement when these strategies are used. Online learning is becoming more accessible, adaptive, and user-friendly, lowering barriers and frustration while promoting equity and diversity in learning communities. In contrast, teachers report higher quality learning because they can reach and help a broader spectrum of students. It also saves time and money, fostering an environment of innovation and creativity in design learning. The benefits of Universal Design for E-Learning extend beyond the virtual classroom, providing benefits for both students and teachers.

Giving all students the chance to achieve, regardless of their background or abilities, UDL can contribute to more equity in education (Panke, n.d.). All students should have access to the tools and assistance they require for success in order for there to be equity in education. In order to ensure that educational opportunities are not influenced by a student's background, learning style, or ability, educators want to level the playing field by using UDL. By offering alternatives and flexibility to meet the various requirements of students, Universal Design for Learning (UDL) helps create a more equitable educational system.

As a teacher who teach the the refugee, I am aware my student who has experienced trauma, may struggle with focus and engagement. I am learning and trying to enhance more on student engagement and giving opportunities to access for equal education. So, I asked AI chatbot to provide me the information about teaching strategy and teaching material.

Recently, I found Ludia chatbot that support the implementation of UDL and it help me to get teaching ideas for my student.

## D. UDL and Inclusivity

By integrating Universal Design Learning (UDL) into a learning design, it can be ensured that students with special needs/disabilities can be served well and have the opportunity to succeed. Providing the best learning so that students can develop. Universal learning design in inclusive education truly answers teachers' challenges in dealing with student diversity. In situations like this it will be a positive stimulus for teachers in developing learning plans. Of course, by accommodating the diversity of students in the class.

In the realm of inclusive education, teachers will indeed deal directly with various kinds of student characteristics. Both in terms of potential, challenges and needs. So, in a situation like this it will be a positive stimulus for teachers to continue developing learning plans. Of course, this can accommodate the diversity of students in the class. For this reason, a very appropriate approach is needed to accommodate diversity in learning. Namely by implementing Universal design for Learning in inclusive education. As is known, UDL is a learning framework for students with diverse learning needs and can maximize student engagement. Apart from that, UDL can be used as an appropriate framework for teachers in preparing learning plans that are much more effective, especially in schools providing inclusive education.

Universal learning is the same as educational services that can provide access and opportunities for all students. There are many different characteristics to getting the same rights. Starting from physical, socio-cultural and economic limitations which should no longer be an obstacle in obtaining quality learning. As a teacher, we must consider many supporting aspects to maximize learning. In terms of media, methods, sources, learning facilities and infrastructure must be in accordance with the needs of each student. This aims to accommodate each student's interest in learning.

UDL in inclusive education is a learning framework solution that can increase more meaningful access. And can reduce obstacles for students in meeting their learning needs, including students with disabilities. The implementation of UDL is very meaningful, flexible and really pays attention to student diversity. For further my teaching experience, I did an interview with Anggi Eka Pratiwi, a PhD student in Computer Science and Engineering at Indian Institute of Technology (IIT) Jodhpur, India. She gave her opinion about implementing UDL with the AI technology base on her experience in technology and personalized learning.

## III. AI Tools and Prompts for Implementing UDL

### A. Personalized Learning Paths:

The personalized learning path, powered by Chatwise, has been a lifeline for me as a student struggling with certain concepts. The system, much like having a personal tutor, identifies my weaknesses and utilizes Chatwise to provide extra resources, targeted practice exercises, and detailed feedback.

Chatwise's conversational interface adds a unique dimension to my learning experience. Instead of traditional methods, I engage in chat-based conversations to clarify doubts and explore concepts further. The interactive nature of Chatwise makes the learning process more dynamic and engaging. Through Chatwise, I've found a convenient platform to discuss challenging topics in real-time. Whether seeking clarification on a complex equation or diving into a deeper understanding of a historical event, the chat-based interactions feel natural and tailored to my learning style.

The platform's adaptability is impressive. Chatwise not only understands my unique needs but also adjusts its conversational approach based on my preferences. It's like having a knowledgeable study companion available 24/7, ready to chat and assist whenever I need support. The flexibility to learn at my own pace, combined with Chatwise's intuitive interface, ensures that I build a solid foundation before moving on to new topics. The chat-based learning environment has not only improved my understanding but has also fostered a sense of confidence in my academic journey.

In essence, Chatwise has transformed my personalized learning path into a dynamic and rewarding conversation. It's a tool that goes beyond conventional learning methods, providing me with a personalized, interactive, and efficient approach to mastering challenging concepts. Also the article says the innovative methodological proposals are integrated, leveraging technology-enriched learning environments to develop skills such as personal information management and competencies related to autonomy, self-regulation, communication, and collaborative work. The research incorporates diverse data collection techniques to ensure that the obtained results are effectively employed to assess, inform, and enhance practices related to personalized learning pathways, not only within the specific context of the study but also in similar training environments. DBR, as employed in this study, involves collaborative efforts between researchers and professionals. It begins with a thorough assessment of the educational context and the identification of a specific problem, aiming to propose practical improvements. In this case, the intervention focused on testing didactic sequences in undergraduate subjects to facilitate personalized pathway construction, with university professors as the involved professionals. (Salinas & De-Benito, n.d.)

## B. Adaptive Assessment and Feedback

The significance of incorporating Artificial Intelligence (AI) and Learning Analytics (LA) techniques in Higher Education Institutions (HEIs) to enhance the professional development of teachers. It emphasizes the need for explanations in the assessment process, promoting a data-driven approach for both students and instructors. The overview on assessment and its types highlights the crucial role of assessment and feedback in the educational process, exploring various aspects such as summative and formative assessments, as well as peer and self-assessment. Despite existing research, the text points out a lack of detailed guidance on designing assessment practices and making reliable judgments. It advocates for a mixed-method approach to offer insights into quality assessment in HEIs, aiming to provide effective strategies for an inclusive assessment environment that benefits all stakeholders in higher education. (Hooda et al., 2022)

Using the Cognii app has been a valuable experience both in my personal writing endeavors and in teaching students from Myanmar. This AI-powered tool, focused on assessing and providing feedback on written essays, has proven to be an effective companion in the learning and teaching processes. In my own writing, Cognii has become a reliable assistant for refining my essays. The app's natural language processing capabilities offer instant feedback on the clarity, coherence, and structure of my writing. This real-time evaluation has significantly improved the quality of my essays, guiding me in areas where I may need to enhance my expression or provide more detailed explanations.

When teaching students from Myanmar, integrating Cognii into the essay-writing process has been a game-changer. The app's ability to analyze and provide constructive feedback on their compositions has offered a personalized touch to the learning experience. It goes beyond simple corrections, focusing on guiding students to improve their writing skills, fostering a sense of autonomy and self-regulation in their learning journey.

The students have found the tool to be particularly helpful in clarifying their thoughts and refining their language use. The instant feedback loop encourages them to iterate on their writing, building essential skills related to communication and self-expression.

Additionally, Cognii's adaptability to different writing styles and language nuances has made it an effective tool for students from Myanmar. It respects the unique cultural and linguistic aspects of their writing, providing feedback that is not only accurate but also culturally sensitive.

The Cognii app has become an indispensable tool, both for my personal writing improvements and for fostering a more effective and personalized essay-writing experience for the students I teach from Myanmar. Its ability to provide instant, relevant, and constructive feedback has significantly contributed to the development of writing skills and has enhanced the overall learning journey.

## C. Content Customization and Differentiation:

In today's education, how we deliver content is crucial for engaging students and making learning effective. In our class, the combination of a professor taking charge of the content, along with using AI tools like Canvas, works really well for customizing and adapting the material.

A big plus here is that the professor, with the help of tools like Canvas, is directly involved in shaping and tailoring what we learn. This means they can adjust the content to match our individual needs and preferences. Canvas adds another layer to this, making our learning experience more personal and suitable for different learning styles.

The professor's control over what we learn, supported by AI tools like Canvas, makes it easy to adapt and vary the material. They can adjust how deep we go into a topic, use different examples, or try different teaching methods. It's like the professor becomes the architect of our learning environment, making sure it suits each student's needs and how they learn best.

The combination of the professor's control and AI tools like Canvas also keeps things up-to-date. In fast-changing fields, the professor can update our course materials in real-time. This ensures we're always learning the latest information and industry trends, making our education more relevant and practical.

This way of customizing content, backed by AI tools like Canvas, creates a collaborative learning environment. We get direct guidance and insights from the professor, who acts as a guide, mentor, and knowledge facilitator. It turns our class into a supportive community where asking questions is encouraged, discussions flourish, and we gain a deeper understanding of what we're studying.

This mix of the professor taking control and using AI tools like Canvas is a great way to customize and differentiate content in the classroom. It gives educators the power to tailor what we learn, address different learning needs, and make education an interactive and dynamic experience. With this approach, learning becomes a personalized journey, helping us understand the subject matter more deeply and meaningfully.

## D. Speech Recognition and Text-to-Speech Technology:

Transformer TTS is an advanced tool designed to transform written words into spoken language intelligently. It distinguishes itself from older models like Tacotron by utilizing a sophisticated multi-head attention mechanism instead of other intricate processes. Envision it as having two primary components: one that comprehends the written words and another that translates them into speech. The written words undergo a specialized process, acquiring additional information along the way and passing through blocks for analysis. Subsequently, the second component predicts the sound of the next part of the speech by considering what was said before. The model also incorporates prosody code conditioning, contributing to the control of the tone and rhythm of the speech for different speakers. This feature enhances the naturalness of the computer-generated speech, resembling authentic human conversation. What's noteworthy about Transformer TTS is its remarkable efficiency during the learning process. It avoids complex components present in older models and excels at understanding the harmonious interplay of words. Therefore, when a computer speaks in a natural and articulate manner, it could very well be utilizing Transformer TTS. For those seeking a more in-depth understanding, the original paper on the subject provides detailed information. (Zhang et al., 2020)

Transformer TTS is a game-changer in text-to-speech synthesis. Its use of a sophisticated multi-head attention mechanism sets it apart from older models, ensuring efficiency and naturalness in generating computerized speech. The incorporation of prosody code conditioning adds a human-like touch to the tone and rhythm. In essence, Transformer TTS is not just a tool; it's a significant step forward in making synthetic speech sound remarkably human.

## E. Virtual Assistants and Chatbots:

In today's digital era, recruiters are adapting to the tech-savvy nature of job seekers in the mobile environment. They are emphasizing the importance of a strong service brand to attract top candidates. The rise of intelligent technologies such as artificial intelligence (AI), natural language generation, machine learning, natural language processing (NLP), and robotics automation has led to the prevalence of virtual assistants and chatbots in the staffing market. These technologies guide applicants, answer questions, and simplify classification issues. The implementation of these technologies helps in gathering applicant information intelligently, making the recruitment process more efficient, and enhancing applicant profiles. The research aims to explore how AI virtual assistants or chatbots impact the employment process. Specifically, the study looks into the usefulness of these technologies at different stages of the employment process. The research provides insights into how AI virtual assistants or chatbots influence and contribute to the recruitment process. It sheds light on their effectiveness and potential implications, offering a better understanding of their role in streamlining and improving the overall hiring process. (Khan, 2020)

Virtual assistants and chatbots are becoming common in hiring. They make things easier by helping applicants, answering questions, and sorting out information. This technology not only improves the hiring process but also makes it more user-friendly for job seekers. The research looks into how these smart technologies are useful at different stages of hiring. Understanding how they affect how people apply for jobs gives important information for HR professionals. It seems like using these technologies can make hiring more efficient and give job seekers a better experience.

In simple terms, using smart technology in hiring, as Khan talks about, seems like a good move. It makes the hiring process smoother and more positive for both recruiters and job seekers.

## IV. Challenges and Consideration

### A. Ethical Concerns and Data Privacy



Picture show ethical consideration and data privacy of using AI tools, create by Bing Image Creator.

Although AI presents the possibility of more educational customisation, there is also a concern that learning may become less social. We can gain a lot of insight from earlier implementations of new technology in the classroom to increase the possibility that AI will support students' growth and acquisition of profound information (Reiss, 2021). Prioritizing the ethical utilization of student data and privacy is imperative in the implementation of any framework, such as UDL.

- Ensure that families and children are aware of the ways in which data may be gathered and utilized to enhance education. Get consent using an opt-in wherever feasible.
- Gather just the engagement and performance data from students that directly informs the necessary adjustments. Avert profiling that isn't educational.
- When schooling justifies it, remove student names and identifiers from student data. When aggregating data, use codes instead of names.
- Make sure that all digital student data especially that which is individually identifiable is sent and kept securely in accordance with your institution's security guidelines. Occasionally check who has access.
- Give students a say in how their data informs modifications when it makes sense to do so. Instead of viewing it as an assessment, they ought to see it as enhancing their achievement.

### B. Digital Accessibility and AI

Ensuring that digital tools, online content, and AI systems are accessible to all learners may be facilitated by implementing Universal Design for Learning principles. Formats that are accessible: Ensure that any digital content has

characteristics that allow users with a range of skills to use it, such as captions, alternate text, font and color adjustments, etc. Use various methods of interaction Give students the opportunity to engage digitally in ways that suit their interests through games, films, interactive forums. And as AI is used to augment education more and more, make sure it can change over time in response to feedback and the unique profiles of each student. Keep an eye out for any skewed results. Use strict security and monitoring, and only gather the minimal amount of student data required. Get permission before using AI techniques to collect data or profile someone. Ensuring digital tools and AI systems are accessible to all learners through Universal Design for Learning is a positive step. Incorporating features like captions and interactive methods caters to diverse learning styles. As AI in education grows, adaptability and vigilance against bias are crucial. Strict security, minimal data collection, and obtaining consent for AI use uphold ethical standards. This approach fosters an inclusive and secure learning environment, respecting individual needs and privacy.

## C. Equity and Access to AI Tools

Equality and access to educational resources, such as artificial intelligence (AI) technology, are critical factors to take into account when putting Universal Design for Learning into practice. Students may find it difficult to fully interact with course content and exhibit their understanding if they do not have access to the necessary technology. Not every kid has access to the internet at home or is familiar with all of the resources. Before basing lessons on a particular technology, take into account whether all students have fair access to the technologies that are required. Investigate free or inexpensive alternatives when there are gaps, such as providing school supplies of gadgets. Ensure that any necessary familiarization or training with AI technology is broadly developed and accommodates a range of learner profiles. Provide alternatives for using or not using technology to accomplish specific activities. Remove obstacles that may hinder participation, such as poor connectivity or unavailability of devices.

Ensuring equal access to educational resources, especially with the incorporation of artificial intelligence (AI), is crucial for implementing Universal Design for Learning. Recognizing that not all students have access to necessary technology, educators should assess potential disparities. Using free or affordable alternatives, like providing school-owned devices, helps bridge the accessibility gap.

For inclusivity, AI training should be broad, accommodating various learner profiles. Offering options for activities with or without technology caters to diverse preferences. Addressing connectivity issues and device availability removes barriers, fostering an equitable learning environment. Overall, these measures ensure all students, regardless of circumstances, have fair access to educational resources, including AI technology.

## V. Conclusion

The traditional 'one-size-fits-all' method of instruction is inadequate in today's classroom to meet the various needs of students. There is one approach can be used as alternatives to get around this restriction. The learning styles which concerned with adapting instructional content to the unique preferences of each student. The Universal Design for Learning (UDL) approach, emphasizes the creation of adaptable and flexible learning environments that don't require retrofitting or modification. To better fulfill the diverse needs of learners in contemporary educational situations, this framework essentially propose strategies involves customizing information to individual preferences.

The integration of AI tools and innovative methodologies in education brings forth transformative benefits across various aspects. Personalized learning paths, exemplified by Chatwise, offer a dynamic and engaging approach, akin to having a personalized tutor. Adaptive assessment tools like Cognii enhance writing skills, providing real-time feedback for both personal writing endeavors and student learning. Content customization and differentiation, facilitated by tools like Canvas, empower educators to tailor material to individual needs, creating a collaborative and up-to-date learning environment. The advanced technology of Transformer TTS revolutionizes text-to-speech synthesis, providing remarkably human-like computer-generated speech.

In the recruitment realm, the prevalence of virtual assistants and chatbots, as highlighted by Khan (2020), streamlines the hiring process, making it more efficient and user-friendly. These smart technologies not only benefit recruiters but also enhance the overall experience for job seekers.

Collectively, these AI tools contribute to a more personalized, inclusive, and efficient learning and working environment, reflecting the continuous evolution of technology in shaping the future of education and professional development.

## Glossary Terms:

**Universal Design for Learning (UDL):** teaching method that prioritizes diversity and flexibility in the classroom to meet the needs of students with different learning styles, interests, and abilities.

**Inclusive Education:** an educational strategy that ensures equal access to educational opportunities and services for all students, regardless of their background or ability.

**Multiple Means of Representation:** a UDL principle that emphasizes using a variety of presentation techniques to accommodate different learning styles in the material being presented.

**Multiple Means of Engagement:** a UDL principle that emphasizes offering a variety of methods to involve students in learning experiences while acknowledging that different methods will motivate different students.

**Multiple Means of Expression:** a UDL principle that encourage teachers to provide students a variety of ways to show what they learn and can comprehend.

**Equity in Education:** the idea is to provide all students, regardless of their background, skills, or characteristics, fair and equal access to educational resources, opportunities, and support.

**Data Privacy and Security:** concerns about sensitive and personal data privacy in the context of data-driven learning and educational technologies.

**Personalized Learning:** a method of teaching that, with the use of technology, customizes lessons to each student's requirements, interests, and speed.

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## Quiz



### Mayasari

I am Maya, from Indonesia, currently doing my master's in Education at AUW. I believe every child, no matter where they come from, should have good education. In the future, I want to work in education to help children learn and support people in reaching their educational goals. I am really passionate about helping kids who don't have many resources to get the education they should have. I believe in something bigger than myself, and I want to make a positive impact in my community and the world. I am excited about learning more and growing, and I want to use what I learn and my dedication to make a difference. I am grateful that I chose this path, for being empathy and compassionate person on this journey.



### Nila Wan

Nila Wan belongs to Rakhine ethnicity in Bangladesh. She is currently pursuing her M.A in Education. She completed her bachelor's degree in Buddhist Studies, but she found an interest in teaching, prompting her decision to start teaching online. Nila creates content on social media, including videos related to various skills, general knowledge, and English. She works as a social media content creator at 10 Minute School which is one of the biggest national platform. She also worked as an assistant teacher in a school, where she taught English to students in grades 6 to 10. Additionally, she conducted several classes on English for Pre-UG students at Asian University for Women. Her intention is to use her knowledge to benefit her community and society at large. She has set a goal for herself to become an excellent teacher who can provide guidance and support to children whenever they are in need.

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## Leveraging AI to Support Access, Equality and Inclusion

How AI can advance education in economically disadvantaged regions, promote gender equality, and foster inclusion for learners with disabilities

Parisa Fadayee & Zainab Rezaiee

Access

Special Needs

Education

Inclusion

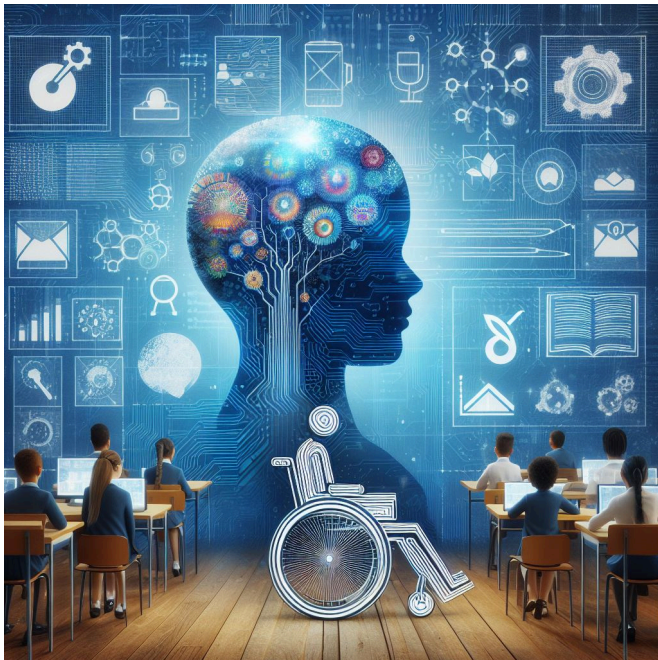
Gender

AI

Learners

Women

Disability



A vision of an Inclusive Classroom in the era of AI Revolutions (generated with Bing Image Creator)

## Learning Objectives

### I. Leveraging AI for Inclusive Education in Economically Disadvantaged Regions

1. Understand how AI can break barriers to education in economically disadvantaged regions.
2. Evaluate the role of AI in improving access to quality education in developing countries.

### II. Advancing Gender Equality through AI in Education

1. Identify existing gender disparities in educational opportunities.
2. Explore how AI tools can promote personalized learning, mitigate gender biases, and foster gender equality in education.

### III. Enhancing Inclusion for Learners with Disabilities through AI

1. Recognize the challenges faced by individuals with physical, sensory, and cognitive disabilities in education.
2. Evaluate the impact of AI in addressing disability-related challenges and promoting inclusive learning environments.
3. Explore ethical considerations in the deployment of AI for educational purposes.

The chapter explores the transformative impact of artificial intelligence (AI) on education, specifically focusing on three critical dimensions: advancing education in economically disadvantaged regions, promoting gender equality, and fostering inclusion for learners with disabilities. By leveraging AI technologies, this exploration delves into innovative approaches that have the potential to reshape educational landscapes, dismantle barriers, and enhance learning opportunities for all.

#### Introduction

In our journey over the past year, both as authors and advocates of inclusive education, we have actively embraced Artificial Intelligence (AI) as a transformative force. Hailing from Afghanistan, our collective experiences have fueled a commitment to dismantling barriers in education, beginning with economic inclusivity. Recognizing the profound impact of socio-economic backgrounds on educational opportunities, particularly for those with limited resources, we embarked on an exploration of how AI can surmount these barriers. This initial lens in our chapter explores the ways in which AI tools can bridge gaps in access to quality education, addressing challenges ranging from poverty-related constraints to the scarcity of affordable learning materials.

Moving forward, our narrative unfolds to shed light on the pivotal role AI plays in advancing women's education. Drawing inspiration from the challenges faced by women in Afghanistan, we share our journey of using AI as a catalyst for change. Through initiatives aimed at providing education for women in our homeland, we have not only taught and mentored but also employed AI on online educational platforms. This section of our chapter delves into the intersection of technology and gender equality, showcasing how AI can empower women by tailoring educational support to their unique needs and preferences.

Transitioning seamlessly, our intellectual journey guides us into the critical realm of inclusive education for individuals with disabilities. Recognizing that the topic of inclusive education remains incomplete without addressing the provision of educational services for students with special needs, our exploration takes on added significance. Aligned with the Sustainable Development Goals (SDG), countries are progressively leaning towards developing policies aimed at advancing education for individuals with disabilities. In the course of our MA in education program, we seized the opportunity to meticulously analyze some of these policies, focusing on the intricacies of inclusive education for students with special needs.

Despite substantial investments in both monetary and human capital, the desired impact on inclusive education for students with disabilities has proven elusive for many countries. This reality accentuates the critical need for the adoption of alternative strategies and innovative solutions that can significantly enhance the chances of success in this challenging endeavor.

Our quest for solutions extends beyond traditional approaches as we explore the transformative potential of AI in elevating education for students with diverse needs and backgrounds. This pursuit is rooted in our experiences within the course named "Strong School" in which we learned the integration of AI-powered technologies into education. Motivated by the potential of AI tools, we have embarked on an exploration into their viability as a means of providing essential support for inclusive education, particularly catering to the unique requirements of those with special needs.

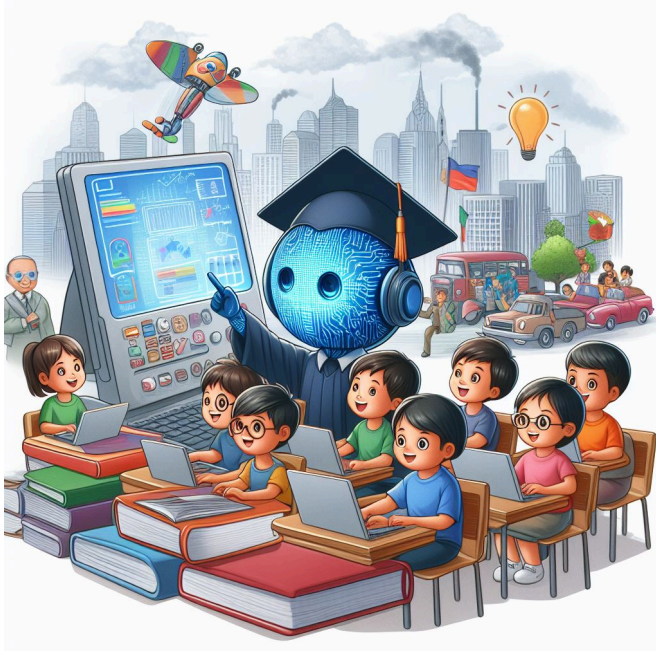
Originating from the heart of Afghanistan, our experiences have been a guiding light, propelling us to address barriers, whether rooted in economic disparities, gender inequalities, or the complexities of inclusive education for individuals with disabilities. We recognize that the intersection of technology and education is a powerful catalyst for change, and our exploration into the potential of AI tools is an ongoing endeavor. This chapter, a testament to our year-long odyssey, serves as a call to action—a call to embrace innovation, challenge conventions, and usher in a future where education knows no bounds, offering equitable opportunities for every learner, regardless of their background or unique needs.

The chapter unfolds in three main parts, each addressing a crucial dimension of leveraging AI in education. The initial segment explores the application of AI in economically disadvantaged regions, emphasizing how technology can overcome barriers to access and elevate the quality of education. The second part scrutinizes gender disparities in education, unveiling how AI can contribute to gender-inclusive strategies, personalized learning, and unbiased educational content and assessments. The third part focuses on learners with disabilities, detailing the challenges they face and showcasing how AI-driven solutions can revolutionize their educational experiences.

#### What is inclusive Education?

Educational inclusivity ensures equal access to opportunities for all students, regardless of socio-economic background, gender, or disability. It aims to create an environment where every learner feels valued and supported. This includes promoting equity, eliminating biases, and providing tailored support services to address the unique needs of students from diverse backgrounds, fostering an inclusive educational system.

# Breaking Barriers in Economically Disadvantaged Regions



A vision of Accessible Learning Opportunities through AI in Economically Disadvantaged Region (Image made with Bing Image Creator)

Despite notable advancements in the realm of education, the persistent challenge of achieving inclusive education for students from economically disadvantaged communities remains a matter of grave concern both at the national and international levels. The latest statistical data underscores a sobering reality: a significant majority of these economically disadvantaged students are situated in developing countries (World Bank, 2022), where they confront a myriad of obstacles. These challenges encompass not only limited access to education but also issues such as substandard educational quality and unavailability of essential learning materials (World Bank, 2022).

In the first section of this chapter, we will thoroughly explore the most significant of these hurdles, scrutinizing the most promising strategies through which AI can actively contribute to mitigating these issues. The overarching goal is to augment the accessibility, quality, and affordability of education for students in economically disadvantaged communities.

## What does the term “Economically Disadvantaged” mean?

The terms “Economically disadvantaged” or “developing countries” are used to define countries that are characterized by lower-income levels, less industrialization, lower Human Development Index (HDI) scores, and lower standards of living compared to more economically advanced nations (World Bank, 2022). These countries often face challenges in areas such as health care services, inclusive and quality education, environmental disaster, and limited infrastructure (World Bank, 2022).

While there is not a universally agreed upon definition, these terms are often used interchangeably to describe countries with economies that are in the process of industrialization and have lower GDP per capita. The United Nations, World Bank, and International Monetary Fund are among the organizations that provide technical, research, and financial support for these countries (Steinbach, 2019). Also, these organizations are responsible for providing classification and criteria for identifying economically developing countries. For instance, the World Bank categorizes based on into income groups based on Gross National Income (GNI) per capita. The “low-income” and “lower-middle-income” groups often encompass nations considered economically disadvantaged or developing (Steinbach, 2019).

Efforts both in national and international level has been made to improve the developing countries by addressing the main challenges of these countries identified by research (Glewwe, 2013). Seemingly there is a universal approval of Gary Becker's opinion about the significance of human capital in improving the overall living standards of nations and viability of effective education is the most significant component of human capital theory (Glewwe, 2013). This agreement is a result of the large body of research—among economists and other scholars—that shows education raises workers' productivity and, consequently, their wages. Additionally, research has demonstrated that education promotes better health and a host of other non-financial advantages (Glewwe, 2013). This has been the foundation of increasing focus on providing education services for citizens of developing countries by national and international institution. For instance, Education was the subject of two of the eight Millennium Development Goals (MDGs) that were adopted at the United Nations Millennium Summit in September 2000, also the developing countries spend about \$ 700 billion on their education (Glewwe, 2013). The result of these efforts are positive as the World Bank (2012) as cited in (Glewwe, 2013) estimates, 87% of children in poor nations complete elementary education, and in 2010 these countries' average gross enrollment rate for secondary school was 64%, a significant increase from the rate of 41% in 1980.

Nevertheless, 13% of kids in developing nations do not complete their elementary education, and more than 33% do not enroll in secondary education. The overwhelming body of research demonstrating that pupils in underdeveloped nations learn significantly less than those in wealthy nations is even more concerning (Damon et al., 2016). 58.1% of fifteen-year-old students in the United States received a literacy score of Level 3 or higher in a 2009 worldwide comparison; Level 3 is equivalent to “capable of reading tasks of moderate complexity” (Damon et al., 2016). In contrast, the percentages of fifteen-year-old

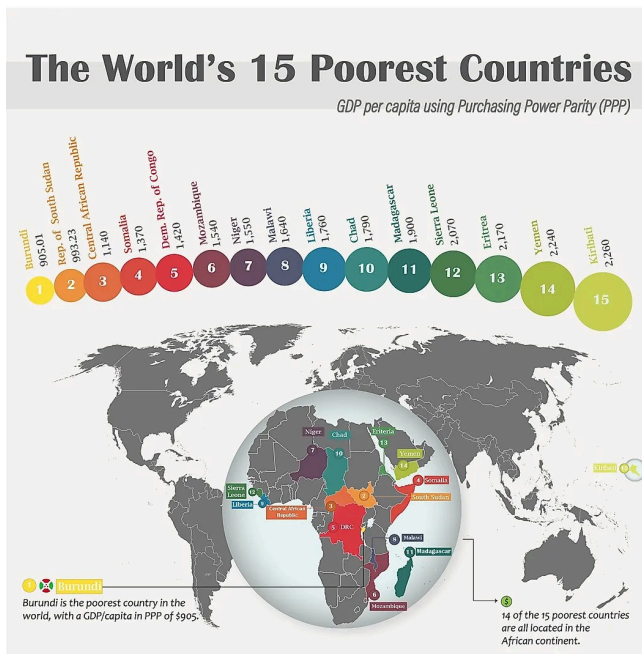


Image from WorldAtlas.com, Data Source: IMF

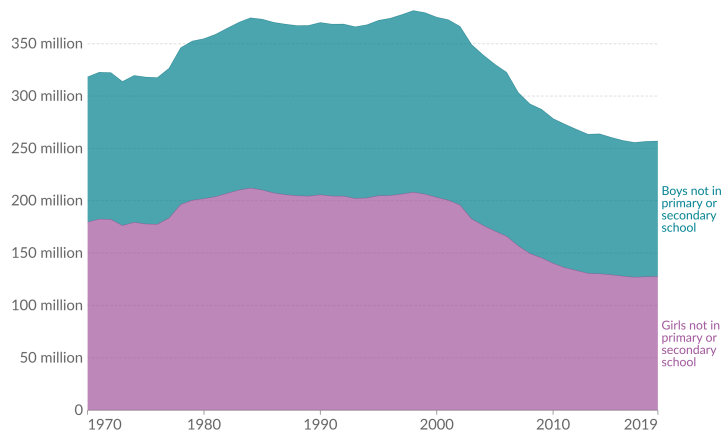
students demonstrating proficiency in mathematics Level 3, which involves the ability to "execute clearly described procedures, including those that require sequential decisions," varied significantly between developed and developing countries (Damon et al., 2016). For the United States, the proficiency rate was 52.2%. However, in many developing countries, the corresponding figures were considerably lower: 23.3% for Brazil, 12.2% for Indonesia, 20.1% for Jordan, and 13.1% for Peru. This highlights a substantial gap in mathematical proficiency levels between developed and developing nations (Damon et al., 2016). Given that these problem exists despite millions of dollars' investment, makes the international community think about other non-monetary solutions in solving some of the significant challenges in education that will be discussed below.

## Access to Education

Access to education in developing countries is a persistent challenge. According to UNESCO data from 2019, 8% of the world's 787 million children of primary school age, equivalent to 58.4 million children, were not attending school (Roser, 2021). Despite the hope for a return to pre-pandemic levels, the temporary increase in this number during the pandemic underscored an already alarming situation (Roser, 2021). Even before the pandemic, the 58 million children deprived of primary education represented a significant challenge, as they were denied the fundamental opportunity to learn essential skills such as reading and writing (Roser, 2021).

## Children out of school, World, 1970 to 2019

Children in the official primary school age range who are not enrolled in either primary<sup>1</sup> or secondary<sup>2</sup> education.



Data source: UNESCO via World Bank

OurWorldInData.org/global-education | CC BY

- 1. Primary education:** Primary education (International Standard Classification of Education Level 1) aims to impart fundamental literacy and numeracy skills while providing a solid foundation in key knowledge areas and personal and social development, serving as preparation for lower-secondary education with a focus on basic-level learning and minimal specialization.
- 2. Secondary education:** Secondary education (International Standard Classification of Education Level 2 and 3) completes the provision of basic education that began at the primary level, and aims at laying the foundations for lifelong learning and human development, by offering more subject- or skill-oriented instruction using more specialized teachers.

One significant factor contributing to the high number of out-of-school children, totaling 58.4 million, is the prevalence of violence in ongoing conflict areas worldwide, including regions such as Syria, Yemen, Sudan, and Nigeria (Roser, 2021). Notably, half of all children deprived of education reside in these conflict-affected countries. Another major obstacle, often interconnected with conflict, is poverty (Roser, 2021). In low-income countries, public finances allocated for education are disproportionately low, exemplified by the stark contrast between annual spending in a high-income country like Austria and that in a low-income country like the Democratic Republic of Congo. Poverty, in its most extreme forms, compels children to engage in labor, frequently on smallholder farms, leading to early withdrawal from or non-entry into school (Roser, 2021).

## How War Impacts Access to Education



[Watch on YouTube](#)

The YouTube video "The children getting an education in a war zone - learning world" sheds light on the profound challenges faced by schools and students in conflict-affected regions, specifically northern Iraq's Kurdish province and Lviv, Ukraine. Despite the pressing need for education, schools in these areas are not only targeted but are also repurposed as shelters, depriving countless children of their right to education. The video features interviews with local authorities, families, students, and teachers, revealing the resilience of communities in the face of adversity. It underscores the critical role of education in providing children with a foundation for future success. In the conflict-ridden Crimea, the annexation and subsequent threats to children's safety have led to innovative educational approaches, such as peace rooms and specialized tutors, to help them integrate into new schools. The video advocates for increased support from organizations and initiatives to address the multifaceted challenges these children encounter, from the loss of schools and teachers to limited resources and displacement. Despite the hardships, the narrative concludes on a hopeful note, urging viewers to join the collective effort to make education accessible to all children, irrespective of their circumstances.

Although limited access to education can have other reasons too. According to a research conducted by Phuyal et al. (2005) in Nepal limited access to education among underserved communities in Nepal are due to reasons like the mishandling of scholarships is one major problem that mostly affects Dalit kids in Grang village. The disparity in educational chances has been made worse by the exclusion of Dalits from scholarship programs due to inadequate identification. Furthermore, only a small percentage of eligible girls are obtaining the intended benefits, which raises serious concerns about the incomplete distribution of girls' scholarships. Lack of knowledge regarding deposited scholarship amounts among schools is another factor contributing to the unequal distribution of these vital resources.

Another challenge in Nepal's education is the distribution of textbooks, as problems and delays continue at Rasuwa's Grang School. When parents buy textbooks on their own, they frequently run into problems getting their money back (Phuyal et al, 2005). All of the sampled districts' book corner grants are being implemented inefficiently, which is indicative of stakeholders' unclear and incomplete grasp of this educational idea (Phuyal et al, 2005). Looking into the types of challenges different communities face in terms of access to education one understands that the reasons behind limited access to education can be common or very different among various disadvantaged communities.

## Quality of Education

Large investment in providing education services (with a focus on primary education) for by local governments and international organization has brought impressive progress in the number of children enrolled in schools throughout developing countries (Verspoor, 1989). Many developing countries offer free primary education to children from all economic and social backgrounds in their country (Verspoor, 1989). However, the ever increasing demand for formal education services has stretched the managerial, financial, and professional resources beyond the limit of minimal effectiveness. Many schools across developing countries now suffer from a shortage of instructional material and decaying administrative infrastructure (Verspoor, 1989). Strong body of research confirms that the quality of learning and teaching continues to be very low especially in rural areas (Verspoor, 1989).

Even though the majority of children can go to school these days in most nations, very few actually learn as much as their governments want them to. Many school systems in underdeveloped countries are, by their own admission, unable to provide their children with even the most basic skills in reading, writing, and math. The majority of primary school students in many education systems do not even reach the basic competencies in reading and arithmetic needed to continue their education, and approximately 125 million children worldwide do not acquire functional literacy or numeracy even after four years of school (World Bank 2017 as cited in Hossain & Hickey, 2019).

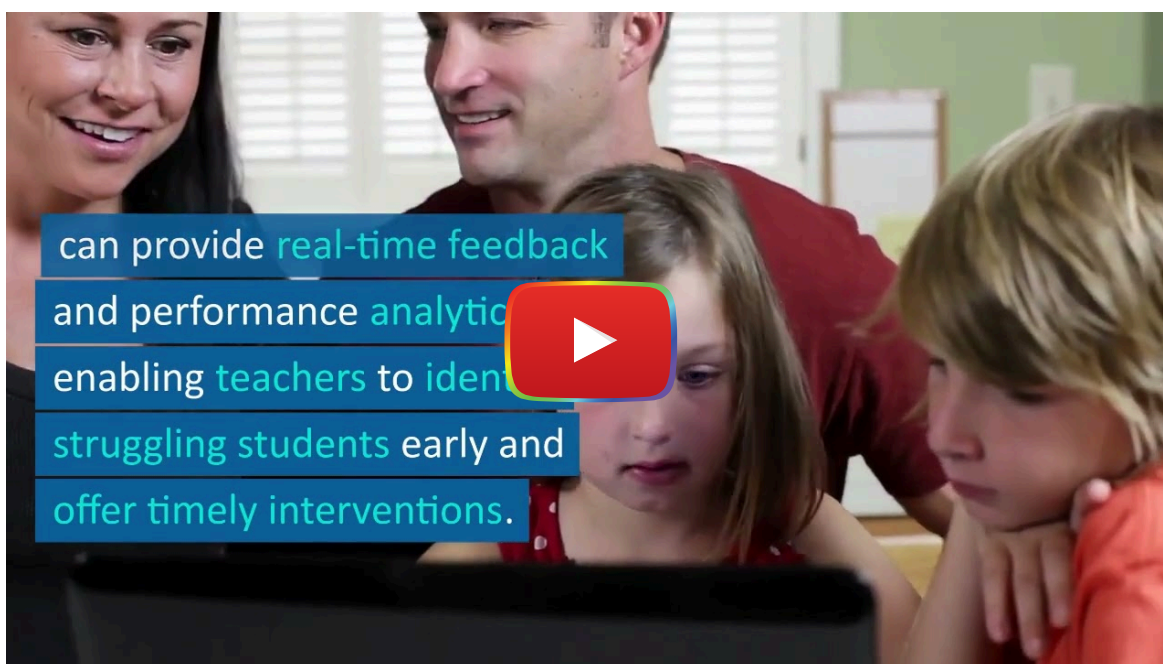
The substandard quality of education received by the majority in developing nations is a significant concern due to its potential to either ameliorate or exacerbate economic and associated inequalities. Good quality education is now recognized as a more potent catalyst for economic growth than the mere size

of an education system, with higher-quality basic education linked to more inclusive and equitable forms of development (Hanushek, 2009; Hanushek & Woessmann, 2007 as cited in Hossain & Hickey, 2019). However, the ongoing learning crisis both exacerbates and is exacerbated by various social and economic inequalities. Notably, there are substantial differences in learning achievements between lower- and higher-income regions and countries, as evidenced by a comparison of PISA (Program for International Student Assessment) test scores: an average student in a low-income country performs worse than 95 percent of students in OECD countries, indicating a need for remedial lessons in any developed country's school system (Hossain & Hickey, 2019). Nevertheless, some nations perform better than others in terms of learning measures. Vietnam, for example, outperforms expectations based on per capita income, and pupils in Latvia and Albania perform better than expected based on other social and economic variables (World Bank 2017).

It is known that raising the number of students enrolled would not necessarily result in higher quality, and there is a perceived trade-off between maximizing learning attainment and minimizing unit costs (Nicolai et al. 2014, 2 as cited in Hossain & Hickey, 2019). Because of institutional or individual biases against children from underprivileged or marginalized groups, enabling high-quality learning is especially difficult for low-income communities (UNESCO 2010); Obstacles within the home environment pose significant challenges (Smith and Barrett, 2011), along with the detrimental cognitive impacts of early and persistent malnourishment (Crookston et al., 2010, 2013; World Bank, 2017 as cited in Hossain & Hickey, 2019). Factors such as dropout rates, poor attendance, child labor, and other distinctive aspects of childhood in extreme poverty further contribute to the complexities (Rose and Dyer, 2008 as cited in Hossain & Hickey, 2019). While initiatives like school meals can enhance participation and attendance rates, the evidence supporting their efficacy in improving learning outcomes is less consistent (Adelman, Gilligan, and Lehrer, 2008; Snilstveit et al., 2015 as cited in Hossain & Hickey, 2019). Poverty and inequality are identified as substantial barriers to education quality (Tikly and Barrett, 2013 as cited in Hossain & Hickey, 2019). Although high-quality education is acknowledged as a key pathway out of poverty towards more equitable societies, finding effective solutions to elevate education standards in such contexts is far from straightforward. Notably, there is limited consensus on strategies for improving learning outcomes, as highlighted in a recent 'review of reviews' (Evans and Popova, 2016 as cited in Hossain & Hickey, 2019).

However, the influence of resources on education quality is widely recognized to be variable, contingent on how they are governed and managed across different levels of education systems (Kumaravelu & Suresh, 2017). Often, the resources allocated to schools suffer from inadequate deployment, frequently due to excessive centralized control. Consequently, meager resources are inefficiently and ineffectively utilized. The impact of increased resources on enhancing learning outcomes through mechanisms such as lower pupil-teacher ratios and the presence of more qualified teachers is inconclusive and context-specific (Glewwe et al., 2011 as cited in Hossain & Hickey, 2019). Based on their examination of seventy-nine studies in developing countries, Glewwe et al. (2011, 41) determined that a functional physical classroom was important, as were teachers with greater subject knowledge, longer school days, and the provision of tuition. Conversely, teacher absenteeism had a clear negative effect. Many teachers engage in freelance work as private tutors or explore alternative means to supplement their income (Bray, 2006 as cited in Hossain & Hickey, 2019). Leakage of resources is a common issue, particularly through the loss of public sector employee time (Chaudhury et al., 2004 as cited in Hossain & Hickey, 2019).

In settings where teachers are present, their own educational qualifications are often insufficient to facilitate high-quality learning. A significant proportion of new teachers in countries such as The Gambia, Botswana, Lesotho, Chad, Togo, Guinea-Bissau, and Cameroon did not meet the minimum secondary school qualifications for teachers in the 1990s (UNESCO, 2004). Despite substantial investments in teacher training during the 2000s, in many countries, less than 75 percent of teachers received training up to the national standards, which are often relatively low (UNESCO, 2014). Tikly and Barrett (2013, 4) observed that while low reading and mathematics achievements were closely associated with poverty and inequality, schools could still make a difference, particularly in lower-income countries. Effective school leadership and teacher management played crucial roles, as highlighted by the World Bank (2017), which identified four determinants of the learning crisis: (i) children often lack readiness to learn; (ii) teachers frequently lack necessary skills and motivation; (iii) school management skills are generally low; and (iv) school resources have not kept pace with the expansion of education (Kumaravelu & Suresh, 2017).



Video made by Pictory  
[Watch on YouTube](#)

# AI-Driven Solutions for Expanding Educational Access

Education is a human right that should be accessible to every individual. However, there are many people in the world who do not have access to education and basic literacy (Jordan, 2020). Of this population which is estimated to be over 750 million people most of them are residing in developing countries (Jordan, 2020). Lack of access to education is due to several causes such as poverty, gender inequality, geographical location, disability, and more. In recent years the progress in artificial intelligence has provided a potential solution to overcome these barriers and provide accessible education for everyone (AI for Social Good, 2023). Artificial intelligence can assist developing countries in enhancing the quality of education as well as providing affordable education. Below are some of the benefits that AI can bring to underserved societies.

## Grading Software

Grading is a tedious and time-consuming administrative task that takes up approximately 20 hours of teacher's time per week. Machine learning software can reduce this time by question-independent model to grade open-ended and short-answer questions which was done manually by teachers in traditional grading process. Instructors build on their earlier work by exposing the machine to a greater variety of features in order to teach it question-specific models (Sharma, 2022). The model then suggests a way to use the data to convert those characteristics into a collection of features that preserve their structural relationship with the labels across questions. With the use of these attributes, the model trains a single supervised model that can be used to generate ungraded answer to an unobserved query for a given language across questions (Sharma, 2022). This work offers a fresh version on the supervised learning approach, and the lessons learned can be applied to other grading jobs like grading arithmetic questions (Sharma, 2022). Through automated grading machines as such teachers are able to spend more time in developing students analytical and critical thinking skills.

## Personalized and Versatile Learning Material

One of significant challenges faced to education in developing countries is unviability of high quality education materials (Sharma et al., 2022). The school education in developing countries is dominantly thought by public high school curriculum which has very low quality compared to international standards. Due to a lack of expertise in the curriculum development ear, very high financial cost, tedious legal procedures, and political considerations reproducing or reforming the national curriculum is not possible (Sharma et al., 2022). So the same curriculum last in the education systems of the countries for long period of time; even for decades. This problem is intensified by the fact that due to financial constraints the governments in developing countries are not able to provide assistive materials that help the student to understand the text books (Sharma et al., 2022).

In the realm of education, it is increasingly recognized that a uniform approach to learning may not be effective for every student. Acknowledging the diverse learning and communication styles of students, machine learning algorithms are proving to be instrumental in tailoring educational content to each learner's unique experience and goals. This transformative capability of Machine Learning (ML) models is reshaping the landscape of education and offering numerous benefits to students worldwide.

### 1. Individualized Influence and Dynamic Learning Routes:

Traditional, pre-determined frameworks often limit a student's influence over their learning journey. With AI-driven machine learning algorithms, learners gain more control (AI for Social Good, 2023). These algorithms predict outcomes and, based on collected data, establish continually evolving learning routes that adapt to a student's changing needs and abilities. This dynamic approach ensures that education becomes a personalized and fluid experience for each student (AI for Social Good, 2023).

### 2. Responsive Learning Platforms:

The infusion of AI in education extends to learning platforms, making them more responsive and adaptable to students' needs. By intelligently analyzing data on individual learning preferences, strengths, and weaknesses, AI enhances these platforms, making them more open and accommodating. This responsiveness ensures that learning materials align with the cultural and social contexts of diverse student demographics (Sharma et al., 2022).

### 3. Content Creating:

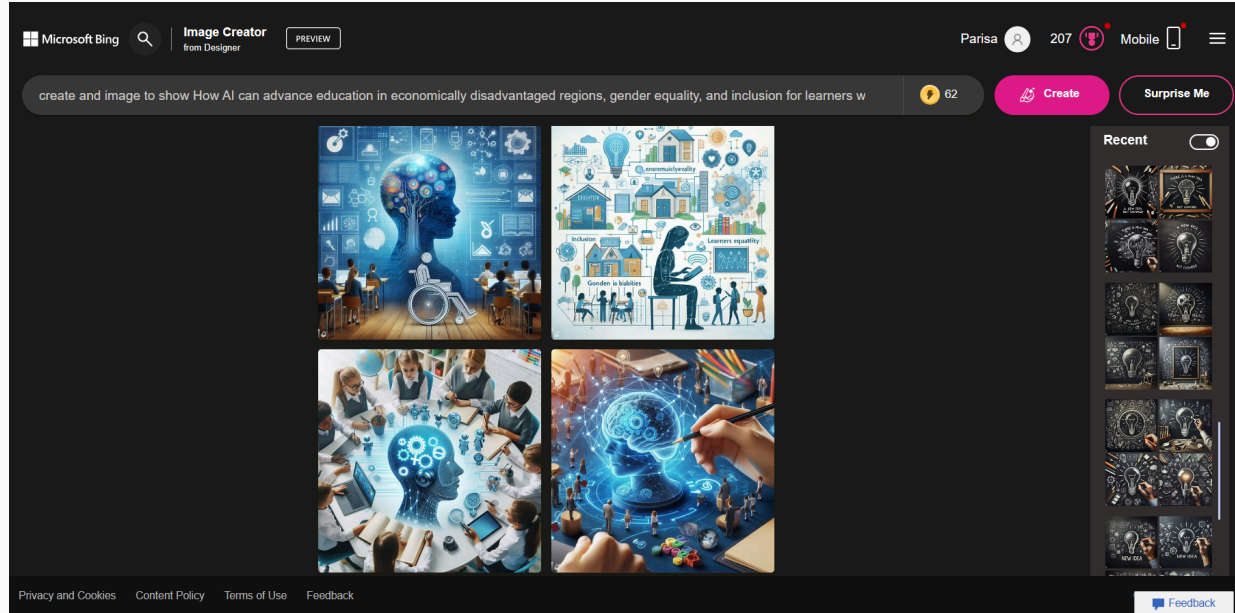
AI provides a variety of interesting and easy tools for creating high quality content that could be very expensive and time consuming otherwise. Nowadays, there are many AI tools that help teachers diversify their learning material. The Night Café Creator, Bing Image Creator, Fotor and Picsart are some of thos AI Image Creators that generates images based on the prompts it receives from the user. Using this AI tool educator can create images for their lectures of lessons. I believe this tool is particularly interesting as it increases inclusivity by providing the possibility for every individual to create images that resonates with their own reality, beliefs and culture. Another useful tool "Is Pictor.AI" which helps learners or educators to convert text into videos.

## Example Prompt for Image Creation with "Bing Image Creator"

Prompt: Create an image to show How AI can advance education in economically disadvantaged regions, gender equality, and inclusion for learners with disabilities.

Response: With each prompt, the Bing Image Creator creates four images.

We can see the creation process as below:



Screenshot from Bing Image Creator.

### Daptio: A Case Study in Adaptive Learning:

Daptio, an adaptive learning platform in Africa, exemplifies the transformative power of AI in education. Utilizing content-agnostic AI, Daptio personalizes learning for children by assessing their educational levels and knowledge. The software gathers content from various creators, ensuring cultural and social relevance. Moreover, it dynamically adjusts its curriculum based on real-time data, considering factors such as strengths, weaknesses, and even variations in data connectivity, making education accessible to all (Sharma, 2022).

### Overcoming the One-Size-Fits-All Barrier:

A common obstacle in education is the one-size-fits-all approach, which may not cater to the unique needs and learning styles of individual students. AI addresses this challenge by offering personalized learning experiences (AI for Social Good, 2023). Through data analysis and machine learning algorithms, AI identifies individual strengths, weaknesses, and learning patterns. Educators can then tailor content and teaching methods accordingly, significantly enhancing engagement, comprehension, and overall learning outcomes (AI for Social Good, 2023).

In summary, the integration of AI in education marks a paradigm shift towards personalized learning experiences and diverse educational resources. By leveraging the capabilities of machine learning algorithms, education becomes more adaptable, responsive, and culturally relevant. The case of Daptio in Africa serves as a testament to how AI can revolutionize education, ensuring that students of varying backgrounds and preferences receive the best possible learning experience.

### Language and Accessibility

In developing countries, language and translation barriers pose significant challenges for students, particularly those with disabilities or diverse linguistic backgrounds (Schmidt & Strasser, 2022). Fortunately, AI technologies play a crucial role in addressing these issues. Real-time translation facilitated by AI-powered tools, such as Google Translate and the increasingly popular ChatGPT, has become instrumental in breaking down language barriers. These tools empower students to access instructional materials in their local languages, enabling a more inclusive learning environment (Schmidt & Strasser, 2022).

Moreover, AI algorithms contribute to the creation of accessible digital resources, including screen readers, closed captioning, and text-to-speech technologies. These advancements ensure that educational content is not only translated but also presented in a format that caters to various learning needs, promoting inclusivity and accessibility for all students (AI for Social Good, 2023). Through real-time translation and the development of supportive technologies, AI

emerges as a transformative force, allowing students to fully comprehend and engage with educational content, thus overcoming language barriers in the realm of education.

In Africa, two prominent learning platforms, Daptio and Eneza Education, harness the power of artificial intelligence to enhance educational accessibility. Daptio facilitates remote learning by collecting student data, including strengths and weaknesses, and dynamically adjusting its curriculum to meet individual needs. On the other hand, Eneza Education, with over 860,000 subscribers, delivers lessons and assessments through web communication or SMS messages, offering quizzes, offline access to Wikipedia, and a unique "Ask-A-Teacher" feature for live inquiries.

### Example Prompt: Translate the text to different languages

Prompt: Translate the below text to "Name of Language"

#### Language and Accessibility

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#### Persian

ChatGPT:

زبان و دسترسی

(Schmidt & Strasser, 2022) در کشورهای در حال توسعه، موانع زبانی و ترجمه چالش‌های قابل توجهی برای دانش‌آموزان ایجاد می‌کنند، به خصوص کسانی که دارای معلولیت یا زمینه‌های زبانی متنوع هستند. خوشبختانه، فناوری‌های هوش مصنوعی نقش حیاتی در پرداختن به این مسائل ایفا می‌کنند. ترجمه زمان واقعی که توسط ابزارهای مبتنی بر هوش مصنوعی، مانند Google Translate و ChatGPT، این ابزارها به دانش‌آموزان امکان می‌دهند تا به مواد آموزشی به روز می‌شوند، فراهم شده است، نقش مهمی در از بین بردن موانع زبانی ایفا می‌کند. این ابزارها به دانش‌آموزان امکان می‌دهند تا به مواد آموزشی به روز می‌شوند، فراهم شده است، نقش مهمی در از بین بردن موانع زبانی ایفا می‌کند. این ابزارها به دانش‌آموزان امکان می‌دهند تا به مواد آموزشی به روز می‌شوند، فراهم شده است، نقش مهمی در از بین بردن موانع زبانی ایفا می‌کند. (Schmidt & Strasser, 2022) زبان محلی خود دسترسی داشته باشند، که یک محیط یادگیری بیشتر دربرگیرنده را فراهم می‌کند.

#### French

ChatGPT:

Langue et Accessibilité

Dans les pays en développement, les barrières linguistiques et de traduction posent d'importants défis pour les étudiants, en particulier ceux en situation de handicap ou issus de milieux linguistiques diversifiés (Schmidt & Strasser, 2022). Heureusement, les technologies de l'IA jouent un rôle crucial dans la résolution de ces problèmes. La traduction en temps réel facilitée par des outils alimentés par l'IA, tels que Google Translate et le ChatGPT de plus en plus populaire, est devenue essentielle pour surmonter les barrières linguistiques. Ces outils permettent aux étudiants d'accéder aux supports pédagogiques dans leurs langues locales, favorisant ainsi un environnement d'apprentissage plus inclusif (Schmidt & Strasser, 2022).

#### Bangla

ChatGPT:

ভাষা এবং অবসরপ্রাপ্ততা

উন্নতমূলক দেশগুলিতে, ভাষা এবং অনুবাদের বাধা শিক্ষার্থীদের জন্য গুরুত্বপূর্ণ চ্যালেঞ্জ সৃষ্টি করে, বিশেষভাবে যাদের দৃষ্টি বা বিভিন্ন ভাষার পশ্চাত্তাপ রয়েছে (Schmidt & Strasser, 2022)। ধন্যবাদকরণীয়ভাবে, এই সমস্যা সমাধানে AI প্রযুক্তিগুলি গুরুত্বপূর্ণ ভূমিকা পালন করে। AI-প্রযুক্তির সহায়ে সক্রিয় অনুবাদ সুবিধা, উদাহরণস্বরূপ Google অনুবাদ এবং ক্রমশ জনপ্রিয় ChatGPT, ভাষা বাধা উপেক্ষা করার জন্য অত্যন্ত গুরুত্বপূর্ণ হয়ে উঠেছে। এই সরঞ্জামগুলি শিক্ষার্থীদেরকে তাদের স্থানীয় ভাষায় শিক্ষামূলক উপাদানে অ্যাক্সেস প্রদান করে, একটি আরও সমবেত শেখার পরিবেশ সৃষ্টি করে (Schmidt & Strasser, 2022)।

### AI for Tutoring

The emergence of Intelligent Tutoring Systems (ITS) represents a groundbreaking trend in mathematics education, as demonstrated by studies over the past two decades. Contrary to replacing teachers, educational systems incorporating artificial intelligence serve as valuable supportive and revision tools, effectively emulating human math tutors (Pappas & Drigas, 2016). ITS typically assess students' mathematical skills prior to practice, enabling the creation of personalized

intervention programs tailored to each student's unique learning profile. This personalized approach aims to optimize the learning outcome for individuals (Pappas & Drigas, 2016).

Intelligent tutors possess the capability to present educational material flexibly, utilizing hypertext, audio, video, and graphics. This versatility proves instrumental in fostering engagement with mathematics, encouraging children to view it as more than a mundane obligation. A critical aspect of Intelligent Tutoring System design revolves around the user's problem-solving process in mathematics. Detailed answers facilitate the intelligent tutor's provision of step-by-step feedback and hints throughout the entire problem-solving journey. Unlike computer-aided tools, ITS stands out by guiding the resolution of intricate math problems, further enhancing the learning experience for students. The integration of such systems into education holds the promise of transforming the landscape of mathematics learning, making it more interactive and tailored to individual needs.

In Africa, two prominent learning platforms, Daptio and Eneza Education, harness the power of artificial intelligence to enhance educational accessibility. Daptio facilitates remote learning by collecting student data, including strengths and weaknesses, and dynamically adjusting its curriculum to meet individual needs (Jordan, 2020). On the other hand, Eneza Education, with over 860,000 subscribers, delivers lessons and assessments through web communication or SMS messages, offering quizzes, offline access to Wikipedia, and a unique "Ask-A-Teacher" feature for live inquiries (Jordan, 2020).

AI plays a crucial role in serving as intelligent tutoring systems, offering personalized guidance and support to students. Virtual assistants, driven by AI, analyze student performance, pinpoint areas for improvement, and deliver tailored feedback and resources (Jordan, 2020). This approach aids students in overcoming learning challenges, reinforcing concepts, and ensuring continuous progress (Jordan, 2020). Regardless of geographical location or time constraints, AI provides students with individualized tutoring and support, making education more accessible and inclusive. In essence, AI's impact on breaking down barriers in education is both significant and promising, transforming the learning landscape and fostering inclusivity for individuals worldwide (Jordan, 2020).

#### **Global Connectivity and Open Educational Resources (OER):**

AI facilitates global connectivity by leveraging the internet to provide access to a wealth of Open Educational Resources (OER) (UNESCO, 2019). Initiatives like Khan Academy and Coursera offer free, quality courses, leveling the playing field for students in underserved regions (Hew & Cheung, 2014). AI-driven translation tools also break language barriers, making content accessible to diverse linguistic communities.

Hybrid education incorporates OER seamlessly, allowing educators to curate online resources that align with the curriculum. This integration enhances the richness of educational materials available to students.

#### **Digital Divide in Developing Countries**

The digital divide, as coined by Larry Irving, Jr. in the mid-1990s, signifies the gap in access to information services based on socio-economic disparities, highlighting the inequality in opportunities to utilize Information and Communication Technologies (ICTs) and engage with the Internet (Acilar, 2011). This division has global implications, reflecting disparities between countries concerning ICT access. The primary digital divide encompasses inequalities in ICT access, while the secondary divide pertains to differences in ICT use. Larry Irving, Jr. introduced the term to draw attention to the existing disparity in access to information services, emphasizing the divide between those who can afford the necessary computer hardware and software for global information network participation and those who cannot, particularly low-income families and communities (Acilar, 2011).

Wilson defines the digital divide as an imbalance in the access, distribution, and utilization of information and communication technologies among different populations, identifying eight aspects: physical access, financial access, cognitive access, design access, content access, production access, institutional access, and political access (Acilar, 2011). The digital divide is multifaceted, involving geographic, demographic, socio-economic, philosophical, and sociological dimensions. It represents a missed opportunity for millions to access desirable jobs and enhance their lives through computer and internet use, reflecting both practical and societal implications (Acilar, 2011).

#### **Digital Divide in Education for Developing Countries**

Digital divide in developing countries is a multidimensional problem that encompasses disparities in both access to and utilization of digital tools within educational contexts. This divide reflects substantial inequalities in both the physical infrastructure necessary for digital learning and the digital literacy skills required to navigate and leverage online educational resources effectively (Tarman, 2003).

According to the IEEE Future Network Program (2023), the disparity in digital access creates educational inequalities, placing students at a disadvantage compared to those with greater technological resources. For instance, students without a home computer faced challenges during the COVID-19 pandemic when many schools transitioned to virtual learning. These disadvantages escalate, impeding proper education and hindering the acquisition of skills necessary for job opportunities with growth potential. To address these disparities, policymakers must address questions related to ensuring equitable global access to technologies like 5G.

#### **Causes of Digital Divide**

- Insufficient internet accessibility, including limited bandwidth for activities such as video and audio conferencing
- Lack of education and training in digital literacy, hindering effective technology use
- Inadequate infrastructure, marked by unreliable electricity
- Lack of access to essential technological devices, such as computers
- Absence of secure storage locations for devices, adding complexity to fostering digital inclusion

#### **Obstacles for Developing Countries to Overcoming the Global Digital Divide**

The path toward bridging the Global Digital Divide for developing countries is riddled with formidable obstacles. In this section, we will delve into the key challenges that impede progress, encompassing social and legal constraints, technological and infrastructural hurdles, financial costs, and the impact of war and instability. Each of these barriers plays a distinct role in hindering access to digital resources, amplifying the complexity of achieving digital inclusion on a

global scale. Through a detailed exploration of these obstacles, we aim to shed light on the intricacies and interconnections that demand careful consideration and strategic interventions for sustainable progress.

### **1. Social and legal constraints**

Social and legal constraints, encompassing censorship and access denial, are prevalent in various countries seeking strict control over internet access and resources. The mechanisms employed to enforce such constraints, particularly proxy servers, inevitably impact data performance and currency (Saheb, 2022). This inevitably restricts the breadth of available information, the scope of accessed resources, and limits the number of individuals with access to even non-proscribed data (Saheb, 2022).

Authoritarian regimes, drawing from a history of control over information technologies, extend their influence to internet development within their borders. Potential challenges to the state emanate from various sectors such as the mass public, civil society, the economy, and the international community. Authoritarian states respond to these challenges with reactive measures like restricting internet access, content filtering, online behavior monitoring, and, in extreme cases, prohibiting internet use entirely. Examples include restrictions on internet use in countries like China, Cuba, Burma, the United Arab Emirates, Vietnam, and Iran (Saheb, 2022).

### **2. Technological and infrastructural Obstacles**

Physical access to technology, particularly in rural areas of developing countries, poses a significant barrier due to the high cost of devices, limited existing infrastructure, and other obstacles. This challenge is compounded by insufficient or low-quality data, a crucial factor for AI systems (Goel, 2023). The bias problem arises when AI algorithms are not adequately trained on representative and high-quality data, leading to potentially discriminatory results. Outdated infrastructure further hinders AI implementation, as these systems require modern equipment with the processing capabilities to handle vast amounts of information in real-time. Integration into existing systems is another hurdle, extending beyond simple plugin installations (Goel, 2023). Organizations must invest in advanced infrastructure, tools, and applications, while also ensuring that employees are trained to use these new tools and troubleshoot issues. Overcoming these challenges requires strategic planning, significant investments, and collaboration with experienced AI providers to ensure a smooth transition to machine learning in education (Goel, 2023).

### **3. Financial Cost**

Financial cost associated with implanting artificial intelligence tools and systems is underscored by many researchers. Sharma et al. (2022), adoption of Artificial intelligence in educational institution of emerging economies involves considerable financial costs. The initial investment encompasses acquiring the necessary hardware, software, and infrastructure to support AI applications.

Additionally, the costs associated with training educators and administrators on AI tools contribute to the financial burden (Sharma et al., 2022). The maintenance and regular updates of AI systems further compound the overall expenses. This financial strain is particularly pronounced in developing countries with limited budgets and competing socioeconomic priorities. The study emphasizes that while the long-term benefits of AI in education are promising, overcoming the initial financial barrier requires strategic planning and collaborative efforts (Sharma et al., 2022).

### **4. War and instability**

Wars have a profound negative impact on the tech industry, manifesting in a decline in investment and subsequent innovation reduction. This uncertainty about the future during conflicts makes businesses less likely to invest in new technologies, leading to a substantial setback in technological progress. Additionally, wars result in the destruction of physical and digital infrastructure, hindering the development and rollout of new technologies. This includes vital components such as power grids and communications networks, crucial for economic stability and societal well-being (Pure Tech Innovations, 2023).

In a broader context, wars not only impede technological advancement but also contribute to the lasting and impactful destruction of vital infrastructure. Historical evidence reveals that wars often involve the deliberate targeting and destruction of infrastructure, aiming to cripple the enemy's capabilities (Pure Tech Innovations, 2023). However, the unintended consequence is the considerable time and resources needed for post-war reconstruction, imposing significant economic burdens and negatively affecting overall well-being. The intertwined relationship between warfare, infrastructure destruction, and technological setbacks underscores the complex challenges societies face during and after conflicts (Pure Tech Innovations, 2023).

According to Hoeffler (1998), who extensively examined the challenges of infrastructure rehabilitation and reconstruction in twelve war-affected economies in Africa, the standard of infrastructure provision is remarkably low across these countries, encompassing water, transport, energy, and telecommunication sectors. The telecommunications sector emerges as a potential beneficiary of private investment due to relatively high expenditures per line and shorter payback periods, despite the low number of telephone main lines per 100 inhabitants. However, widespread individual ownership of telephones remains financially infeasible in these low-income economies.

Hoeffler (1998), suggests that shared access and the availability of public telephones are key to achieving universal access. Given the financial constraints of war-affected countries, the rehabilitation and reconstruction of infrastructure surpass the governments' financial capacity. The paper explores private investment as an alternative to public investment, recognizing that such investment is deterred by high perceived risks in Sub-Saharan African countries, particularly those affected by war. Even though attracting private investors in the presence of ongoing conflict is unlikely, certain war-affected economies have managed to secure private investment for cellular telephone networks (Hoeffler, 1998).

# Bridging the Gender Gap with AI in Education



AI providing Educational Opportunities for Women through a computer (Image Created by Bing Image Creator)

Gender inequality in education has long been a pervasive challenge, reflecting disparities in access, opportunities, and outcomes between genders. It encompasses the systematic discrimination and biases that hinder individuals based on their gender identity, limiting educational access and impeding the realization of one's full academic potential. As we embark on an exploration of this critical issue, it becomes evident that artificial intelligence (AI) stands as a powerful ally in dismantling barriers and fostering gender equality in education.

This section unravels the complexities of gender inequality in educational settings and delves into the transformative role that AI can play in reshaping educational landscapes, ensuring equal opportunities and outcomes for all learners. By leveraging AI, educators and policymakers can pave the way for a more inclusive, equitable, and empowering educational journey, transcending gender-based obstacles and nurturing an environment where every learner can flourish academically.

## What is Gender Inequality in Education?

Educational gender disparity is marked by variations in access, achievements, and experiences between males and females, encompassing differences in enrollment, dropout rates, literacy, academic performance, and tertiary education accessibility (Nowak, 2021). The inequality in educational opportunities obstructs both girls and boys, women and men, from realizing their fundamental right to education (Nowak, 2021).

In 2010, 53 percent of the 61 million out-of-school children in primary school were girls, a figure that decreased to 49 percent out of 57 million in 2013. Surveys across 30 countries, each with over 100,000 out-of-school children, revealed that, on average, 28 percent of girls were not attending school compared to 25 percent of boys (Karam, n.d.). The completion of primary school poses a specific challenge for girls in sub-Saharan Africa and Western Asia. Additionally, surveys in 55 developing countries indicate that, irrespective of household wealth or location, girls at lower secondary age are more likely to be out of school than boys (Karam, n.d.).

Globally, almost two-thirds of the 775 million illiterate adults are women. In tertiary education, developing regions exhibit a ratio of 98 women per 100 men, reflecting significant disparities. Notably, these inequalities extend beyond overall enrollment, with women being overrepresented in humanities and social sciences but significantly underrepresented in engineering, science, and technology disciplines (Karam, n.d.).

## Why Gender Equality in Education matters?

Today more than every girl receive education all around the world. However, that does not mean we do not face any challenges in the field of women education as still more than one hundred million girls do not have access to education (Kapur, 2019). The importance of equal rights to education encourages national and international organizations to support and invest in women education. It is proven by consistent researches that education protects women from the danger of early marriage. In developing countries girls sometimes marry as early as the age of 6. Based on some data 1 in every 3 girls is married before reaching adulthood; this in turn opens up the door to domestic violence, poor healthcare, and inability to nurture a healthy family (Salisu Mammam, n.d.).

Uneducated women encounter an increased risk of acquiring sexually transmitted diseases, including HIV. Studies suggest that women who successfully complete their education are three times less likely to contract such diseases, including AIDS (Salisu Mammam, n.d.). In the event of a woman contracting these diseases and subsequently becoming pregnant, there is a heightened chance of transmitting the infections to her infants, thereby contributing to elevated

infant mortality rates. Education equips women with knowledge on disease prevention, reducing their susceptibility to such infections, as they learn essential measures to safeguard their health (Salisu Mammam, n.d.).

The study conducted by Getinet Gezahegn Gebre (2020) exploring the role of female education in the economic development of Gimbo woreda concludes that women's access to education is likely to contribute to improvements in both individual and community socioeconomic status. Educating and empowering women demonstrate a positive impact on economic development. Furthermore, female education, especially up to the completion of primary school, is closely associated with lower fertility rates and improved infant and child health. Additionally, educated mothers are more inclined to provide education to their children, leading to reduced costs associated with environmental degradation (Gebre 2022). This research is among many other research papers that support the importance of equal education for women.

### Challenges of Women Education

According to a report by World Bank group (2016), despite the improvements in women education still large number of women have problem with access to education. Based on this report The location and accessibility of schools play a vital role in determining children's ability to attend educational institutions. The distance between residences and schools poses a more substantial obstacle for girls, particularly in rural areas where secondary schools are commonly located at a considerable distance from small villages. Safety concerns add to the reluctance of parents to permit girls to undertake lengthy journeys on foot to reach their schools (World Bank Group, 2016).

During periods of conflict and crisis, girls are frequently the initial ones withdrawn from schools and the ones who take the longest to resume their education. As per the Global Partnership for Education, girls experiencing conflict have a 2.5 times higher likelihood of being excluded from school compared to boys, and their return to education is less probable after a ceasefire (Egbetayo & Nyambura, 2019). Many times political and regime changes in a country can eliminate women education like the Case of Women in Afghanistan who have been banned from attending school since the Taliban took control of Afghanistan in August 2021. In this situation that even not international organization can physically go and provide education for women, there are online learning platforms that use current technology including Artificial intelligence tool for teaching Afghan girls online. Below we look at two of these platforms.

### How AI Can Promote Gender Equality in Education

In the quest for gender equality in education, Artificial Intelligence (AI) emerges as a transformative force, offering innovative solutions to address challenges faced by women in economically disadvantaged regions. This section delves into the ways AI can promote gender equality in education, exploring initiatives that provide remote learning support, offer free learning resources, and leverage AI for language learning.

#### Remote Learning Support:

Remote Learning Support encompasses a comprehensive array of strategies, tools, and technologies meticulously crafted to facilitate and enhance educational experiences within virtual or remote environments. This approach becomes particularly indispensable in circumstances where physical attendance at traditional educational institutions is fraught with challenges or deemed impractical, as witnessed during crises, geographical limitations, or global events such as the COVID-19 pandemic. In this dynamic arena of Remote Learning Support, Artificial Intelligence (AI) emerges as a transformative force, elevating the educational journey by addressing the distinct challenges inherent in remote environments. The capabilities of AI span various dimensions, offering a multifaceted contribution to cultivate a remote learning experience that is more personalized, efficient, and engaging.

In the realm of online education, the significance of Remote Learning Support powered by Artificial Intelligence takes center stage, presenting itself as a potent tool for empowering women in their educational journeys. AI-driven platforms exhibit the capacity to provide tailored assistance, seamlessly adapting to the specific learning needs of women within virtual classrooms. From crafting personalized lesson plans to delivering real-time feedback, the integration of AI in remote learning not only opens up new avenues for inclusive education but also serves as a catalyst for reshaping the entire educational landscape. This section ventures into the practical applications and manifold benefits of Remote Learning Support, providing a nuanced exploration of how AI technologies are dynamically transforming the contours of education and championing gender equality within online learning environments.



How AI makes a difference in Women Education and Inclusivity (Image made by Bing Image Creator)

## Case Study 1: Roshni-E-Omid Online Learning Platform

The initiative known as Roshni e Omid has been undertaken by AUW's MA in Education program with the aim of providing an educational opportunity for Afghan girls who have experienced an interruption in their schooling. This initiative seeks to revive hope and aspirations among Afghan girls, inspiring them to pursue their academic goals despite the challenges presented by the current political situation.

Due to the cessation of education beyond grade 7 for Afghan girls, Roshni e Omid has become a significant initiative, albeit serving a limited number of students. Commencing in 2023, the program initially focused on the Kandahar region, selecting 60 girls primarily in grades 11 and 12. Some of these girls, despite a lack of formal education in the past two years, were automatically advanced to these grades. The girls were categorized, with MA in Education students assuming instructional roles for various subjects (Asian University for Women, 2023).

The program, spanning a duration of three months, adheres to Afghanistan's national curriculum, covering subjects such as English, Mathematics, History, Geography, Biology, and Islamic studies. Essential skills are imparted through classes in ICT and English writing. To facilitate the successful completion of their classes, AUW has provided the girls in Afghanistan with a range of technological equipment and additional support. Subjects are taught by MA in Education students based on their interests and expertise.

With the exception of English, all subjects are instructed in Dari/Persian, aiming to support the girls in making significant academic progress. Certificates are awarded upon successful completion of mid-term and final exams. The commitment and enthusiasm demonstrated by Roshni-e- Omid students and MA in Education students are a source of immense pride (Asian University for Women, 2023).

MA students have adeptly guided the learning process, drawing upon strategies and expertise gained through their educational experiences at AUW. Before program enrollment, students participated in comprehensive orientation sessions to ensure their proficiency with various online learning tools. Since 2023, the program has received approximately 1,000 applications from Afghan girls within a year (Asian University for Women, 2023).

## Case Study 2: The Future Learn

As per FutureLearn, a prominent digital platform, a declaration regarding higher education in Afghanistan states that female students, prevented from attending universities, now have complimentary access to FutureLearn courses. During the period of the Taliban's prohibition on their involvement in higher education, Afghan women residing in the country will enjoy free access to FutureLearn's premium digital learning platform. Girls and women with internet connectivity will be able to engage in expert tracks and short courses from top British higher education institutions without incurring any charges.

This announcement was made by FutureLearn on Thursday, December 22, 2022, in London. By enrolling in FutureLearn's digital courses, students can explore a diverse range of over 1,200 courses available on the platform through a complimentary subscription (The American University of Afghanistan, 2022).

## 2. Providing Free Learning resources

Besides the formal education and its costs and challenges, women in disadvantaged societies had a huge problem when it came to finding educational materials that were available or affordable for them. As someone growing up in a developing country (Afghanistan), I remember that me and my classmates at school and university had a hard time finding articles or websites that provided free information for us. Thus, we had to either by the available hard copy book or lower the quality of our assignments. In addition to being costly, many women cannot access to learning materials just for the barrier of not having a bank account or any other means of payment. this problem is solved to a very high degree with the advent of Open Educational Resources (OER).

Open Educational Resources (OER) encompass educational, teaching, and research materials available in various formats and mediums, either in the public domain or subject to copyright but released under an open license. These licenses allow for free access, reuse, repurposing, adaptation, and redistribution by individuals and entities. The term "open license" denotes a licensing framework that upholds the intellectual property rights of the copyright owner while granting the public specific permissions to utilize, reuse, repurpose, adapt, and redistribute educational content. It has been year that majority of Afghan girls in Afghanistan are reliant on this material for their education both in school and university level.

## 3. AI for Language Learning

Artificial Intelligence (AI) holds great potential in facilitating English language learning for women in impoverished communities, especially through online platforms. AI-powered language learning applications can personalize the learning experience, catering to individual needs and progress. For instance, Duolingo, a language learning app, employs AI algorithms to adapt lessons based on user performance, providing tailored exercises to enhance specific skills. AI chatbots, such as those integrated into platforms like Babbel or Rosetta Stone, offer interactive conversations, allowing learners to practice English in real-life scenarios. These chatbots use natural language processing (NLP) to understand and respond to user inputs, providing valuable feedback for improvement.

Moreover, AI-driven platforms like Busuu leverage machine learning to identify areas where learners struggle, offering targeted exercises to address weaknesses. These platforms often incorporate speech recognition technology, enabling users to practice pronunciation and oral communication. In underserved regions, initiatives like the Mobile Learning for English Language Learning (MELL) project in Bangladesh utilize AI to deliver English language lessons via mobile phones. These projects aim to increase accessibility, allowing women in remote areas to access quality language education (Sultana & Hasan, 2019).

### **The Digital Gender Divide**

The digital revolution presents vast opportunities for both economies and societies. However, the advantages of this transformation are currently unevenly distributed among different societal groups and genders, with disparities in access, usage, and ownership of digital tools (Mahraj, 2023). The term "digital gender divide" is commonly employed to describe these gender-related variations in resources and capabilities for accessing and effectively utilizing information and communication technologies (ICTs) across countries, regions, sectors, and socio-economic groups, as highlighted by UN Women in 2005 (Mahraj, 2023).

In the context of AI, bias emerges when machine learning algorithms reflect the biases inherent in the training data. This phenomenon can lead to discriminatory outcomes, disproportionately affecting specific groups, with women being one such group (Mahraj, 2023).

Instances of AI bias against women encompass prejudiced hiring algorithms that exhibit a preference for male candidates, facial recognition software demonstrating lower accuracy rates for women and individuals of diverse ethnicities, and voice assistants that, by default, use female voices and respond in subservient tones, thereby reinforcing gender stereotypes (Mahraj, 2023). Additionally, AI-driven credit scoring models have been identified as having discriminatory effects on women, potentially penalizing them for taking breaks from work for caregiving or other familial responsibilities (Mahraj, 2023).

The term "gender gap in AI" denotes the inadequate representation of women in AI-related fields and the absence of gender diversity within AI development teams (Mahraj, 2023). This imbalance holds substantial consequences for the development of equitable and inclusive AI systems. For instance, a dearth of diversity within AI development teams may lead to the creation of products and services that either neglect the needs of women or perpetuate damaging gender stereotypes (Mahraj, 2023).

### **Causes of Digital Gender Divide**

Several underlying factors contribute to the digital gender gap, encompassing barriers related to access, affordability, education disparities, technological illiteracy, and embedded biases within socio-cultural norms (OECD, 2018d; OECD, 2015a; Hilbert, 2011; Cooper, 2006; Korupp and Szydlík, 2005OF1, OECD, 2018). Women, often burdened with 2.6 times more unpaid care and domestic work than men, face constraints in dedicating time to advancing their careers (UN Women, 2018, OECD, 2018).

Recognizing the imperative for action, diverse measures are proposed to enable full participation of all women and girls in the digital realm. Recent recommendations from the Broadband Commission Working Group on Digital Gender Divide emphasize key areas, including digital literacy, confidence-building, and ensuring the availability of relevant content, applications, and services (Broadband Commission, 2017a, as cited in OECD, 2018). The role of skills, their distribution, and demand are integral in shaping and constraining the digital gender divide.

Affordability poses a significant hurdle for both genders, yet its impact is disproportionately felt by women and girls, constituting a key challenge in ICT access. As technological sophistication and functionality increase, along with ownership costs, the digital gender divide expands (BMZ, 2017, as cited in OECD, 2018). According to a study by Intel and Dalberg (2012) as cited in OECD (2018), affordability not only deters non-Internet users but also hinders existing users from fully utilizing the World Wide Web, particularly if data allowances are tied to the quantity of megabits in the contract. Variations in the cost of Internet access exist globally, contingent on the level of a country's development.

Moreover, the digital gender gap widens due to limited awareness of the potential benefits of the Internet, with women more likely than men to abstain from internet usage citing reasons such as not perceiving a need or desire for it (OECD, 2018). The Intel and Dalberg (2012) as cited in OECD (2018) survey indicates that a quarter of non-engaging women express disinterest in internet use, believing it brings no benefits. Trust issues with digital devices or the internet also play a role, with women often citing a lack of interest or low expectations regarding usefulness and relevance in their local context, including the absence of content in local languages.

Digital illiteracy, stemming from factors like education, employment status, and income levels, contributes to discomfort in technology use and internet access, a phenomenon termed "technophobia" (Intel and Dalberg, 2012). This discomfort is more prevalent among women with no formal education, as highlighted by the survey. The gender gap in confidence extends to girls in formal education who exhibit lower confidence in ICTs, mathematics, or science, often influenced by societal biases and parental expectations.

Socio-cultural factors also play a significant role in the digital gender divide. Cultural perceptions in countries like India and Egypt contribute to women viewing the internet as inappropriate for them (OECD, 2018). Family support emerges as a critical enabler, with active female internet users having more supportive families, while female non-users face family opposition. Safety concerns, particularly related to cyber violence, are a key reason for family opposition to internet use, with women and girls facing risks like cyberstalking, online harassment, and sexual trafficking (OECD, 2018).

In developed economies, women encounter socio-cultural biases limiting their access to senior roles in digital companies. Market-related factors, such as investment dynamics and regulations, also affect women's ability to access and use digital technologies, particularly in rural areas where infrastructure installation is less economically viable (OECD, 2018). Women and girls in rural areas face additional challenges, including higher probabilities of being out of school, precarious employment, and limited resources for using digital technologies (OECD, 2018).

# Advancing Education for Learners with Disabilities through AI in Education



AI tools providing support to students with different special needs in a classroom (Image made by Bing Image Creator)

Learners with disabilities, encompassing physical, sensory, and cognitive challenges, often encounter substantial barriers in traditional educational settings (Hays, 2009). These obstacles hinder their access to quality education, leading to a significant gap in learning outcomes (Ziadat, 2021). In recent years, the integration of artificial intelligence (AI) in education has opened new avenues for fostering inclusivity in many ways, for example for learners with disabilities. As we delve into the realm of inclusion, it becomes evident that AI has the potential to revolutionize educational practices, providing tailored solutions to address the diverse needs of learners (Zaman, 2023). This section explores the multifaceted issues surrounding disability in education and delves into the transformative potential of artificial intelligence (AI) in addressing the unique needs of learners with physical, sensory, and cognitive disabilities. leveraging AI, educators, and policymakers can forge a more inclusive and supportive educational environment, ensuring that every learner can participate fully and thrive academically.

## Understanding Disability in Education:

Disability, as defined by the World Health Organization (WHO), is a complex phenomenon encompassing a range of conditions that result from the interaction between individuals with impairments and attitudinal and environmental barriers (WHO, 2011) that almost everyone suffers from whether temporarily or permanently (Garg and Sharma, 2020). The WHO's International Classification of Functioning, Disability, and Health (ICF) provides a comprehensive framework, acknowledging that disability is not solely a health issue but a broader concept that involves social and environmental factors (WHO, 2011).

# Made with clipchamp

In this interview, Professor Kathlyn Elliott underscores the significance of inclusive education, emphasizing the integration of students with disabilities into mainstream classrooms with additional support. The challenges faced by students with disabilities vary widely, necessitating individualized tailoring by educators. The impact of technology and AI, particularly in simplifying individualization and facilitating access to curriculum, is highlighted. However, there is a diverse awareness among educators regarding the potential benefits of AI in education. Professor Elliott stresses the importance of addressing basic issues like internet access and infrastructure to ensure equitable AI use. Additionally, concerns are raised about the sustainability of free AI tools and their potential evolution into paid services, posing potential challenges to accessibility. Overall, the interview sheds light on the multifaceted landscape of inclusive education, acknowledging both the promise and concerns associated with the integration of AI in the educational realm.

## Inscription of the video

Parisa Fadayee: Hello and welcome to this insightful interview. Professor Kathlyn Elliott, an esteemed expert in the field of education from Boston Children's Hospital, is with us. She is also currently a faculty member in the Masters in Education program at Asian University for Women. We will be delving into the multifaceted realm of inclusive education, with a particular focus on students with disabilities and the integration of AI into education. The discussion aims to shed light on critical aspects of inclusive education, exploring the challenges, advancements, and the future landscape of AI and education.

Good morning, Professor Elliott. Thank you for joining us today. Could you please start by briefly introducing yourself and telling us about your background in education?

Professor Elliott: Yes, my name is Kathlyn Elliott. I hold a PhD in education leadership and am currently working at Boston Children's Hospital in their Trauma and Community Resilience Center, examining the role that schools and education can play in preventing violence. Before obtaining my PhD, I was a secondary history teacher for about 10 years in the US, in both California and Texas, and also in Shanghai.

Parisa Fadayee: Thank you so much, Professor Elliott. Let's begin by discussing how you define inclusive education and why you believe it's crucial to advocate for the implementation of inclusive education, specifically in the context of students with special needs.

Professor Elliott: I think my definition of inclusive education is not necessarily a formal one, but it is the understanding that we want all students to participate in the least restrictive environment as part of their education. This means integrating students into mainstream classrooms with additional support, informed by best practices in the school or country based on research. It is essential because historically, disabled students, especially those with additional vulnerabilities, have been excluded from education. You know, there's a history of wealthy families continuing to ensure that their disabled children still have access to education by hiring private tutors or other types of situations, but for students who are from middle class or poor families. There's not always the money for that, so it then becomes the role of the state to ensure that all students with disabilities have access to high quality education and that ensures right that they are productive and cared for members of society. But it also means that their classmates, the other citizens of the country, learn how to interact with people who have disabilities and who learned differently.

Parisa Fadayee: Professor, from your experience, what challenges do students typically face in traditional educational settings with disabilities?

Professor Elliott: Yeah, I think, you know, one of the things that's so interesting with disabilities is there's such a wide range. So. In my. In my experience, students can experience almost no struggles with their disability in the academic setting, but they may have struggles with their disability that impact them socially, or it could impact them physically in terms of accessing the classroom, engaging in certain classes. And then there are other disabilities that do impact. Them academically, so there could be learning disabilities that we see. There also may be social-emotional disabilities that impact their academic success indirectly. So I'm thinking I've had students who might have had physical disabilities all the way, so in a wheelchair. I've had students who have had severe allergies, so they had to sit at separate lunch tables because they couldn't eat the same food as other people. I have had students with learning disabilities with dyslexia with processing disorders. And then I've had students

with. Emotional disturbances who either caused by trauma or by caused by brain chemistry. Who had panic attacks in the classroom. Or who were violent. So all of this means that we as teachers and we as educators in school systems. Are really looking at a very individualized tailoring for what that student needs and then thinking about, OK, how does that fit into the regular workings of our school? And So what generally I have found is if you are saying asking what does this one particular student who has all these restrictions need, that's going to be good for all the other students as well. So whether it's physical accessibility, ensuring that you know there are ramps, so students who are. In wheelchairs are able to get into the building that helps all students. They can all use the ramps, whether it's mindfulness practices or having breaks available for students who have anxiety or who have difficulty testing. That helps other students as well. So, but it's a lot of work to do that level of individualization.

Parisa Fadayee: Professor, while we know that how much it's important to consider inclusivity of these students into education settings, how have you seen technology, including AI, impact education for those students?

Professor Elliott: So some of this is hypothetical because I was no longer teaching in the K-12 space when AI became readily available. But I can speak a little bit to my experience teaching in higher education since AI has become readily available, and then also based on conversations with my sisters who are teachers, friends and the schools that I'm currently working with. So I'd say one of the. Biggest things that AI allows is for that individualization to happen at a much easier. In a much easier way, with less burden on the teacher, which is amazing, especially when it comes to intellectual disabilities. Or disabilities that impact students' academic success.

In terms of access to curriculum, not necessarily physical access to buildings. But one of the best things is that teachers are able to take a text that's available and then say this text is at this reading level. Can you rephrase the text? Rewrite the text at a different reading level? And so my sisters have both talked about using that that it provides like such an easy way. To make really minor changes. And I know when I was teaching. I did a lot of differentiation at one of the schools I worked at and so I was often trying to find 3 levels of text on the same topic and it was very hard. So I would use like a textbook. Often for the mid level topic and then I would find the original primary source for. The more rigorous topic and then for the lowest level. Often I would rewrite things myself, and so if you're doing that every single day for every single lesson, it becomes very time consuming. So to have a tool that can do that or can pull it from different things that already exist. And then you as a teacher are fact-checking it to make sure it's correct. That is a huge, huge help.

Parisa Fadayee: Professor, with this huge help that AI can provide, what do you think? What is the level of awareness among educators and school administrators regarding the potentials of AI and other technological tools in education?

Professor Elliott: I think it's really a wide range, you know, I think some people are really excited about it. And feel like, oh gosh, we can do so much with this. And then I think there are many teachers who are interested but don't have the time or the bandwidth to explore this. And so may need. Support or help? In finding the time in learning how to use the tools. I also think there are probably some teachers and educators who are very worried about this being dangerous. About. It leading to. Negative impacts on the education system, so I think there's a wide range. As with all technologies, you know, it's, you know, it's not just this that there's a wide range on.

Parisa Fadayee: I think I got a part of answer for the other question I had that what is your vision about the future of inclusive education with AI. And I got the answer that some educators are excited about it while some other things that they're worried about usage of it and it's dangerous in the future. So Professor what steps do you believe that the educators and like what the steps needs to be taken? For ensuring equitable access to AI and beneficial use of it for the students and educators both.

Professor Elliott: That is such a good question and such an important question because I do think you know and I some of my research is on education in emergencies and I think. I think back to when COVID started, how we were like, oh, we'll just go online, Everyone can go online. And the fact was that everyone can't go online. So one of the things we see often with access to the Internet, access to devices, is that that's not always equal in countries. In terms of infrastructure? And also around gender. So we see that young men have. More access to the Internet and technology than young women often do. We also see that rural communities often have less access to Internet and technology. And so I think for me, at the same time as there's this really exciting conversation about what does using AI in the classroom look like, we also need to ensure we have the maybe more basic conversation about. What does access look like? And for me, that's maybe the more interesting conversation, but I think for some people it's the less interesting conversation because it's not a new conversation, right? We've been talking about access and infrastructure building in rural communities, access to marginalized groups. Since at least the 1950s, if not centuries. So I think it looks like. How do we get? How do we increase Internet access in rural communities? Often that's roads, often that's stable infrastructure. How do we change? How do we get access to more young women? Often that's dealing with gender norms, with family norms, with household norms, and these are not easy things to engage with. They take a long time. So that I worry more about the access being inequitable. I imagine that wealthy students in urban centers. Will have a lot of access to really great things that AI can do. And I think my biggest concern is that the gap between. The people who have access and those who don't continues to grow.

Parisa Fadayee: Thank you so much Professor Elliott, for sharing your valuable insights before concluding. Is there anything else you want you would like to add or you would like to emphasize more on them?

Professor Elliott: No, although I would love to hear if you have any thoughts about some of the access or concerns around AI because you are a student? Are there things that you see that AI would may help and support with disabled students and students with learning disabilities.

Parisa Fadayee: Professor, something very interesting that was in your very last answer that I heard was the problem with the access to Internet itself. The chapter we are writing is about how AI can provide more accessible education, more inclusive education to the people of underprivileged regions, to the woman who doesn't have access to education and to people with disabilities. So we have found that there are many AI tools that are free, but just what is not free is the Internet, the connections. So what is interesting in that answer is that while AI is providing many facilities for more accessible educational tools, the problem that still exists is access to the network itself, because AI does not work without networks. But still we have found that there are many AI tools that sometimes they work offline and they are free also. The worry that we had and the challenges that we included in our chapter is what AI and other artificial intelligence tools remain free because the ones who

developed it are sitting behind it to find the benefits, the financial benefits, so would they allow while the AI has this much accessibility and providing facilities, would they let it to remain free or will it be like all paid ones? So now we have the paid ones with more advanced options and we have the free ones. But with would it remain free? Would it be like this in the future or even some? There are claims that it will be even more accessible for these students, so no one knows what happens in the future, but it's still. Worry is access to the network itself, as you mentioned.

So thank you once again, Professor, for your time and for your contribution to our book chapter. We truly appreciate your insights, thank you so much.

Professor Elliott: Thank you

### Categorization of Disabilities

Diverse disabilities can impact individuals across physical, sensory, and cognitive domains. The categorization includes:

- Physical Disabilities: Affecting mobility, dexterity, or physical functioning.
- Sensory Disabilities: Involving impairments in vision or hearing.
- Cognitive Disabilities: Impacting cognitive functions like memory, attention, or learning.

Understanding the nuances within each category of disability is vital for tailoring educational approaches and interventions to meet the specific needs of learners.

## Physical Disability

A physical impairment is described as a restriction in an individual's physical functioning, mobility, manual skills, or endurance, which significantly and persistently hinders their capacity to engage in regular daily tasks, as per the Equality Act of 2010.

## Sensory Disability/Impairment

A sensory disability is a condition in which one or more of our body's sensory functions, such as vision, hearing, touch, taste, or smell, are impaired or do not function as expected (MAPLE Community Services, 2023). In the existing literature, sensory disability and sensory impairment are used differently. While in some literature, they are used interchangeably, in others, they are distinguished to varying degrees.

In articles where sensory disability and sensory impairment are considered to have some differences, the distinctions are often subtle but significant. Researchers may emphasize that sensory impairment refers specifically to the loss or limitation of sensory functions, such as visual or auditory impairments (MAPLE Community Services, 2023). On the other hand, sensory disability may encompass a broader concept that extends beyond the impairment itself to include the societal and environmental factors influencing an individual's ability to navigate and participate fully in various aspects of life (MAPLE Community Services, 2023). However, in this chapter, both are used interchangeable.

In the realm of education, addressing the needs of individuals with sensory disabilities is paramount for fostering an inclusive learning environment. The challenges associated with different types of sensory impairments require tailored approaches to ensure equitable access to educational opportunities.

### 1. Visual Impairment

Visual impairment encompasses conditions ranging from partial vision loss (low vision) to complete blindness (MAPLE Community Services, 2023). It can result from congenital factors, injuries, or degenerative eye diseases (Raising Children Network, 2021). Individuals with visual impairments may face difficulties in accessing written information, navigating their surroundings, and recognizing facial expressions or non-verbal cues (World Health Organization, 2023).

### 2. Hearing Impairment

Hearing impairment involves partial or complete loss of hearing and can be present from birth or acquired later in life due to factors such as exposure to loud noises, infections, or aging (World Health Organization, 2023). Communication barriers may arise for individuals with hearing impairments, impacting their ability to understand spoken language and participate in verbal interactions (World Health Organization, 2023).

## Cognitive Disability

According to the Centers for Disease Control and Prevention (2011), cognitive impairment refers to difficulties in remembering, learning new information, concentrating, and making decisions that impact one's daily life. This spectrum of impairment spans from mild, where individuals may observe changes in cognitive functions but can still manage routine activities, to severe, where there is a loss of understanding the significance of things and the capacity to communicate through speech or writing, ultimately hindering independent living (Centers for Disease Control and Prevention, 2011)

## Impacts of Disability on Learning

Disabilities exert profound effects on the learning process, influencing not only academic achievements but also social integration and emotional well-being (Babik and Gardner, 2021). Different types of disabilities affect students' learning experiences in distinct ways. For instance, individuals with dyslexia confront hurdles in reading and spelling, directly impeding the development of crucial literacy skills (Reis et al., 2020). Attention-Deficit/Hyperactivity Disorder (ADHD) manifests as challenges in maintaining focus, organizing tasks, and efficiently managing time, compromising the overall effectiveness of the learning experience (Johnston, 2013).

,traditional learning activities, impacting both engagement and inclusivity within educational settings (Akude et. al, 2018). Visual impairments pose unique challenges, creating obstacles in accessing printed materials and visual content and, consequently, hindering the overall acquisition of knowledge (Agesa, 2014).

Hearing impairments further contribute to the complexity of learning by impeding the understanding of spoken language and limiting access to auditory information (Mpofu & Chimhenga, 2013). The communication and comprehension difficulties associated with hearing impairments underscore the need for specialized support and accommodations within the learning environment (Mpofu & Chimhenga, 2013).

In essence, the multifaceted impacts of disabilities on learning underscore the importance of adopting inclusive educational practices, accommodating diverse learning needs, and providing tailored support to ensure equitable opportunities for all learners.

## Challenges Faced by Individuals with Disabilities in Educational Settings:

Individuals with disabilities face various challenges according to the type of their disability and they level of its severity. Below we explore some of the challenges that affect the learning process of students with special needs.

### 1. Physical Disability:

- **Mobility Challenges:** Students with physical disabilities may face difficulties in navigating school environments, accessing classrooms, and using facilities such as restrooms and libraries. This can affect their overall participation in academic and extracurricular activities. Classrooms and lecture halls may not be designed to accommodate diverse mobility needs, limiting the participation of students with physical disabilities.
- **Resource Accessibility:** Learning materials, such as textbooks, may not always be available in accessible formats for students with physical disabilities. This can create barriers to obtaining and processing information effectively.
- **Specialized Equipment and Assistive Technology:** Some students with physical disabilities may require specialized equipment or assistive technology to participate fully in the learning process. Schools need to invest in and provide these resources to ensure an inclusive educational environment.
- **Social Interaction:** Physical disabilities can impact a student's ability to engage in social interactions and form connections with peers. This may lead to feelings of isolation, affecting their overall school experience and emotional well-being.
- **Educational Support:** Students with physical disabilities may require additional educational support, such as personal aides or specialized instruction, to address their unique learning needs. Ensuring that these resources are available is crucial for their academic success.
- **Adaptations in Assessment:** Traditional assessment methods may not be suitable for students with physical disabilities. Educators need to consider alternative assessment approaches, such as modified assignments or assessments that take into account the student's abilities and challenges.

### 2. Sensory Disability:

- **Lack of Accessible Learning Materials:** Traditional learning materials may not be accessible for students with visual impairments. Printed texts without alternative formats and lack of braille resources pose significant barriers.
- **Communication Challenges:** Students with hearing impairments may face difficulties in fully engaging with lectures, discussions, and other interactive activities that heavily rely on verbal communication.

### 3. Cognitive Disability:

- **Limited Learning Support:** Educational settings may lack adequate support systems for students with cognitive disabilities, such as personalized learning plans, extra time for exams, and accessible instructional materials.
- **Social Stigma and Misunderstanding:** Students with cognitive disabilities may experience social stigma and misunderstanding from peers and educators, impacting their self-esteem and overall learning experience.

## AI and Special Education

Education for the learners with special needs presents unique challenges and they require innovative solutions. To address these unique needs with innovative solutions, AI plays an important role and it enhances and transforms education for the students with special needs by making it more personalized, effective and accessible and promotes inclusion in education.

## The need to Integrate AI in providing education to learners with special needs.

Education for the students with special needs/disabilities contains unique challenges due to the unique barriers that the students face because of their disabilities. They require more personalized and individualized educational methods to meet their learning needs that traditional classrooms fail to provide since they are not always able to address these diverse needs.

Thus, the integration of AI-powered tools into the classrooms can provide support to both the students and the educators by providing personalized learning experiences, supports in skill developments, improving accessibility and many other supports that AI assistive tools can provide. AI for example can help with designing Intelligent Tutoring Systems that can be adapted to the learning preferences of each student. It also helps educators in collecting data and its analysis to understand the performance of their students and develop effective teaching methods and strategies.

## AI's potential to support students with special needs

The potential of AI in special education is vast, offering personalized learning experiences tailored to individual student needs and abilities, optimizing learning outcomes, and fostering skill development. AI extends its impact to assistive technology, aiding communication for students with speech impairments and supporting those with dyslexia in writing. It enhances accessibility by converting text to speech for visually impaired students and vice versa for the hearing impaired.

Additionally, AI's analytical capabilities enable effective data analysis, identifying learning patterns and suggesting personalized learning paths. Ongoing advancements in AI technology promise further innovative solutions to address the challenges in special education, making it more inclusive, efficient, and personalized. The integration of AI has the potential to revolutionize the delivery of special education, ensuring that every student, regardless of their learning needs, has the opportunity to thrive.

## How can AI Support Special Education?

Educators and researchers globally are acknowledging the significance of AI in special education. This technology holds the promise of bringing about substantial transformations in the delivery of special education, rendering it more personalized, efficient, and accessible. Here are some ways in which AI can provide support to the students with special needs:

### 1. Personalized Learning:

AI-powered educational platforms offer the ability to create personalized learning paths for students with disabilities. Machine learning algorithms can analyze individual learning styles, preferences, and challenges, enabling educators to tailor curriculum materials and teaching methods to suit the unique needs of each learner (Owan et al., 2023).

For instance, AI can understand the type of learning disability that students with special needs have and according to that recommend personalized learning strategies and materials (Sharif & Elmedany, 2022). This approach enhances engagement and ensures that educational content is accessible and comprehensible for all students, regardless of their abilities.

### 2. Adaptive learning:

Inclusion is not just about modifying content; it also involves adapting the learning environment. AI-driven adaptive technologies, such as speech-to-text and text-to-speech tools, can significantly benefit learners with disabilities. For students with visual impairments, AI can convert text into speech or provide audio descriptions of visual content. Similarly, for those with hearing impairments, speech can be transcribed into text in real time, fostering a more inclusive and interactive learning experience.

### 3. Universal Learning Design:

Universal design for Learning is a framework where all students regardless their background and ability can access the quality education (Mayasari and Wan, 2023). Universal Design for Learning (UDL) aims to provide inclusive educational experiences for all students, including those with disabilities, by offering multiple means of representation, engagement, and expression. Artificial Intelligence (AI) complements UDL by facilitating flexibility in content delivery through features like text-to-speech and adaptive learning platforms. AI enables personalized and differentiated learning experiences, accommodating individual preferences and learning styles. Additionally, AI contributes to accessibility by incorporating features such as closed captions and alternative navigation methods. Continuous monitoring and support provided by AI systems further assist students with disabilities, ensuring a more inclusive and supportive educational environment. Integrating UDL principles with AI technologies enhances educational accessibility and addresses the diverse needs of learners.

Read more about UDL in Chapter 1.4 Leveraging AI for Universal Design for Learning by Mayasari and Nila Wan in the book AI for Education (2023) Access the book chapter with the link below:

[https://edtechbooks.org/ai\\_in\\_education/leveraging\\_ai\\_for\\_universal\\_design\\_for\\_learning](https://edtechbooks.org/ai_in_education/leveraging_ai_for_universal_design_for_learning)

### 4. Virtual Assistants:

AI-powered virtual assistants play a crucial role in supporting students with disabilities by addressing various challenges they may encounter (Owan et al., 2023). For students with cognitive disabilities, these assistants streamline task management, providing features such as "scheduling", "reminders", and "organization tools" to alleviate the burden of administrative tasks (Owan et al., 2023). Additionally, virtual assistants equipped with accessibility features, such as text-to-speech and speech-to-text, enhance accessibility for students with visual or auditory impairments (Shah et al., 2020; Ozarkar et al., 2020).

The immediate academic support offered by platforms like Brainly, utilizing machine learning for personalized assistance, ensures that students with learning disabilities receive prompt answers and relevant resources. Moreover, the adaptability of virtual assistants enables personalized learning experiences, catering to the diverse needs and preferences of students, ultimately contributing to a more inclusive educational environment.

## Assistive AI Tools to Support Learners with Disabilities/ Special Needs

Various AI assistive tools provide support for students with disabilities/ special needs in educational contexts. Below we introduce some of those AI-Assistive tools that help students overcome some of the limitations they face due to their disabilities.

### 1. For students with physical disability:

Students with physical disabilities may face challenges related to mobility, dexterity, or other physical limitations. Assistive technology can play a crucial role in overcoming these challenges and promoting inclusivity in educational settings. Here are some examples of assistive tools for students with physical disabilities:

- Voice Recognition Software like Dragon NaturallySpeaking and Google's Speech-to-Text converts spoken words into written text, allowing students with physical disabilities to control computers or devices without using a keyboard or mouse.
- Head-Tracking Systems like Tobii Dynavox and Camera Mouse allows users to control the cursor on a computer screen using head movements, providing access to digital content without requiring manual input.
- Switch Access and Adaptive Keyboards like AbleNet Switches, BigKeys Keyboard customizable switches or keyboards designed for individuals with limited motor skills, making it easier for them to input commands or type.
- Eye-Tracking Technology like Tobii Eye Tracker, Eyegaze Edge enables users to control a computer or communication device by tracking eye movements, offering a hands-free interaction method.
- Alternative Pointing Devices like Joysticks, trackballs, mouth-operated devices provides alternative ways to control the cursor on a computer, catering to individuals who may have difficulty using a standard mouse.
- Assistive Apps for Touchscreens like TouchChat, Proloquo2Go supports communication through touchscreens, allowing students with physical disabilities to express themselves using symbols, pictures, or text.
- Electronic Page Turners like PageFlip Cicada, AirTurn assists students in turning pages of physical books or digital content without the need for manual page-turning.
- Customizable Environmental Control Systems like Smart home devices (e.g., smart lights, thermostats) allows students to control their environment using adaptive switches or voice commands, promoting independence in daily activities.
- Sip-and-Puff Systems like Jouse3 and QuadStick enables control of a computer or device by sipping or puffing air through a straw or tube, suitable for individuals with limited motor function.
- Wearable Devices for Gesture Control like Myo Armband, GestureTek Cube allows users to control devices through gestures or movements, providing an alternative input method for those with physical disabilities.
- Accessible Learning Management Systems (LMS) like LMS with keyboard shortcuts, accessible interfaces ensures that digital learning platforms are designed with accessibility in mind, accommodating students with physical disabilities.

## **For the students with Sensory Disabilities:**

Assistive tools for students with sensory disabilities aim to enhance accessibility and learning experiences for those with visual or hearing impairments. Here are some specific tools tailored to address the needs of students with sensory disabilities.

### **2. For Visual Impairments:**

Students with visual impairments face difficulties in accessing written or visual learning materials and producing written contents. Here are some examples of assistive tools for students with physical disabilities to receive and deliver informations:

- Screen Readers like JAWS (Job Access With Speech), NVDA (NonVisual Desktop Access) which converts on-screen text into synthesized speech or Braille output, facilitating navigation and content comprehension for visually impaired students.
- Braille Displays like Focus Braille Display, Orbit Readers converts digital text into Braille, allowing students with visual impairments to read content on electronic devices.
- Text-to-Speech (TTS) Software like Kurzweil 3000 and NaturalReader reads aloud digital text, providing auditory access to written content for students with visual impairments or reading difficulties.
- OCR (Optical Character Recognition) Technology like KNFB Reader, Seeing AI converts printed or handwritten text into digital text, enabling students with visual impairments to access printed materials.
- Audio Descriptions for Videos like YouDescribe, Actiview provides additional audio narration describing visual content in videos, making them more accessible to students with visual impairments.

### **For Hearing Impairments:**

Individuals with hearing impairment encounter unique challenges in educational settings that can hinder their learning experiences. The incorporation of assistive technology becomes instrumental in addressing these challenges and fostering inclusivity. Below are examples of assistive tools tailored to enhance the educational journey for students with hearing impairment:

- Closed Captioning and Subtitling Tools like YouTube's automatic captions and CaptionSync adds text captions to videos, enhancing accessibility for students with hearing impairments or those who prefer visual reinforcement.
- Speech-to-Text (STT) Software like Dragon NaturallySpeaking, Google's Speech-to-Text converts spoken language into written text, aiding students with hearing impairments in capturing spoken information.
- Visual Alert Systems like Vibrating alarms, flashing lights provides visual or tactile alerts for events like doorbells, alarms, or notifications, benefiting students with hearing impairments.
- Transcription Services for example Otter.ai and Rev transcribes spoken words into written text in real time, aiding students with hearing impairments during live events or lectures.
- Sign Language Learning Apps for example SignSchool and Signily supports students in learning sign language, promoting communication and inclusion for those with hearing impairments.
- Hearing Aid Compatible (HAC) Technology like HAC-compatible phones, audio devices ensures compatibility with hearing aids, reducing interference and ensuring clear audio for students with hearing impairments.

## **For students with Cognitive Disability:**

Assistive tools for students with cognitive disabilities are crafted to boost accessibility and enrich learning experiences. These tools cater to specific needs related to cognitive challenges, providing personalized support for comprehension and organization. Designed to suit unique learning styles, they include graphic organizers, text-to-speech software, and adaptive learning platforms. By offering specialized assistance, these tools empower students to overcome cognitive barriers, promoting inclusivity in education.

- Graphic Organizer Software for example MindMeister and Inspiration supports students in organizing thoughts and ideas visually, aiding in understanding and recall of information.
- Text-to-Speech (TTS) and Speech-to-Text (STT) Tools for examples Kurzweil 3000 and NaturalReader (TTS); TTS reads aloud digital text, aiding in content comprehension. STT converts spoken language into written text, supporting those who may have difficulty in writing.
- Word Prediction Software as Co-Writer and WordQ assists students with writing challenges by predicting and suggesting words as they type, promoting smoother composition.
- Mindfulness and Relaxation Apps like Headspace and Calm offers guided mindfulness and relaxation exercises to help students manage stress and improve focus.
- Interactive Learning Apps like Educational games and interactive simulations engages students through gamified learning experiences, making education more interactive and enjoyable.
- Speech Recognition Tools like Dragon NaturallySpeaking, Google's Speech-to-Text converts spoken language into written text, assisting students who may have difficulty with traditional writing methods.
- Predictive Text and Auto-Correct Software like Grammarly, Predictable predicts and corrects words and phrases as student's type, supporting accurate and efficient communication.
- Visual Schedules and Timers like Choiceworks and Time Timer help students understand and manage their daily routines through visual schedules and timers, promoting organization and time management.
- Digital Note-Taking Apps such as Microsoft OneNote and Evernote facilitates note-taking and organization of information in a digital format, providing flexibility and searchability.
- Adaptive Learning Platforms like DreamBox and Knewton utilizes AI algorithms to personalize learning experiences, adapting to the individual needs and pace of students with cognitive disabilities.
- Virtual Assistants with Task Management like Siri and Google Assistant provides virtual assistance for task management, reminders, and organization, supporting students with cognitive challenges.

## Future of AI in Education: challenges and opportunities

In the dynamic landscape of education, Artificial Intelligence (AI) emerges as a transformative force, heralding a new era of possibilities and redefining conventional paradigms. Recent research documents underscore AI's pivotal role in shaping the future of education, offering promising prospects along with a set of challenges (Göksel & Bozkurt, 2019). The influence of AI on the learning experience is revolutionary, introducing unprecedented changes to both formal and informal education processes. While AI cannot replace the irreplaceable role of teachers, it provides a myriad of tools and strategies that elevate the quality, accessibility, and dependability of education systems (Göksel & Bozkurt, 2019). However, the impact of AI is not uniform across the globe, as its progress is intricately linked to the prevailing political and economic patterns (Kengam, 2020). In developed countries, millions benefit from advanced technology, while in developing nations, individuals grapple with the challenge of securing basic digital devices and internet access (Kengam, 2020). The geopolitical landscape, marked by factors such as war and instability, exacerbates these discrepancies, as illuminated in the discussed in this chapter.

### Opportunities

1. Adaptive Learning and Personalization:
  - **Tailored Educational Experiences:** AI-driven adaptive learning systems leverage data analytics to understand individual learning styles and paces. This customization ensures that educational content is delivered in a manner that resonates with each student, optimizing comprehension and retention (Kengam, 2020).
  - **Personalized Learning Plans:** Adaptive learning goes beyond a one-size-fits-all approach, offering personalized learning plans that address specific strengths and weaknesses. This approach enhances the effectiveness of education by catering to the unique needs of each learner (Kengam, 2020).
2. Efficiency Enhancement:
  - **Automation of Administrative Tasks:** AI's capability to automate administrative tasks such as grading, attendance tracking, and scheduling liberates educators from routine responsibilities. This allows teachers to redirect their time and energy towards refining teaching methodologies and fostering a more interactive learning environment (Göksel & Bozkurt, 2019).
3. Global Accessibility:
  - **Overcoming Geographical Barriers:** AI-powered remote learning platforms transcend geographical constraints, providing students with access to quality education irrespective of their location. This global accessibility promotes inclusivity and equal opportunities for learners worldwide (Göksel & Bozkurt, 2019).
4. Continuous Learning and Skill Development:
  - **Identification of Skill Gaps:** AI algorithms analyze student performance data to identify skill gaps. This data-driven approach enables the creation of personalized learning paths, fostering a culture of continuous learning and skill development that aligns with the evolving demands of the workforce (Göksel & Bozkurt, 2019).
5. Enhanced Student Engagement:
  - **Interactive Learning Tools:** Virtual tutors, educational games, and other interactive AI tools have the potential to make the learning process more engaging and enjoyable. By incorporating elements of gamification and interactivity, AI enhances student motivation and participation in educational activities.

### Challenges:

1. Ethical Considerations:
  - **Balancing Data Use and Privacy:** Utilizing student data for educational purposes while respecting privacy raises ethical concerns. Striking a balance between leveraging data for personalized learning and safeguarding individual privacy requires careful consideration and robust ethical frameworks.
2. Teacher Training and Adaptation:
  - **Continuous Professional Development:** The rapid evolution of AI necessitates ongoing teacher training to ensure educators are well-equipped to integrate and effectively use new tools. Professional development programs should focus on enhancing digital literacy and adapting teaching methods to align with AI-driven educational approaches (International Forum on AI and the Futures of Education, 2020)
3. Equity and Access Concerns:
  - **Digital Divide:** While AI enhances accessibility, ensuring equitable access to technology and resources remains a challenge. Bridging the digital divide requires concerted efforts to provide all students, regardless of socio-economic background, with the necessary tools and connectivity for effective AI-based learning (Mahraj, 2023).
4. Algorithmic Bias and Fairness:
  - **Addressing Bias in Algorithms:** The risk of perpetuating biases in AI algorithms poses a challenge. Efforts must be directed towards identifying and rectifying biases to ensure fairness and impartiality in educational applications, preventing discriminatory outcomes (Mahraj, 2023).
5. Loss of Human Touch:
  - **Maintaining Human Interaction:** Striking a harmonious balance between AI-driven learning and human interaction is crucial. While AI enhances efficiency, the role of human educators in providing mentorship, emotional support, and a personalized touch to education should not be overshadowed. Efforts must be made to prevent the potential loss of the essential human element in the learning process.

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In this interview Sima Ahmadi, Asian University for Women Alumni and current PH.d student at Kent State University in Education Technology, delves into the challenges and opportunities for gender inclusivity in artificial intelligence (AI), specifically within the educational realm. Sima, discusses her research aimed at fostering female students' interest in computer science through AI and robotics. The conversation highlights the critical importance of prioritizing gender inclusivity in AI development to mitigate biases, emphasizing the direct correlation between gender representation and AI predictions. Sima underscores the need to rectify biases in AI tools, citing examples such as Google Translate, and advocates for unbiased data to improve AI applications. The interview concludes with a focus on the digital divide and practical solutions for enhancing inclusivity in AI education, including projects, STEM activities, and mentorship programs. Overall, the interview provides valuable insights into addressing challenges and promoting inclusivity for women in AI within educational settings.

## Inscription of the Video

**Zainab Rezaiee:** I'm so happy to have dear Sima Ahmadi former AUW student, in this interview, which is about the challenges and future outlook of making AI more inclusive for women. Dear Sima, welcome to this interview and I would like to have a short introduction from you. Tell me about yourself and your background.

**Sima Ahmadi:** OK, thank you so much for having me for this interview and I hope that it will be productive. So my name is Sima Ahmadi and I'm currently my PhD at Kent State University in Educational Technology. And the research area that I'm concentrating, it is about the education, robotics and AI and how we can promote students, I mean female students', interest toward the computer science in the STEM fields. And I graduated from AUW in 2023 from the Master of Education. And I'm happy to be here with you today. Thank you.

**Zainab Rezaiee:** Thank you so much. So let me ask you my first question. This will be acknowledged that millions of women currently face challenges in the education sector, whether related to the access to education quality or the availability of learning materials. I would like to enquire about the extent to which AI innovations can assist women in overcoming these challenges.

**Sima Ahmadi:** Thank you so much for the good question. So at first I'd like to tell you that the responses that I would provide is based on my little knowledge. So I think there are a lot to talk about but I'll try to make the comprehensive responses that I can. So in order to response your first question I think. In order, we are trying to promote gender inclusivity in all other areas, like education. Medical fields, computer science and everything. I think it is crucial to prioritize the inclusion of gender, not only women, in AI fields, because I believe that there is a direct relationship between these two phenomena. You know that AI tools predicts.

Based on the existed historical data and trained data in the community and through the machine learning algorithm. So then the gender inclusion is not a lot in other areas. So the AI will automatically have a bias in their prediction tools. That is why I think it is critical to prioritize Gender inclusivity in AI area. And the other thing is that there is a problem that there are only 12% of women participated in machine learning researches that it can lead to a low quality of products in AI when there is a lot of like mail in machine learning or AI fields but there are very. Low rate of females so it can produce a bias and there is a report by UNICEC that the result is interesting that unfortunately, On the rate of students or females, there are 20 percent, 25% or five times lower less likely than men to know how to use technologies or for basic things like how to do programs. And there are 13 times less likely of women participations in technological patents that it shows that you know gender. Participation in AI and in state in general is slow when there is low gender participation. So the bias will be increased I think. And there is a popular another publication of Unis school that is titled about. I would play, I would blush if I could. Yeah. In this publication that the aim is to like promote the gender inclusivity in technological things it mentions that there are stereotypes because of the lack of gender inclusivity in other areas, and these stereotypes can cause bias in AI. So due to these things, I think it is a must or it is essential to prioritize the AI gender inclusivity, especially in education.

**Zainab Rezaiee:** Thank you dear Simo, just to elaborate a little bit more on it, I want to ask that why it is essential to prioritize the development of gender Inclusive AI? I mean the inclusivity within AI tools and developments.

**Sima Ahmadi:** I think the response that I provided you know that there is. In other field like. If we think about the other areas like in biology in recent years there are increasement of females, but in its team, I mean in computer science, in engineering and other fields that it is related to AI, you know there are lack of presentation of women. So if you would like to have equality Society. Then because our life is related directly related to AI these days especially like the academic life. So in order to remove or mitigate the gender biases in AI, it is important to Prioritize the gender inclusivity in AI I hope that I can respond to you correctly.

**Zainab Rezaiee:** The next question is. Could you provide insight into the issues of AI bias? I mean, what issues currently exist inside AI innovations like the new tools that we are using nowadays under the name of AI? And also whether there is a serious AI bias towards women or

not.

**Sima Ahmadi:** I think it is clear and obvious that AI is biased. In different educational tools that be concerned it will lead to discriminatory outcome in educational. Opportunities for no matter for women or men. And I'm sure that there is AI bias in currently in the tools that we are currently using. For example, as a very basic example, if we look at the Google Translate that I did it like yesterday. So if you write in English that she's a doctor and he is a nurse and translated to your native language, so it will translate into your native language. And then if you translate is again in from your native language into English, it will translate that he is a doctor and she is a mess you know The translation. And it's a very basic example. We can understand that yeah, there is bias hidden into the AI tools like Google Translate that every. Students, kids, even they use it when they use it. So their attitude will be changed that OK, maybe n can nurse be a female and doctor can be a good fit for a male and then, you know, I was reading. Research. A few days ago that is mentioned that in educational tools they are there are bias based on the existing historical data and the stereotypes that existed and the outcome of these fires Like this educational tool can provide different feedbacks for different genders. For example, it can offer like different supports and challenges for female and various supports and challenges for male. According to the existed data that is common in our community. And due to these things, I think it is important to have more inclusivity in gender, especially for females in this area, in order to address these biases, as I mentioned before that if you wanted to have a free bias data that is produced by the AI tools. So we have to Increase or concentrate in promoting of female, not only female, female from different backgrounds. A female from different contexts into technological. Board.

**Zainab Rezaiee:** Yes, thank you. And the next question is? Writing this chapter, I came to face a repeated term that was Digital bias. I want to ask a question related to this term and what exactly is the digital divide and what factors contribute to its existence?

**Sima Ahmadi:** Thank you. It's a good question. In a simple language, I think education divide, we can say that this term refers to the gap. Between those who access the technology and those who do not access. And the factors that contribute to these like phenomena or this term I mean. You said educationally back Digital divide. Yeah, digital. The factors that contribute in the existence of this phenomena it's about. Socioeconomic status it's about. Geographical locations, infrastructure limitations and other factors. For example, if we consider like underdeveloped countries or developing countries and compare these countries with the developed countries, we can see that in developed countries like in here in United States. So the concentration of school principals is to provide. Computers, at least computers and other technological tools for the students and there are working to promote. And to include computers and scary column even for the elementary schools while in in underdeveloped countries or developing countries like Afghanistan. If you consider you know that there is not even a basic computer lab for the students and they don't know how to use computer. Even when I remember myself when I passed the national examination and got entered to the computer science faculty. I know that it is a shame for an undergraduate students who don't know how to use a computer, how to turn it on, how to use the different. Programs, basic programs and computers but due to lack of like accessibility, lack of electricity

in our countries, lack of knowledge and affordability. So these devices this gap existed and these factors are different in different contexts. But in the context is like Afghanistan and other like developing countries. The factor that contribute to contribute to this lack it's mostly about the four categories. Maybe five that it's accessibility, affordability, electricity. Activity and lack of knowledge in this area.

**Zainab Rezaiee:** Thank you for your insightful responses and as the last question in this interview I would like to ask. What educational solutions can be implemented to enhance inclusivity in AI?

**Sima Ahmadi:** In education, I mean with inclusivity. I emphasize on making AI education more intuitive for women. This can be a solution, any social solution, educational technical solutions that are relevant based on your own experience. I mean, I think that if we think about inclusivity I get that. You mean how to increase? Gender. Participation or engagement in AI, you know, you're right. Right. OK, so. There are lots of researchers that indicate. A problem? That is existed no matter in developed or underdeveloped country. It is about the stereotypes and devices that exist among the communities that they divided. Like the what field is related to what? Genders for example, arts for example, nursing or Veterinary may be in some communities they think that it is good fit for female and engineering computer science. Maybe sometimes doctors, based on the different contexts it is good fit for the for the male and the important things. It's about the lack of interest and the lack of role models. If communities, if school principals or educational can. Promote the students or increase students, female students interest toward the computer science, toward the technological area. I think it can be a solution and how to promote it. You know how to change their attitudes toward these fields. We cannot change the student's attitude in like in one day, but there are solutions. For example, implementing activities. Projects, educational or STEM projects and trainings in schools can help to mitigate these gaps. For example, in a project that I'm currently working, it's about the aim of this project is to how we can build a self-esteem and promote student's attitudes toward computer science and robotics. You know and how. They know that there is a role model for me, for example. Graduate computer science students in AI and robotics and we train them to be a mentor for high school students. And we developed a curriculum of science that is concentrating in energy and computer science is concentrating on robotics and the robotic like. There are basic hand metropolitans. When they train the high school students. So not only their knowledge will increase, I mean the students' knowledge. Interest to our computer science will increase and they see literally that these females graduated from computer science and this is my achievement in real world. Like in the previous project they built a. Trash bin robotics that these robots can see around and figure and identify the trashes and then collected the trashes. When they see these things like in a physical world that they in a real world that they solve a challenge so their interest is self-confidence and attitude will be changed. And then these high school students mentored the middle school and the middle school students mentored the primary schools. So their confidence, their self-esteem, attitudes and interests like gradually will be increased And also the relationship that how to make communication in a real world and the ethics of like computer science will be increased I think with the implementing these kind of projects. Can be a solution for like gender inclusivity, especially for increasing women participation in computer science and AI field.

**Zainab Rezaiee:** Thank you so much. It was a really useful interview. Thank you for your insight and for your generosity to share it with me and with the viewers.

**Sima Ahmadi:** Thank you so much. Thank you so much for inviting me and I hope I could provide comprehensive responses for you. Thank you. It was awesome. Thank you so much. Thank you. Have a good day. proof read this caption text

## Conclusion

In conclusion, the exploration of leveraging Artificial Intelligence (AI) to support access, equality, and inclusion in education reveals a transformative landscape poised for positive change. Across economically disadvantaged regions, AI stands as a potent tool, tearing down barriers to access and ushering in a new era of personalized learning. Initiatives like FutureLearn's free online courses for female Afghan students exemplify how AI can break gender constraints, promoting inclusivity and empowering women in education.

Crucially, for learners with disabilities, AI emerges as a powerful ally. From assistive technologies addressing physical, sensory, and cognitive challenges to virtual assistants providing tailored support, AI ensures a more inclusive educational experience. As we celebrate these strides, it is essential to confront challenges such as data privacy, algorithmic biases, and the digital divide. Addressing these issues collectively is paramount to ensuring universal access to the benefits of AI in education.

Looking ahead, the trajectory of AI in education holds immense promise. By breaking socio-economic barriers, fostering inclusivity, and tailoring educational experiences, AI has the potential to revolutionize global learning ecosystems. However, the responsibility lies with educators, policymakers, and technologists to navigate the evolving landscape collaboratively. The goal is to ensure that AI remains a force for positive transformation, leaving no learner marginalized or excluded.

In essence, the integration of AI in education signifies more than a technological evolution—it is a commitment to building a world where education becomes a universal right. Regardless of economic status, gender, or ability, AI offers the potential to make education truly inclusive, realizing the transformative power of knowledge for all.

## Glossary:

1. **Artificial Intelligence (AI):** A branch of computer science that involves creating intelligent machines capable of performing tasks that typically require human intelligence, such as speech recognition, problem-solving, and learning.
2. **Assistive Technology:** Tools and devices, including software, designed to assist individuals with disabilities in performing tasks that might be challenging due to their impairment. In the context of education, assistive technology helps create an inclusive learning environment.
3. **Cognitive Disabilities:** Challenges related to cognitive functions, such as memory, attention, and problem-solving. AI tools for cognitive disabilities aim to provide personalized support for comprehension and organization.
4. **Digital Divide:** The gap between those who have or do not have access to modern information and communication technology, particularly the internet. Addressing the digital divide is crucial for ensuring equitable access to AI-powered educational resources.
5. **Gender Equality:** The concept of providing equal opportunities, rights, and treatment to individuals regardless of their gender. AI initiatives that promote gender equality aim to remove barriers and biases in education, fostering equal participation.
6. **Inclusivity:** The practice of ensuring that all individuals, regardless of background, characteristics, or abilities, have equal access and opportunities. AI's role in education is pivotal for creating inclusive learning environments.
7. **Machine Learning:** A subset of AI that enables systems to automatically learn and improve from experience without being explicitly programmed. Machine learning algorithms in education can provide personalized learning experiences.
8. **Personalized Learning:** An educational approach that tailors instruction, pace, and content to meet the individual needs and preferences of each learner. AI platforms often utilize personalized learning to enhance the educational experience.
9. **Sensory Disabilities:** Impairments related to sensory functions, such as vision or hearing. AI tools for sensory disabilities aim to enhance accessibility and learning experiences for individuals with visual or hearing impairments.
10. **Virtual Assistants:** AI-driven applications that provide support and assistance to users. In education, virtual assistants can offer personalized help, cater to diverse needs, and contribute to a more inclusive educational environment.
11. **Accessible Learning Management Systems (LMS):** Learning Management Systems designed with features such as keyboard shortcuts and accessible interfaces, ensuring digital learning platforms are accessible to students with physical disabilities.
12. **Closed Captioning:** The display of text on a video screen to provide a transcript of the audio content, benefiting individuals with hearing impairments. Closed captioning tools are essential for enhancing accessibility in educational videos.
13. **Gesture Control:** The use of body movements or gestures to interact with devices or control actions. Wearable devices for gesture control, such as the Myo Armband, offer alternative input methods for individuals with physical disabilities.
14. **OCR (Optical Character Recognition) Technology:** Technology that converts printed or handwritten text into digital text. OCR tools like KNFB Reader benefit students with visual impairments by enabling access to printed materials.

15. **Speech-to-Text (STT) Software:** Software that converts spoken language into written text. STT tools like Dragon NaturallySpeaking support students with hearing impairments in capturing spoken information.
16. **Switch Access:** Input method using switches for individuals with limited motor skills. Adaptive keyboards and switches, such as AbleNet Switches, assist students with physical disabilities in inputting commands or typing.
17. **Transcription Services:** Services like Otter.ai and Rev that transcribe spoken words into written text in real time, aiding students with hearing impairments during live events or lectures.
18. **Visual Schedules and Timers:** Tools like Choiceworks and Time Timer that help students with cognitive disabilities understand and manage their daily routines through visual schedules and timers.
19. **Voice Recognition Software:** Software like Dragon NaturallySpeaking and Google's Speech-to-Text that converts spoken words into written text, enabling students with physical disabilities to control computers without a keyboard or mouse.
20. **Wearable Devices:** Devices like Myo Armband and GestureTek Cube that allow users to control devices through gestures or movements, providing alternative input methods for those with physical disabilities.
21. **AI Adoption in Education:** The integration and utilization of Artificial Intelligence technologies in educational institutions, facilitating personalized learning experiences, and addressing various challenges in the education sector.
22. **Assistive Apps for Touchscreens:** Applications like TouchChat and Proloquo2Go designed to support communication through touchscreens, enabling students with physical disabilities to express themselves using symbols, pictures, or text.
23. **Predictive Text and Auto-Correct Software:** Software like Grammarly and Predictable that predicts and corrects words and phrases as students type, supporting accurate and efficient communication, particularly for those with cognitive challenges.
24. **Sensory Disabilities:** Conditions affecting the senses, including visual or hearing impairments. Various assistive tools and technologies aim to enhance accessibility and learning experiences for students with sensory disabilities.
25. **Virtual Assistants with Task Management:** Virtual assistants like Siri and Google Assistant that provide support for task management, reminders, and organization, assisting students with cognitive challenges.
26. **AI for Social Good:** The application of Artificial Intelligence to address societal challenges and promote positive impacts, such as enhancing access to education and supporting learners with disabilities.

### Practice the Glossary with Below Link - H5P

Here you can review and practice the chapter glossary. Read the word guess and then press "Turn" button to check for the definition.

## Chapter Quiz:

Click on the Media below to access the Google-Quiz for passing the chapter quiz or directly take the quiz down here. To earn a badge, you need at least to score 10 out of 15 and email the result to "Parisa.fadayee@auw.edu.bd".

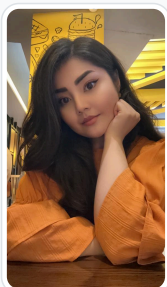
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### Parisa Fadayee

Arts in (Education)

Parisa Fadayee, a university student at Asian University for Women, is currently pursuing her MA in Arts (Education). She holds a bachelor's degree in Finance and Banking from Kabul University. Her diverse career includes roles as an English language Instructor, Finance Assistant, Account Payable Officer, Finance Officer, and Business Consulting Officer in various sectors, including NGOs and private companies. In addition to her professional journey, she has actively engaged in volunteer work, demonstrating her leadership skills. She has coordinated events and taught female Afghan students online, those who faced challenges attending physical classrooms following recent changes in Afghanistan due to the Taliban takeover. Driven by a passion for arts education, Parisa aspires to utilize her knowledge and skills to make a positive impact in the field of education. Her research interests encompass financial literacy and education, exploring the effectiveness of financial education programs and their impact on individuals' financial decision-making and well-being, especially when combined with arts education. She is also interested in the economic aspects of arts and culture, examining their contributions to society, job creation, and cultural development. Parisa's journey reflects her determination, adaptability, and unwavering commitment to enhancing education through the fusion of finance and the arts.



### Zainab Rezaie

Art and Education

Zainab Rezaie is currently pursuing a Master's degree in Arts and Education at the Asian University for Women in Bangladesh. She is a native Persian speaker and holds a Bachelor's degree in Education Management from Kabul Education University. From 2017 to 2019, Zainab worked as an elementary school teacher at Sora Private High School in Kabul. Following her teaching experience, she took on the role of a Communication and Cultural Affairs officer at Kabul Education University. Currently, Zainab is teaching English Language through an online platform called the Roshini-Omid Program. This initiative aims to provide education and social opportunities to young Afghan women who are deprived of their rights in Afghanistan, particularly under the control of the Taliban regime. Zainab's research interests primarily revolve around education policy and improving access to quality education in developing countries.

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## Part II: AI in Higher Education

Policy and Regulation of AI in Higher Education

Impact on Student Engagement and Learning Outcomes



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## Policy and Regulation of AI in Higher Education

Mosaddika Mounin

*Hello, and thank you for visiting this chapter on the ever-changing relationship between AI, higher education policy and regulation, and AI itself. Examine the international scene of artificial intelligence policy with an eye on the specific challenges faced by the Asian University for Women. Gain a better understanding of creative solutions, regulatory frameworks, and ethical factors. Learn from others' experiences and share your own, so you can help bring about the ethical use of AI in the classroom. Come along as we embark on a quest to influence the course of education in the age of artificial intelligence through legislation and policy.*

### Objectives

1. Comprehend the Progression of Artificial Intelligence in the Field of Education
2. Analyze ethical and policy factors
3. AI Integration of Asian University for Women
4. Find Difficulties and Come Up with Creative Resolutions

## Introduction:

Close your eyes and step toward a class with the rhythmic beat of Artificial Intelligence(AI). This is the time to learn with boundless AI tools and make the bridge to collapse the gap between traditional methods and modern technology. In the last few years, the use of AI has been growing in education all over the world and we can explore it with highly efficient learning AI tools. There are lots of opportunities to advance AI applications in education like incorporating digital instructional materials, gaming, and individual learning experiences (Zhai X et al., 2021). Both students and teachers can use effectively AI tools for their work and it gives good results in a short time. AI tools help students build strong engagement and performance with new innovative ideas. As a result, students get more opportunities to continue their studies which can enhance academic achievements and student involvement while decreasing the likelihood of students leaving their studies prematurely (Ayala-Pazmiño, M., 2023). By using AI, teachers can make teaching plans, simplify tasks, and save time. Students can also receive feedback on their assignments and suggestions to enhance their understanding and rectify their errors. To shape a data-driven educational environment, analytics powered by AI improve education by detecting areas for improvement and predicting student outcomes.

The development of Artificial Intelligence(AI) can be categorized into different generations. "First Generation" is known as the first phase and involves AI using rule-based expert knowledge. During this time, AI systems followed predefined guidelines and depended on manual input (Zhai X et al.,2021). To explore optimal outcomes, the "Second Generation" enhanced its capacity by employing statistics and searching models (2021). The second phase of AI was able to examine data and patterns to find the best solution from the rule-based methodologies. The third phase is greatly improved to recognize and understand information and replicate the brain's cognitive processes (2021). Each new generation of AI comes with more advanced techniques and approaches to improve educational experiences and results.

AI in education offers various advantages, but it also raises ethical, privacy, and equity issues. There is a concern all over the world that student's writing and critical thinking ability are decreasing as they increasingly depend on artificial intelligence to finish their tasks (Chan, C, 2023). Because of these worries, several universities have banned using generative AI in their curricula. In light of these difficulties, it is important to establish policy and regulation of AI to

ensure the ethical implementation of AI technologies in higher education. Generative AI tools have recently become available to the public, leading to their swift integration across different fields and industries (Chan, C, 2023). Different universities have policies and regulations of AI to ensure ethical concerns with the necessary skills and knowledge. "Eight out of 24 universities in the prestigious UK Russell Group have declared the use of the AI bot for assignments as academic misconduct including Oxford and Cambridge (Chan, C, 2023)." Policies should deal with problems like algorithmic bias, transparency, and accountability to prevent unexpected effects and ensure that learning procedures are fair. The policy and regulation of AI in higher education are crucial for guiding students in understanding the appropriate utilization of AI, familiarising themselves with academic integrity, and gaining insights and inspiration from AI. Establishing clear guidelines is necessary to optimize the benefits of generative AI in education and remove potential issues. These guidelines, presented as an AI education policy, aim to ensure the responsible utilization of AI to benefit all individuals engaged in the learning process (Chan, C, 2023).

The focus of this chapter is to analyze the policy and regulations of AI in higher education and thoroughly analyze different universities' policies specifically focusing on the Asian University for Women (AUW). Though AUW is in its early stages, the lessons it has learned so far provide important insight into the responsible application of AI in academia. In this article, informatively look at the present policies of various universities around the world, how things are changing, and how to set up transparent and effective rules for using AI in the classroom.

## **Different Policies and Regulations of AI:**

By exploring higher education, we can find multiple policies and regulations, and each university has its own unique rules and regulations for incorporating AI. The goal of education law, according to American Public University (2020), is to achieve a balance between several different goals, such as the promotion of education and the protection of students' rights, the acceptance of students with disabilities, and the guarantee of stable employment and professional autonomy for educators. In 2023, Chapman University published all policies and guidelines of AI in different renowned universities:

- Harvard Business School: In certain cases, faculty may approve the use of ChatGPT and related technologies. References must be provided, and guidelines will be updated as these technologies progress.
- Rice University: On April 11, 2023, the Honor Council emailed all undergraduates to announce a change to the Honor Code that would make it illegal to use ChatGPT and other forms of artificial intelligence without properly attributing their work. In that email, it is clarified that faculty have the right to ban AI software for their class. According to the email, the Honor Council will also treat as plagiarism the practice of using artificial intelligence software to create original ideas and then passing them off as one's own. Additionally, it is also mentioned that using AI software is allowed for personal study.
- Stanford University: Using AI without obtaining permission from instructors is the same as receiving help from a human and using AI for completing assignments or exams is not allowed. Students must recognize and give credit for the utilization of generative AI, except for unintentional use, and should prioritize disclosing such assistance when uncertain.
- UCLA: Students should submit all works to fulfill course requirements, which must be original work or properly cite the source unless specified by the professors. Using ChatGPT or other AI tools for classwork is like getting someone else to help out; it makes students wonder if the work isn't plagiarized. It is the instructor's responsibility to decide how to incorporate AI into their lessons and to create or update any policies that relate to the use of AI in the classroom.
- University of Texas (Austin): This advisory outlines best practices for the responsible and secure use of AI tools, ensuring that no sensitive personal, institutional, or proprietary information is at risk.
- Wayne State University: Discussions and chats on the POD list have provided the Office for Teaching and Learning (OTL) at WSU with ideas for how to use ChatGPT. Consider the possibility that this task may be performed in a real-life or professional setting. Is it possible that they might employ AI for a certain task? Allow students to utilize it as well. Get the class to come up with an AI-generated idea and then talk about ways to make it better. Also, think about its potential applications in the business sector, where it could help with repetitive tasks.
- Yale University: Each teacher makes their own decision about the integration of AI into their lessons. Faculty need to be open about the tools that are and aren't allowed in the classroom, as well as the reasoning behind any limitations.
- Arizona State University: The administration and faculty at Arizona State University are considering the ethical, academic integrity, and privacy implications of generative AI while keeping their attention on the technology's prospects. Looking at the content that can be generated by generative AI and the expected learning behaviors and outcomes of students, the Provost's Office is currently reviewing Arizona State University's academic integrity policy. Before using AI in coursework, students should get permission from course instructors.
- Wesleyan University: Each work of content that comes out of ChatGPT should be recognized as "co-authored" by both the user and the AI. The developers of ChatGPT, OpenAI, have come up with their own sharing and publication Policy to lessen the impact of AI-generated content.

Universities demonstrate their varied viewpoints by implementing various policies addressing the complex ethical and educational considerations of integrating AI. Now, let us shift our focus from examining policies at prestigious universities to the Asian University for Women (AUW), a unique institution actively incorporating AI into its operations.

By examining the details of AUW's current practices and future policies, we acquire valuable knowledge about the institution's distinctive strategy for managing the advantages and difficulties presented by AI in higher education. During a recent conversation with the Pro Vice-Chancellor and Teaching Fellows of the Master of Education program, we explored the intricate factors influencing AUW's approach to integrating AI. This provided a glimpse into the institution's evolving position on the matter.

## The perspective of the Pro Vice-Chancellor of AUW:

The mission and vision of AUW are to educate women who will become proficient and inventive experts, leaders who prioritize serving others in the industries and communities they will be a part of, and advocates for fostering intercultural comprehension and sustainable human and economic progress in Asia and globally.

On November 28, 2023, the meeting took place at the Asian University for Women with the Pro Vice-Chancellor of AUW. The discussion was about the policy and regulation of AI at AUW. During the discussion, the Pro Vice-Chancellor obtained valuable insights into AUW's concern about Artificial Intelligence (AI). maintaining a focus on ethical considerations, the institution is committed to creating an environment that supports technological advancement. Using AUW's unique educational setting as an example, they have investigated the pros and cons of AI. According to Pro Vice-Chancellor David Taylor, thinking critically is crucial for students. AUW offers multiple critical thinking and writing courses in which students analyze various academic resources and develop innovative concepts. He mentioned that "taking notes in class, researching, and coming out with a student's idea is essential." As a result, a student can gain their research knowledge. Nowadays, students use AI to help them learn and get different insights from it, which shows up in their grades and papers. Also mentioned that using AI has positive and negative sides, and AUW authority works to make policies and regulations for students and teachers. In addition, AUW enforces strict rules regarding plagiarism, which is zero tolerance in AUW, requiring students to include citations when incorporating any ideas into their writing. Professors possess the authority to verify plagiarism, and Turnitin is utilized for this purpose. Instructors have flexibility in determining the acceptable levels of plagiarism and citation usage in their courses. In addition, AUW is ready to regulate and establish policies regarding AI while keeping students' ethical principles and capacity for critical thinking in mind. Teaching Fellows, MA in Education program

## About



Dr David Taylor

INTERIM PRO-VICE-CHANCELLOR

Asian University For Women

"Before joining AUW, David Taylor was for many years at the School of Oriental and African Studies, University of London, where he became Pro-Director, Teaching and Learning, from 1998-2002. He then joined Aga Khan University in Karachi as Vice-Provost for Academic Development and worked there from 2002-2008. He also served as Interim Provost from 2003-2008. Later, he was appointed Director of the Aga Khan University Institute for the Study of Muslim Civilisations in London from 2013-2017. He is a political scientist and historian with a longstanding interest in South Asia, which he first visited as a student in 1962."

### **Teaching Fellows, MA in Education program (Asian University for Women)**

Israt Jahan Oeeshi

Ferowza Swapnil

Nusaiba Binte Zakaria

Teaching Fellow

CHIEF TEACHING FELLOW AND PROGRAM COORDINATOR

Teaching Fellow

**The Perspective of the Teaching Fellows:** On November 28, 2023, the focus group discussion took place at the Asian University for Women. In this focus group discussion, three teaching fellows and I discussed the use of AI and explored potential future policies regarding AI at AUW. The use of AI in the Master's program is restricted to the development of new knowledge. The teaching fellows suggested that "students use chatGPT and similar AI tools as an assistant to get ideas, but it's unethical for students to write directly from chatGPT." They must incorporate citations to acknowledge the ideas of others in their paper. "Students have to write in their own words, and for their improvement in grammar, they can use Grammarly." They also suggested that students should research to increase their critical ability.

By analyzing various AI policies, the university will provide insights into the unique incorporation of technology in education. At AUW, Pro Vice-Chancellor David Taylor and Teaching Fellows provide valuable insights demonstrating AUW's dedication to promoting critical thinking and responsible utilization of AI. As AUW formulates new policies, the chapter provides a framework for understanding how the institution deals with the ever-changing field of AI in education. This brings a new dimension to the continuing topic of ethical AI implementation in academic institutions.

**Please visit this link for more in-depth insights into AI policies and recommendations discussed by Teaching Fellows at AUW.**

<https://drive.google.com/file/d/1p88-G6ZyIldbp2cQwR2xsqaqQvgXcDiH/view?usp=sharing>

**Importance of Policy and Regulations of AI:** Policy and regulation of AI is important in higher education to ensure ethical values in education. It is difficult to identify the concerns about data privacy, algorithmic biases, and the potential impacts on both students and teachers as AI systems grow more integrated (Hemachandran & Rodriguez, 2023). The use of AI is increasing day by day and students use AI for their tasks as a result, they lose their critical ability and original work. Even though many students use the latest and most updated version of AI by paying, others cannot afford to pay. As a result, students may lose equal opportunity and rights. To protect the privacy of students and teachers, a university should have a policy and regulation of AI. These broad ethical concerns highlight the need to create AI environment that is current in technology while also keeping to standards of transparency, privacy, and responsibility.

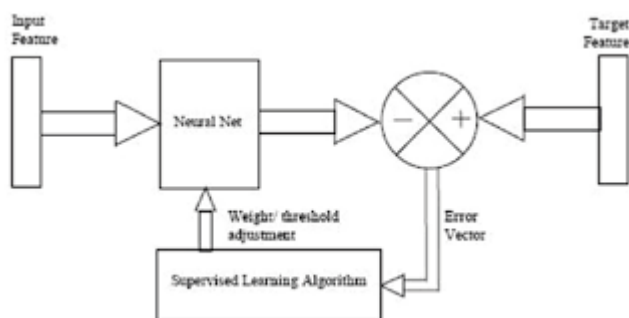
**Data security and consent in AI usage:** Protecting students' personal information, and research data is the most important priority while implementing AI in higher education. To protect data and to know how to use it, policy and regulation are important. To foster confidence and maintain ethical AI standards in higher education, it is critical to find an appropriate balance between focusing on the potential of AI and protecting individuals' privacy rights (Hemachandran & Rodriguez, 2023).

**Ensuring accountability: Transparency and explainability in AI systems:** Explanation and transparency are essential and AI algorithms and processes should be open and

transparent so that institutions can see the reasoning behind AI system recommendations and judgments (Hemachandran & Rodriguez, 2023).

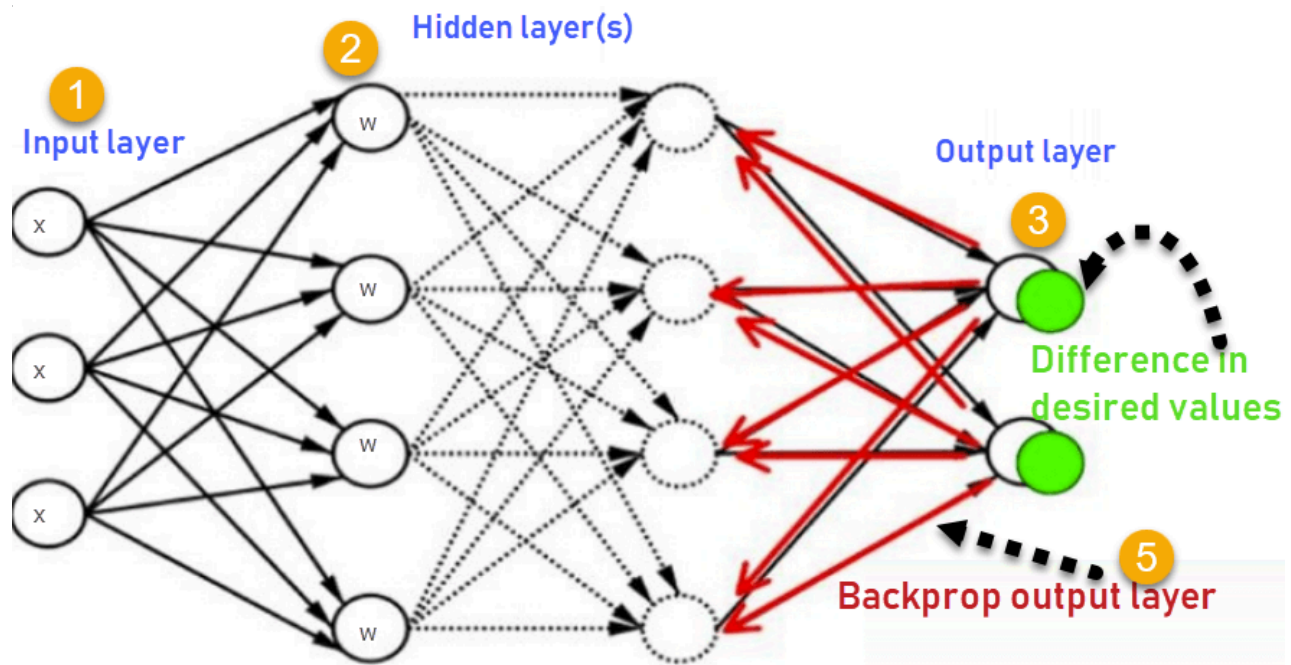
## Current AI Initiatives in Higher Education:

**AI in Curriculum Development:** To develop the curriculum AI is changing the way curricula are created and students get their course materials. The term "curriculum" refers to the collection of courses that make up an educational program at schools, universities, or colleges (Somasundaram M. et al., 2020). Gaining knowledge, and skills to fulfill the job requirements are the primary objectives of the program. Presently, the curriculum is structured to include a variety of courses. These courses' Course Outcomes (CO) align with the Program Outcome (PO) (2020). Within Artificial Intelligence (AI) and Machine Learning (ML), three primary types of learning dominate: supervised, unsupervised, and reinforcement learning. A fundamental differentiation arises in supervised learning, dividing the process into two distinct categories (Somasundaram M. et al., 2020). The initial learning process stage entails making iterative modifications to internal states in response to inputs and desired outcomes. Over time, this process improves the precision of computed results, moving them to the intended outcomes. In contrast, the second type, the forecast process, utilizes previous instruction experience to produce probable outputs without additional modification during the prediction phase. The Type 1 learning process is more appropriate for the particular goal, aligning with the continuous improvement paradigm.



**Figure 1: Supervised neural network**

Applying this AI backpropagation method to curriculum design demonstrates its alignment with the educational context (Somasundaram M. et al., 2020). This corresponds to the iterative learning process in artificial intelligence, which reflects how students gain knowledge and skills throughout their education. During engineering education or professional upskilling, learners consistently assess how well the course outcomes match the changing requirements of job roles (2020).



**Figure 2: Back Propagation**

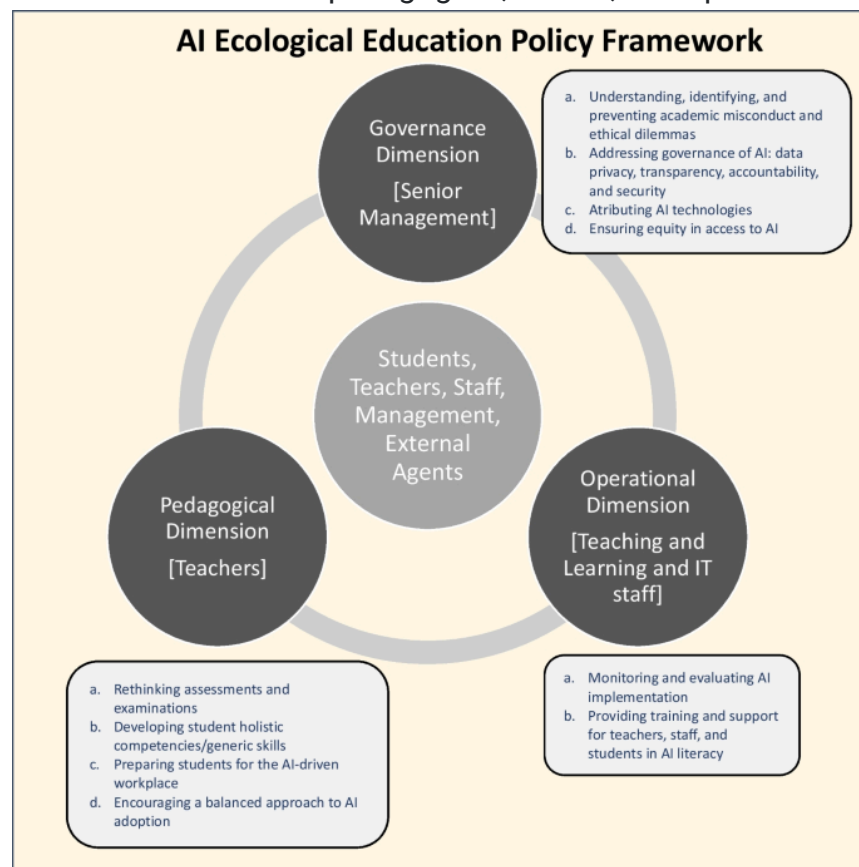
To effectively design the curriculum, it is possible to utilize a model inspired by Artificial Neural Networks. This strategic approach simplifies the curriculum design, guaranteeing a clear connection between educational content and industry demands.

**AI in Student Support Services:** Students get the service which they usually get from university and now they can all support from AI. Implementing technology in a complex setting, especially in a traditional field like higher education, is a highly demanding undertaking (Khare K et al., 2018). Students get feedback by using AI tools which help students to improve.

**AI in Research:** By using AI, students can analyze data and identify patterns in research projects. Using data analysis tools, researchers can analyze data. Machine learning algorithms are utilized by these tools to analyze, extract, and discover patterns within huge databases (Khedkar,2023).

There are lot of debate on using Artificial Intelligence in education where some are against using AI and others are with AI. Those who are against AI, think people are losing their creativity, violating human rights and vias of AI, and misuse of AI. But there can be rules and regulations of AI for using AI perfectly without any risk. We cannot stop using AI as it is spread all over the world like a flow. The necessity for a complete and methodical strategy to incorporate AI into different parts of education is highlighted by UNESCO's call to create a master plan for utilizing AI in educational administration, instruction,

examination, and evaluation and also including resource allocation (Chan. C,2023). There are three dimensions "pedagogical, ethical, and operational" in Ai policy farmwork.



AI ecological education policy framework for teaching and learning (**Chan. C,2023**).

**Pedagogical dimension (teachers):** The integration of AI into education is the main emphasis here. In this pedagogical dimension, students will be experts in using AI in their education system because teachers should teach students how to use AI without any cheating and plagiarism. In this case, teachers should be experts on AI initiatives. They have to teach how students use AI and by using this they can develop their critical thinking creativity and other necessary skills.

**Governance dimension (senior management):** In a university, the governance dimension takes the responsibility for academic dishonesty and data privacy. By facilitating responsible use and aiding in the maintenance of trust within the university community, the framework ensures that stakeholders comprehend and resolve the ethical dilemmas connected with AI technologies (Chan. C,2023). Universities are being encouraged to establish transparent policies and guidelines by this focus on governance (2023). This will help students and staff understand and navigate the complex ethical landscape surrounding artificial intelligence.

**Operational dimension (teaching and learning and IT staff):** For a fair result of AI technology, it needs regular monitoring, evaluation, and support, as highlighted by the operational dimension of the framework (Chan.C,2023). It needs training, resources, and

stakeholder support to ensure that all are on one page and can learn effectively how to run AI tools.

To manage everything, all should work together to ensure a successful policy and regulations of AI.



**Hsun-Ta Hsu, PhD**

**School of Social Work.**

**University of North Carolina at Chapel Hill**

**"Student Gen AI Usage Guidance:**

1. AI should help students think. Not think for them
2. Students are 100% responsible for their final products
3. Instructor discretions may supersede the guidance
4. Data that is confidential or personal should not be entered into AI tools
5. Accountability and transparency

**Teaching Gen AI Usage Guidance**

1. AI should help instructors teach, not teach for them.
2. Instructors are 100% responsible for their teaching materials.
3. Ensure that AI use is inclusive.
4. Specify course AI policies.
5. Actively communicate with students on AI tool usage.
6. Avoid entering confidential or personal data into AI tools.
7. Accountability and transparency.
8. Stay informed."

## **Recommendation:**

After all the discussion and research, it is clear that a university should have policies and regulations for AI for students' and teacher's privacy. This is the era where Artificial intelligence is common all over the world. Still, there is a different debate and difficulty in using AI all over the world. Though, 24 universities banned AI many renowned universities practiced the specific policy of AI. Though a few universities have no access to AI for students it is not clear that students do not use AI for their tasks. No one can stop using AI as a result, the result will not be good for students. So, considering all kinds of ethical and vias of the algorithm a university should make policies and regulations of AI.

Apart from other universities, the Asian University for Women is a renowned university in Asia. Still, the authority of AUW is working to make policy for AI. Making policy is not easy for a university but still it is necessary. I believe that with the help of all stakeholders (universities, teachers, administrators, students, and staff) is possible to implement the policy. By following the "Pedagogical dimension, Governance dimension, and Operational dimension" it is easy to make policy and regulations. Students should learn how to use AI in the real world in an ethical way and without any cheating is better than stopping using AI. As a result, without any concern, students will use AI without any permission. For example, many universities have a specific policy for maintaining rules and regulations.

Students use AI with proper citation and can get the idea and teachers should teach how students critical thinking ability will develop by using AI. Otherwise, without policy and regulations, students will lose their privacy, they will cheat to do their tasks.

## **Conclusion:**

AI has brought in a new age of inventive approaches to administration, research, and instruction in higher education, ushering in an important and revolutionary change in the field. Along this path of self-discovery, significant issues of privacy and ethics emerge. Concerns about fairness, prohibition of discrimination measures, student privacy, transparency, and responsibility are covered extensively in the chapter. This emphasizes the need for strong rules and regulations to control the ethical use of AI in universities. Essentially, the chapter provides a thorough examination of the diverse aspects of artificial intelligence in higher education. Asian University for Women is focused in this chapter and how and why policy and regulation of AI is important for this university like others. By following pedagogical, governance, and operational dimensions, making policy is possible. However, it is essential to have policy and regulation of AI in higher education.

## **Reader Activities:**

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## Glossary Items:

- **AI in Education:** AI in education pertains to using artificial intelligence technologies to improve the teaching and learning process. It involves utilizing artificial intelligence (AI)-powered tools, platforms and approaches to enhance educational results.
- **EdTech (Educational Technology):** EdTech refers to the integration of technology, such as artificial intelligence (AI), into the field of education to improve the process of teaching and learning. It encompasses digital resources, software, hardware, and online platforms that facilitate educational activities.
- **Digital Literacy:** Digital literacy refers to the proficient and responsible utilization of digital technologies. Within the realm of AI in education, it encompasses the aptitude and expertise required to effectively utilize AI-driven educational tools and platforms.
- **Data Governance:** Data governance refers to the management and oversight of data within an organization, including policies and practices related to data collection, storage, privacy, and security. In the context of AI in education, data governance is crucial to protect student and institutional data.
- **AI-Powered Assessment:** AI-driven assessment employs artificial intelligence to assess and analyze student performance and learning outcomes. This encompasses automated grading, adaptive testing, and personalized feedback derived from AI algorithms.

### Technical Terms

- **AI-Enhanced Learning Analytics:** AI-enhanced learning analytics utilizes artificial intelligence to collect and analyze data on student performance, behavior, and engagement. The purpose of this data is to provide information for making instructional decisions and to assist in promoting student achievement.
- **NLP (Natural Language Processing) Chatbots:** NLP chatbots are artificial intelligence-powered chat systems that use natural language processing to communicate with students, respond to inquiries, and provide information. They fulfill the function of assisting students, offering guidance, and managing administrative tasks.
- **Algorithmic Fairness:** Algorithmic fairness in AI pertains to the implementation of measures that prevent AI systems, such as those employed in admissions or grading, from exhibiting discriminatory behavior towards students based on attributes such as gender, ethnicity, or socioeconomic status.
- **Ethical AI Guidelines:** Ethical AI guidelines are a set of principles and regulations that dictate the development and utilization of AI systems in the field of education. The guidelines pertain to concerns regarding privacy, bias, transparency, and accountability.
- **AI-Enabled Personalized Learning Pathways:** AI-powered personalized learning pathways are customized educational experiences designed for individual students. AI algorithms utilize student data to provide tailored recommendations for courses, resources, and learning strategies that best align with each student's individual needs and objectives.

## • AI Tools

In this chapter, I have used a few AI tools to enrich my chapter.

1. Pictory AI: To make videos.
2. QuillBot: To paraphrase in a better way.
3. Grammarly: To develop the grammar.

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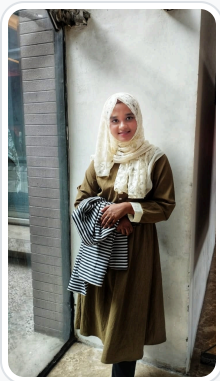
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3. Grammarly: To develop the grammar.



### Mosaddika Mounin

I am Mosaddika Mounin from Cox's Bazar, Bangladesh. I completed my bachelor's in 2022 from the Asian University for Women. My major was Economics, and my minor was Finance and Development Studies. Currently, I am doing a Master's of Education in AUW. I always believe in the transformative power of knowledge and I want to be a social worker and a change-maker in the future. I have decided to set up a modern school in my future where all young girls are allowed, and full free scholarships will be available to those who have financial problems. Practical education will be more practiced because I believe that learning theoretical education does not work to become a leader, and I am optimistic about my future goal.

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## Impact on Student Engagement and Learning Outcomes

Noha Bashir



### Learning Objectives

- Comprehend the Evolving Role of AI in Education
- Explore AI's Impact on Learner- Instructor in Online Learning
- Analyze the Interplay Between Student Engagement and Teaching Quality
- Identify Opportunities and Challenges in AI Integration.
- Recognize the Role of Generative AI in Emotional Development
- Evaluate the Concept of AI Classroom Partners
- Investigate the Transformative Aspects of AI in Education

*Welcome!*

*Hello and welcome to this interesting look into the ever-changing world where technology and education meet. Today, we're going to start reading the chapters that show how Artificial Intelligence (AI) has changed education in many ways.*

*As we gather here, the digital age has brought about changes in how we think about and interact with education that have never been seen before. The chapter you are about to read covers a wide range of ideas, experiences, and points of view, all of which are related to how AI will greatly affect the future of learning. In this chapter, I will be talking about ChatGPT, an amazing AI tool that is now being used in schools. We look at how ChatGPT can change things, like a technological tapestry, by comparing it to how innovations like the printing press and calculators have changed education in the past. We talk about the worries and chances and think about how ChatGPT could be a partner or, as some people might fear, an outcast in the world of education.*

*From now on, our research goes beyond ChatGPT and into the complicated worlds of generative AI. In the depth of the chapter, the works of famous scholars and visionaries are used to show how AI affects emotional growth. From making interesting characters with AI to changing how people see themselves through virtual reality, we look at the pros and cons of incorporating AI into the very fabric of learning and personal growth.*

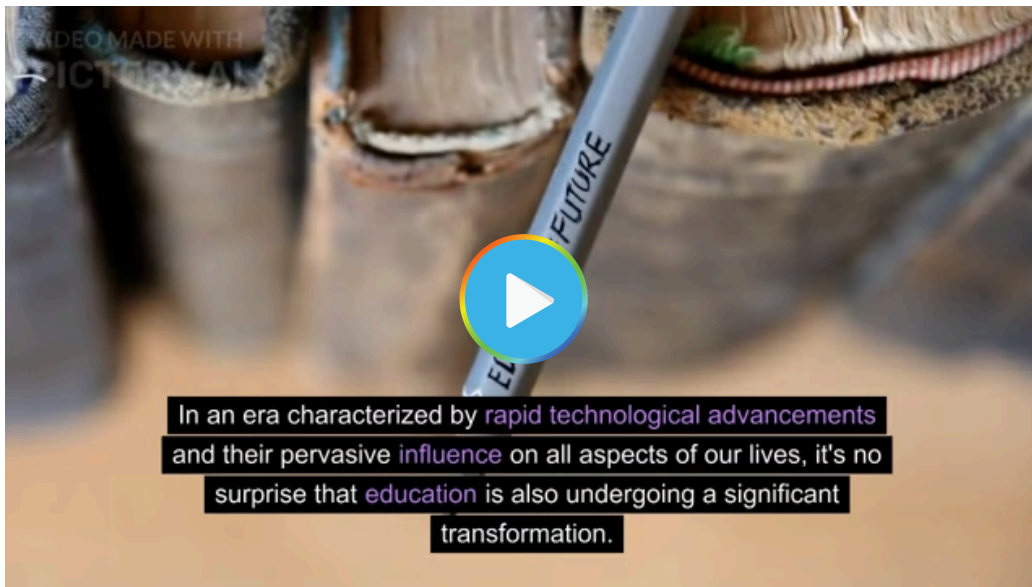
*Subsequently, the chapter talks about how AI can be used to help students work together. We look closely at the idea of AI Classroom Partnerships and analyze the work of the AI Institute for Student-AI Teaming (iSAT) to change AI's role from a simple tool to a working partner. Come with us as we talk about the complicated web of new technologies, moral issues, and the possibility of responsible innovation in AI and education.*

*As our journey goes on, we look more closely at the game-changing effects of AI in education and how AI tools are changing the way we usually teach and learn. Our research looks at many different areas that make up the \$6 billion market that is expected for AI in education by 2024. These areas include learning analytics and inclusive AI models.*

*Finally, we let students and teachers at the Asian University for Women (AUW) talk about how AI has directly affected their lives. From their points of view, we can get a more complete picture of how AI tools like Grammarly and ChatGPT are changing the way we learn. Their ideas, concerns, and suggestions give us a good background for our larger investigation.*

*This chapter is a blank canvas that paints a full picture of how AI has changed education. This is a call to think about the future of learning, to take advantage of the chances that AI offers, and to face the challenges with wisdom and foresight. As you read, I hope you get ideas, be challenged, and most of all, learn more about how technology and education work together in a complex way.*

*Let us begin our journey into the fascinating world of AI in education right away. Thanks for coming along on this intellectual journey with us.*



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Youtube link: <https://youtu.be/8DKO6vY5sVY?si=lutfjP5zuwe0NrNT> (Picture Video)

**Keywords:** Artificial Intelligence (AI), Student Engagement, Personalized Learning, AI Applications in Education, and ChatGPT.

## Introduction

Artificial intelligence (AI) integration into education has gained significant attention recently. As someone who has personally experienced the benefits of AI applications like Grammarly, Quilt bolt, Turnitin, and ChatGPT, I have recognized their profound impact on my academic journey. These AI tools have improved my writing and comprehension skills and guided me in academic and non-academic aspects. Consequently, I am motivated to investigate whether other students at my university, Asian University for Women, share similar positive experiences or face challenges when using AI.

This chapter will undertake a comprehensive investigation to establish clear definitions for the concepts of student engagement and learning outcomes. Additionally, it will analyze the potential consequences of generative AI, considering both its positive and negative aspects. In addition, a thorough literature review will be carried out to clarify current viewpoints and experiences regarding the incorporation of artificial intelligence (AI) in educational environments. The study will conclude with the gathering of empirical data from students and a faculty member at AUW, yielding valuable insights into the practical implications and perceptions regarding the utilization of AI in academia.



#### **Personal Experience:**

My personal experience with AI applications has been transformative. AI tools such as Grammarly and Quill Bolt have significantly enhanced my writing abilities by suggesting grammar, style, and clarity improvements. Turnitin has been instrumental in ensuring the originality and quality of my academic work. ChatGPT, on the other hand, has acted as a versatile assistant, aiding me in brainstorming ideas, comprehending complex articles, and providing guidance on academic and non-academic matters.

#### **AI as a Tutor:**

One of the most striking aspects of my experience with AI is its role as a tutor. AI has refined my academic writing and guided me in developing appropriate approaches for formal academic papers. It has been instrumental in creating lesson plans and content for teaching, thus benefiting me as a student and as someone aspiring to be a teacher. AI can refine my ideas to meet established standards, making it a valuable educational tool.

#### **What is Student Engagement?**

"Student engagement includes how a student feels about school, how they interact with others there, and how they feel about learning. It shows up as a sense of belonging and taking part in school activities." (Villegas, 2022) The definition of student engagement may vary across educational contexts, but in general, it means things like taking part in class discussions, interacting with course material, showing up to class, and being dedicated to academic tasks. It's more than just showing up to class or turning in assignments; it's about how connected a student is to the learning process. Moreover, "it means that students are willing to pay attention, do their assignments, and see value in how well they do in school." (Villegas, 2022) In this chapter, student engagement is measured through qualitative methods. Qualitative measures involve assessing the quality of interactions, the depth of understanding, and the enthusiasm displayed during learning activities. Interviews are taken with both students and teachers to gauge student engagement levels.

#### **What is Learning Outcomes?**

"Learning outcomes describe the measurable skills, abilities, knowledge, or values that students should be able to demonstrate as a result of completing a course." (*Learning Outcomes - Center for Teaching Excellence | University of South Carolina*, n.d.) Learning outcomes are the results of education that can be seen and measured. They spell out what students should know, understand, or be able to do when they finish a program or course. Learning outcomes make it easy for teachers and students to understand what the goals of a lesson are, and they are also used to grade

students. A wide range of cognitive, affective, and psychomotor skills may also be included. It can be assessed through various methods, including exams, quizzes, projects, presentations, and portfolios.

To study how AI affects students at the Asian University for Women (AUW), it is important to know how engaged students are and how well they learn. AI apps could change both of these things by offering personalized learning experiences, making content more interactive and dynamic, and giving feedback in real-time.

AUW can get students more involved by using AI tools like adaptive learning platforms, smart tutoring systems, and interactive content delivery. With these technologies, teachers can ensure that each student gets the help they need, making the learning process more personal.

AI can also help students learn better by giving data-driven insights into their performance, showing them their strengths and weaknesses, and letting them know how to improve. When AI is used in assessment methods, students can get more accurate and timely feedback that helps them reach their learning goals.

As AUW looks into how AI affects its students, it will be important to think about how these technologies change how engaged and successful students are in learning. A big part of this research will be finding the right balance between the benefits of AI-driven improvements and the need to keep the learning environment supportive and interesting.

The integration of AI into the educational landscape at the Asian University for Women (AUW) offers a dual-edged sword when it comes to student engagement. On one hand, AI serves as an ever-patient tutor, providing personalized assistance and guidance to students at their own pace. This can help a lot when it comes to accommodating different learning styles, filling in knowledge gaps, and making the classroom a more welcoming place for everyone.

**Challenges:** But there might be a problem with how the students see things. Some students might get down on themselves and wonder why they should work hard when AI seems to be better at things. What worries people is that if AI can do homework or give answers faster, why spend time and mental energy to deal with school problems on your own? It's important to think carefully about how to balance the help AI can give with the need to encourage students to take the initiative and think critically. Adaptive learning platforms and intelligent tutoring systems can assist students in grasping complex concepts, ultimately contributing to improved academic performance and achievement of learning objectives.

However, integrating AI into education also brings challenges related to academic integrity. The ease of use that AI offers could have unintended effects, like a higher chance of plagiarism or a reliance on simple ways of learning. The desire for quick answers could make people not understand things as well, making it harder to remember things in the long term.

To complement student perspectives, this chapter will also talk about what AUW teachers think about how students use AI. Finding out what teachers think about how AI affects student learning and the moral issues connected to its use will give us a full picture of AI's effects in schools.

### **My Perspective on Educating Students on Ethical AI Use**

To mitigate the potential drawbacks, AUW teachers can play a key role in teaching students how to use AI ethically. To do this, we need to encourage academic honesty, emphasize the value of critical thinking, and teach students about moral issues when using AI tools. By talking about how to use AI responsibly as part of the curriculum, teachers can give students the tools they need to get the most out of it while still keeping the learning process honest. There is a fine line between using AI to improve learning and breaking academic rules. This chapter will give teachers ideas and suggestions on how to find this fine line between using AI to improve learning without compromising academic ethics.

#### **Research Objective:**

The central objective of this chapter is to investigate whether AI integration positively impacts student engagement and learning outcomes at the Asian University for Women. We aim to examine whether students at our university benefit from AI tools in the same way that I have. Specifically, we will explore whether AI has a positive influence on:

**Student Engagement:** I will investigate whether AI tools enhance student engagement by promoting active learning and improving their overall academic experience.

**Learning Outcomes:** I will assess whether students who use AI applications exhibit improved learning outcomes, such as higher grades, better comprehension, and increased knowledge retention.

**Challenges and Drawbacks:** I will also explore the potential challenges and drawbacks of AI integration, including privacy, equity, and the risk of over-reliance on technology.

### **Explore AI's Impact on Learner- Instructor in Online Learning**

Seo et al. (2021) present a comprehensive exploration of the evolving dynamics in online learning and teaching, specifically focusing on the potential impact of Artificial Intelligence (AI) systems on the communication between students and teachers. AI systems offer a lot of potential, but the research emphasizes how important it is to know how students and teachers see these technologies changing the way they interact with each other. Using a unique method called "Speed Dating with storyboards," the voices of 12 students and 11 teachers were recorded in a way that was true to the participants. The results showed that all of them agreed that using AI systems in online learning could make interactions more personalized on a large scale, but it could also mean crossing social boundaries.

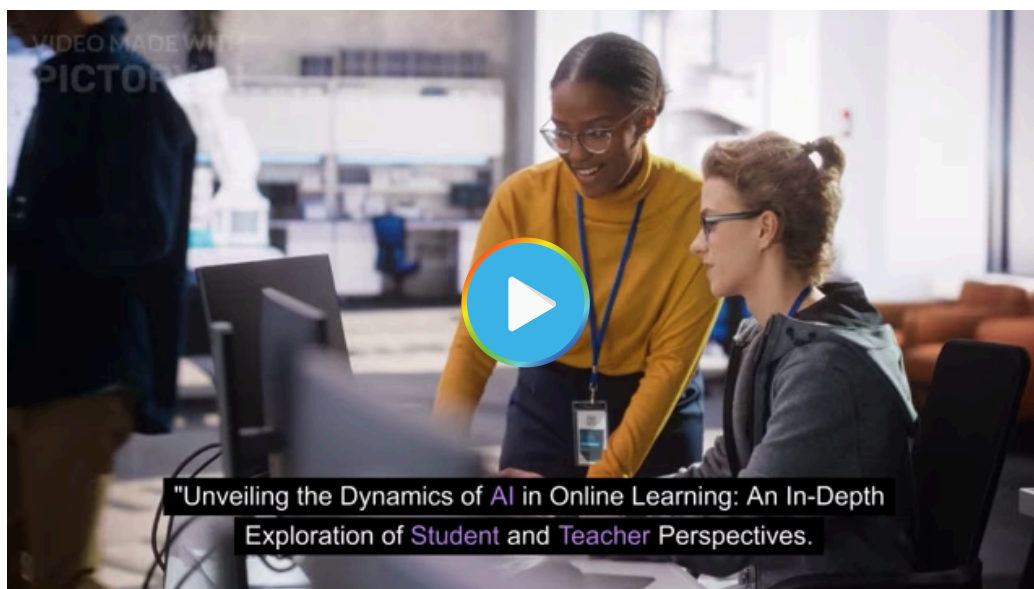
When Artificial Intelligence (AI) tools are used in online learning, they bring out a lot of different points of view from both students and teachers, with hopeful and cautious threads running through them. It is important to introduce different AI tools that have different effects on the online learning experience as we try to figure out how to get around this complicated world.

Looking into the different features of tools like the Virtual Avatar system, ChatGPT, Quilt Bolt, and Grammarly gives you more background information. The Virtual Avatar system, which was liked by (11 out of 12) students, Seo et al. (2021) mentioned the virtual system as a possible way to help people who are uncomfortable with using cameras. This tool lets instructors see your body language and facial expressions, giving you another way to communicate. ChatGPT, Quilt Bolt, and Grammarly, on the other hand, help with language improvement, communication, and group learning. Each adds a different dimension to the world of education.

However, this positive view of connectivity is balanced by concerns about surveillance. Students and teachers both say they don't like how AI can measure unconscious behaviors like tracking the eyes and analyzing facial expressions. Concerned about this, in an interview done by Seo et al. (2021) one student said, "I might be scared that I might have accidentally cheated." Even teachers aren't sure about the detailed information AI could give them; one teacher said, "Not all the students feel comfortable sharing their private information with the instructor."

Research by Seo et al. (2021) looks into how students and teachers think AI systems affect how students and teachers interact in online learning settings. The findings show that people have a more complex understanding of the pros and cons of using AI tools together. One important worry is that students and teachers are worried about issues of responsibility, agency, and surveillance that come up with AI-driven decision-making. One student who spoke out against the study's main finding was that the learning process was too standardized, comparing it to "helicopter parenting" and stressing how important it is for students to find their own pace (Seo et al., 2021, p. 14). The research also shows the tricky balance between the good things about AI, like making communication better and more frequent, giving just-in-time help, and making connections stronger, and the bad things that could happen, like privacy issues and the chance that AI will make it harder for students to learn on their own.

Based on the results of Seo et al. (2021), AI's effect on student engagement and learning outcomes in online classrooms is a complex mix of hope and worry. There is a lot of potential for personalized support and better connectivity. However, there is also a fine line between helping and letting go, as well as the risks of surveillance. This shows how important it is to think about ethics and how to integrate AI into education carefully. Moreover, The findings also demonstrate the significance of addressing ethical concerns, promoting transparency, incorporating human involvement, and practicing meticulous data management to maximize the beneficial impact of AI tools on student engagement and learning outcomes in online education.



[Watch on Vimeo](https://vimeo.com/444444444)

Youtube link: <https://youtu.be/hV5sHCGYh-Y?si=4ToprgVHdUasO9P0> (picture video)

#### Analyze the Interplay Between Student Engagement and Teaching Quality

As the effects of AI on student engagement are studied, it becomes clear that how students think and feel about things has a big impact on how the learning environment works. Gašpar and Mabić (2015) point out that student engagement is complex and includes things like course content, organization, and assessment methods. "To learn and master everything we needed for exams,"

said one student, emphasizing the students' desire for a thorough and rewarding learning experience.

"One student says in the article, 'It might just end up with AI doing all the work for them' (Gašpar & Mabić, 2015). These worries are shared by teachers as well, who are concerned that AI might limit students' chances to explore and find new things. Finding the right balance between help and independence becomes an important thing to think about when using AI in education." The discussion about how AI affects student engagement in an Accounting Information Systems (AIS) course is closely connected to the larger discussion about how to teach well. For this reason, students must say they want their teachers to be easy to reach, interesting, and fair. In an AI-enhanced learning environment, accessibility is very important, so technology should add to the personal touch of teachers instead of taking it away. The students want interesting lessons, which is similar to the difficulty of incorporating AI systems that can keep students interested by dynamically delivering content. Also, the call for fairness shows how important it is to think about ethics when designing AI to stop biases and make sure everyone has the same chance to learn. Importantly, this approach isn't just for AIS courses; it can be used to help students in any other course or curriculum. This shows how flexible and widely these principles could be used in different educational settings, making them more open and inclusive.

One important thing to think about when using technology to get students more involved is the fine line between AI help and student freedom. As we figure out how to use AI tools together, we need to make sure that the changes we make to education are well-thought-out and keep the core of engaging students and good teaching.

#### Identify Opportunities and Challenges in AI Integration.

Saputra et al. (2023) point out a lot of the good things that can happen when artificial intelligence (AI) is used in education. One big benefit is that students can have a more customized and one-on-one learning experience that fits their needs and way of learning. "The integration of artificial intelligence in education holds the promise of revolutionizing learning experiences by tailoring content to individual student needs,"(Saputra et al., 2023) accurately describes the hope that AI will have on education. This shows that there is a lot of good potential for making the learning process more effective and interesting.

Even though there is a lot of excitement about AI in education, it is important to be careful, especially because AI may make human interaction less important. The writing in the article that makes this point clear says it all: "However, caution is warranted as overreliance on AI may lead to a dearth of human interaction, hindering the crucial development of social skills."(Saputra et al., 2023) This line shows how important it is to find the right balance so that students don't lose important social skills because they use AI too much. One of the possible downsides is that it might mean giving up the human connections that are so important to a well-rounded education.

People agree that AI's ability to streamline administrative tasks is a good thing because it frees up teachers to focus on teaching. "The streamlining of administrative tasks through AI is

acknowledged as a positive aspect, enabling educators to focus more on teaching."(Saputra et al., 2023) It shows how AI could help teachers by freeing them up from administrative tasks so they can spend more time and energy on activities that directly engage and teach their students.

Still, the article makes people worry about teachers losing their jobs and stresses how important it is for teachers to keep up with new technologies. "Despite these benefits, concerns are raised over potential job displacement for teachers and the need for educators to adapt to evolving technologies."(Saputra et al.,2023) It says it is all about the worries people have about how AI will affect teaching. This shows how important it is to deal with the problems that come with using AI, especially when it comes to how the workforce changes and how teachers adapt to the new way of teaching.

Saputra et al. (2023) write about the scary possibility of algorithmic bias, which is a big problem that could keep students from being equal. The specter of algorithmic bias poses a significant challenge, potentially perpetuating disparities and inequalities among students, the ethical issues that come up with AI technologies are brought to light. These lines emphasize how important it is to be constantly aware of and fight bias to make sure that all students have fair and equal educational outcomes.

Thus, it is very important to find a balance between the pros and cons of using AI in education. The pros and cons of personalized learning and easier administrative tasks need to be weighed against the risks of less human interaction, job loss, and bias in algorithms. Some wise quotes from the article sum up these complex points of view. They show how hard it is to use AI in education and how important it is to think carefully and take action to get the most out of its positive effects.

#### Recognize the Role of Generative AI in Emotional Development

"The article 'Using Generative AI to Cultivate Positive Emotions and Mindsets for Self-Development and Learning' by Leong (2023) talks about how adding generative AI to the search for self-development and learning opens up both exciting possibilities and challenges. In this journal article, the author uses the ideas of famous people like Dr. Alan Kay, Dr. Seymour Papert, Dr. Carol Dweck, and Dr. Angela Duckworth to explore how emotions and mindsets can shape a person's growth path" (Leong, 2023). A main idea that comes up is the idea of a "growth mindset," which means believing that skills and intelligence can be changed. "When they fail, people with the latter mindset put in the work needed to improve, rather than giving up," says a famous quote that sums up how a positive attitude can help you be strong and persistent.

The article suggests three "epics," or main ideas, for how to use generative AI to improve education. The first epic is about getting people interested and motivated by making interesting AI-generated characters that can be teachers and peers. Leong (2023) mentioned that with AI-generative techniques, various characters can be created to facilitate educational experiences, showing how AI can be used to make learning more personalized and interesting.

The second epic is about how to see yourself in a new way, with a focus on the effects of virtual reality (VR) and body-swap illusions. "Virtual reality (VR) experiences appear to be one way for people to escape the internal mental chatter and self-beliefs that can interfere with performance." (Leong, 2023) It shows how AI could change how people see themselves and improve learning outcomes by removing psychological barriers.

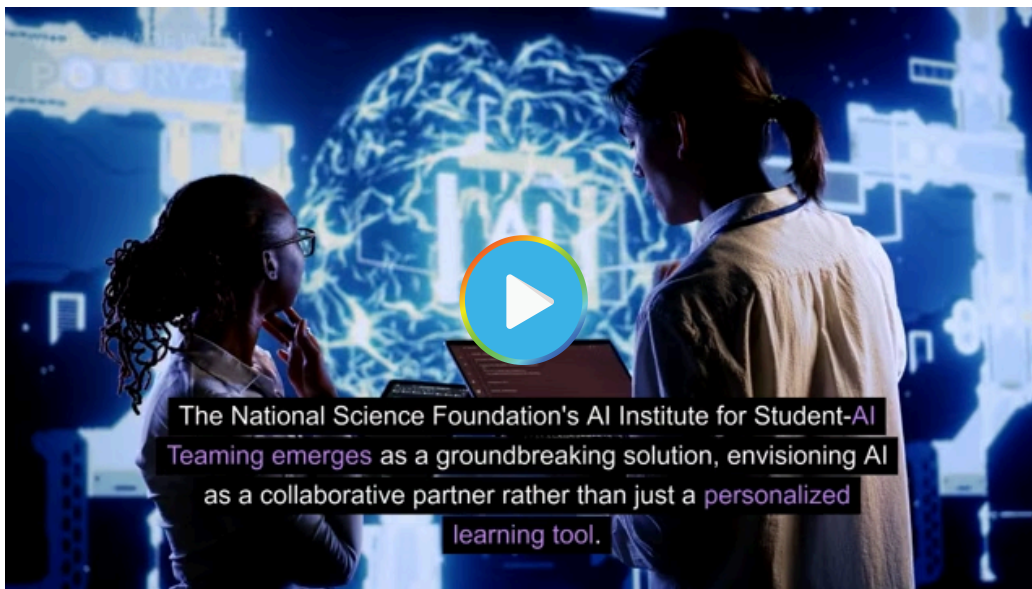
In the third epic, the need for feedback that isn't biased is talked about. New methods like clicker training and using AI to give feedback that isn't biased are mentioned. "In a training program created by Levy, when a medical student does a certain action correctly, such as tying a knot or drilling a hole, the teacher clicks rather than comments," is a quote that shows how AI could be used to make a supportive and helpful learning environment.

While the article acknowledges that generative AI has the potential to change the world by encouraging positive emotions and mindsets for self-development, it also acknowledges the ethical concerns and challenges that come with these advances. The article (Leong, 2023) tells us about the AI's effects on education, emotions, and mindset and shows how complicated the connection is between technology and human growth. To use AI to help students, we need to be careful and follow ethical guidelines.

#### Evaluate the Concept of AI Classroom Partners

The article by Benson (2023) discusses the challenges of implementing effective collaborative learning methods in K-12 classrooms. It begins by presenting a realistic scenario involving a middle school student grappling with common issues in group work, such as disagreements over ideas, feelings of exclusion, and distraction from the task at hand. The article delves into the contrast between the social and collaborative aspects of learning, supported by research. It highlights the difficulties teachers encounter when attempting to integrate these methods into real classrooms."

The National Science Foundation's AI Institute for Student-AI Teaming (iSAT) is an answer to the question of how to deal with these problems. Benson (2023) talks about the institute's goal to change the way artificial intelligence (AI) is used in education, from a tool for personalized learning to a partner for social and collaborative work. The "AI Partner" that is being thought of is a smart thing that can understand what students are saying, pick out the speakers, and give teachers useful learning analytics. In addition, it has been trained to support the community agreements that students and teachers make to make learning more collaborative.



[Watch on Vimeo](#)

YouTube: <https://youtu.be/4M1rZtzSIH0?si=WNhOhuJDCKY3aKaU> (Picture Video)

In Benson's (2023) research article, "The Future of AI in Education: AI Classroom Partners," the focus extends beyond merely showcasing iSAT's creative projects involving AI in K–12 classrooms. The learning sciences, equity, and ethics experts at iSAT look into questions like data collection, student control over data, and harm that could happen. The Sensor Immersion Unit and Learning Futures Workshops, as well as other design projects that students and teachers worked on together, show a dedication to responsible innovation. Moreover, this article writes about some of iSAT's creative projects and thinks about how AI might change the way K–12 students work together to learn. This research article weaves together the problems, the efforts to work together, and the ethical issues, showing how AI could become an important and helpful part of the learning process.

#### Investigate the Transformative Aspects of AI in Education

The article by Adair (2023) talks about how the future of education is changing and how teaching tools are changing along with it. The article talks about how teaching tools have changed over time and finds similarities between the old blackboard and new presentation technologies. From chalkboards to digital screens, these tools have gone from being "fashionable conveniences" to "constant necessities" in today's classrooms, as the story makes clear.

There are questions about the future of classrooms and the role of new technologies in this article that talks about how education is changing. The focus shifts to AI, which is a hot topic in many areas, including education. AI has been used in academic research since the 1950s, but it has only recently become popular in education. More and more learning environments and assessment systems use AI and data-driven methods.

The market for AI in education is projected to be worth \$6 billion by 2024 (Adair, 2023, p. 7), making it a promising arena for research and development. This technology has the potential to "transform

global teaching and learning methodologies" (Adair, 2023, p. 7). This issue looks at some of the most important uses of AI in education, including learning analytics methods, opportunities, and problems. In this article (Adair, 2023), Dr. Ryan Baker gives an overview of learning analytics methods that use AI, machine learning, and data mining. He talks about how they can be used and the problems that come with them, such as "generalizability" and "algorithmic bias."

In the article, Adair (2023) mentions that Dr. Rod Roscoe is interested in how challenging it is to develop AI for education that caters to everyone. He introduces "who-critics," a human-centered approach that prioritizes the individuals most impacted by AI applications and those involved in its development. The article features an interview with Dr. Amelia Kelly, CTO at SoapBox Labs, highlighting the significance of creating inclusive speech recognition technology for children and emphasizing the importance of inclusivity in AI models.

Additionally, Adair's article (2023) explores AI in education from various perspectives, including the examination of generative AI tools like ChatGPT and their potential applications in the classroom. Dr. David Joyner advocates for teachers to allow students to leverage AI technologies, drawing parallels with the evolution of calculators in educational settings.

Thus, Adair's article (2023) sees AI as a force that will change education by creating new opportunities and tools that will make learning better. It talks about how teaching tools have changed over time and how AI could become a "constant necessity" in the modern classroom, which would change the future of education. The article makes people think about how classrooms will change and what role AI will play in changing the way we learn as AI technologies continue to improve.

#### ChatGPT in Education: Is Partner or Pariah?

The article (Joyner, 2023), "ChatGPT in Education: Partner or Pariah?" goes into great detail about the big effects ChatGPT could have on education, including how it might change lessons and how tests are given. Joyner walks us through the history of changes in education, showing how the arrival of writing and the printing press is similar to the current wave of AI technology.

Joyner talks about the history of resistance and worries that often come with the introduction of transformative technologies by looking at how educational tools have changed over time. The author shows how worried teachers were at first by comparing the release of the TI-81 scientific calculator to the release of ChatGPT. But Joyner says these problems are not unique, saying that "technological advances often cause problems and require changes to teaching methods" (Joyner, 2023).

The article says that ChatGPT could be a useful tool for education, similar to calculators in math classes, and that "ChatGPT could be viewed as a tool that, with proper integration, enhances learning outcomes." (Joyner, 2023). This point of view encourages teachers to think about the good ways that ChatGPT can change the way students learn.

Even though ChatGPT has been criticized for things like being inaccurate, repeating itself, and spreading what might be false information, Joyner stays positive. The author says that these problems give teachers great chances to teach students how to think critically. They stress that students can be taught to "interact with ChatGPT and similar tools," which means that digital literacy will be a part of future school curricula.

The article thinks that students' writing styles might change as they use ChatGPT to get help with grammar and word choice. "We can expect a clearer writing style to emerge from students' engagement with the tool" (Joyner, 2023, p. 51), pointing out that the tool can give useful feedback at a high level.

The article emphasizes how important it is for teachers to use new technologies and suggests that lessons should be changed to make the best use of tools like ChatGPT. "ChatGPT has the potential to elevate learning goals when used effectively" (Joyner, 2023, p. 51) as a thought-provoking conclusion. He draws a comparison to how calculators have changed over time in education, going from being seen as a "pariah to a partner."

#### AUW students and Teachers thought on the Impact of AI

<https://drive.google.com/file/d/11iZDko79l3Mw602QwBL4SjSufsDBR9T2/view?usp=sharing> - AUW students Focus Group Discussion Podcast

#### Findings of the Focus Group Discussion

The students' comments on AI tools, especially Grammarly and ChatGPT, tell us a lot about their worries and experiences. One student pointed out how easy Grammarly is to use to find and fix grammar mistakes while writing an academic paper. Another student talked about how ChatGPT helped them get past writer's block by giving them ideas, acting as a tutor, and giving them immediate feedback.

Students said that tools like Quill Bot and ChatGPT helped them improve their sentence structure, which led to better writing. They did say that one problem was that they couldn't use Turnitin to check for plagiarism before turning in their papers as having access to Turnitin personally is not in the AUW policy, so they had to use free AI tools instead. As a student, I believe that students should have access to Turnitin because they thought it would help them turn in better papers.

There were doubts about ChatGPT's reliability because it sometimes gives false or made-up information. Students emphasized the need to check facts twice and be aware of possible errors, warning against relying too heavily on ChatGPT. ChatGPT is a great place to learn about a lot of different topics, but students should not use it for their work and should be careful with information that is related to their classes.

When it came to making content for class, students had different experiences with ChatGPT. One student thought it wasn't as helpful as her skills at making lesson plans, while others said they used AI tools like CiteAI and LateralAI that their professors had suggested. These tools helped with writing literature reviews and covering a lot of ground.

The students talked about both the good and bad things about using AI, pointing out that it made them more interested and improved their learning. Concerns were raised, though, about how too much reliance could kill creativity. One student talked about going from doing their research to automatically getting information from ChatGPT. This showed how important it is to take a balanced approach.

As for ways to make things better, students suggested teaching AI as part of the curriculum, with a focus on ethical issues. This proactive approach would give students the tools they need to use AI tools effectively while staying aware of possible problems and ethical guidelines. This would ultimately increase student engagement and learning outcomes.

[https://drive.google.com/file/d/1kvm\\_EDZtjHlaVzdvl7fduwQON0kCzHu/view?usp=sharing](https://drive.google.com/file/d/1kvm_EDZtjHlaVzdvl7fduwQON0kCzHu/view?usp=sharing) - AUW teacher interview on their concern regarding student using AI

#### Findings from the Teacher Interview

The AUW teacher said that using AI tools in school has both good and bad effects. She does say that students are learning how to use AI in the classroom, which is good because it helps them understand and improve their skills. However she is worried that students might not be able to do their work honestly if they use AI a lot, which could lead to plagiarism.

AUW has a course on using AI at the master's level, but she points out that there isn't a course like that at the bachelor's level. Students are more likely to plagiarize without meaning to because they don't get structured training on how to use AI correctly. The teacher suggests adding a bachelor's level course to teach students how to use AI appropriately and morally. This would make AI more useful and efficient in schoolwork. For example, the teacher talks about how AI tools are used at the master's level to help with research. These include Zotero Library for working on articles together and Turnitin for checking for plagiarism. Nevertheless, she worries about what might go wrong if students try to save time by using AI tools too much, which could make them less original and creative.

The teacher says that not knowing enough about AI is a big problem and suggests that teachers and students get together to learn how to use it correctly. She suggests setting up an official group or session to oversee the use of AI on its own, making sure that teachers and students are well-informed. She also says that professors or course instructors should make policies about how much AI students can use in their assignments. This would help find a balance between using AI and keeping ethical concerns in mind.

People are worried that students depend too much on AI because some of them have been seen copying and pasting directly from AI tools. The teacher emphasizes on how important it is to be original and creative when learning, and she worries about the risks of using AI without learning anything about it.

When talking about teachers using AI, the teacher brings up Turnitin as a way to find AI, though she says it's not always accurate at finding AI use. She also talks about ChatGPT and emphasizes how it can help teachers organize their lesson plans.

### Overview of Students and Teachers' Thought

The information gathered from interviews and focus groups together gives us a full picture of how AI affects student engagement and learning outcomes at AUW. Students talked about their different experiences and points of view on AI tools, pointing out both the good and bad things about them.



Students talked about how much they depend on AI tools like Grammarly and ChatGPT in the interviews. One student said that Grammarly has made it easier for her to find and fix mistakes in her grammar when she is writing schoolwork. Another student said that they used ChatGPT to get past writer's block and come up with new ideas. They saw it as a useful tool, similar to a personal tutor. However, worries were raised about ChatGPT's reliability because it sometimes gives wrong information or makes up fake citations. Students talked in depth about how AI has changed the way they write during the focus group discussions. As ChatGPT helps with grammar and word choice, they thought that writing would become clearer. In addition, they saw how tools like QuillBot and ChatGPT helped improve the structure of sentences.

A lot of people also talked about how AI could be used to find plagiarism. Students knew that Turnitin at AUW was important for checking for plagiarism, but they wanted to be able to use it on their own to make their papers better. At the moment, they use free AI tools to check for plagiarism.

When it came to using AI tools to make lessons, students had a range of opinions. One student thought ChatGPT wasn't as good at making teaching content as she was, but others said that tools like Cite AI and Lateral AI, which were suggested by professors for writing literature reviews, worked well.

Concerns were raised during both interviews and focus group discussions, even though the changes were good for student engagement and learning. People were worried that people might lose their creativity if they relied too much on AI, especially ChatGPT. Students admitted that they had changed how they did research by using AI as a first step instead of doing their work.

The teacher saw things the way some of the students did and shared their concerns. The teacher talked about the good things about students learning how to use AI well, but she also raised concerns about how heavy AI use is leading to more plagiarism. She said that there should be a structured course on AI at the bachelor's level to teach students how to use it correctly.

To deal with these problems, both the students and the teacher said that the government should create a curriculum for teaching AI that focuses on ethical issues. They suggested making an official group to control how AI is used and emphasized how important it is for professors to set their own rules to find a balance between using AI as a tool and upholding academic standards.

In conclusion, the combined information from interviews and focus group discussions gives us a more complete picture of how AI affects AUW students' motivation to learn and their success in school. The different points of view show that educational changes are needed to make sure that students use AI tools in a responsible and useful way.

### **Unveiling the Educational Horizon: The Dynamic Impact of Artificial Intelligence**

**Conclusion:** Adding Artificial Intelligence (AI) to education is changing old ways of doing things and opening up both exciting new opportunities and difficult problems. My investigation starts with ChatGPT's entry into the world of education and then moves on to look at generative AI, partnerships between AI and humans in the classroom, and how AI has changed education in general. We want to break down the many different ways AI can be used in education by using what students and teachers at the Asian University for Women (AUW) have told us.

The introduction of ChatGPT into educational frameworks has caused a wave of change similar to how the printing press or scientific calculators changed the course of history. As David A. Joyner explained, there are some problems with using ChatGPT in education. These problems include making sure the information is correct, doing the same thing over and over, and spreading false information. Even though people are worried, most of them think that ChatGPT will be a useful tool for education, similar to how calculators went from being seen as a nuisance to being an important part of learning.

One important thing that ChatGPT does is change the way students write. They should be able to express themselves more clearly and communicate better. Because of worries about false information, using ChatGPT is seen as a chance to teach students how to think critically, encouraging a good balance between using AI tools and keeping originality.

Leong's research into generative AI shows that it can help students grow personally and emotionally in school. The three "epics" described—interesting characters made by AI, changing how you see yourself through VR, and fair feedback systems—show how AI can be used to make learning more personalized. But the ethical issues brought up in Leong's article show how careful we need to be to make sure that generative AI is used in education in a way that is responsible and moral.

The iSAT initiative, which Alayne Benson looks at in her research on AI Classroom Partners, shows how hard it is for teachers to use collaborative learning methods. Establishing AI partners as tools for social and collaborative work requires a comprehensive approach that includes researchers from a range of fields and a strong commitment to ethical issues. iSAT's ethical inquiries and design projects show that the group is committed to responsible innovation in the use of AI.

In the bigger picture of how AI is changing education, Adair's article shows how big the change is from traditional teaching tools to AI's growing influence. The \$6 billion market that is expected for AI in education by 2024 shows that more and more people are realizing that it has the potential to completely change the way people teach around the world. But the article also brings up important points like algorithmic bias and generalizability, which remind us that we need to be careful as we move forward to get the most out of AI's benefits.

Through focus groups and interviews with AUW students and teachers, researchers were able to get a more complete picture of how AI tools work in the real world. Students are both excited and worried about AI tools like Grammarly and ChatGPT. People say that the tools help them write better, get past writer's block, and come up with new content. But worries about trustworthiness, plagiarism, and relying too much on AI for creativity come up as warning signs.

Teachers at AUW agree that using AI in the classroom can be helpful, but they stress the need for structured training and clear rules about what is right and wrong. A gap is that there isn't a specific AI course at the bachelor's level, which could cause people to plagiarize without meaning to because they don't know enough. The call for a balanced and responsible approach to AI integration in education is backed up by suggestions for creating curricula, setting up oversight groups, and giving professors guidelines.

At the end of the day, using AI in education opens up a wide range of possibilities and problems. AI has the power to change the way people learn, whether it's through ChatGPT, generative AI, or AI Classroom Partners. The AUW students' and teachers' points of view teach us a lot about the fine line that needs to be crossed to get the most out of AI while also minimizing ethical concerns and possible problems.

As the relationship between technology and education changes, it is important to take a responsible and open-minded approach. Educators, students, and AI developers need to work together on ethical guidelines, curriculum improvements, and making sure that AI tools help students learn and stay interested. For AI to be used in education in a way that works for everyone, there needs to be constant communication, change, and a dedication to supporting the mental and emotional growth of students in the digital age. In the realm of education, the future is calling us to be wise and forward-thinking as we embrace AI's potential to change the way we learn in the future.

Here are some **learning activities links** to let us know what you have learned!

<https://h5p.org/node/1470780>

<https://padlet.com/nohabashir/exit-ticket-7d2ysb9k9b522uet>

Use this link, interact, and have fun!

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#### AI Tools that I used while writing the chapters:

In this chapter, various AI tools play a pivotal role in shaping the landscape of education and fostering innovative learning experiences. Here's an exploration of the diverse AI tools that have been employed in educational contexts:

**1. Edtech:**

- Edtech, short for educational technology, encompasses a wide range of tools and platforms designed to enhance teaching and learning. From interactive whiteboards to online learning management systems, Edtech has revolutionized traditional educational practices.

**2. Pictory AI:**

- Pictory AI contributes to the educational realm by offering solutions that facilitate the creation of engaging and visually appealing content. Through the use of AI, Pictory AI assists in designing multimedia-rich educational materials that capture the attention of learners.

**3. Microsoft Designer:**

- Microsoft Designer utilizes artificial intelligence to aid in the creation of visually appealing and professionally designed documents, presentations, and graphics. This tool helps educators and students produce polished materials, enhancing the overall quality of educational content.

**4. ChatGPT:**

- ChatGPT, a product of OpenAI, introduces conversational AI into the educational landscape. It serves as a virtual assistant and learning companion, offering valuable insights, answering queries, and even assisting with writing tasks. Its versatility makes it a valuable asset in diverse educational scenarios.

**5. Grammarly:**

- Grammarly, powered by AI, serves as an indispensable tool for refining written communication. It goes beyond basic grammar checks, providing suggestions for clarity, tone, and style. In an educational setting, Grammarly assists students in honing their writing skills and producing high-quality academic content.

**6. Podcast.com:**

- Podcast.com, leveraging AI, contributes to the auditory dimension of education. By providing a platform for creating and sharing educational podcasts, it enhances the accessibility of learning materials, allowing students to engage with content through the versatile medium of audio.

**7. H5P Interactive Tools:**

- H5P Interactive Tools offer a suite of interactive content creation tools powered by AI. These tools enable educators to design engaging and interactive learning experiences, ranging from quizzes and presentations to virtual simulations, fostering active participation among students.

**8. Padlet:**

- Padlet, integrating AI features, serves as a collaborative platform for creating and sharing content. Its versatility allows educators and students to curate resources, collaborate on projects, and engage in dynamic discussions, promoting interactive and inclusive learning environments.

**9. Zotero:**

- Zotero, incorporating AI-driven citation and reference management, aids students and researchers in organizing and citing sources. It streamlines the research process, ensuring academic integrity and facilitating the creation of well-documented educational materials.

**10. Elicit AI:**

- Elicit AI is designed to enhance the assessment and feedback processes in education. By leveraging AI algorithms, it assists educators in generating insightful assessments, providing personalized feedback, and adapting to individual learning needs.

**Glossary Items:**

**Artificial Intelligence (AI):** The simulation of human intelligence in machines that are programmed to think and learn like humans. In the context of your chapter, it refers to AI technologies used in education.

**Student Engagement:** Students' interest, attention, and active participation in their learning activities and educational experiences.

**AI Applications in Education:** Various AI technologies and tools, such as chatbots, virtual tutors, and adaptive learning platforms, are designed to enhance the teaching and learning process.

**Personalized Learning:** An educational approach that tailors instruction and content to meet each student's individual needs, preferences, and progress.

**ChatGPT:** A specific AI language model that can generate human-like text and provide assistance in various educational and non-academic tasks.

These glossary items will help my readers understand the key terminology and concepts as they explore the impact of AI integration on student engagement and learning outcomes in the context of my chapter.

**Interview details:**

For focus group interview: 3 MA students from the Asian University for Women

Mosadika Mounin, Tanny Das and Nila Wan

Teacher interview: Israt Jahan Oeeshi (Teaching Fellow at Asian University for Women)

**Interview Questions for Students:**

1. Could you briefly introduce yourself and share your academic background or major at AUW?
2. Have you used AI applications or tools in your academic journey at AUW? If so, could you name a few of these tools?
3. What motivated you to use AI applications in your academic work? Did you have specific goals or expectations when you started using them?
4. Can you describe your experiences with AI tools such as Grammarly, Quillbot, Turnitin, or ChatGPT? What specific tasks or areas of your academic work did you use these tools for?
5. In what ways have AI tools, like Grammarly and Quillbot, contributed to improving your writing skills and academic work? Are there any notable improvements you've observed?
6. How has Turnitin helped you in terms of ensuring the originality and quality of your academic assignments and papers?
7. Regarding ChatGPT, how has it supported you as a versatile assistant? Can you provide examples of its role in brainstorming, comprehension, or guidance?
8. Have you ever used AI as a tutor for creating lesson plans or teaching content? If so, could you share your experiences and the benefits you've gained?
9. What do you think about the impact of AI tools on your student engagement at AUW? Do these tools have encouraged active learning and enhanced your overall academic experience? Please share examples.
10. Have you noticed any improvements in your learning outcomes, such as higher grades, better comprehension, or increased knowledge retention, as a result of using AI applications?
11. On the other side, what challenges or drawbacks have you encountered when using AI tools in your academic work? Are there any concerns related to privacy, equity, or over-reliance on technology?
12. How would you describe your overall perception of AI integration in education at AUW? Do you view AI as a positive contributor to your academic journey?
13. If there are any specific experiences or anecdotes related to AI usage that you'd like to share, please feel free to do so.
14. In your opinion, what is the role of AI in enhancing the educational experience at AUW, and how do you envision its future impact?
15. Finally, what are your expectations regarding the impact of AI on student engagement and learning outcomes at AUW in the coming years? What changes or improvements do you hope to see?

**Interview Questions for teacher:**

1. How has your experience been with students utilizing AI tools at AUW, and are there specific instances that stand out to you, either positively or negatively, about the impact on learning outcomes?
2. In your opinion, how can AI be harnessed to positively influence students' learning experiences and academic achievements at AUW? Are there specific AI applications or approaches that you find particularly effective?
3. Considering the potential benefits of AI in scaffolding learning, what challenges or concerns do you foresee in terms of maintaining academic integrity and preventing issues like plagiarism or superficial learning strategies among students?
4. As a teacher at AUW, what measures or strategies do you think can be implemented to ensure that students are using AI tools responsibly and ethically to enhance their learning

experience?

5. In your view, how can AUW strike a balance between leveraging AI for educational support and ensuring that students develop critical thinking skills and a deep understanding of the subject matter?

6. As AI becomes more integrated into the learning environment, do you have any concerns about students potentially relying too heavily on AI tools, and how might this impact their ability to develop their voices and creative thinking in the learning process?

7. Have you observed any changes in students' study habits or approaches to coursework as a result of increased access to AI tools?

8. In your opinion, how can AUW address the balance between incorporating AI tools to support student learning and ensuring that students maintain a sense of individuality and creativity in their academic work? Are there specific measures you think would be effective in preventing excessive dependency on AI?

9. Any thoughts on Teachers using AI for academic work?



**Noha Bashir**

My name is Noha Bashir. I completed my B.A. with honors from Chittagong Independent University. Currently, I am doing my Master's degree at the Asian University for Women in Bangladesh. My future goal is to be a professor who enlightens the future generation of this country. I want to keep learning and teaching. As we all know, "knowledge knows no bounds. And one day I would like to build a school and give opportunities to the students who do not get access to study or cannot afford it.

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## Part III: AI-Applications in K12-Education

This part of the book explores AI in school settings.

- What new competencies and skill sets do teachers need to leverage AI effectively? How can professional development programs be implemented and what examples already exist?
- How will interaction with AI affect social-emotional competencies?
- How can k12 teachers use AI to create effective multimedia learning material in line with multimedia design principles?

Teacher Professional Development
Social Emotional Learning and AI
Domain-specific ideas for lesson planning, content development and learning activities
Creating Effective Multimedia Learning Material with AI for K12



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## Teacher Professional Development

Tarana Sumaiya

### Teacher Professional Development for AI in Education focused on the k-12 sector

*In the realm of education, a new revolutionary thing just has been included, which has the power to change a lot of things altogether. AI in education is that thing that is able to draw the attention of a lot of people, especially educators, students, and all the primary and secondary stakeholders of the education system. This chapter is trying to delve into the topic of teacher professional development in the K-12 sector and how AI can be used in this particular topic.*

*Image: Teacher Professional Development (created by Bing image creator)*

#### Learning Objectives:

- Understand AI's importance in K-12 education.
- Acknowledge teachers' skills and challenges in incorporating AI.
- Examine potential advantages and drawbacks of AI in K-12 education.
- Highlight the need for Teacher Professional Development (TPD).
- Identify critical elements of effective TPD for AI integration.
- Explain the models of TPD, such as workshops, online courses, and communities.
- Address challenges of AI professional development, such as limited resources and resistance to change.
- Keep up-to-date with future trends in AI and education.
- Summarize the main takeaways regarding TPD in the context of AI in K-12 education and recognize the need for action.

#### Keywords:

TPD, TPACK, STEM, AI in Education, Training, Competency, AI tools, k-12 sector, Curriculum Development.

#### Making Of:

For writing this chapter, I used Zotero, Google Scholar, Grammarly, ChatGPT, Quillbot, Inshot video editor, etc.

#### Chapter outline:

1. Introduction
2. Literature Review
3. Model of AI in Education
4. K-12 Sector: What is it and the Importance of it
5. Overview of AI in Education in Bangladesh
  6. Teacher Professional Development
  7. Importance of Teacher Professional Development
8. Models of Teacher Professional Development
  9. Barriers and Opportunities for Teachers Using AI
10. Curriculum Components
11. Suggestions for TPD in relation to AI in K–12 education and the need for action
12. Conclusion
13. Glossary
14. References

## *Introduction*

From my experience, when I was unaware of AI technologies, I had a world full of imagination of my own. When I became familiar with AI technologies, I saw a new world. Introducing AI technology is both an opportunity and a reality. Using AI in education is a new trend nowadays, like in other sectors. In the education sector, not only teachers or students use the tools, but all related stakeholders are required to use them because of AI's vast usage. A teacher plays a critical role in the classroom. If a teacher can grasp all the positive uses of AI tools, then the formation of a classroom will be changed. Besides traditional teaching methods, such as books and guides, teachers can use modern AI technologies, too. Modern technologies are helpful in gaining new knowledge and information within a short time. Additionally, teachers must be familiar with technology to know the features it offers to make a class content, curriculum, teaching methods easier. From planning to evaluation all the necessary steps can be done with the AI tools. The invention of AI has revolutionized the education sector, making it a crucial aspect of modern education. The necessity of having fruitful outcomes from the modern AI-based or AI-aided education system is the teachers' professional development through learning, training, cooperating, and other processes. Teachers require appropriate materials and professional development for age-appropriate AI education in their classrooms to accomplish their duties. Developing and testing an approach to prepare teachers for this purpose is essential. (Lee et al., 2022)

According to acclaimed American writer Gail Godwin, "Good teaching is one-fourth preparation and three-fourths theatre" (Prodigy, 2018). *Teaching* is a noble and demanding vocation that demands significant commitment and planning. Drawing from my experience as an educator, I am keenly aware of the pivotal role of advancing the teaching profession in promoting student achievement. The emergence of AI-powered professional development tools presents a tremendous opportunity. In the following chapter, I will delve into how AI can be leveraged to support teacher professional development and empower educators to elevate their instructional approaches.

## *Literature review*

Chiu (2021) explored the growing trend of integrating artificial intelligence (AI) in K-12 education and noted that educators and experts need guidance in designing AI-related curricula. In overcoming challenges, it is essential to gather insights from teachers and stay abreast of emerging AI technology. A study was conducted to develop a curriculum design model encompassing content, production, process, and praxis. The data gathered from 12 K-12 schools, including individual interviews, teaching documents, and meeting minutes from 24 teachers, revealed six key components: AI knowledge, AI processes, the impact of AI on content and

product, student relevance, teacher-student communication, and flexibility in strategy and praxis. Based on these findings, the study recommends a comprehensive approach to designing a robust AI K-12 curriculum.

In their publication entitled "Preface to the Special Issue on K-12 AI Education," Wang and Lester (2023) delve into the profound influence of Artificial Intelligence (AI) on global societies. The continuous advancements in AI have ushered in new possibilities while presenting unknown risks, profoundly altering the current and future workforce. These changes have spurred essential questions about equipping K-12 students for a future where AI will be crucial. What are K-12 students' perceptions of AI, and what must they learn to become proficient in utilizing AI technologies? What skills must K-12 students acquire to excel in workplaces where collaboration between humans and AI is the norm? What must primary and secondary school students, including those outside of Science, Technology, Engineering, and Mathematics (STEM), learn to establish a foundation for their future careers, which will require effective interaction with AI? Lastly, how can K-12 education best prepare the next generation of AI developers, engineers, and researchers? This special issue seeks to explore the emerging research field of K-12 AI education.

According to Wang and Lester (2023) in their article titled "K-12 Education in the Age of AI: A Call to Action for K-12 AI Literacy," the emergence of powerful AI technologies requires K-12 AI literacy curricula to support students entering a changing labor market. However, developing, implementing, and scaling AI literacy curricula presents challenges. A robust, evidence-based AI education research foundation is crucial for successful AI literacy curriculum development. Unlike K-12 science and mathematics education, there is no research foundation for K-12 AI education. This article proposes a component-based definition of AI literacy that advocates for AI literacy education across all grade levels. It suggests the creation of research programs in four areas of AI education:

1. K-12 AI Learning & Technology
2. K-12 AI Education Integration into STEM, Language Arts, and Social Science Education
3. K-12 AI Professional Development for Teachers and Administrators
4. K-12 AI Assessment

Touretzky et al. (2019) stressed the significance of teaching K-12 students about artificial intelligence (AI) in their article "A Year in K-12 AI Education". Countries like the USA and China have taken steps towards promoting AI education in schools, from kindergarten to high school. Over the past year, new curricula and online resources have been introduced for K-12 students, while teachers can access professional development opportunities to learn the fundamentals of AI. This column presents an overview of the current state of K-12 AI education and highlights the AI4K12 Initiative, which aims to create national guidelines for AI education in the USA.

A recent study by Tedre et al. (2021) found that machine learning is becoming increasingly popular in various computing fields thanks to its AI-driven and data-driven approaches. As a result, many higher education institutions have started integrating machine learning into their computing curricula, but the same cannot be said for K-12 education. Combining machine learning into K-12 education is a significant challenge for schools and teachers who need help integrating traditional computational thinking and artificial intelligence into their curricula. The need for more research on how people learn to train, test, improve, and deploy machine learning systems in K-12 curriculum space is a significant gap in computing education research. This article aims to highlight the emerging trends in educational practice, theory, and technology related to teaching machine learning in K-12 education and discuss some differences that K-12 computing educators should consider when facing this challenge. The article also emphasizes the paradigm shift required to successfully integrate machine learning into the broader K-12 computing curricula, including abandoning the belief that rule-based "traditional" programming is a central aspect and building block in developing next-generation computational thinking.

Anne Arundel County Public Schools (AACPS) successfully boosted student achievement on the Maryland State Assessment (MSA) by 20% at Bates Middle School, which was identified as a low-performing school targeted for restructuring by the state, as per an article by Snyder et al. (2014). This was achieved over four years by implementing the Supporting Arts Integrated Learning for Student Success (SAILSS) model, in which the Arts funded an Education Model Development and Dissemination (AEMDD) grant. Teachers across all content areas were trained and offered professional development opportunities, including a weeklong workshop with artists, a two-week teaching lab with students, participation in an arts integration post-baccalaureate certificate cohort, and various trainings and conferences at the local, regional, and national levels. AACPS used a quasi-experimental design

to collect qualitative and quantitative data from state and local standardized testing, the School-level Environment Questionnaire (SLEQ), Arts Integration: Classroom Observations for Middle Schools (AICOM), arts integration logs, and surveys from parents, students, and teachers from both the treatment and comparison schools. The study revealed that apart from improving student achievement on statewide assessments, the arts integration model also led to a 77% reduction in discipline referrals and fostered a positive change in school climate based on perceptions of teachers, staff, students, and parents.

Rebolledo Font de la Vall and Gonzalez Araya (2023) have explored AI language learning tools' advantages, disadvantages, opportunities, and challenges. Although these tools offer several benefits, such as tailored learning experiences, time-saving capabilities, and improved cultural knowledge, they also have some limitations, including increased human interaction, the complexities of language in context, and the requirement for vast data to train the AI. However, with virtual and augmented reality integration, more sophisticated natural language processing algorithms, and advanced algorithms for adaptive learning, AI learning systems could become even more valuable tools for language learners.

## *Overview of AI in Education in Bangladesh*

You can hear this section on Spotify also: <https://anchor.fm/tarana57>

[The majority of Bangladeshi educational institutions do not formally use or introduce AI tools to their students. Teachers who have received training do not always put it into practice or make great use of it. One of the reasons, based on my observations, is that educators are wary of giving every student equal access to AI resources. Teachers are not thinking about implementing it in the classroom if there is no assurance that all students will have equal access. The teachers do have concerns about the training they get from the respected authorities. Still, online community-based learning and developing their own professionalism through AI tools are absent among the teachers I interviewed. The authorities that are currently in charge may become concerned about giving AI capabilities to students, but due to their inability to supervise and manage the system, the majority of educational institutions only use digital pedagogy and instruction. It takes a while to switch from manual to digital teaching methods. It will, therefore, require more time to become comfortable with the AI-based instructional tools. Furthermore, the government and other authorities who will make policies and provide teacher training have not yet taken into account the training and knowledge required to implement the usage of AI tools in educational institutions.]

Students in higher secondary schools (of grades 11 and 12) are more intelligent and have access to AI resources. Parents and school authorities mostly look after students in secondary courses (from class 6–10). Therefore, they might not get many opportunities to use it. However, because primary school students are typically seen as incapable of utilizing technology, they cannot present themselves using AI tools. Teachers, overall, don't want to deal with AI technologies themselves, according to reality. Teachers use digital equipment such as projectors and laptops to teach in a manual setting. They receive training on this process and are guided in showing classes pre-existing videos that they have gathered from various websites or resources.

The location of the schools and the residence of the students and teachers do have a direct impact on whether they are able to know about AI tools or not. That is why remote and urban schools are generally unaware of the use of AI tools, even the digital equipment provided by the government. Due to the fact that several elites, big businessmen, NGOs, and multinational firms are connected to urban higher-standard schools, they have direct control over the digital curriculum and design of the classes. For instance, the Asian University for Women (AUW) offers pre-UG and general studies where students are taught

using cutting-edge digital resources. In these sections, students are automatically introduced to AI tools that they will subsequently employ.

A respected teacher, who is a founder, an educationist, and a social worker, shared his thoughts on why artificial intelligence is not being used in Bangladesh's rural and majority education sectors. For one thing, people can't afford it, and there's an intriguing second reason. He says, "Using AI or not using AI is not a fact. The matter is your (a teacher's) creativity. Can you present a lesson in front of your students interestingly or not? We do have good narrative power, and we can use chalk on a blackboard to teach students what is necessary to teach them". Hearing this remark, my mind was tuned back to one year ago when I studied a book by Amartya Sen written in 2009 called *The Idea of Justice*, where he also acknowledged that in the Indian Subcontinent, we do have a power of narration by which we use to circulate knowledge from one generation to another. This is a cultural and inherent power that still exists because of the inclusive culture of the Indian subcontinent, which is mostly present in today's rural Bangladesh.]

As AI is a reality, we know we will be able to engage with it, but the inherent narrative power that leads to the stronghold of our country's education system will remain for long, as the teacher thinks. And adding AI will be a time-changing matter if we can utilize it for real.

For the interview details, see the pallet here:

<https://padlet.com/taranasumaiya/teacher-professional-development-lcg5w2btaiblc4w0>

## *Models of AI in Education*

Teacher Professional Development (TPD) is cited by STEAM and TPACK, two models and approaches that propose technological integration into education as the primary driver of AI's beneficial effects in the classroom.

Technological, pedagogical, and content knowledge (TPACK) is a technology integration framework outlining the three types of knowledge educators must integrate for successful ed-tech integration (Power School). TPACK, on the other hand, focuses on knowing how to teach topics using technology in a way that improves student learning. On the other hand, you have advanced to technical subject Knowledge (TCK) if you could see how your subject could be delivered more interactively (via a video, game, or class discussion, for example) and you know how to make it happen using your learning management system LMS.

According to the study's author, Dr. Dorit Maor, "this current understanding of the use of TPACK also paves the way for educators to engage students in collaborative learning and to develop the concept of digital pedagogies." The idea of "digital pedagogies" may address all three factors: the intended learning results, the teaching methodology, and student attitudes (Power School). With a teacher's technical, content, and pedagogical knowledge, this model suggests taking a lesson plan of which implementation can bring a better output in a classroom.

An interdisciplinary approach to education known as STEM (Science, Technology, Engineering, Arts, and Mathematics) integrates a variety of courses and fosters students' critical thinking, creativity, problem-solving skills, and flexibility. It can be a helpful tool for preparing students for the Fourth Industrial Revolution, which will bring about fast-paced technological advancement and the incorporation of several new technologies.

According to research, instructors must use suitable pedagogies and rigorous topic delivery to provide high-quality STEM education. One way to enhance these practices is through teacher professional development (TPD). According to Wang & Cheng (2023), effective STEM TPD should, on the whole, go beyond using a combination of TPD models; instead, the models should be naturally integrated into a strategy for implementing STEM curricula in schools. Developing a collaborative culture among educators is necessary for the successful integration of disciplines. Collaborative action research should also be encouraged to increase knowledge about STEM pedagogies. The micro-level aspects of STEM TPD that require attention are TPACK and cross-disciplinary integrative skills. Some potential tactics for successful TPD in STEM education are proposed using these guiding concepts.

## *K-12 sector: What is it and the Importance of it*

Watch the Pictory Video here: <https://youtu.be/ahm6GMVd0I4> and <https://youtu.be/K6ijN8tcl-U?si=W7OGbpMy8pS3hYCP>

## *Teacher Professional Development*

Development is a motion of broad growth that is not occupation-specific. Teacher Professional Development is also the same. It aims to support teachers' understanding of teaching and themselves as instructors, which is a longer-term goal (Richards & Farrell, 2005, p. 4). *Professional development* is an ongoing process that includes all formal and informal learning experiences. It gives school staff members a chance to reflect on their work, grow their knowledge and abilities, and find better ways to collaborate, all of which improve student learning and well-being (Bubb & Earley, 2007, p. 4). Even with the best intentions, a teacher's lack of training and expertise can harm pupils or the system. Not only are teacher education programs crucial for keeping teachers up to date with the ever-changing dynamics of the world, but teacher continuous development programs are also vital for improving their performance (Nauman, 2017, p. 21). For the benefit of their students' development, professional development is about instructors learning, learning how to learn, and putting their knowledge into practice (Avalos, 2011, p. 10). According to pertinent research, professional development is crucial to teacher effectiveness and competency, student learning and outcomes, school improvement, and educational reform. Professional development helps teachers change and examine their abilities, knowledge, attitudes, and understanding, which helps them advance their careers and improve professionally and personally (Ozdemir, 2013). The range of activities teachers participate in to hone their teaching abilities is known as teacher development. It strongly emphasizes reflection, professional development, and teaching experience (Miller de Arechaga, 2001, as referenced in Yuvayapan, 2013). It involved an intellectual and personal undertaking that calls for experimenting with novel and unconventional ideas about education, refining classroom methods, and engaging with new concepts. When one's personal views are questioned, it is also an emotional reaction (Girvan et al., 2016, p. 130).

Throughout history, educators have participated in professional development activities inside and outside the classroom. Numerous organizations have funded these activities, including state education departments, private consultancies, higher education institutions, professional societies, teacher associations, schools, school districts, consortia of districts, and private corporations. Their most common formats have been graduate courses, workshops, conferences, summer institutes, and in-service training (Ganser, 2000, p. 11). If professional development is ongoing, collaborative with other teachers, and rooted in classroom practice, it can facilitate significant changes in teaching. The adult learner's needs must be taken into account because the focus of this professional development experience is the teacher as a professional (Gregson & Sturko, 2007, p. 3). For example, in Finland, teacher development is perceived as a continuum encompassing various stages of a teacher's professional journey. Pre-service education lays the groundwork for subsequent in-service training, as Niemi (2015) claimed (NIEMI, 2015). The professional development of teachers encompasses a range of activities, including but not limited to adapting to new situations, refining their pedagogical approaches, and obtaining additional qualifications to augment instructional delivery.

There are several forms of teacher professional development that I can explain. First, it reminds me of the system of appointing teachers in government primary schools in Bangladesh. There are three phases of exams: preliminary, written, and viva, to select the candidate, and a one-year certification course (Certificate in Education (C.In.Ed.)) was mandatory to train the teachers, which converted to an 18-month Diploma in Primary Education (DPED) now. (Bangladesh National Portal, 2023). In this training program, teachers are trained in various ways. Classes, seminars, group work and projects, individual projects, and presentations are taken up to train the teachers to handle students and teach them playfully.

Similarly, integrating AI into education is a necessity that educators must learn to utilize. Given its global impact, it is beneficial to involve trainers, researchers, and IT and AI developers, with the support of governmental and non-governmental organizations, to launch training initiatives to advance education. The training process can be carried out online and offline, where offline training refers to in-person training and online training can be facilitated through webinars, remote learning courses, AI book clubs, and material sharing groups, among other modes of online engagement. By obtaining certification through online courses, teachers can demonstrate their expertise in utilizing AI for educational purposes. With the potential for significant course development, many educators can be effectively trained to integrate AI into their teaching practices effectively. In order to acquire a more comprehensive comprehension of the role of Artificial Intelligence (AI) in education, webinars are a valuable tool for educators to connect. By leveraging these online platforms, educators can effectively share their thoughts and work experiences, leading to a peer-to-peer learning process that facilitates a deeper understanding of the subject matter. Online platforms of this kind have a far-reaching impact, enabling the exchange of opinions and experiences on a global scale. The universality of these platforms is one of their most significant benefits, promoting cross-cultural dialogue and facilitating the dissemination of knowledge worldwide.

For educators to effectively utilize technology in the classroom, they must receive hands-on training in a proper facility. AI technologies are more practically oriented rather than being driven purely by knowledge-centric approaches. In-person training sessions, workshops, and collaborative learning opportunities such as group projects and classroom instruction can help teachers gain valuable insight into the use of AI in education. By becoming familiar with the technology through practical training, teachers can unlock greater creativity in their teaching methods. Thus, practical training sessions are an indispensable component of effective AI education. Overall, the necessity for teacher professional development should be acknowledged and inspired.

### *Importance of Teacher Professional Development*

See the Pictory video here: <https://ai.invideo.io/watch/54kWxpVo2Ms> or, <https://youtu.be/dpwZ-bwBcOU>

### *Models of Teacher Professional Development*

According to Çetin and Bayrakçı (2019), there are 8 different models of Teacher Professional Development. Those are:

(A brief overview of the models in Padlet: <https://padlet.com/taranasumaiya/models-of-teacher-professional-development-2qit43o5hc80c439>).

1. **Individually Guided Development:** Self-directed development empowers teachers to address their problems and, in doing so, creates a sense of professionalism. This model is an internal aspect of a teacher towards improving their knowledge and skills. Teachers utilize their preferred learning modes to find answers to self-selected professional problems. Examples of individually guided activities include professional portfolios, reflective journaling, and video/audio self-assessment. This model of professional development offers a variety of flexible options that enable teachers to individualize their professional growth experiences (Sparks & Loucks-Ho).
2. **Observation and Assessment:** The input that teachers receive from the observations made by other teachers forms the basis of this professional development paradigm. Another effective strategy to influence classroom behavior is to have a second observer who may observe the lessons being taught and offer comments or reflections. Observers pick up knowledge as well from watching their peers at work. This concept can be applied as peer coaching after workshops or on a sporadic basis during the academic year. The literature on peer coaching, clinical supervision, and teacher evaluation refer to the observation/assessment model. (Lucks-Horsley & Sparks, 1989; Rauf, Ali, & Noor, 2017).
3. **Involvement in a Development or Improvement Process:** Teachers are frequently expected to participate in curriculum planning, program writing, and school improvement processes as part of the school development program. Engaging in the process of development or enhancement can lead to the acquisition of numerous new abilities, mindsets, and conduct. Reading, conversation, observation, instruction, and trial and error could all be used to gain this knowledge (Sparks & Loucks-Horsley, 1989; Rauf et al., 2017).
4. **Training:** Usually, workshops, seminars, or other large-group presentations are used to deliver training. With this model, the teacher is assumed to be able to pick up the teaching behavior from others and use it in the classroom. It can be considered an expert-led session where the content and learning objectives are presented. The training session is usually carried out with a well-defined set of goals or learner outcomes. The results are typically awareness, knowledge, or skill development; however, attitude adjustments, training transfer, and "executive control" must also be addressed. One important goal of any training program should be to help instructors become more critical thinkers (Sparks & Loucks-Horsley, 1989; Rauf, Ali & Noor, 2017).
5. **Inquiry:** The action-research model is another name for the inquiry model. Under the inquiry or action research methodology, participants examine the effects of altering a specific practice on teaching and learning through an organized approach. This paradigm is predicated on the assumption that if instructors are given the chance to pose questions and provide answers based on the information they have gathered in

the classroom, they will come up with fresh concepts and pedagogical approaches (Sparks & Loucks-Horsley, 1989; Rauf, Ali & Noor, 2017). Glatthorn (1987) states that the inquiry/action research model consists of the following four steps: An issue must be identified, research questions must be chosen, along with the technique to be applied, the research design must be carried out, and the research must be used to create an intervention that will be put into practice in the school. Higher level abilities (researching, synthesis), a more focused approach to training (focusing on areas of instructional difficulty), and more sophisticated computer programs (spreadsheets, databases, and potentially statistical software packages) are all used in inquiry/action research. Teachers with advanced skills should choose this TPD option (Gaible & Burns, 2005).

6. Mentoring: Under a mentoring paradigm, more seasoned educators mentor and support less-seasoned educators in all facets of the classroom (Gaible & Burns, 2005). Mentoring impacts the young teachers receiving the mentoring and the more seasoned instructors providing the mentoring (Shaw, 1992). Mentoring occurs through collaborative teaching, coaching, feedback, and classroom observations. New instructors can benefit from it by learning how to address the obstacles of teaching creatively and successfully (Smith, 2002). Mentors play a variety of responsibilities, including information sharing, resource access, role modeling, counseling, coaching, promoting introspection, offering advice on career changes, and assisting newly hired instructors (Villegas-Reimers, 2003). Teachers can complete TPD, demonstrating mastery of the targeted knowledge and abilities that they never import into their classrooms, as a non-formal or semi-formal means of guaranteeing accountability (Hooker, 2008). Jones (2001) and Maynard and Furlong (1993) identify three mentorship models: The competency model links training and assessment to predetermined standards of practice; the apprenticeship model views the mentor as a master teacher to be imitated; the reflective model views the mentor as a "critical friend" who helps with teaching evaluation.
7. Critical Friends Group: The professional community at CFG seeks to advance student learning via teamwork. Members concentrate on elements that impact students' academic performance, such as reviewing the curriculum and their assignments (School Reform Initiative, 2012, as referenced in Yuvayapan, 2013). In a collaborative teachers' community, CFG determines the students' learning objectives and considers strategies to attain them (Cohen, 2008; as referenced in Yuvayapan, 2013). Precise goals distinguish CFG, well-stated and connected to the group's mission. Six aspects of the goals are determined by Lunenberg (1995) (quoted in Yuvayapan, 2013) • Specific: When objectives are spelled out, they are specific. • Measurable: Accurate and quantifiable objectives allow for long-term tracking. • Achievable: If a goal is

practical, it can be accomplished. Though unattainable objectives are counterproductive, the effort required to achieve them can motivate extraordinary effort. • Relevant: If a goal is seen as significant by both the team and the individual, it is relevant. Superficial goals are forgotten because they are meaningless. • Trackable: To monitor progress, goals must be trackable. Objectives must not be so many or intricate that they confound teams instead of guiding them. • Ongoing: Not every goal will be accomplished within the allotted time frame. While specific objectives can be accomplished more quickly, others take longer. In addition to improving their teaching based on their experiences with CFG protocols, the participating teachers were able to build a sense of a professional community through collaborative work, learn from one another in a positive and sharing environment, become more reflective in their teaching, identify their areas of strength and weakness; and, lastly, establish positive attitudes toward professional development, which is a prerequisite in creating an effective teaching and learning environment (Yuvayapan, 2013). Zepeda (2008) claims that CFG is a fulfilling approach to professional development because it is ongoing, centers on the teaching and learning of the teacher's students, and occurs in small groups with dependable and encouraging colleagues at the instructors' school.

8. Professional Development Schools: These educational institutions often consist of an alliance between a local teacher college and a school. Within the school, a group of educators are called "master teachers." In 2005, Gaible and Burns. Institutional assistance is necessary and involved in the professional development school paradigm (Wise, 2000). The professional development school model differs depending on the environment. Teachers who are proficient in basic skills can graduate to intermediate and advanced abilities with the aid of professional development schools (Hooker, 2008). After completing their practica (or internships) with master teachers, student teachers at the teachers' college return to the college for additional instruction. After graduating, they are assigned to the same school, where a master teacher serves as their mentor for the academic year. At Professional Development Schools, groups of younger teachers with advanced training are developed over time. Volume 6, Issue 1 (January 2019) of The Online Journal of Quality in Higher Education can be found at [www.tojqih.net](http://www.tojqih.net). The Online Journal of Quality in Higher Education is copyrighted. As they gain experience, these younger specialists can assist in expanding the Professional Development Schools program to other teacher colleges or serve as mentors in other schools (Gaible & Burns, 2005).

### *Barriers and Opportunities for Teachers Using AI*

Everything has its positive and negative side. Using AI technologies is no exception. Here are the two sides of using AI for teachers in short:

**Opportunities for teachers using AI:**

AI-powered tools such as Bing, ChatGPT, Google Assistant, Amazon Alexa, and Apple's Siri benefit individuals seeking more accessible tasks like gathering information and making texts. For instance, when a teacher plans a lesson, they must take care of everything from lesson preparation to evaluating students' performance. While creating the lesson plan, teachers require additional information beyond the curriculum and textbooks. With the help of search engines and AI tools, teachers can quickly gather relevant information related to their lesson plans. During the class, they can use AI-powered tools to create evaluation papers and even generate creative questions for exams using tools like ChatGPT and Bing. This makes the entire process seamless and less time-consuming, allowing teachers to focus on creating more innovative ideas for their lessons and assessment processes. The more specific and creative the idea, the more beneficial the use of AI in lesson planning and preparation becomes.

The text, picture, and video-making tools are fascinating resources that can enhance the classroom experience and improve lesson comprehension. Using these tools, students can witness their imaginative ideas come to life before their eyes. This innovative approach can transform words into captivating visuals and animations, making learning more engaging.

There are some image generators below:

1. DALL.E 3
2. YouCam Makeup - Best AI Image Generator & AI Avatar Generator
3. YouCam AI Pro - Best Text-To-Image Generator
4. Lensa - AI Image Generator & Avatar Creation
5. Fotor - AI Image Generation & AI Art Generator
6. Imagine: AI Art Generator - Text-To-Image Generator
7. DeepArt - AI Image Generator & AI Art Generator
8. Lexica
9. Discord
10. Microsoft Bing- Image creator

(Source: <https://www.perfectcorp.com/consumer/blog/selfie-editing/best-ai-image-generators>)

Before AI tools such as ChatGPT and other generative AI resources were available, educators often relied on YouTube videos or other pre-existing documentaries created by external parties. However, with the advent of generative AI tools, individuals are now empowered to produce tailored videos that cater specifically to the needs and preferences of their classroom environment. With the help of image and video creators, educators can effortlessly recreate the classroom experience virtually. If a teacher lacks the expertise to produce a video manually, there is no need to worry. Simply providing a video description is sufficient to generate one tailored to specific requirements. Ai.invideo.io is an excellent online resource for creating videos based on descriptions.

As teaching is a huge responsibility and the workload is high, using AI can help teachers to reduce the workload. One of AI's main characteristics is that it can read its database and search for the information it is storing. Also, logical functions can be worked to make any conclusion or answer. It will be easier for a teacher to make a lesson and use creativity along with the information provided by the AI tools. (al-Zyoud, 2020). As educators, it is essential to guide students in developing their cognitive abilities through a range of initiatives and class activities. By prioritizing the creative learning methods of our students, utilizing various tools to lessen their workload, and delivering comprehensive and enjoyable lessons, we can succeed in our profession. This is where teacher professional development through AI can play a crucial role.

Artificial intelligence presents numerous advantages for educators, such as aiding in lesson planning by identifying students' needs and familiarising teachers, facilitating implementation through prompt feedback and teacher intervention, and enabling assessment through automated essay scoring. Additionally, the research done by Celik et al. (2022) discovered that teachers play crucial roles in advancing AI technology, including serving as models for training AI algorithms and verifying the accuracy of automated assessment systems. Despite these benefits, the research has uncovered several obstacles to successful AI integration in teaching, which can be used as a framework for future development. (Celik et al., 2022). For a successful adaptation of AI in

schools, teachers' opinions, experiences, and expectations need to be considered (Holmes et al., 2019, as cited in Celik et al., 2022) because the absence of pedagogical knowledge among the AI developers which fails the role of AI of a teacher (Cukurova & Luckin, 2018; Luckin & Cukurova, 2019 as cited in Celik et al., 2022). That makes the teacher a crucial stakeholder in AI-based teaching (Seufert et al., 2020, as cited in Celik et al., 2022). Teachers must be prepared to carry out the role through their professional development.

In order to effectively utilize AI tools, teachers will need to possess a high level of competence and expertise. The education sector is becoming increasingly competitive, not only among human educators but also with virtual AI counterparts. While humans possess greater intelligence than AI, the latter can work tirelessly. Therefore, teachers must have a thorough understanding of AI and its applications. It will take time to understand the use and the potential of AI tools for teachers.

#### **Barriers for teachers using AI:**

While AI tools can undoubtedly save time, they do have limitations. AI is an assistive tool. They rely on algorithms created by programmers and need more true originality. These tools require specific instructions to generate the desired output and often necessitate knowledge of specific hacks. Therefore, teachers must be trained to use them effectively rather than relying solely on AI tools. For instance, if a teacher wishes to demonstrate a topic, s/he cannot rely on AI tools to generate that theme wholly. Instead, s/he must draft or plan how to present it to the class. Then, s/he can use tools to make it visible. It is important to remember that originality comes from the individual, not AI tools.

As technology becomes increasingly prevalent, it is only natural that students have access to AI tools. However, students must use these tools to assist rather than rely entirely on them. Students who need help understanding the importance of learning and education may be tempted to overuse AI. Additionally, they may turn to AI in large numbers if they are pressed for time. To prevent students from relying too heavily on AI, teachers should educate them and make them understand the benefits and drawbacks of using these tools. Students should also learn to respect originality and understand the appropriate range of AI usage. Despite their benefits, there is a possibility of losing creativity and originality while using AI tools. And Teachers can play a vital role in boosting students' morale on this matter.

As education continues to shift towards digital platforms, it is essential to note that there may be a decrease in the need for teachers (Dillenbourg, 2016). Rather than pondering whether AI will replace educators, it is more practical to explore AI's benefits and how these advantages may alter their responsibilities in the classroom (Hrastinski et al., 2019).

## *Curriculum Components*

AI in education is a technical field. Teachers who are already experts in teaching can use AI tools to teach students. If a teacher needs to be more competent, s/he can learn how to use AI in teaching. Some components can make a teacher more trained and able to adapt to the AI tools. Also, competency with the tools must be achieved to have the best outcome. Here are some components a teacher training should have:

#### **1. Pedagogical Integration of AI:**

As we move towards a future increasingly powered by artificial intelligence (AI), we must prepare our students for this new era. One way to achieve this is by integrating AI-based projects into the current curriculum. By utilizing AI tools to analyze data related to various subjects such as science, mathematics, or social studies, we can provide our students with a more comprehensive and engaging educational experience. This will equip them with the skills they need to succeed in a world driven by AI and prepare them to be the innovators and leaders of tomorrow. By doing so, students can better understand how AI technology works and how it can be applied to real-world scenarios. This integration approach can enhance student engagement, promote critical thinking, and improve academic performance. Reviewing examples of schools that have already successfully integrated AI into their curriculum is recommended to strengthen this approach.

#### **2. Technology Integration:**

**AI Tools for Education:** With the advent of artificial intelligence, educators can now leverage AI-powered educational tools such as Squirrel AI or IBM Watson Education to enhance their teaching approaches. These tools are designed to improve learning outcomes and increase student engagement by adapting to individual learning needs, providing real-time feedback, and tracking student progress. Some platforms for tracking student progress and class are Google Classroom, Canvas, and Coursera. Teachers can train on these platforms and be motivated to take them into mind when they teach. Rewarding students with virtual badges

(see the link below the paragraph) can encourage them to participate in class projects and tasks. These badges can also be used to recognize participants' efforts in teacher training seminars, classrooms, and the online community of learners.

Example of online Badges:

[https://api.badgr.io/public/assertions/qNxjuAGbTQiaoxJTVBFQbg?identity\\_email=israt.oeeshi%40auw.edu.bd](https://api.badgr.io/public/assertions/qNxjuAGbTQiaoxJTVBFQbg?identity_email=israt.oeeshi%40auw.edu.bd)

[https://api.badgr.io/public/assertions/lMJEWqK3T0CLH3gx187Y8A?identity\\_email=panke%40sog.unc.edu](https://api.badgr.io/public/assertions/lMJEWqK3T0CLH3gx187Y8A?identity_email=panke%40sog.unc.edu)

### 3. Collaborative Learning Environments:

**Online Collaboration Tools:** Collaborative learning is a pedagogical approach that emphasizes working together to achieve shared learning goals. Online collaboration tools, such as Google Workspace for Education or Microsoft Teams, have recently become increasingly popular to facilitate this approach. These platforms allow real-time communication and collaboration, enabling students to collaborate on group projects and assignments from anywhere. By fostering a sense of community and encouraging active participation, collaborative learning environments can lead to improved academic performance and higher levels of engagement among students. In addition to these benefits, online collaboration tools can help teachers monitor student progress and provide targeted feedback, making them valuable tools in modern education.

### 4. Continuous Professional Development:

**Keeping Up with AI Advances:** In the rapidly evolving field of artificial intelligence, educators must remain updated with the latest trends and advancements to ensure they provide students with the best possible education. One effective way for teachers to continuously develop their professional skills is through attending webinars and conferences or joining online communities such as the AI in Education group on LinkedIn. These activities provide an excellent opportunity for teachers to enhance their knowledge and learn new skills.

Teachers can also track and report their progress by self-evaluating their improvement in knowledge and skills after participating in such activities. By prioritizing continuous professional development, educators can stay ahead of the curve and better meet the demands of the ever-changing educational landscape.

In conclusion, staying up to date with AI advancements is vital for educators to integrate AI into their teaching practices effectively. Through continuous professional development, teachers can enhance their knowledge and skills, resulting in a better learning experience for their students.

### 5. Professional Learning Networks (PLNs):

**Joining AI Educator Communities:** Professional Learning Networks (PLNs) are groups of educators who come together to share resources, experiences, and knowledge. By joining an AI Educator Community, such as the AI for Education group on Edutopia, teachers can expand their understanding of artificial intelligence and its applications in education.

Participating in these networks can be invaluable for teachers who want to stay up to date with the latest developments in AI and learn from the experiences of other educators. They can share their experiences and ask questions, gaining insights and practical advice from their peers.

Educators can see the value gained from participating in these communities by reading testimonials from other teachers who have participated in such networks. They can learn about the benefits of connecting with other teachers who share their interests and concerns about AI in education. This can help them develop professionally and better serve their students.

### 6. Real-World Application Projects:

**Hands-On Projects:** A critical aspect of AI is its practical application in the real world. As such, schools can showcase examples of AI-related projects aimed at improving student learning outcomes and critical thinking skills. For instance, the AI4K12 initiative is an excellent example of how schools can use AI to enhance the learning experience. This project involves using AI-powered tools to analyze and provide feedback on student work, allowing instructors to tailor their teaching methods to the needs of individual students. The results have been impressive, with improved student engagement, higher test scores, and better critical thinking skills. Overall, the AI4K12 initiative is just one of many examples of how AI can be used practically to improve education outcomes. Here are some competencies (of AI) that teachers need:

#### 1. AI Fundamentals:

##### **Understanding AI Basics:**

Educators interested in gaining fundamental knowledge about Artificial Intelligence (AI) can explore its various components, such as machine learning, natural language processing, and computer vision. By understanding how machine learning algorithms

analyze data and make predictions, they can understand AI. This knowledge can be acquired through online e-learning platforms like Coursera or edX, which offer comprehensive courses on AI principles. Educators can gain a deeper understanding of AI and its applications through these courses.

## 2. Adaptive Learning:

Adaptive learning platforms such as Khan Academy and DreamBox Learning use advanced algorithms and AI technology to provide personalized learning experiences for students. By continuously monitoring individual students' progress and performance, these tools can dynamically adapt their learning materials and methods to suit each student's unique needs and learning style. This helps to ensure that students receive the most effective and efficient learning experience possible, and research studies have shown that these adaptive learning tools can significantly improve student outcomes and achievement.

## 3. Data Literacy and Management:

### **Data Literacy Skills:**

In the age of artificial intelligence, educators must possess a sound understanding of data management and literacy, as they have become crucial skills for them. By learning to interpret data visualizations created by AI systems, teachers can unearth hidden patterns and trends, which can aid in developing effective teaching methodologies. Moreover, conducting pre-and post-training assessments can help gauge their proficiency in this area, enabling them to bridge any knowledge gaps and improve their data analysis skills.

### **Data Privacy and Security:**

Additionally, it is equally important for teachers to be well-versed in the intricacies of data privacy and security regulations, such as GDPR, to safeguard student data. Proper training in these areas can heighten awareness and adherence to data privacy policies, ensuring educators can handle sensitive student data responsibly and securely. This, in turn, will foster a culture of trust and transparency between teachers, students, and parents.

Some additional curriculum components proposed by Jain (2023) are necessary to take into consideration for a general overview of the development of the educational system are given below:

<https://youtu.be/WTgpj262NjQ>

## *Suggestions for TPD in relation to AI in K–12 education and the need for action*

The following recommendations are intended for education professionals and policymakers, particularly those responsible for Teacher Professional Development (TPD) programs, focusing on Artificial Intelligence (AI) in K-12 education and the imperative for action. These suggestions are grounded in empirical evidence and expert opinions, also provided below.

1. To empower educators with the ability to incorporate AI into their teaching practices confidently, it is essential to establish AI literacy programs for teachers. These Teacher Professional Development (TPD) initiatives should prioritize equipping teachers with the knowledge and skills to effectively leverage AI in the classroom. This can be accomplished through diverse mediums such as workshops, online courses, and professional development sessions. Notably, research by Hill and Bebell (2011) underscores the significance of providing teachers with professional development opportunities that address emerging technologies, including AI. Such initiatives can significantly boost their competence and confidence in integrating innovative technological tools into their instructional practices.

2. Promoting collaboration between educators and AI experts in Teacher Professional Development (TPD) programs is important. This partnership allows for the co-creation of

AI-powered educational tools and resources tailored to meet educators' needs and their teaching methods. By working together, teachers and AI experts can gain a deeper understanding of the capabilities and limitations of AI in education, resulting in more successful implementation of these tools. As reported by EdSurge, this approach leads to a more nuanced comprehension of AI's potential, ultimately resulting in more effective implementation.

3. Encourage critical thinking and ethical awareness: TPD initiatives should prioritize the development of critical thinking skills and ethical awareness when incorporating AI into classroom instruction. Educators must instruct students on how to scrutinize data, algorithms, and automated decision-making processes thoughtfully.

The National Education Association has recommended that "Discussions must accompany AI integration in education on ethics, privacy, prejudice, and the responsible deployment of AI systems."

4. It is crucial to provide teachers with continuous learning opportunities to stay updated with the latest advancements in AI. TPD programs should include conferences, webinars, and online resources to ensure educators remain confident and skilled in implementing AI in their classrooms. The Education Commission of the States recognizes the significance of ongoing professional development for teachers to keep pace with the evolving AI landscape in education.

5. To promote equitable AI usage, TPD programs should address potential biases and inequities that AI systems may perpetuate. Educators need to be cognizant of these issues and equipped with practical strategies to mitigate them, thereby facilitating fair and inclusive AI incorporation in classroom settings. A recent UNESCO report highlights the significance of providing teacher training that familiarizes educators with the risks of AI reinforcing biases and inequalities while enhancing their proficiency in teaching AI for social good.

Through implementing the recommendations above, teacher professional development (TPD) programs can successfully facilitate the integration of artificial intelligence (AI) in K-12 education. This approach enables educators to leverage the full potential of AI but also helps them navigate the ethical and practical challenges inherent in its use.

## *Conclusion*

As we all know, education is the foundation of any society. Teachers, as educators, play a fundamental role in shaping the future of the younger generation by providing them with quality education. However, with rapid technological advancement, the education sector has undergone significant transformation. With the advent of Artificial Intelligence (AI), there has been a paradigm shift in teaching and learning, offering innovative tools and user-friendly features that can significantly enhance the learning experience.

By incorporating AI into classroom settings, teachers can create a more engaging, practical, and visually appealing learning environment for students. AI-powered learning tools can help teachers personalize learning experiences, assess student progress in real time, and offer immediate feedback. These tools can provide students with valuable opportunities for hands-on learning that can help develop their critical thinking, creativity, and problem-solving skills.

However, to fully harness the potential of AI, teachers need to receive proper training and become familiar with the various educational tools available to them. By doing so, they can effectively integrate AI into their teaching practices. This can enable them to stay up-to-date with the latest educational advancements, enhance their teaching methodologies, and provide students with a more comprehensive learning experience.

Incorporating AI into the classroom can also promote the professional development of teachers, leading to the growth of the education sector and ensuring a brighter future for the next generation. Therefore, we must invest in the training and development of our teachers to equip them with the necessary skills to integrate AI into their teaching practices and create a better learning environment for our students.

## Glossary:

1. **Teacher Professional Development:** Teacher professional development refers to a process by which educators acquire new knowledge, skills, strategies, and qualifications to enhance their teaching practices. It often involves workshops, courses, seminars, and other activities aimed at improving a teacher's effectiveness in the classroom.
2. **AI-aided education system:** Already existing education system of traditional or modern which will be aided by AI tools in some areas to develop the system.
3. **AI in Education:** AI in education refers to the integration of artificial intelligence technologies, such as machine learning and natural language processing, into educational settings. This can involve using AI to personalize learning, analyze student performance, automate administrative tasks, or provide intelligent tutoring systems.
4. **K-12 Sector:** The K-12 sector encompasses primary and secondary education, typically covering kindergarten (K) through 12th grade students. It represents the foundational levels of education before students enter higher education or post-secondary institutions.
5. **Curriculum Development:** Curriculum development is the process of designing and creating educational content, materials, and instructional plans that outline what students are expected to learn in a specific educational program or course. It involves selecting educational goals, organizing content, and designing assessment strategies.
6. **Ethical Considerations:** Ethical considerations in education refer to the evaluation and decision-making processes that take into account moral principles, values, and standards when addressing various issues and challenges within the educational context. This can include issues related to fairness, equity, privacy, and the responsible use of technology, among others.
7. **TPACK:** As a theoretical framework for comprehending teacher knowledge necessary for successful technology integration, the Technological Pedagogical Content Knowledge (TPACK) was brought to the field of education research. Technology Knowledge, Content Knowledge, Pedagogical Knowledge, Pedagogical Content Knowledge, Technological Content Knowledge, Technological Pedagogical Knowledge, and Technological Pedagogical Content Knowledge are the seven components covered by the TPACK framework.

8. STEM: Science, Technology, Engineering, and Mathematics are four closely related fields of study that are commonly referred to by their acronym, STEM. Because of their shared theoretical and practical characteristics, the fields are frequently linked together.
9. Curriculum Components: The process of creating a curriculum is creating a teaching plan that caters to each student's individual learning needs.
10. Digital Pedagogy: The goal of digital pedagogy is to approach digital tools from a critical pedagogical viewpoint, not to use them for instructional purposes. Thus, it is as important to utilize digital tools carefully as it is to recognize when to use them, as well as to investigate how they affect learning.
11. Training: Training refers to the organized process of imparting specific knowledge, skills, or competencies to individuals, often for the purpose of performing a particular job or task. Training can take various forms, including on-the-job training, formal education, workshops, and hands-on learning experiences.

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### Tarana Sumaiya

This is Tarana, a graduate student of the University of Chittagong and a master's student at the Asian University for Women. I've long been cherishing my dream to be a teacher, a policy maker and most ardently a writer. With all my ability, power and position, I want to be on the side of those women and girls whose dreams are being pushed aside because of real-life difficulties and misfortune instead of having talents and enthusiasm for education. I know how passionate and capable they are. I want to be a part of their life by helping them utilize their potential for the betterment of their own as well as to the society they belong.

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3.2

## Social Emotional Learning and AI

Hakima Adeli

Learning

AI

Social Emotional Learning

## Learning Objectives

**After reading this chapter, you will gain a better understanding of:**

1. Social-Emotional Learning (SEL) and Artificial Intelligence (AI) in education and main components of SEL.
2. The role of AI in addressing Socio-emotional aspect of teaching and learning
3. Potential benefits and challenges associated with integrating AI into education
4. How AI contributes to personal growth, emotional intelligence, and overall well-being
5. The future role of AI in promoting social and emotional learning in educational environment

*this chapter discusse what is SEL and AI, how postitively change students' academic performance and student's emotional well-being. In addation, how AI-tools may support SEL, and more generally how AI can positively or negatively impact mental health of students.*



Social Emotional Learning and AI (generated with pixle Image Creator)

# Introduction

The integration of Social-Emotional Learning (SEL) with Artificial Intelligence (AI) in contemporary education stands as a beacon of innovation, holding the promise of transformative experiences for both educators and learners. Throughout this semester in a strong school course, we delved into the infusion of AI into education, exploring various AI tools that enhance and shape students' learning experiences, as well as examining their impact on academic achievement. My curiosity was piqued by the adaptation of these new technologies to social-emotional learning within educational sectors. In traditional classrooms, teachers and students share direct interactions, allowing educators to discern students' emotions, particularly when they struggle to understand or feel confused about a certain topic. The question arises: how do AI tools replicate this ability to recognize and respond to students' emotions and feelings?

During these two decades, the intersection of these two fields brought evolution into educational frameworks. The notion of a classroom, where individuals not only engage but also receive personalized instruction aligned with their unique needs, receives immediate feedback. AI technology has become a certain fact that is changing the landscape of education. The topic of artificial intelligence, which has gained remarkable attention lately, is now an essential part of academic discourse. Specifically, the intersection of AI and SEL emerges as focal points and holds the potential to revolutionize the educational system. Which transforms the classroom into a dynamic environment that fosters both students' academic achievement and well-being.

As technology grows rapidly, we are where AI tools, specifically sophisticated language models like chat GPT, GPT-3.5, and GPT-4, redefine the boundaries of education possibilities. The capacity of these language models is to process and generate human-like text, opening avenues for innovative approaches to education, particularly social-emotional learning.

## Social Emotional Learning

Social-emotional learning (SEL) is an educational concept that assists students of all ages to better understand and manage their emotions and feelings (Brackett & Rivers, 2014). These learned skills or behaviors help students to be positive, understand and communicate with others effectively, and make responsible decisions (Husaj, 2016). Just thinking that being in an environment for the first time and meeting strange people is not simple at all. Some people in this kind of situation are under pressure and unable to manage their feelings, so they need help controlling their emotions and feelings. This help can come from parents, schools, or colleges. Always take schools as a responsibility that goes beyond teaching math, English, and other school subjects (Husaj, 2016). Schools have historically taught students' everyday life skills, especially in the United States, since the early 1990s, and SEL has emerged as an important topic in American education (Hoffman, 2009). Overall, SEL is an approach to helping students identify, control, and express their social and emotional parts of their lives successfully and operate their daily responsibilities (Casel, 2005).

**SEL programs are tried to developing five fundamental of social and emotional competencies**

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), an organization that closely works to support educators and students for positive outcomes in Prek–12, it is believed that SEL is part of five fundamental competencies that can be used in the everyday life of an individual, whether at home, in the classroom, or in other social settings (Husaj, 2016).

## **1. Self – Awareness**

Sometimes self-awareness is explained as the most important skill in social-emotional learning. Collaborative for Academic, Social, and Emotional Learning (CASEL) defines it as the ability to “understand one’s own emotions, thoughts, and values and how they influence behavior across contexts’ “. Students’ ability to understand and identify their emotions and feelings, develop their self-perception, which matches reality, believe in themselves and their own capacity, and identify their strengths and weaknesses are associated with self-awareness. In addition, students developing self-awareness should consider their preconceptions and biases and create a growth mindset that promotes their personal growth (Hinterstoisser, 2011).

## **2. Self- Management**

The CASEL framework defines self-management as the ability to “manage one’s emotions, thoughts, and behaviors effectively in different situations” to accomplish their personal goals and objectives. Another overview of education goes deeper into this concept and explains it as a process through which students are able to develop their thoughts, behaviors, and emotions that help them make informed decisions. Setting goals, paying attention, managing and controlling their emotions, and using constructive feedback to make personal progress are some basic skills related to self-management.

## **3. Social Awareness**

It is about becoming more aware of other people and feeling and understanding them. Comprehending other points of view and appreciating and respecting different people from different backgrounds and cultures are all involved in social awareness.

## **4. Relationship skills**

It is the fourth primary skill that has been broadly defined as the capacity to establish and maintain positive relationships with other people and the acquisition of the ability to communicate efficiently. One part of developing relationship skills is learning how to work with other people while achieving shared goals. In addition, conflict resolution, problem-solving ability, and working in groups are part of relationship skills. This skill not only means to develop skills to achieve shared goals but also means to boost a sense of social justice and stand for the needs and rights of other people (Positive Action, 2023).

## **5. Responsible Decision-making**

This is the last area that involves social-emotional learning. This skill is defined as the ability to make ethical, safe, caring, and constructive decisions while being aware of the consequences of one’s own actions or possible results from

different choices. According to positive action (2023), the decision can have social, emotional, physical, and cognitive consequences.

Overall, I realized and understood that social and emotional learning is one of the most essential parts of education because it helps students develop and manage their feelings and emotions (Collie, Martin, & Frydenberg, 2017). In developed countries like the United States, SEL has a significant place in the education sector and is integrated into school curricula, but developing countries often overlook the importance of SEL in education. Personally, I have experience studying in Iran, Afghanistan, and China. I have not had any course or any workshop training related to social-emotional learning and have never had the opportunity to learn how to control and manage my feelings and emotions. Still, I have challenges managing my emotions and communicating effectively.

## Expert Corner

I had the privilege of interviewing Sawdah Rubai Bente, a dedicated Master's program student at Asian University for Women, whose research focus revolves around the intersection of social-emotional learning (SEL) and artificial intelligence (AI). The interview took place on December 18, 2023, shedding light on Sawdah's thesis topic and her insightful perspectives on the dynamic relationship between artificial intelligence technology and social-emotional learning.

### Inscription of Audio

So that first of all thank you so much for accepting with this interview. I'm going to 1st question.

Could you please explain the significance of Social emotional learning within education framework? What's your opinion on about this?

OK, so. For the significance of social emotional learning, like within the educational framework as you're asking. Is like very important. It as I'm like working on my thesis about social emotional learning and working with school that are implementing social machine learning preschools mainly. I think. For the holistic development of any students and just young children in general, social emotional learning is very, very important. And if you don't include social emotional learning into the curriculum of the. Schools, especially in primary schools and high schools it will be, at least in my opinion, the curriculum stays incomplete because without childhood like development, without the proper Development of students mental well- being, you cannot really teach them to their fullest potential. So to make sure that your kids are learning in a better environment to have a holistic development of their physical and mental well-being, it's very important because social emotional learning targets. The core 5 components the self-awareness, social awareness and. Emotional intelligence. It's boosting emotional intelligence of young kids and students, right. It's making sure that they are aware of their emotions and they know how to navigate through it. They know how to build social relationship with other kids and they know, you know, they can have a healthy, stable mind so that they can, you know, take in whatever else that we're trying to teach them academically. So if a student is not mentally. And emotionally safe and they don't. They're not stable with their emotional. State they cannot learn properly. It's going to even affect their cognitive ability to, you know,

absorb everything they're learning in the classroom. So to have a proper development of the students, to improve their academic performance, to reduce their behavioral issue and make sure they are reaching their full potential, social emotional learning is very, very important. And I think it should be included in every school, everywhere.

OK. How would you define artificial intelligence in the context of education? OK, particularly concerning social emotional learning, how do you define it?

OK, for this questions we're when we're talking about AI, I'm in no way any expert on AI, but if I'm talking about social emotional learning, I don't think that. It's artificial intelligence and SEL has that much. Relation. Or at least it shouldn't have, because AI is still an underdeveloped. Yes, field, right. Yeah, especially social emotional learning, it concerns children's and not just children's, any person's emotional well-being and AI is not equipped to handle or assess even any individual social emotional learning or to assess their development or even, you know, understand and correctly. Analyze the result of all the SEL components. So I don't think artificial intelligence should be involved in SEL curriculum development or to like do analysis in SEL or anything else. Like I think the field of SCL should be handled by teachers and educators and you know, experts, human experts, basically. They should not be handled by any AI. You can use AI as a tool. It can be a tool to you know, run an algorithm or like you know leverage your data to make sure to just you know help you with all the boring stuff. Like you want to read the articles and it you just input your keywords and they it helps you. You know quickly search through it and you know presents you all the relevant information in that particular article and like you know, research work and you know menial data. Framing those can be done with AI, but to actually implement it. To actually working with social emotional learning and to know how kids are behaving and how to assist them, how to, you know, analyze their behaviors and how to, you know, assess which kind of support that they need. I don't think AI should have any relation in that context or should be used for that purpose anyway. OK, so the you know already you had a very deep research and study related to this topic.

What specific social emotional skill are crucial for a student in their education journey?

there's like 5 main components and I don't think there's anything that's particular. That's more importantly than the other. I think all five of them has a very important role to play within social emotional learning context. And each of them is connecting with each other and helping to build an overall social like emotional, mental. Well-being and you know, it's fostering kids and students, you know. Yes, Mental cognitive, it it's giving them, OK. So it's basically it's giving them a cognitive support like mental

support, right. It's giving them, it's teaching them how to, you know, regulate their emotions and it's reducing their behavioural issue. It's making them understand themselves and other students. You know, it's helping with equity and, you know, inclusivity inside the classroom. So all the five components of ACL in my opinion is very important. Whether it's it is self-awareness, self regulation, social awareness, relationship skills and the last one what was it responsible decision making. It hink all five of them are equally important and even without one you will have a gap in students learning. Social five are equally important to you know, give you a holistic like a very well developed curriculum that can help students actually you know learn and you know navigate throught heir academic journey or it's not just about academics, it's about. Your development as a human being as well, so it's very important. So that do you believe AI has the capability to adapt and other social emotional aspects of teaching? Uh, teaching particularly or UH, with social emotional learning? No just address, it's able to address the social emotional aspect of teaching. To address so the aspect of social. So can you repeat your question? Yes, I'm not sure what's your opinion or what's your idea. It's mean.

**Do you believe AI has the capability to adapt and address social emotional aspect of teaching?**

OK.I would believe no AI should. I don't think AI has the capability to adapt or to address social emotional aspect of teaching because AI itself is a very underdeveloped tool and for even if it was really developed, highly developed tool to assess you know social, emotional aspects. Of teaching or whatever. You cannot. It's not, you cannot replace it with a human being, especially in terms of, you know, assessing and you the addressing social emotional aspect of you know how you teach students.

Because especially for social emotional learning, students come from diverse background and they have each of their needs are different, they come, they're coming from different contexts, different families, different home, different nationalities, ethnicities. There's every individual has their own need and to, you know, assess them and to, you know, build that connection with them to actually. Make sure that they will. They're willing to open up to you and to make sure that you are going to be able to support them in in the specific way that they need. I That's a human beings job. AI cannot, you know. Create any teaching methods or any? Algorithm. It's not replaceable with AI. It has to be a teacher. It has to be a person accessing it and you know, helping. Developing techniques and helping. And building ways to connect with the students and to, you know, teach them. It's mean AI just able to support, for example, the teacher or the learning learning process for students. Yeah, yeah. So AI can be just

used as a tool, as a software where you have a lot of resources available and if you want to sift through all your information and data, it can make your work faster, but it cannot

do the work for you. You are you will be the one who has to do the work. Because it's about human connection and you cannot replace it with a machine. You with human connection and human stability to develop your cognitive mind, and especially not just that. For to regulate your own emotions and to teach another person to regulate their emotion, to recognize their emotions and to build relationships and how to navigate through those relationships. Those things can only be taught by a teacher and to assess any student's state of mind, state of social and emotional well-being. It can be done by teachers. After a teacher can collect the data, AI can support the teacher to sift through the data and you know. It can make the process of, you know, data analysis maybe a little bit easier, less time consuming, but it cannot replace the role of a teacher or it cannot, you know, come up with techniques. OK, thank you.

And the next question is what are the potential benefits or risk or challenges associated with implementing AI in CEL? is the benefit and challenges?

So the benefit I would say as I mentioned already it can AI can help support your work to setting to data and making your work less time consuming and you know it can help support you as a tool, as a software it can you know you can use AI tools to you know make your workload a little less but. Actual teaching in the classroom that has to be done by teachers. But after you're done with the classroom, you have your data you have your information from. Assisting the students when you need to go back and sift through all your data and make. You know, proper analysis in that time. AI can be tools, can have a supporting role to, you know, make your work less time consuming. OK,

the last question. What's your perspective about the future role of AI in promoting social and emotional learning in educational environment?

Future role of AI I don't know AI can be maybe if we are developing it well enough, we can have virtual simulations. Of things, but I don't know how that those will be helpful for, you know, primary students. Maybe it can be helpful for you know more severe cases where you maybe if you're treating uncertain behavioural condition like phobias or something, you can use AI tools to have you know. Virtual simulation and make that specific individual go through those simulation. It can have a you know impact in the in those cases if you can develop AI tools to have that kind of highly efficient you know programs that is which is I don't know it's we don't we don't have

them yet but maybe in the future we can have and it can help with those kind of things.

In more deeper higher level but for initial childhood development and to have ACL. Taught in school incurriculum, especially for young kids. I don't see any. Very big contribution for him for AI, but for special cases. It can have. You know, benefits like as I mentioned, maybe like I'm imagining, maybe there's like, you know, virtual simulation like nowadays everyone's like doing. A lot of virtual games, and we are, we are is like a very big popularthing, right. So maybe AI can help make VR more virtual reality to that is more, you know effective and it maybe some people can we can develop. Combine those two and develop some kind of tools that helps. People with phobias or any other severe conditions, mental or emotional. Barriers or challenges that they face and maybe it can help them through that like you know, treatment for at reatment methods, but those kind of, you know, it's going into the field of psychology and you know, abnormal behaviors and you know abnormal psychology and those stuff. So for that it can help. But for initial social material learning in the educational context, in the primary school and school, yeah, I don't see anything. Thank you so much for your time.

You're welcome.

## **Artifical intellignec (AI)**

Artificial intelligence (AI) is an evaluation of a computer-based system that is able to perform complicated tasks better than humans and is able to mimic human intelligence (Burns, Laskowski, & Tucci, 2021). Many people have different ideas about AI technologies; some people think and confuse such technologies as leading to destruction or salvation! However, in the 21st century, with highly tech-driven technologies, AI tools are revolutionizing the world. Many industries and fields were revolutionized by the influence of AI, like transportation, health care, fashion, business, weaponry, medicine, and especially the education sector (Dwivedi et al., 2021). Artificial intelligence (AI) is a powerful and wide-ranging technology that helps people integrate the data, analyze, and use all information to improve decision-making and make human life better and easier, like Sire, self-driving cars, and machine learning systems. The integration of AI tools into human life significantly changes how people live, work, communicate, and learn. Combining AI into education and learning is a life-changing innovation in the education sector that changed the traditional learning approach (Renz, Krishnaraja, & Gronau, 2020) by introducing advanced analytical services, error correction, immediate feedback service systems, and other educational tools that help students learn effectively and efficiently. Raising open AI technology in education has many benefits for students by providing personalized learning and generating information and data

based on their needs. Teaching through AI also enhances teaching effectiveness by helping students better understand, solve problems, and measure student learning progress. Allowing students to become more productive and active in learning procedures. AI is able to make content faster and answer sophisticated questions in a few seconds just with a single click.

## AI and the Social-Emotional Aspects of Teaching and Learning



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### Can AI adapt to socio-emotional aspects of teaching, such as building rapport and addressing emotional needs of students?

Emotion and feeling hold important roles within social context, specifically when people interact with one another, both verbally and non-verbally (Nkambou, 2006). Usually people convey their feelings in different ways like facial expression, gestures, and with talk. These feelings have an effect on people's decision-making and how they interact with each other. When it comes to learning, communication among teachers and students is crucial to transfer the knowledge effectively. In addition, cognitive skills, and emotions also play a significant role in the classroom. Teachers observing students understand interest, excitement, or confusion of students during teaching and it helps teachers to use proper teaching methods and approaches and totally influence how they teach more effectively. A system called AITS (Affective tutoring system) has been developed. This technology and tools are able to detect and understand the emotion and feeling of students during the learning procedure. Also this method adapts teaching methods and content based on both emotional and cognitive data, improving how students learn and interact with the materials (Nkambou, 2006).

According to K.K. Lj. (2016), it highlights the social-emotional aspect of teaching and learning and how it is important in the relationship between teachers and students. It has a significant effect on the learning experience of students. This connection is not only about transferring knowledge, but also it is about understanding emotions and feelings to provide a positive and constructive learning environment for students. Nowadays, AI is a hot and trending topic in the education sector and acts as a helpful assistant tool. Artificial intelligence is able to create supportive and friendly environments for students by recognizing and tracking students' feelings and emotions. AI tools by tracking and noticing some patterns are able to recognize the student feel and provide extra help and resources for students exactly like teachers when observing students in the classroom, AI by noticing pattern help and support students in learning journey (K.K. Lj., 2016). Still in the education system, the need for instructional design to consider students' socio-emotional development is needed and AI could be able address this matter in education. However, there is more study needed in this area (Jarvelä et al., 2000).

### **How AI can contribute to personal growth, emotional intelligent and overall well-being**

Quality of a human teacher is unique, like critical thinking and emotional connection with students. Currently, AI systems can not entirely take the place of humans in the classroom. Because the ability to understand something immediately, human interaction and ability to comprehend complex issues is irreplaceable in teaching, while AI has its own advantages it can not replace humans in teaching (Oritsegbemi, 2023). Teachers are capable of complex critical thinking. They are able to adjust their strategy and technique to fit the needs of the class and according to the situation. Furthermore, they are able to navigate complex topics and tricky questions, and creatively solve problems and challenges. However, Artificial intelligence provides valuable support and assistance that can not be matched with human capabilities.

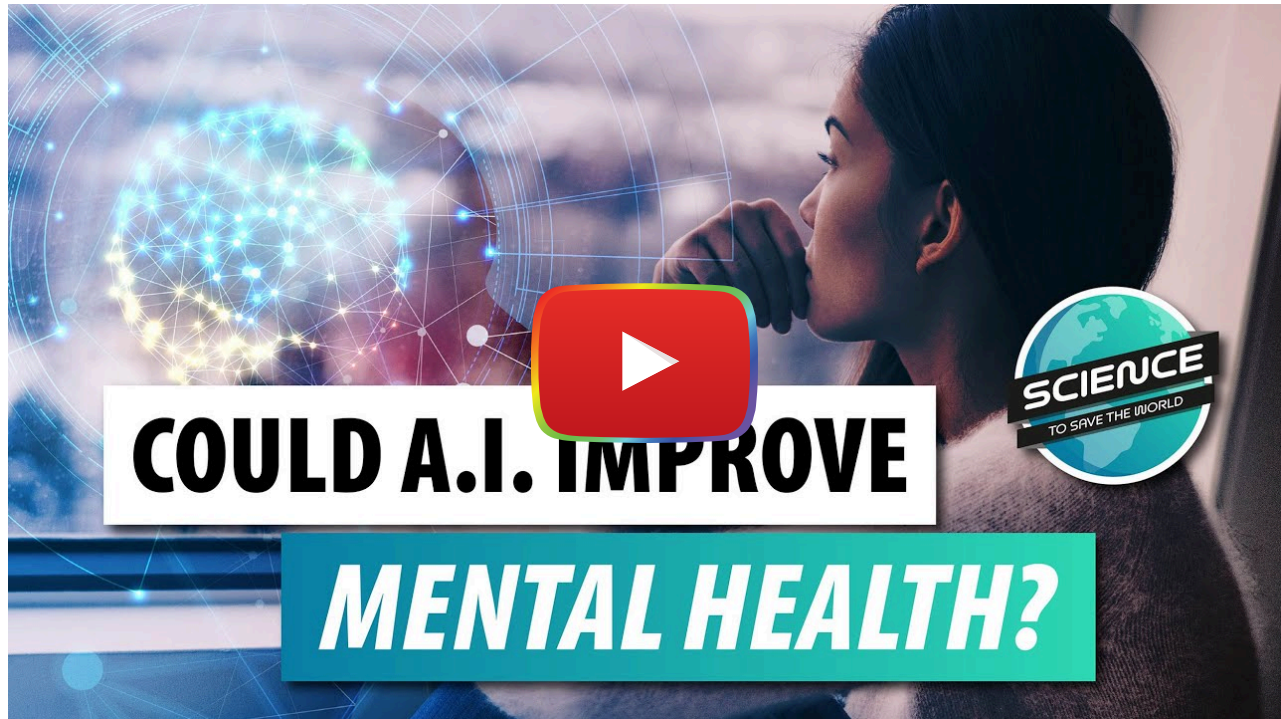
Furthermore, human teachers are able to build strong emotional connections with their students and demonstrate empathy, individualized support, understanding, and flexible and adaptive learning experiences. Also, besides teaching, teachers provide mentorship, assistance, guidance, and expressing sympathy (Oritsegbemi, 2023). While AI tools do not truly understand emotion and feeling like human beings, because these tools should process the data, information and follow specific instructions that they have not personal experience and feelings. AI by analyzing and recognizing patterns and response based and what it has been programmed to react and respond. On the other hand, Malik (2018) and Kshirsagar (2022) highlight the positive role of Artificial intelligence (AI) in the education system. They claim that AI is able to contribute to the learning experience positively to the learning experience of students in schools and universities. Based on their point of view, AI tools enhance different aspects of education such as self-reflection, creative thinking, and overall learning efficiency (Malik, Tayal, & Vij, 2018; Kshirsagar et al., 2022).

**"Self-reflection:** Artificial intelligence as a tool able to help students in reflection on their learning process by personalized feedback and data analysis. AI tools are able to recognize the strengths and weaknesses of students that need improvement, fostering a greater sense of self-awareness among students."

**"Creative thinking:** Artificial intelligence helps students in fostering creative thinking. AI technologies are able to introduce innovative ideas and learning methods as well as adaptive strategies, and encourage learners to explore and develop their sense of creativity in themselves. Another positive role of AI is that it is able to tailor educational content to individuals according to students' need to provide a dynamic and creative learning environment."

*"Learning efficiency: another positive point of AI is it has potential to enhance overall learning efficiency, by providing personalized learning experiences, real-time feedback, adaptive assessment. This adaptability ensures that each student can progress at their own pace, addressing their unique learning style."*

## Impact of AI on students mental well-being



[Watch on YouTube](#)

### Potential benefits of using AI

Artificial intelligence has the potential to increase care quality, improve access to care, and offer personalized treatment (Verma, Jain, & Yadav, 2023). AI tools are able to support those who suffer from mental health problems by offering individual and virtual assistants that can help and support them. Or consider that every person has a different experience with a mental disorder. This advanced technology is able to analyze vast amounts of information and patterns to understand what treatment is more suitable and works best for each individual. It is like having a personalized guide that offers personalized exercises and suggests coping mechanisms for each person. This level of customization can greatly improve the effectiveness of treatment. In the education sector, especially university students can benefit from the use of AI tools such as "controversial agents" and "social robots" to manage their social anxiety and stress due to workload assignments, exam pressure, and so on. Students are able to chat and easily communicate with these AI tools when they feel worried or stressed. Intelligent agents help students better control their feelings and emotions and have better performance in social settings by offering support and direction. (Rasouli, Ghafurian, & Dautenhahn, 2022). College students might experience mental health issues when they engage in different activities and social interactions that lead to anxiety and tension, which may have a negative impact on their academic performance and their social lives.

According to Dekker et al. (2020), almost every student during their studies experiences health issues like stress, depression, and anxiety. Also, many students who enroll in higher education leave without earning their degree. All these issues could be because they came to a new environment while they were trying to adjust themselves to tertiary education. Unfortunately, the university is unable to support all students and their personal needs and mental health problems who enroll in the university. To solve this problem and prevent mental health problems like depression and anxiety, universities using artificial intelligence (AI) are able to address these problems (Dekker et al., 2020).

*1."Chatbot Therapy: Think of a talking computer program that helps students deal with their stress or worries. It's like having a helpful conversation, but with a smart computer instead of a person. This idea has shown promise in supporting students' mental health."*

*2."Life-Crafting: This is like a writing exercise where students jot down their passions, values, and goals. It helps them focus and do better academically. The best part? It's not labeled as "therapy," so more students might give it a try."*

## Risk of using AI on education

Privacy	Compromising students' privacy by exploitation of data via face recognition and recommender system.
Bias and discrimination	Perpetuating gender and racial biases and social discrimination via automated scoring system.
Surveillance	Monitoring student activates via personalized learning systems and SNSs.
Autonomy	Jeopardizing students' autonomy and agency to govern their life via predicative system.

Potential ethical and societal risks of AI applications in education

## The future of education with AI and SEL



Discover the future of learning: AI embracing emotions to support students | pixlr-image-generator

These days the majority of people across the world are using AI-based technology in many different sectors and fields. Nevertheless, the advanced high-tech systems of AI lack the element of emotion and capability to analyze the data and information like human beings. Furthermore, integration of SEL principle into artificial intelligence development has significant potential to revolutionize education and these future advancements are able to create more emphatic and responsive educational tools, fostering holistic development by addressing both academic and emotional aspects of learning.

### **Future prospects and challenges of AI in the context of social emotional learning**

The future role of artificial intelligence in boosting and developing social-emotional learning is quite a complex topic, especially in the education sector (Schiff, 2020). Particularly nowadays, there is a lot of doubt about the advantages and disadvantages of AI in the education sector, while it is a trending topic in education. In my opinion, AI tools are able to help and support education by better understanding the feelings and emotions of students. By recognizing and understanding when students feel sad, happy, or confused, AI tools are able to recognize the feeling without being told directly by tracking the data, which is able to help and assist students in special ways, like suggesting things to feel better or guiding them to manage and control their feelings in a better way. As time goes on, AI tools will develop and become more advanced in the context of social emotions. By passing the time, AI tools will be able to help students and teachers connect better emotionally and bring significant changes in this field in the near future by making lessons

more personalized, adapting to how each student comprehends, and also supporting students to manage their emotions and develop their social skills. Overall, AI will get more involved, and it might have new challenges in finding new ways to help students without losing the human interaction that makes education more effective and special. How AI technology integrates with education and supports and develops social-emotional learning is full of possibilities and challenges.

Daniel Schiff (2020) discussed the potential of AI that can enhance teaching and learning, with AIED's system having the ability to imitate teachers' behavior, even promote socio-emotional engagement, and provide robust student differentiation (Schiff, 2020). For example, AI tools are able to teach students in different ways according to their needs and their learning abilities, exactly like a real teacher explaining a difficult and complex concept in an easy and simple way and guiding them through lessons. Furthermore, AI tools are able to understand and distinguish each student's different learning styles, so they can create personalized lessons for each student based on how they learn best. Furthermore, besides teaching facts and schools, the subject is able to support students' feelings and emotions, making the learning experience more engaging and supportive.

Chan (2023) also explores the potential challenges of artificial intelligence in higher education, while some groups have a positive idea about AI and may eventually replace teachers. On the other hand, the majority argued that human teachers possess unique qualities like critical thinking, creativity, and emotions and that these characteristics make them irreplaceable (Chan & Tsi, 2023). In addition, he emphasizes the importance of teacher-human interaction, which AI technologies cannot currently replicate (Chan & Tsi, 2023). It's crucial for teachers to effectively integrate with AI tools to enhance teaching and learning. Therefore, teachers need to understand how AI can work well. The future of education lies in the integration and cooperation between human educators and AI tools by understanding and refining their unique qualities. Teachers, students, and universities can effectively navigate the integration of AI, ensuring a smooth and impactful learning experience.

There is concern about the use of emotional AI in education because educational technology (Ed Tech) companies are trying to use this technology in their industry. McStay (2020) focuses on facial coding and emotional AI, which uses computer vision and algorithms to see, recognize categories, and learn more about facial expressions of emotion. McStay points out that concern about the use of emotional AI in education has been raised (McStay, 2020). He emphasizes the need for careful consideration of the ethical and legal implications. On the other hand, Ahmad (2021) is more optimistic, highlights the importance of accepting AI technology in education, and believes that AI is able to address modern challenges and boost learning. AI could be a big help in education, particularly in developing social and emotional learning, but its implementation should be carefully considered as an ethical issue.

## AIED Technologies | Proven and potential Benefits for Teaching and Learning

# Conclusion

## Summary of key points

The integration of artificial intelligence (AI) and social emotional learning (SEL) at the same time offers a challenging and promising future in education. Social-emotional learning is a key component in the development of a well-rounded individual, which includes self-management, self-awareness, social awareness, responsible decision-making, and relationship skills. In addition, the incorporation of artificial intelligence into educational practices brings innovative tools that not only impact academic learning but also revolutionize the socio-emotional aspects of teaching and learning. Undoubtedly, SEL is quite essential to education, particularly in these decades of rapid technological development. New technologies help education by promoting emotional intelligence and personal development. Moreover, AI-driven tools demonstrate the ability to improve and enhance SEL programs. Although AI tools cannot entirely substitute for the unique abilities that define human teachers, like critical thinking, emotional connection with students, immediate understanding, human interaction, and the ability to comprehend complex issues, AI tools are useful and valuable in the education sector because they facilitate self-reflection, stimulate creative thinking, and improve overall learning productivity. Its potential advantages also extend to mental well-being, providing individual learning and support for people who are experiencing stress and anxiety. Nevertheless, aside from the optional benefits of AI tools, some research highlights potential risks and ethnic considerations related to the integration of AI in education. Some challenges, like data security, teacher-student's roles, and the critical requirement for a moral regulatory structure to reduce educational disparities, In the future, social emotional learning and artificial intelligence will play complex and multifaceted role which need more and deep research and practical implementation to unlock the full potential of AI while navigating the challenges.

## Recommended readings

1. Monterubbiano, L., & Moroni, C. (2022). AI Supported Emotions Analysis: A System to Promote Engagement in Digital Learning. *International Association for Development of the Information Society*.

"AI supported emotions analysis: a system to promote engagement in digital learning" This paper explores the possible connection between facial expressions and learner engagement while using multimedia e-learning tools like tutorials, online quizzes, and learning games.

2. Gu, R., He, Y., Luo, Y. J., Liu, C., & Zhou, Y. (2023). The potential influence of new-generation chatbots on individuals with psychiatric disorders.

"Viewpoint: The potential influence of new-generation chatbots on individuals with psychiatric disorders" in this study highlights the potential impact of new technology chatbots, like ChatGPT, on individuals with psychiatric disorders. Also, this paper discusses why people with psychiatric disorders may be more likely to "addict" to these new-generation chatbots and how they impact these people's social withdrawal tendencies.

3. Tuomi, I. (2022). Artificial intelligence, 21st century competences, and socio-emotional learning in education: More than high-risk?. *European Journal of Education*, 57(4), 601-619.

"Artificial Intelligence, 21st Century Competencies, and Socio-Emotional Learning in Education: More than High-Risk?" During the last two decades, social-emotional competencies have gained important attention in educational policy. This paper contextualizes social and emotional skills, soft skills, and abilities in the context of technological change, machine learning, and the ethics of artificial intelligence.

**Share your Insights!**

## **KEY TERMS (GLOSSARY)**

**1.Emotional Intelligence:** The ability to recognize, understand, manage, and effectively use one's own emotions as well as the emotions of others for improved interpersonal relationships and well-being.

**2.Self-Awareness:** An individual's ability to recognize and understand their own emotions, strengths, weaknesses, and values.

**3.Empathy:** The capacity to understand and share the feelings and perspectives of others, promoting compassion, kindness, and effective communication.

**4.Social Awareness:** The ability to recognize and comprehend social cues, cultural norms, and the perspectives of different individuals and groups.

**5.Machine Learning:** A subset of AI that focuses on training algorithms to improve their performance on a specific task by learning from data and experiences.

**6.AITS(Affective tutoring system) :** A system of education, especially in some colleges, in which instruction is given personally by tutors, who also act as general advisers of a small group of students in their charge.

**7.Deep Learning:** A subfield of machine learning that uses artificial neural networks to model and understand complex patterns and features in data.

**8.Chatbot:** An AI-powered software application designed to simulate conversation with human users, often used in customer service and support.

**9.AI Ethics:** The study and practice of addressing the ethical considerations and challenges associated with AI development and use, including issues of bias, fairness, transparency, and accountability.

**10.AI Algorithm:** A set of rules and instructions that AI systems follow to solve specific problems or perform tasks, such as image recognition, recommendation systems, and data analysis.

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### Hakima Adeli

Hakima Adeli, a native of Afghanistan who grew up as an immigrant in Iran, holds a bachelor's degree in business economics from Kabul, Afghanistan. Currently, she is actively pursuing a Master of Arts in Education at the Asian University for Women in Bangladesh. Hakima has several years of experience in educational organizations and NGOs, primarily in roles related to finance and training. Her enthusiasm and passion have fueled her to continue her journey in the education field.

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## Domain-specific ideas for lesson planning, content development and learning activities

Tanny Das

Teaching Strategies

Lesson Planning

Student Engagement

Learning Activities

Content creation

Adaptive Learning

AI-Enhanced Education

Educational Transformation

Innovative Teaching Practices

*Welcome to the journey of educational innovation and transformation! In this chapter, we will look at the dynamic junction of artificial intelligence (AI) and pedagogy and how cutting-edge technologies may reshape the landscape of teaching and learning. We begin with a complete study of the various possibilities AI provides in the educational sphere, from lesson planning using chatbots to leveraging the power of AI technologies for content production and building interesting learning activities. Prepare to navigate the regions of linguistic considerations in AI integration, find practical applications through prompts, and comprehend educators' vital position in this emerging educational landscape. As we progress through this chapter, you will acquire insights into the seamless integration of AI and education, arming yourself with the knowledge and abilities to not only adapt to but also influence the future of learning. Prepare to embrace AI's transformational potential in education and discover new levels of creativity, efficiency, and engagement in your classroom.*



## Learning Objectives

After reading this chapter, you will learn how to:

- Apply AI-powered chatbots to generate prompts and ideas for effective lesson planning in various subjects.
- Incorporate AI tools into the process of creating engaging and diverse learning materials, such as quizzes, presentations, and interactive activities.
- Develop student-centered learning activities that leverage the capabilities of AI to promote curiosity, collaboration, and problem-solving skills.
- Modify existing lesson plans to incorporate AI elements, ensuring seamless alignment with curriculum standards and learning objectives.
- Analyze the effectiveness of using AI in lessons by observing student engagement, learning outcomes, and potential ethical considerations.

## Introduction

*"It's like a little magic box, right? You open it, and you start playing with it, and it's so immensely powerful and exciting. And so, I feel like it's an instant engagement tool in many, many ways. You can't help but get excited about it because it's so fast, and oftentimes, the results are stunning"* (Panke, personal communication, January 4, 2024)

In the realm of education, the integration of artificial intelligence (AI) has revolutionized the way we approach learning. As a student, I have been utilizing AI for the past year. It all began when ChatGPT was introduced, and everyone started using it for almost everything. It was really amazing to have someone who talks to you, answers all your questions in a logical way, and, most importantly, does things for you. During this time, I have learned how to make the most out of AI to enhance my learning outcomes in my field of study. Initially, ChatGPT's informative responses to my queries quickly captured my attention. What started as a curiosity soon became a game-changer in my academic life. ChatGPT was not just a tool; it became my virtual companion, available around the clock to answer questions, clarify doubts, and even engage in insightful discussions on various topics relevant to my studies.

However, ChatGpt is just the tip of the vast iceberg of this AI world. I have been using other AI tools for other purposes as well. One of the most significant advantages of incorporating AI into my educational routine was its role as a research assistant. I have used it to find relevant material, summarize, organize, and rephrase it. With the vast ocean of information available online, AI algorithms help me navigate research topics efficiently.

AI has also helped me as a teacher. I often use AI tools to make presentations to teach in class. Also, as I have been teaching math, AI's capabilities have been particularly invaluable in helping me explain complex concepts, create engaging visuals, and develop interactive lessons. With my personal experience of using AI for so many things, I have come to believe that AI can really be a game changer in the Education Sector.

In this chapter, I want to share my experience with the educators in my community. As a resident of Chittagong, I have seen that, while this city has a rich educational heritage, in many ways, the schools have yet to fully embrace the technological advancements that have reshaped the educational landscape worldwide. Teachers in Chittagong continue to operate within the confines of traditional teaching methods.

The examples in this chapter allow skeptical and hesitant teachers to begin to explore the possibilities that AI and modern technology can bring to the classroom. The aim is not to replace time-honored traditions but to supplement them with innovative tools. When thoughtfully integrated, AI and technology can strengthen our educational system, improve learning outcomes, and create more engaging and dynamic classrooms.

This chapter is dedicated to teachers in Chittagong schools as it aims to serve as a guide with practical examples of how to create domain-specific content, enhance lesson planning, and develop engaging learning materials.



## Methodology

I used a multi-faceted approach to write this chapter, combining interviews with high school teachers and students within my community, consultations with experts, a thorough literature review, and personal exploration of AI tools. The methodology is outlined as follows:

### Interviews with High School Teachers and Students:

The primary data collection involved conducting interviews with high school teachers and students in the community during the months of November and December. Despite some challenges, particularly in obtaining information from older teachers who generally denied the use of AI in the classroom, these interviews provided valuable insights into the prevailing attitudes and practices within my community.

### Expert Consultations:

Recognizing the limitations in gathering data from high school teachers, I interviewed three experts in the AI field to gain expert perspectives on the use of AI in education. The interview transcripts are given below.

## Interview Section with experts on AI in Education

### Interview with Mr. Asef (Transcript)

**[Mr. Asef is a lecturer at Khulna University of Engineering and Technology, Khulna, Bangladesh. To keep things anonymous, his name is kept hidden. Here, I am providing a Transcript of the interview.]**

**Interviewer:** Good morning. Thank you for giving me your valuable time today. Let's jump right in. Do you use AI to create content for teaching in your class?

**Respondent:** Absolutely! I have been using AI regularly for content creation for teaching in my class. One amazing thing about AI is that it can easily do research and gather information for me. It also helps me generate examples and amplify my ideas. That saves me a lot of time, allowing me to focus on the teaching method rather than panicking about what to teach.

**Interviewer:** That's good to know. Can you tell me the names of some AI tools that you incorporate in your teaching materials for creating content?

**Respondent:** Of course. I have been using quite a diverse set of AI toolboxes. I use Microsoft Editor and Grammarly to refine my writing; they help me detect grammatical errors and sometimes suggest better-written sentences. I use GPTs for crafting examples related to the content. Again, there are a lot of paraphrasing tools, but my favorite one is QuillBot. For visuals, I rely on Microsoft Designer and Bing Image Creator. What's amazing about them is that they can create eye-catching infographics and conceptual images if you can give them the right prompt. And they are absolutely free.

**Interviewer:** What about assessments? Do you use AI tools for creating questions or quizzes?

**Respondent:** Not much. But, yeah, sometimes they help me create scenario-based questions, like I give a specific scenario, and they do the work for me by creating questions based on those. But you need to be very careful about doing so. If you let AI do the whole work, they will create questions on a topic that you didn't even teach in the class. Your students obviously would not like that.

**Interviewer:** yeah. I understand. Let's move on to the next question. In what ways do AI tools enhance your content creation process and lesson planning? Can you give me some examples?

**Respondent:** yeah. I sometimes use GPT to customize complex calculations for students. I give it specific cost functions and some details, like the strengths and weaknesses of the students, and it generates personalized practice problems. In my "Engineering Economy" class, I took GPT's help to create interactive spreadsheets with adjustable variables. It allowed students to explore the impact of different decisions on project feasibility.

**Interviewer:** As most of the teachers mentioned, they find enhancing the engagement of the students a troublesome job. What is your point of view on this?

**Respondent:** Of course. Sometimes I think to myself how difficult teaching and keeping the students engaged would be if the AI tools weren't there.

**Interviewer:** Can you explain, please?

**Respondent:** Of course. Bing Image Creator is so amazing that it can transform abstract engineering concepts into captivating visuals. I describe the mechanics of a milling machine, and it generates 3D models or even short animations showcasing the tool's operation. In my "Machine Tools" course, these interactive visuals sparked an increase in student questions about specific mechanisms.

**Interviewer:** Is there anything else you would like to add?

**Respondent:** Yes. I let AI handle the repetitive tasks while I focus on the finer points of robot programming. AI question generators craft scenario-based simulations, and it frees me the time to design personalized troubleshooting exercises. In my "Robotics" class, AI-generated simulations of malfunctioning robots saved me hours on crafting practice scenarios, which allowed me to provide targeted feedback on each student's debugging skills.

**Interviewer:** Let's move on to the next question. Can you tell me how long you have been using those tools?

**Respondent:** I've been using AI tools for about one year now.

**Interviewer:** Have you noticed any notable changes in your productivity since incorporating AI into your content creation process?

**Respondent:** I can say for sure that my productivity has increased. I can create richer content in less time.

**Interviewer:** Have you observed any changes in students' learning outcomes or engagement since incorporating AI-generated content into your teaching?

**Respondent:** I've observed positive changes in both outcomes and engagement. Students find AI-generated content visually appealing and relatable. I believe they also understand things better now.

**Interviewer:** How do you stay informed about new developments and advancements in AI tools for education?

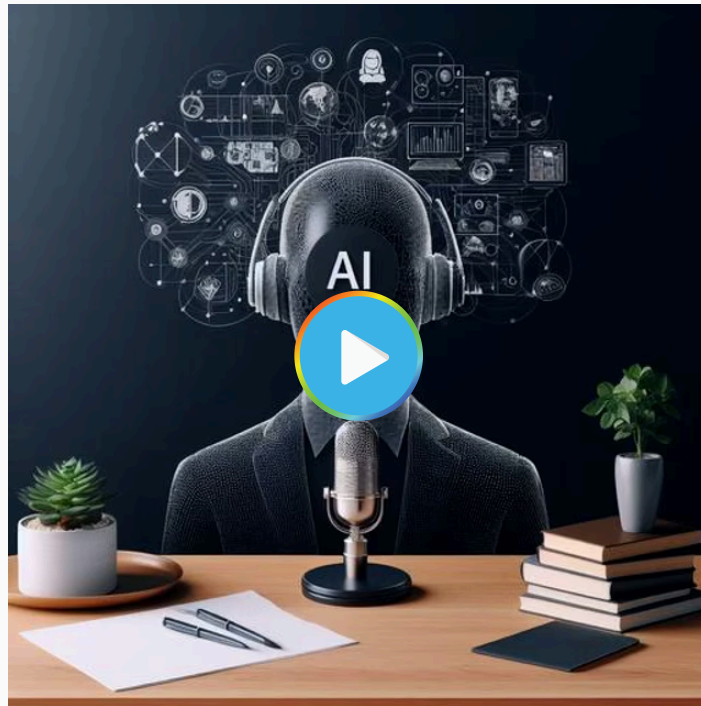
**Respondent:** I stay informed through online communities, publications like EdTech magazine, and attending sessions focused on educational technology. Additionally, I was also introduced to many tools by my colleagues, including YouTube videos and MOOCs.

**Interviewer:** Do you have any recommendations or best practices for educators considering integrating AI into their teaching methods?

**Respondent:** For educators considering AI, I recommend starting small and focusing on tools that address specific needs. Choose tools that align with your teaching style and involve students in the process. You will not master the use of AI overnight. Take the time and learn. One more thing: don't let it overpower you.

**Interviewer:** Thank you so much for sharing your insights and experiences with us today. I appreciate your time and expertise. Thank you again for being part of this discussion.

Interview with Dr. Stefanie Panke



[Watch on Vimeo](#)

See the transcript of the Interview

**Interviewer:** So, professor, my first question is, can you tell me the names of some AI tools that you incorporate in your teaching materials for creating content?

**Respondent:** Yeah, thank you so much. In my work as an adjunct professor at different universities and different programs, graduate programs, For one thing, the Master of Education at the Asian University for Women, but for another thing also the Web Science Program. That is an international master's program organized by Cologne Technical University in Germany. I used a variety of AI tools in concert with other educational technology tools. But what really impressed me was the ability to take, for example, my PowerPoints and my notes pages from PowerPoints and turn those into handouts or even outlines for book chapters and textbook chapters. What also really has improved, I believe, is my teaching. is the ability to create case studies or learning activities quite easily. So sometimes I'm struggling with how to explain a technical concept or a technical idea and then I can just simply ask chat GPT or Bard or Bing. Well, can you give me some ideas on how to explain this? Maybe tell me how you would teach this with Legos or tell me how you would teach this using Post-its. So, I really use it as a creative tool. And then there are also video generative tools. I've particularly leveraged Pictory. I think I'm ready to hit pause on that because, with all AI tools, they can become quite expensive if you move to a monthly subscription fee. And so, I'll probably create a few more videos and then end my subscription for a while. But it has been great for helping students create video content, but also transforming some of my own material into shorter videos in the hope that this will make it easier for students to get into the topic and actually read the assigned readings or read the chapters. And then lastly, for creating multiple choice questions or for creating variants in multiple choice questions. So, for example, you have a set of 10 questions, but you want to make those 30 or 40 questions so you can draw randomly from a pool and make the quizzes more comparable. That is a fantastic tool and time saver. And then, it's also quite useful for creating things like summaries or learning objectives that precede a text or a chapter or a presentation or material. Yeah, those are some of the ways in which I use AI.

**Interviewer:** So, what was the name of the last tool that you mentioned for activities?

**Respondent:** So, the primary tools that I've been using are text-based tools or text-generative tools, video-generative tools, and image-generative tools. I'd say the most; the majority of my time is probably spent on text-generative tools such as ChatGPT, Bing or Bard. And I typically move around between those. Then, for video generative tools, I chiefly worked with Pictory, but I am also now exploring a new tool called HeyGen. And it is really, really fascinating because it can translate video content. So, I can say something in German, and it can automatically translate it into English. It can also pick up your speech pattern and your accent. It can create naturally looking and sounding videos from text scripts, which is amazing. Lastly, I use image-generative tools, oftentimes just to make my course pages look more interesting and add a little bit of visual appeal to the course material. For that, I tend to use the Bing Image Generator. I've also played with Dali. I think the results are somewhat similar. And Bing Image Generator is free. So, I like three. And so that has been very, very helpful, also for creating strong visual metaphors. So if you. When creating good PowerPoint slides or just strong visuals for your course material, I think that's a great option.

**Interviewer:** So, I'll move on to my next question. My next question is, do you use AI tools for assessing a student's work or performance, or if you are using them? So, in what ways have they enhanced the assessment process?

**Respondent:** Yeah. I have not done that yet. And I'm kind of hesitant to do so because it just doesn't quite feel right. I have done this not only to assess student work but also to do peer reviews for journal articles. So, I didn't. So, I used it to, for example, I didn't like, or I didn't think one section of an article was strong. So, I was going to criticize it. But then I was like, maybe that's just me. Then, I also wanted to create a positive response or some positive feedback. And so, I use that to say, OK, please generate a positive response and affirming response for this. And then also, please, the AI tool, point out the ways in which this could be improved. And then, I cross-checked that against my own judgment. And I think that could potentially be a good way to review student papers. However, I do feel that. AI oftentimes tends to be very repetitive in its patterns and language patterns. So, I worry that it gets more and more boring and less and less and less original. So oftentimes, it's tricky to get good output out of it. So sometimes, it amazes you with sparks of creative genius, and sometimes you're like, this is just terrible. So, while it can really save time, it can also sink a lot of time. Depending on how fast you are, reading and then giving feedback can be both a help and a hindrance. I will say it is fantastic since I'm not a native English speaker, and most people I work with are non-native English speakers. If I want to make sure that things are grammatically correct and don't have any spelling errors, vocabulary mismatches, or misuse of words, I can use a tool like ChatGPT as a strong copy editor. So that was fantastic. Thank you, Professor. So, my next question is like, do you use AI to create learning activities for students, like to enhance that engagement in the class? Most definitely, to plan learning activities. I have not used it yet live in class to incorporate a learning activity. And I would be interested, maybe I'll find some ideas in your chapter about how to do that. But you can certainly use AI to role-play. So, it might be a great way to create engaging learning activities where every learner has AI-led conversations based on a set of problems that are agreed upon or that are used across, and then everybody can share their experiences. I can see that works well. I haven't tried it out yet. Okay, Professor.

**Interviewer:** So, my next question is, like, can you tell me some of the challenges that you have been facing while incorporating AI tools?

**Respondent:** I think the biggest challenge is that, especially if you work with students who are less experienced writers, they let AI take over. And then suddenly, everything you get from your students is AI-generated, and they think it's great. And you think, oh, I would much rather read what you think. I really don't care about what Shad GPT thinks. I want to know what you think about this. And so, there's a huge danger that it takes over people's thoughts and their own voice because it sounds, in a way, it sounds more professional. You know, it sounds like it never says; it feels like it cannot say anything wrong. It always hedges, oh, well, on the one hand, and the other hand. And so, you don't get an actual argument anymore. You don't get an actual opinion anymore. And that's something I've been struggling with navigating, and I've been struggling with teaching. The other big challenge is, especially when I use it for copy editing tasks, you can very clearly specify, oh, I want this to be edited very lightly, only grammar, maybe light style, remove repetitive words or remove incomplete phrases or sentences, but otherwise leave it as is. And if you have a longer text, it'll just go on and generate something completely new and completely different. So, you have to be fairly diligent and work almost paragraph by paragraph or section by section so that you have control over the output. You retain strong control over the flow of the information so that it doesn't become overly generative, that it just does the work that you wanted to do and not something else. Professor, thank you.

**Interviewer:** So, my next question is, have you noticed any notable changes in student engagement or outcome after you have started using AI in your classroom?

**Respondent:** Yeah, for one thing, it's like a little magic box, right? You open it, and you start playing with it, and it's so immensely powerful and exciting. And so, I feel like it's an instant engagement tool in many, many ways. You can't help but get excited about it because it's so fast, and oftentimes, the results are stunning. And that's a plus side to student engagement. And the minus really is that then suddenly, everything you get sounds like chat GPT. And you feel like, Okay, maybe we just have my AI talk to your AI. So you lose that actual human interpersonal aspect of teaching and learning that I feel is what makes it all worth it. So it's a bit of a double-edged sword, I'd say.

**Interviewer:** Okay, Professor. So my next question is like, Do you have any recommendations or best practices for educators who are considering integrating AI into their teaching methods?

**Respondent:** I think a playful approach is probably really, really good. So, I would take a class or take a lesson or do something that I always wanted to do. Still, you never had the time to do so and recognize that suddenly you will have the time to recognize that you have this 24-hour unlimited patient assistant that can help you write summaries and create handouts. summarize readings, create questions, create sample answers, create sample solutions, provide better feedback, and do all these things in a very, very short turnaround. So, in a way, it really levels the playing field for teachers who have a lot of resources, who work in a large department, have their own. staff or have their own lab, have their own assistants, and for programs who are much less resourced but have teachers who are just as engaged. And on the K-12 level, this is the difference between schools with a lot of resources, with well-organized parent-teacher association that does a lot of fundraising, and schools who don't have any of that. But again, who have teachers who would want the same outcomes in the classroom, who wants the same quality of material, the same quality of lesson planning and engagement. So I think this really, really can give you additional time if that's the one thing that I think is oftentimes a limiting factor for educators to try out new things. They're

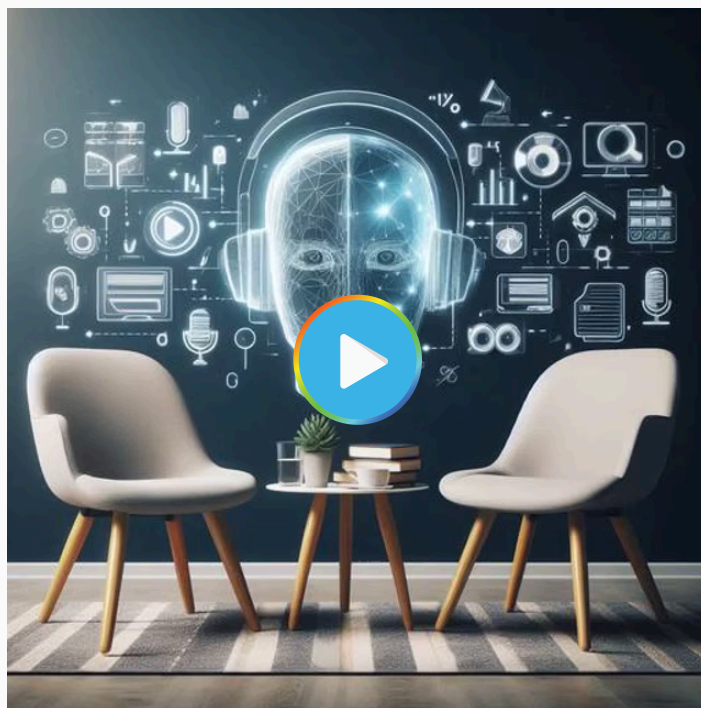
like, oh, I don't have time for that. And with this, you probably do have time. And you probably can create something amazing that you feel really proud of and that you will want to share with your students. And then the other part is, now that you've yourself had that experience, maybe you can enable that for your students as well and turn them into, you know, just recipients of AI infused content, but also creators of content, make them explain things through AI conversations through AI tools and ask them, well, how should we use AI in this class for teaching and learning purposes? And maybe they'll come up with ideas that amaze you.

**Interviewer:** Okay, Professor. So my last question is like, there are some educators who are still hesitating to adopt AI in the classroom. So is there any specific strategies that you would recommend to ease the integration process? There are some educators who are not willing to adopt AI, just thinking about the challenges.

**Respondent:** Yeah, I can totally understand that some educators are very hesitant to use AI tools. I do think this is not one of those technologies where you, on the long run, will have a choice to completely ignore it. I think it'll become such an important part of your information ecology that it's like ignoring the internet. It just doesn't work. And the other part is that the more you are versed in understanding AI and generating AI output, the more you're able to recognize patterns, the more you're able to recognize, OK, this is AI generated, but it's done very, very well. Or this is AI generated, and somebody spent exactly 20 seconds on this and copied and pasted the answer. So the difference between those two, or this is completely, this seems to be written completely without AI. So the difference between these two these things, these types of output that you will see in your student work, I think is an important skill set for educators. The other part is that you probably want students... Well, on the one hand, you want students to obtain foundational skills. And writing and thinking through writing and thinking through oral debate and discussion and expression, thinking through actually spending time reading and deciphering the thoughts of in a scholarly article. All those are foundational skills that if you don't do them by hand or without assistive technologies, you will probably miss out on core principles and core foundational skills. However, you also then need to understand, okay, how can this work easier with technology, faster with technology, because that is the world that you will enter in the workforce. And I don't think we should create a world especially in higher education. In K-12s this might be different, but especially in the lower grades I think there is something to be said of keeping technology doing maybe more hands-on and less technology-mediated activities. But for older students and in tertiary education and higher education or vocational training, you just need to understand, okay, these are the tools that will define your work context. So you need to enter the workforce with the skills and the skill sets that will allow you to leverage these productively. And again, at the same time, it's a question of balance. It's a question of diet or information diet to also have like hands-on activities of writing by hand, of drawing by hand, and of using those inputs to organize your thoughts and clarify your thoughts, and then move on to the technology. So is there anything you want to add, Professor? I think just in general, maybe the encouragement to think about AI critically and creatively and don't think that somebody has it all figured out and you can know so much more than you do because with many of these tools... people are at the same level, they are all just beginners, and they're all just now beginning to understand what this means for education, what this means in a classroom. And you are going to be the expert on your own practice as a student or as a teacher. You know your classroom, you know your environment, you know the constraints of the situation and the context of your learners. and your own ideas are really valid and really important. I also feel like this is a moment where we really need to build community of teachers and students to come up with ideas that come out of education and that are not solely driven by a technology.

**Interviewer:** Okay professor, thank you so much.

Interview with Dr. Todd Cherner



[Watch on Vimeo](#)

#### See The Transcript Of The Interview

**Interviewer:** So, my first question is, can you share some details about your current projects or initiatives that are related to AI for teachers? My professor mentioned that you are currently working for AI for teachers. So, I wanted to know about some of the projects or initiatives that you are currently working on. Yeah.

**Respondent:** So, two of them, I'm thinking about best practices for prompting AI. So like, how do you help teachers prompt AI? I think right now, you know if you can get into AI, okay. But then how do they use it? And I think some of that goes to building their AI literacy. And I'm reading about that and thinking about different strategies around that. But I think before you start using the AI tools, you must build AI literacy. And then I think part of that AI literacy is getting the people in there to start prompting the different tools and things of that nature. So, I have been thinking about how do we prompt AI? Cause there's a lot of different ways out there. And, like, what's useful to teachers? Like, do they really need to know the chain of thought and tree prompting methods? Or can they get by with something that's not as technical, you know? So, I think about that a lot. The second thing I think about is, you know, how can we use AI to create cool products? You know, so one of the things that my students do is we are attempting to write children's books using AI to where AI actually writes the children's books, and then we edit the children's books, and then it generates images to go with the content, and then you know you can take that content and continue to manipulate it into something that's engaging, but it takes out the illustrator and the author of the children's books and replaces it with AI. And personally, I do not know if that's a good thing. There's a lot of me that's like, maybe this is not a good thing. It's like there is a human element to writing stories, but with AI, that changes. But then, like, what's the difference between AI writing a study guide versus AI writing a children's book? Because if it writes a study guide, then AI is identifying the information kids ought to know, not the teacher. you know, the same thing. Like, do you really want a machine writing about human experience and a children's narrative? That also becomes a question mark. So, I guess those are some of the things that I'm working on, but I also have some concerns about them. Yeah, thank you for answering that.

**Interviewer:** The next question is like, so you are working for, like, you are working on the, like, how teachers can use AI. So, what are the primary challenges that you think teachers face?

**Respondent:** So, the first thing I think that they face is, it's one more thing to do. It's one more technology, and there's probably, I know, a lot of teachers who are like, I'm good. You know, like I've had enough of these technologies. Like, so I think there's just this overwhelming, they feel overwhelmed, right? And so, I'm just like. I think that's the first challenge. I think the second challenge is knowing which tools to use and which tools may not be used. The third is there's equity, there's costs. So, there are paid-for products and not paid-for products, which I think are challenging. Access is clearly an issue. I think that goes back to cost, but like how are they to do it? And then, do teachers know how to use the AI? The odds are probably not. And then, I mentioned which AI tools to use, but right now, everybody's hot on ChatGPT, which is great. It's a wonderful tool, but there's a whole bunch of other tools out there. And I often say chat GPT is kind of like the Coke of AI. There are a lot of different types of soda out there, not just Coca-Cola. There are a lot of different AIs out there, not just chat GPT, but sometimes we just call it chat GPT, like we call it Coke. So, I think there's that. Obviously, I think there are privacy concerns. I think there are data-sharing

concerns. I think there are misuse concerns. So onward and onward and onward. So, I think there's a lot of those types of things that are problematic.

**Interviewer:** Yeah. So, I have conducted some interviews with some of the teachers in Chittagong, but I have seen that like most of the teachers do not even like using AI; like my interview revealed that they are not even introduced to AI, especially the high school teachers. So, one of the constraints that they face is that technology, like they are not...that technologies are not available or resources like mobile phones or laptops are not readily available to them. So how do you think we can address this problem? Like, is there any?

**Respondent:** You know, so a couple of things on that. A, I don't think that's unusual. The adoption rate of AI in the United States is also very slow. And I think you get people who are fast movers who are using it a lot more compared to people who are not, you know? But again, you know, I tell people all the time, like, pretend it's 1996 and you just saw a website for the first time, you know? Like that's essentially where we are. And then you're like, you know, those websites existed in different ways before, and AIs existed in different ways. Gen AI and generative AI are different. And people at some point will start engaging with it, or they won't, you know? And if they don't, that's okay for a time, but eventually, they'll become outdated and surpassed by people who do. So, I'm like, you're in a paradigm shift, and it's not unusual for people in a paradigm shift not to adopt the new paradigm quickly or at all. And so, I'm like, you're just at the beginning of a paradigm shift. Like it's, it is okay. It is okay. But, and the big but is that, you know, eventually it's not going to be like, it's like not preparing people to use a laptop or not preparing people to use different software programs like Microsoft Word or Google Chrome or whatever it is that we're using Google Drive, excuse me. So, I'm like, some of that stuff's just going to get aged out over time. I mean, that's just natural. So, I was saying that it will take some time, but people will eventually adopt the AI tools. Well, they're either going to adopt AI, or someone that can use AI eventually is going to take their spot, probably. I mean, you know, I mean. I'm just thinking about all the different jobs that are out there. And I'm like, I mean, the person who cleans my teeth, she's using AI to find plaque on my teeth now, you know? And so, I'm like, what do you mean they're not using AI? I think there's some training that needs to happen. And I think there are a lot of concerns around AI, but more people will eventually use it than not. And I think we're just getting to that point.

**Interviewer:** So, my next question is, can you provide some examples of AI applications that have shown positive results in the educational context? I mean, for teachers.

**Respondent:** No, no, I cannot. And I don't say that to be haphazard, but I haven't seen any teachers start using it well yet. I think the teachers are starting to learn it for themselves. And I think for people to go in there and be like, hey, you're not using AI, why not? They need time to learn about it. I'm like, it's like, I mean, I'm supposed to be an expert in the field, and I'm still learning about AI. So, when you say are people using generative AI well in K-12 classrooms or secondary classrooms? The answer is probably not yet. I'm like, people need time to learn it. The research isn't there for it. Best practices have not been adopted. I mean, we still can't essentially say if a paper has been written by AI or not. We might have hunches, but I mean, I don't know. So, I think all in all, a lot of times, that's going to have to happen before we can use it well. And I mean, think about this too. Think about social media, right? Social media came out. Everyone was all the, it was the jam. All the teachers wanted to use social media. People were on Twitter, and they were on Facebook. I mean, heck, they were on Myspace trying to do all that stuff. And then, you know, look what happened. So social media comes out, and wow, it's affecting our children, it's affecting our teenagers, there are body issues, there's cyberbullying, there's misinformation. People are getting hurt by social media. They don't know how to do that. And I'm like, it's not like those things aren't going to happen with artificial intelligence. And so maybe slowing down and thinking about what we're doing and what this represents is good. Also, I think the way that some of this AI stuff was created was completely illegal and completely did not do any copyright. Chat GPT is getting sued by the New York Times, a big newspaper, because the New York Times did not want them to train Chat GPT on the articles from their newspaper. To me, that's super reasonable. You know, as a researcher, I can't do stuff without permission, but you're letting a private company come in and just ignore copyright. I'm like, they should get sued. And the New York Times is suing them. So, I'm like, how far do you want them to go when there are all these questions out there? So no, no, I don't think teachers are using it well, and nor do I think they should be using it well. I think they should be learning it, and I think they should be approaching it with caution.

**Interviewer:** Yeah, so, Like, students are already using AI. So, if the teachers, I think, are not using AI, they will be like, lagging.

**Respondent:** I mean, as you know, it's an interesting one. Like, I have a niece, and she is blatantly using Chat GPT to cheat, you know, and that's how she's like, write me an essay about this. And then she's turning that in. Yeah. And I'm like, is that the best way to use this tool? Is that what you really want to be doing? Because I'm like, yeah, it might, in the short term, get you a passing grade. And even that's questionable because the teacher should be able to be like, I think that's Chat GPT. So, I'm like, that's questionable. But what happens when that student uses it in the long term? Who continues just to write their essays for them? Eventually, they're going to be asked to think on the spot. Eventually, they're going to have to use some critical thinking ability or some creativity, and they're not going to have that resource available to them. So, I think there could be a deficit of skill development if they're using this. I think there's, I think there could be a deficit of skill development. And I think that needs to be considered. And I think students who are using that to complete assignments without considering that, hey, I'm not developing all the skills that I should, I think they're going to end up paying dearly for it in the long run. And there's part of me that hopes they will be paying dearly for it in the long run. Like cheaters shouldn't win. If you cheated and you did all your stuff

with ChatGPT, Great for the short term, but I hope you get in serious trouble later because you did not, you were not acting ethically. And I hope the people who act ethically and do the work prosper. But that's just my mindset on it.

**Interviewer:** Yeah, thank you so much. I have one last question, which is like, yeah, what strategies or programs do you recommend for preparing teachers to use? AI in the classroom? Like are there any specific programs?

**Respondent:** Oh, I think what people need to do is learn a prompting strategy that works for them. You know, like I have mine, other people have theirs, but I think they need to learn a prompting strategy. That's the first. The second thing that I think that they need to do is practice using chat G or not chat GPT. See, I'm guilty of it. They need to practice using some different pieces of AI. Yes, chat GPT is one of them. But I'll tell you, my favorite piece of AI is called perplexity.ai. You know, I just saw the new one that came out, pica. Art, P-I-K-A dot art. And I'm like, now it's making text of videos? I mean, the video's only like three seconds, but like now you're seeing that. And so, I'm like, they need to start building their familiarity with these different tools and things of that, but I think that's the place to start. I mean, I think, I think it's, I think chat GPT represents a big challenge, or generative AI presents a big challenge. And I think the institutions that prepare teachers, the institutions where teachers work, the schools, all that, everybody's part of this, you know? And I'm like, the cat's out of the bag. It's not going to go away. I think there's bad government on it. I think there are bad policies on it. And I think it's, I think there are elements that are very scary. So, I mean, there's work that needs to be done. There are more questions than answers right now. And I think that's an okay place to be, but they also release the technology. So, people are going to be using it. And so, I'm expecting some bumpy years ahead because of this. Yeah, I think you are cool.

**Interviewer:** Thank you so much for being here today.

HIDDEN CONTENT

## Literature Review:

Next, I did a comprehensive literature review to understand the existing research landscape on the utilization of AI by teachers. However, as anticipated, the literature revealed a scarcity of studies in this specific domain. As mentioned by Dr. Cherner, "There are more questions than answers right now."

## Personal Exploration:

Considering the limited data obtained from interviews and the paucity of research in existing literature, I conducted my personal exploration of AI tools. This involved hands-on exploration of various AI tools, reading articles, and leveraging instructional content from YouTube videos.

By amalgamating insights from interviews, expert consultations, literature reviews, and personal exploration, I made sure that this methodology ensures a comprehensive and nuanced understanding of the current landscape of AI usage in high school education within my community.

## Student and Teacher Perceptions of AI

My interview with the high school teachers was about how they use AI in teaching, content creation, and other areas. However, as mentioned earlier, the outcome was not robust because almost all of the teachers stated that they do not use AI. Then, I tried to look through some literature to see if the situation was the same throughout the country. However, few studies on the use or perception of AI by teachers have been conducted, which is a very unfortunate situation for our country because, in my opinion, if you are not using AI and taking advantage of the digital world, you are lagging. That's when the idea of writing a chapter on how teachers can effectively use AI struck me.

One of the teachers I interviewed said he sometimes uses AI to generate examples on various topics that he cannot think of on his own. He also mentioned using AI to create visual presentations for his students, but he didn't mention using AI for lesson planning, grading students' papers, or asking exam questions. When asked why, he explained that our education system has yet to be fully digitalized, and students must still take their exams on paper. It's nearly impossible to convert them into soft copies for AI analysis. When asked why she does not use AI in her classroom, another high school teacher explained that she does not own a laptop. She also stated that this is a common scenario for almost all high school teachers who are not of this generation; they either do not have a laptop or do not know how to use computers. Another high school teacher claimed

that Bangladeshi teachers, including herself, continue to use traditional teaching methods. Nothing is taught to students outside of textbooks, which is why, despite having her own laptop and using it for her own purposes, she never felt the need to use AI for teaching purposes. When I asked Dr. Panke regarding her use of AI in the assessment process of student papers, she replied, "I have not done that yet. And I'm kind of hesitant to do so because it just doesn't quite feel right." However, she mentioned extensively integrating AI tools into her teaching methods. According to her, she primarily utilizes text-generative tools such as ChatGPT, Bing, and Bard, as she appreciates these tools' capacity to transform PowerPoint notes into handouts or outlines for book chapters. She leverages AI to generate case studies and learning activities and seeks assistance in explaining technical concepts by consulting AI models like ChatGPT, Bard, and Bing. She mentioned the use of video-generative tools, specifically Pictory and HeyGen, which aid in creating video content, translating spoken content, and maintaining visual appeal in course materials. Additionally, she uses image-generative tools like Bing Image Generator and Dali to enhance the visual aesthetics of course pages, offering a range of visual metaphors. She also finds value in AI for efficiently generating multiple-choice questions and variants, thereby saving time and improving quiz comparability (Panke, personal communication, January 4, 2024).

Again, Shirin (2022), in one of her studies, assessed Bangladeshi teachers' familiarity with and perceptions of Artificial Intelligence (AI) in education. She found that most teachers (97%) had limited to decent knowledge about AI, with only 7% claiming to know a lot about it. When tested on AI-related statements, 71% of teachers provided 60% accurate answers. Regarding AI-assisted educational tools, 35% were unsure if they had used them, 21% had never used such tools, and 43% had previously utilized them. Teachers were then asked about their perspectives on employing AI in education. In terms of positive aspects, 92% believed AI could save time in finding teaching materials, while 78% thought it could assist in administrative work. Concerning negative aspects, 57% felt that learning to use AI would require effort, and 43% doubted AI's ability to replace human teachers. Teachers expressed that students prefer human interaction over machines. She also explored the impact of teachers' experiences on their responses. Those with over ten years of experience (21%) and a Ph.D. from a different country showed more use of technological tools. While 32% were unsure if their tools used AI, 50% believed they did, and 7% thought otherwise. In the discussion, the study noted that most teachers perceived their AI understanding as limited or basic. However, their positive attitude towards AI in education aligned with the belief that it could aid in resource finding, lesson planning, and homework evaluation. Despite minimal concerns about job replacement, teachers worried about the time and effort required to learn AI. They expressed reservations about AI's ability to perform tasks accurately and its potential impact on human-to-human contact in education. Teachers' concerns align with FATE principles, emphasizing fairness, accountability, transparency, and ethics in AI technology adoption (Shirin, 2022).

There is no literature on students' perceptions of teachers using AI in the classroom. My interview with the students gave me some useful insights. One student, for example, stated that she would be pleased if teachers used AI to grade their papers because AI would provide an honest assessment of the paper. She stated that teachers in her school frequently act partially when marking students because they tend to give higher grades to students who already have higher grades. Another student expressed her desire for teachers to use AI for lesson planning because she dislikes the traditional teaching method. She had seen some YouTube videos of how teachers in Western countries taught their students, and she liked the method. She would like to see the same methods used in her classroom. Another student liked the concept of personalized learning and would like to see it used in the classroom. Finally, one of the students stated that she would like to have some learning activities inside the classroom because it would make the classrooms livelier.

Finally, as the global educational landscape evolves, the incorporation of AI presents a significant opportunity for significant advancements. The perspectives of both teachers and students shed light on existing barriers and the potential benefits of incorporating AI into Bangladeshi classrooms. By addressing issues such as technological access and resistance to change, educators can use AI to create more dynamic, personalized, and engaging learning environments, preparing students for a digital future. My chapter is dedicated to those teachers who want to increase their productivity in teaching but don't know how to do so. By providing some ideas on how teachers can plan their lessons, create relevant content, and generate some ideas for learning activities inside the classroom, my chapter aims to empower educators to integrate AI into their teaching practices effectively. In a landscape where traditional teaching methods are predominant, this chapter seeks to bridge the gap between teachers' aspirations for increased productivity and the practical implementation of AI tools.

Now, in this chapter, we'll look at some of the ways teachers can leverage AI in their classrooms.

## AI Prompts for Lesson Planning



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Lesson planning is the systematic process that teachers undertake to outline and organize the instructional activities, materials, and strategies for a particular teaching session or unit of study, involving careful consideration of learning objectives, curriculum standards, and the diverse needs of students. In this new era of AI, traditional teaching methods no longer are feasible for several reasons:

### The Teacher's Struggle:

Mußmann et al. (2020), in one of their studies, found that teachers work 48.5 hours a week on average. However, of these 48 hours, only a mere 35% is devoted to direct teaching, while a significant chunk is allocated to preparation, follow-up, travel, and other non-teaching activities. This discrepancy not only impacts the quality of lessons but also raises stress levels, making it imperative to explore innovative approaches that can alleviate the burden on educators (Mußmann et al., 2020; Pender et al., 2022).

### The Pandemic Paradigm:

The COVID-19 pandemic has driven the education sector into a new era in which digital tools and strategies are no longer optional but required. As we all know, the effectiveness of lesson planning is inextricably linked to the quality of classroom delivery and students' learning opportunities. As the digital realm grows in prominence, there is an urgent need to integrate artificial intelligence (AI) into the educational landscape to support and enhance the critical process of lesson planning (Pender et al., 2022).

In response to the challenges described, AI emerges as a game-changing solution for teachers struggling with lesson planning through a process named AI-enhanced lesson planning. It is the process of utilizing Artificial Intelligence (AI) technologies to streamline and improve the various aspects of lesson planning, including but not limited to concept explanation, example generation, and assessment design, with an aim to alleviate the time burden on educators, allowing them to focus more on direct teaching and student engagement.

### The Power of AI in Example Generation for Enhanced Concept Understanding

One of the most challenging aspects of teaching, as we all know, lies in effectively conveying complex concepts to students of varying backgrounds and learning styles. Traditionally, teachers have relied on a combination of textbooks, diagrams, and real-world examples to illustrate concepts, but this approach often falls short of providing the depth and breadth of examples necessary for a comprehensive understanding on the part of the student. However, when presented with new and difficult topics, providing numerous instances helps students comprehend things better. If students are just given one example, they may concentrate on the surface features of that example rather than the underlying concept. Multiple instances of a single topic may assist students in decontextualizing the idea from the example, resulting in improved retention and comprehension (Mollick & Mollick, 2023). This is when the idea of AI can come to use. AI models, particularly large language models like ChatGPT and Bing AI, possess the remarkable ability to generate a vast array of examples tailored to specific concepts and student levels. This capability revolutionizes the way teachers approach concept explanation, enabling them to provide a more comprehensive and engaging learning experience for their students. Imagine a biology teacher seeking to illustrate the intricate process of photosynthesis. By providing a concise prompt that specifies the concept and targets the student level, the teacher can instruct the AI model to generate a multitude of examples. Within seconds, the AI model produces a rich

tapestry of examples, encompassing various plant species, diverse environmental conditions, and real-world applications of photosynthesis. Similarly, a mathematics teacher seeking to deepen students' understanding of fractions can utilize the AI model's example-generation capabilities. By providing a prompt that outlines the concept and difficulty level, the teacher can generate a plethora of word problems involving fractions, ranging from beginner to intermediate levels. This abundance of examples allows students to explore the concept from multiple angles, fostering a deeper grasp of fractional relationships and their practical applications.

## AI Prompt for ChatGPT/Bing:

- Choose a challenging concept you aim to teach students comprehensively.
- If using an internet-connected AI like Bing, instruct the AI to research the chosen concept using authoritative sources in the field.
- Specify the need for generating numerous and varied examples related to the chosen concept.
- Clarify the preferred writing style, emphasizing clarity, straightforwardness, concreteness, dynamism, and engagement.
- Define the target audience for the examples (e.g., high school students, college students unfamiliar with the concept).

## Example Prompt:

*"I would like the AI to assist in creating a set of diverse examples for a complex concept—[insert concept]. (If using Bing) please research this concept using reputable sources. The examples should be clear, straightforward, concrete, dynamic, and engaging in style. My target audience is [specify students' level]. Provide several examples that cater to different difficulty levels within this audience. Ensure the examples cover various aspects of the concept, fostering a deep and comprehensive understanding."*

Example in Google Bard for Biology, 8th Grade

**Prompt:** *"I would like the AI to assist in creating a set of diverse examples for a complex concept—cell division. My target audience is 8th-grade students. Provide several examples that cater to different difficulty levels within this audience. Ensure the examples cover various aspects of the concept, fostering a deep and comprehensive understanding."*

**Result:**

## Cell Division Examples for 8th Graders:

**Catering to Different Difficulty Levels:**

### 1. Easy Level:

- **Pizza Analogy:** Imagine a pizza being cut into equal slices. Each slice represents a daughter cell formed after cell division. The original pizza dough (parent cell) has divided its ingredients (organelles) equally among the slices. This analogy emphasizes the basic concept of cell division resulting in two identical daughter cells.



Pizza cut into slices

[Opens in a new window S www.stockfood.pl](https://www.stockfood.pl)

### 1. Moderate Level:

- **The Sock Drawer Challenge:** Divide your sock drawer into two sections. In one section, imagine all the socks are the same color (representing chromosomes). Now, shuffle the socks and pair them up again, but this time, each pair has one sock from each original pile. This simulates chromosome replication during cell division, where each chromosome duplicates to form sister chromatids.



Sock drawer with two sections

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[www.target.com](https://www.target.com)

### 1. Advanced Level:

- **The Mitosis Maze:** Create a maze with five checkpoints: Interphase, Prophase, Metaphase, Anaphase, and Telophase. Each checkpoint represents a stage of mitosis, where the cell undergoes specific changes to divide. Students can trace the path through the maze, understanding the sequence and key events of each stage.



Mitosis maze

[Opens in a new window](#)



[www.teacherspayteachers.com](https://www.teacherspayteachers.com)

### Covering Various Aspects of Cell Division:

- **Growth and Repair:** Explain how cell division helps organisms grow and repair damaged tissues. Use examples like skin cells continuously dividing to replace dead ones or plant stems growing taller due to cell division at the tip.
- **Types of Cell Division:** Introduce mitosis (for growth and repair) and meiosis (for reproduction) and their differences. Use analogies like mitosis being like making copies of a recipe book (chromosomes) for two kitchens (daughter cells), while meiosis is like creating a new recipe book with ingredients from two different books (parents) for a new kitchen (offspring).
- **Regulation and Control:** Briefly touch upon how cell division is controlled by checkpoints and proteins to ensure proper timing and prevent errors. Use the analogy of a traffic light regulating the flow of cars (molecules) to explain checkpoints.

### Enhancing Understanding:

- **Interactive Activities:** Encourage students to participate in activities like building cell division models using pipe cleaners or play Mitosis bingo to reinforce key terms and stages.
- **Visual Aids:** Utilize animations, diagrams, and videos to visually represent complex processes like chromosome movement or spindle fiber formation.
- **Real-world Applications:** Discuss the importance of cell division in various fields like medicine (regenerative therapies), agriculture (plant breeding), and cancer research.

### Remember:

- Adapt the difficulty level and examples based on your students' prior knowledge and learning pace.
- Encourage questions and discussions to foster a deeper understanding of the concept.
- Make learning fun and engaging!

By using diverse examples, catering to different learning styles, and incorporating real-world applications, you can help your 8th-grade students gain a comprehensive and meaningful understanding of cell division.

## AI-Powered Explanations: Illuminating Complex Concepts with Diverse Perspectives

Fostering a deep and lasting understanding among students is dependent on the effective explanation of complex concepts. However, instructors often face difficulties in explaining complex ideas clearly and engagingly. Moreover, producing multiple explanations of a concept is a complex and time-consuming task due to various factors such as student knowledge, unfamiliarity with concepts, needing background information, attention to new terminology, context, and cognitive load, and the need for instructors to access their own knowledge and deconstruct it for accessibility (Mollick & Mollick, 2023). AI models have the remarkable ability to generate multiple explanations for complex concepts while catering to a diverse range of student needs and learning styles. Consider a biology instructor attempting to explain the complex concept of photosynthesis. The instructor can instruct the AI model to generate a variety of clear and coherent explanations by providing a concise prompt that specifies the concept, preferred writing style, and target audience. The AI model generates an array of explanations in seconds, encompassing various points of view, real-world applications, and historical perspectives. Similarly, a mathematics instructor looking to improve students' calculus understanding can use the AI model's explanation generation capabilities. The instructor can generate an infinite number of explanations for calculus concepts, ranging from intuitive analogies to rigorous mathematical proofs, by providing a prompt that outlines the concept and difficulty level. This abundance of explanations allows students to investigate the concept from various perspectives, fostering a better understanding of its underlying principles and practical applications.

### AI Prompt for ChatGPT/Bing:

- Focus on the concept you want to explain thoroughly.
- (If using Bing) instruct the AI to look up authoritative sources for the chosen concept.
- Clearly state the need for the AI to generate multiple explanations for the chosen concept while considering diverse student needs and learning styles.
- Describe the preferred writing style for the explanations, emphasizing clarity, coherence, and engagement.
- Specify the target audience for the explanations (e.g., high school students, college students) and any specific considerations regarding the audience's familiarity with the concept.

### Example Prompt:

*"I'd like the AI to assist in creating a set of explanations for a complex concept—[insert concept]. (If using Bing) please research this concept using reliable sources. The explanations should be clear, coherent, and engaging, catering to diverse student needs and learning styles. My target audience is [specify students' level], and I'd appreciate explanations that consider their familiarity with the concept. Provide multiple explanations that encompass various perspectives, real-world applications, and historical insights. This will help in offering a comprehensive understanding of the concept to the students."*

Example in Google Bard for biology, 8th grade

**Prompt:** "I'd like the AI to assist in creating a set of explanations for a complex concept—photosynthesis. The explanations should be clear, coherent, and engaging, catering to diverse 8th-grade student needs and learning styles. My target audience is 8th-grade students, and I'd appreciate explanations that consider their familiarity with the concept. Provide multiple explanations that encompass various perspectives, real-world applications, and historical insights. This will help in offering a comprehensive understanding of photosynthesis to the students."

**Result:**

## Photosynthesis Explanations for 8th Graders:

### Catering to Diverse Needs and Learning Styles:

1. **The Sun Chef Analogy:** Imagine plants are tiny sun chefs! They use sunlight as their main ingredient, water from the soil as their secret sauce, and carbon dioxide from the air as their flour. Through a magical process called photosynthesis, they whip up their own food (glucose) and release oxygen as a delicious, fresh-air bonus. This playful analogy emphasizes the key ingredients and outcomes of photosynthesis in a relatable way.
1. **The Leaf Lab Experiment:** Set up a mini "leaf lab" with students. Let them observe water-filled celery stalks with leaves placed in sunlight and colored water. After a few hours, discuss how the celery stalk "drank" the colored water, demonstrating water uptake. Explain how leaves use tiny "factories" called chloroplasts to capture sunlight and use it to combine water and carbon dioxide, creating glucose (similar to the colored water moving up the celery stalk).
1. **The Historical Detective Game:** Divide students into groups and present them with historical snippets about scientists who unraveled the mysteries of photosynthesis. Let them piece together the timeline of discoveries, from Priestley's "oxygen party" to Engelmann's bacteria experiments and Calvin's cycle. This fosters critical thinking and connects scientific progress to the concept.

### Encompassing Various Perspectives:

- **Plant Power:** Highlight how photosynthesis makes plants the ultimate self-sufficient heroes, fueling not just themselves but also entire ecosystems. Discuss herbivores, carnivores, and decomposers as part of the interconnected food chain supported by photosynthesis.
- **Green Guardians:** Explain how plant-based fuels like bioethanol and biodiesel offer renewable energy alternatives, reducing dependence on fossil fuels. Connect photosynthesis to environmental issues like climate change and the importance of protecting forests.
- **Beyond Earth:** Talk about the possibility of using photosynthesis-inspired technologies for future space exploration, like growing food on Mars or building self-sustaining human habitats.

### Real-world Applications:

- **The Green Thumb Challenge:** Encourage students to design their own miniature ecosystems in jars with plants, water, and sunlight. Observe how the plants thrive and discuss the importance of maintaining balance in these ecosystems.
- **The Photosynthesis Detective:** Ask students to identify examples of photosynthesis in action in their everyday lives, like freshly cut grass releasing a "grassy" smell (produced during respiration) or algae blooms in ponds contributing to oxygen levels.

### Historical Insights:

- **The Priestley Puzzle:** Discuss Joseph Priestley's discovery of oxygen, sparking the search for the source of this "dephlogisticated air." Encourage students to imagine themselves as scientists conducting similar experiments.
- **The Green Pigments:** Explain how chemists like Engelmann and Tswett unlocked the secrets of chlorophyll, the green pigment essential for capturing sunlight in plants. Connect this to discussions about light and color.

### Remember:

- Tailor the explanations to your students' existing knowledge and learning pace.
- Use visuals like diagrams, animations, and videos to bring concepts to life.
- Encourage interactive learning through experiments, games, and open-ended discussions.
- Make the learning process fun and engaging!

By providing diverse explanations, incorporating real-world applications, and exploring historical context, you can help your 8th-grade students develop a deep and well-rounded understanding of photosynthesis.

## Assessing Student Learning

Assessing student learning is a delicate dance in the shifting terrain of education, combining the measurement of knowledge acquisition with the promotion of deeper comprehension. Traditional assessment approaches, like standardized exams and written assignments, give useful data, but they sometimes lack the depth and complexity required to properly comprehend the complexities of student learning. AI offers a transformational answer, providing instructors with a strong tool to probe into the depths of student comprehension. AI models, especially huge language models such as ChatGPT and Bing AI, have a remarkable capacity to summarize and analyze massive volumes of student replies, extracting significant insights that would otherwise be concealed. Consider an English instructor attempting to assess the efficiency of a recent Shakespearean sonnets class. The instructor may tell the AI model to discover common themes, trends, and misunderstandings by giving it a collection of student writings on the subject. Within seconds, the AI model generates a detailed analysis, demonstrating important ideas understood by students, showing possible misconceptions, and recommending areas for more training. A science instructor, for example, may use the AI model's analytical skills to measure student knowledge of a complicated biological subject. The instructor may develop a complete assessment of student knowledge by supplying AI with a collection of student laboratory reports, indicating areas of strength and weakness. This data enables the instructor to adjust following classes to individual student requirements, resulting in a more successful learning experience.

To assess the understanding of the topic, the instructor can create an array of questions using ChatGPT or Bing. The questions could be: *Can you explain the main concepts we covered in this lesson/unit? How would you describe [key concept] in your own words? What are the fundamental principles behind [specific topic]? Provide an example of how you can apply what you've learned in a real-world scenario. How would you use this knowledge in a practical situation? Can you relate the concepts we discussed to current events or issues? What are the strengths and weaknesses of [a particular theory, concept, or argument]? Compare and contrast different approaches to [topic]. How might this information change in different contexts?*

The instructor can ask the students to submit their responses in document or pdf formats. He, then could upload their responses collectively in ChatGPT. Next, he could use AI tools to identify key themes, trends, potential misunderstandings, etc.

### Example:

*"I'm an English instructor seeking to assess student comprehension after a recent Shakespearean sonnets class. I have a collection of student writings on the subject and want the AI to analyze them, highlighting common themes, trends, and potential misunderstandings. My students are at [specify educational level], and I'm looking to understand key ideas they've grasped, potential misconceptions, and areas that may need further clarification or training."*

However, this approach has its own shortcomings. When one of my interviewed experts, Dr. Panke was asked whether she uses AI to assess student papers in the classroom, she replied, she is kind of hesitant to do so as it doesn't feel right. Her concern revolved around the potential for AI to make the educational experience more monotonous and less original. She highlighted the unpredictable nature of AI output, noting that while it occasionally impresses with creatively insightful results, there are instances where the generated content is perceived as subpar. She emphasized the dual nature of AI, which serves as both a time-saving tool and a potential time sink. AI systems fail to grasp the full context of a student's work, including the nuances of the assignment, the student's intent, and the specific requirements set by the instructor. They may also not be able to evaluate creativity, originality, and critical thinking skills. These aspects often require a deep understanding of human expression and may be difficult for AI to assess accurately. However, despite the challenges, AI tools can be invaluable in assessing student papers in so many aspects. For example, Dr. Panke suggested that AI can be particularly valuable in assisting individuals who are not fluent in English, potentially aiding in language-related challenges. She mentioned, "I used AI to do peer review for journal articles. For example, I did not like, or I did not think, one section of an article was strong. So, I was going to criticize it. However, then I was like, maybe that is just me. And then I also wanted to create a positive response or create some positive feedback. Thus, I use that to say, OK, please generate a positive response and affirm the response for this. And then also, please, the AI tool, point out the ways in which this could be improved. And then, I cross-checked that against my own judgment. And I think that could potentially be a good way for reviewing student papers" (Panke, personal communication, January 4, 2024).

## Harnessing AI for Distributed Practice: Nurturing Long-Term Learning

Distributed practice, or letting students practice content numerous times over several weeks or months, is essential for creating resilient and adaptable knowledge (Mollick & Mollick, 2023; Pomerance et al., 2016). It is a strong learning method that enables students to review and reinforce topics at regular intervals. However, adopting distributed practice may be difficult for instructors since it requires the design of various practice materials as well as the precise scheduling of spaced practice periods. Artificial intelligence (AI) offers a game-changing approach, allowing instructors to easily incorporate dispersed practice into their classes. AI models, especially huge language models like ChatGPT and Bing AI, have an extraordinary capacity to produce quizzes and questions targeted to certain themes and periods. Consider a history teacher who wants to enhance pupils' comprehension of significant historical events. The instructor may direct the AI model to build a series of tests that spread out practice across many weeks by giving it a certain subject and a particular time interval. Each quiz focuses on a different component of the material, enabling students to gradually review and strengthen their understanding. A language arts instructor, for example, who wants to improve his or her pupils' grammatical skills may use the AI model's question-generation capabilities. The instructor may construct a range of practice tasks that reinforce the subject at various degrees of complexity by giving AI a grammatical notion and a chosen difficulty level. This customized approach guarantees that pupils get the practice they need without becoming overwhelmed or bored.

One of the ways to use AI chatbots for distributed practice is following:

- Provide a detailed week-by-week schedule of topics covered in your course.
- Include a brief description of each topic.
- Specify the level of students you are teaching (e.g., high school, college).
- Share any specific characteristics of your student audience.
- Emphasize the importance of connecting new topics with previously learned material.
- Highlight the need for quizzes to test students on both new and earlier concepts.
- Indicate your preferred quiz format, such as 2 short answer questions and 2 multiple-choice questions per quiz.
- Specify if you prefer a gradual increase in difficulty or varied levels within each quiz.
- Instruct the AI to include questions in later quizzes that connect to topics learned in earlier weeks.
- Advise on when you believe each quiz should be used during the course.
- Mention any specific milestones or learning objectives aligned with each quiz.

Or, it can be done another way:

- Describe the current topic you are teaching.
- Specify the past topic you wish to include in distributed practice.
- Share the grade level or characteristics of your student audience.
- Mention any specific considerations about the learning preferences of your students.
- Request four creative ideas on how to seamlessly integrate the past topic into your current teaching.
- Emphasize variety and engagement in the suggested integration strategies.
- Ask for two effective questions that can be used to refresh the students' memory on the past topic.
- Specify any preferences for question format or level of difficulty.
- Discuss any specific learning objectives or goals you aim to achieve through distributed practice.
- Highlight the importance of creating a cohesive learning experience for students.
- Indicate any specific preferences you have for the style or format of the AI-generated suggestions.
- Mention if you prefer clear, concise, or detailed explanations.
- Include any additional context or specific requests you have for the AI's guidance.
- Ensure the AI understands your teaching style and the overall context of your course.

## Content Creation with AI-Tools



[Watch on YouTube](#)

In the evolving landscape of education, the role of teachers has undergone a profound transformation. The advent of digital education, coupled with recent global events, has propelled educators into the role of designers, creators, and orchestrators of immersive learning experiences. The rising cohort of educators will distinguish themselves through their adeptness and knowledge of digital content creation tools, which they will utilize to furnish students with captivating and enlightening educational encounters. Furthermore, they will be capable of seamlessly integrating these digital artifacts into a conceptually dense learning trajectory that is grounded in cutting-edge research and pedagogical principles in various fields. While traditionally, teachers were supposed to deliver content made by someone else, today, the use of AI has made teachers capable of creating their own content that is associated with their own unique learning experiences. This makes sense since instructors are best positioned to anticipate and react to their students' specific needs and learning requirements (Stahl & Fradale, 2021). So, in this section of the chapter, I'll discuss some of the ideas that will help educators in Bangladesh move beyond the traditional pre-made content and make their own unique content tailored to the unique needs of students inside the classroom.

## Digital Content Creation Tools

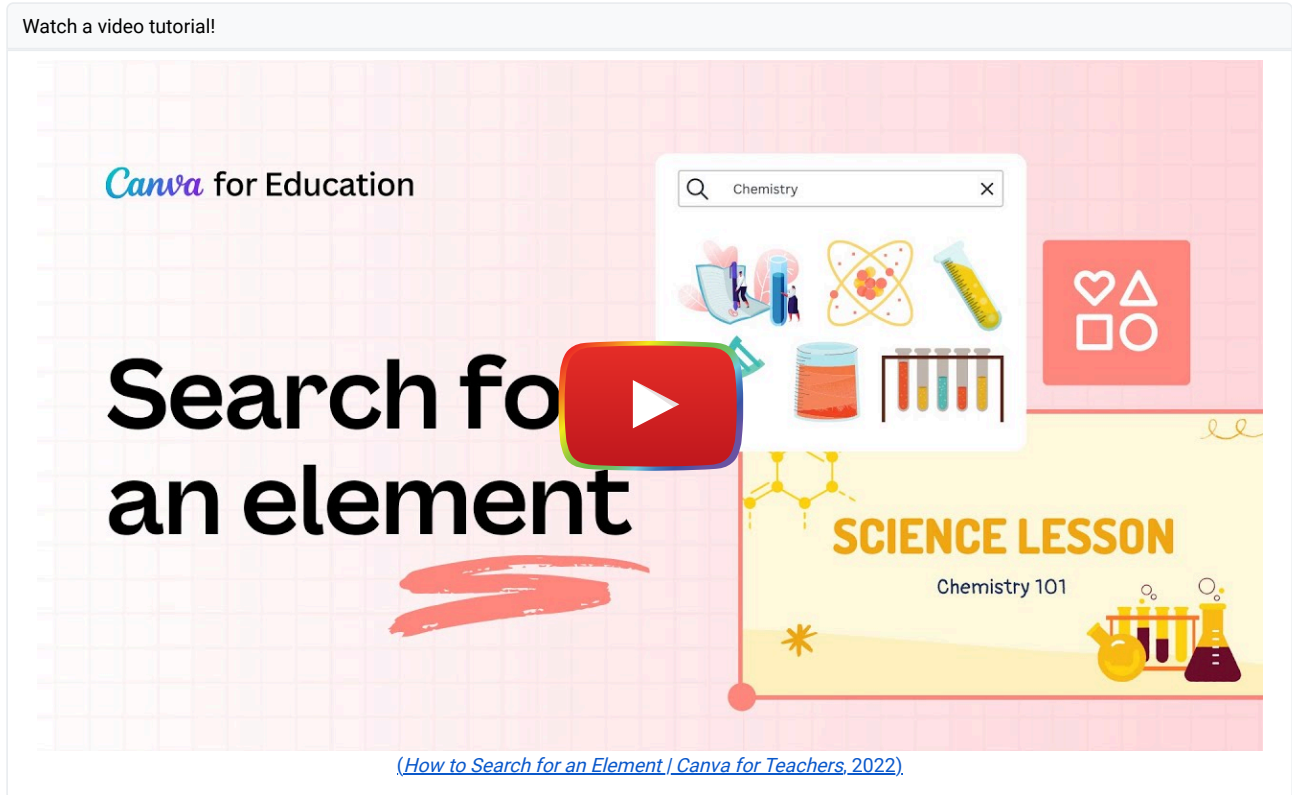
### Canva

Canva has a free feature for teachers that teachers can make use of just for free. All they need to do is go to [Canva for teachers](#) and register and verify themselves as teachers. To create presentations for their classes teachers can find a template of slideshows that can be customized by going to Canva's homepage, selecting templates, clicking on search in the category bar, and selecting the education category and resource type as presentation. After selecting a template, they can click on customize to add a fully editable copy to their Canva account. They can customize the template by changing the text, fonts, colors, and images. Additionally, one suggestion would be to use Canva's styles page to quickly make bulk

changes to the entire presentation. Finally, they can also modify the specific slides to fit their needs while editing the presentation. Again, to create lesson slides using Canva, they need to click on elements such as shapes or text boxes and add borders or fully customize them. They can also create duplicate slides, add examples, insert additional slides from other templates, and customize fonts and colours. Additionally, there are different types of present modes, including the present button, escape, or the present full-screen button at the bottom.

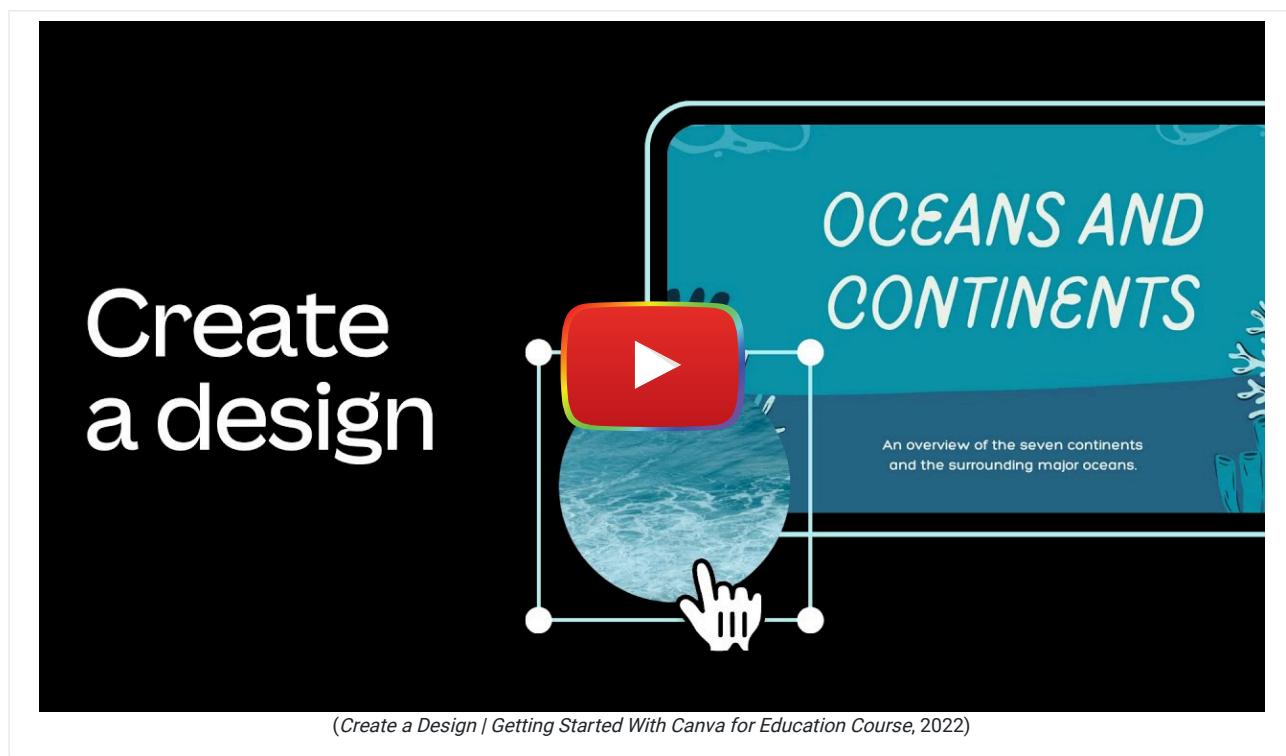
To enhance their presentation, there are features in Canva where they can find the perfect element suitable for their class. All they need to do is go to the element tab once they have started creating their presentation. Then, they have to search for the education topic they are about to teach and explore the element types such as photos, audio, graphics, etc. They need to click on their chosen element to insert that element. They can also customize the elements they have inserted.

Watch a video tutorial!



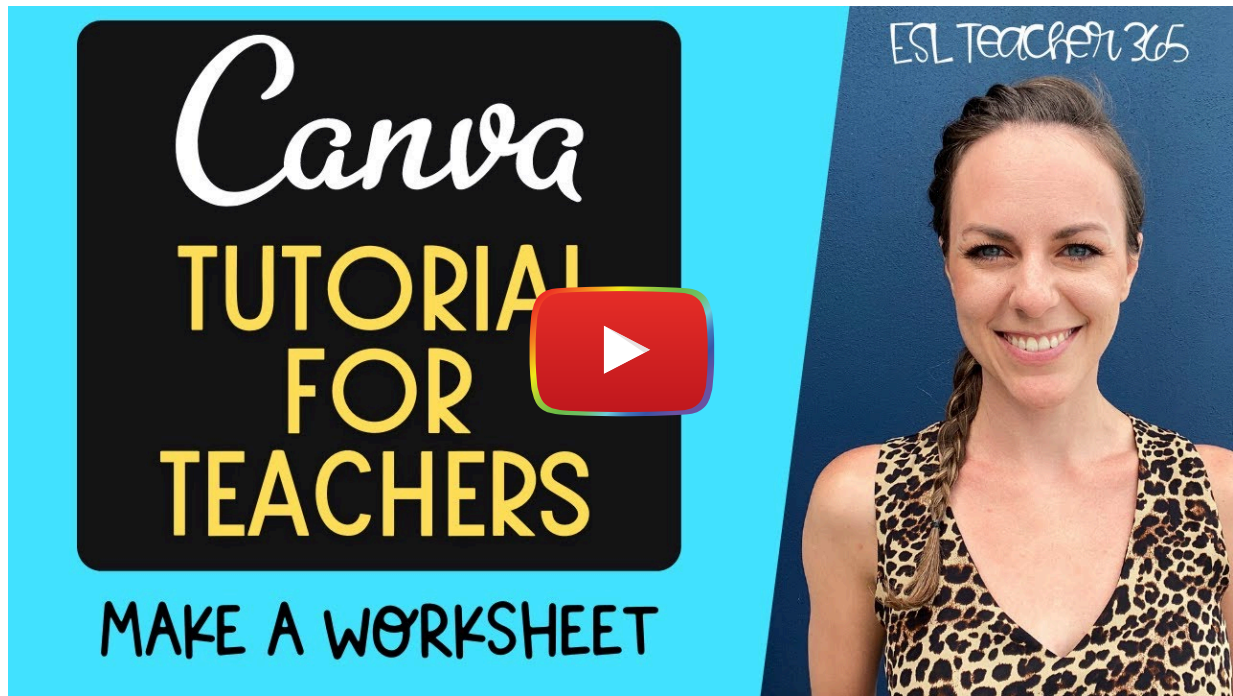
Canva for Education can also be used to create a classroom poster. First, the teachers need to visit the homepage and select the "create" button. They can search for specific designs or choose suggested designs, such as the "classroom poster" option, and edit them according to their specific needs. Pages can be added or duplicated and viewed in grid or thumbnail mode. They can also explore template marketplace for more education-inspired designs, which are organized by type and subject, and filters can be used to refine the search. Canva also gives the viewer the opportunity to customize the templates with the "customize this template" button.

Watch a video tutorial!



Canva provides another very exciting feature for creating worksheets. To use this feature, teachers need to search the worksheet using the search button. They can find hundreds of featured templates that they can customize later to fit their individual needs. If they don't want to use the templates, they can create their own design by clicking on the "create a design" button. They can use the elements option to insert different shapes or texts. They can also change the text and fonts, as well as the background colour and clip art elements, to make the most of Canva's features.

Watch a video tutorial!



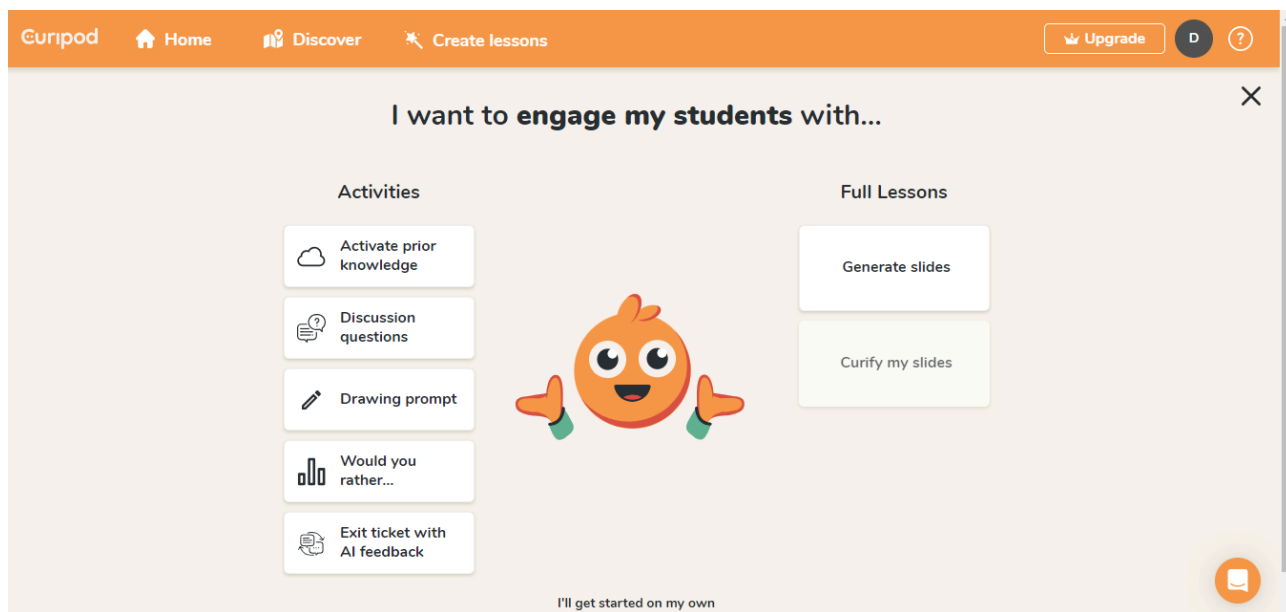
*(Canva Tutorial for Teachers - How to Make a Worksheet on Canva, 2021)*

Another game changing feature offered by Canva is Canva Magic Write which is an AI text-to-image generator. Magic Writer can offer prompts and suggestions based on different topics, helping teachers break away from traditional methods and keep students engaged. Magic Write can be used as a group activity. Students can input keywords related to their learning objectives, and the AI can present diverse ideas for projects, discussions, or writing assignments. Magic Write can also assist educators in drafting worksheets, quizzes, or even scripts for educational videos, with the opportunity to focus on tailoring them to your specific teaching style and student needs.

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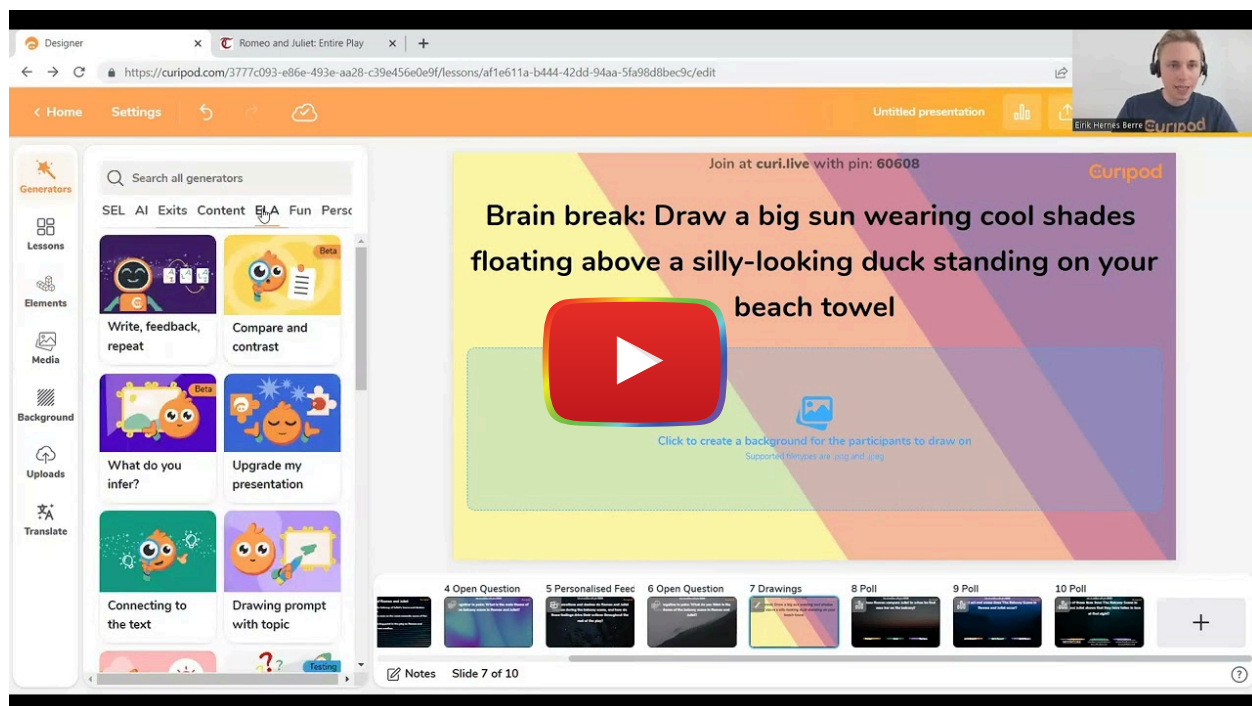
## **CURIPOD**

Another very interesting but free AI tool for content creation is Curipod. This AI tool allows instructors to build interactive classes in minutes. Students may investigate many subjects, and the AI capability assists in the generation of personalized courses adapted to their learning requirements. Teachers just enter a subject, and a ready-to-use lesson with text, photos, and activities such as polls, open-ended replies, word clouds, and more is created. There are even activities to include that emphasize SEL check-ins (Poth, 2023).



Curipod homepage

Teachers can enter their topic or learning objectives, and Curipod would suggest engaging lesson plans with activities, assessments, and multimedia elements, adapting to cater to different student needs and learning styles, enabling differentiation, and ensuring everyone grasps the concepts. So, teachers no longer have to spend hours planning from scratch, as Curipod allows them to focus on refining content and adding their personal touch while saving valuable time. Additionally, teachers can add polls, quizzes, word clouds, drawing tools, and more to their lessons, keeping students actively involved and enhancing understanding. Again, videos, images, audio clips, and online resources can be easily added to their presentations, making them visually appealing and dynamic. Curipod also enables real-time collaborative activities like shared whiteboards and group quizzes, encouraging teamwork and communication among students.



Watch a tutorial on how to create your own lessons using AI (Creating a Lesson in Curipod, n.d.)

## EduAide.Ai

Eduaide.Ai is another AI-assisted lesson-development platform that offers instructors over 100 different resource categories from which to generate high-quality educational materials. It provides the capacity to instantly translate created information into more than 15 languages. Educators may

build a syllabus, provide discussion prompts, utilize the "teaching assistant" for assistance in making personalized education program plans, compose letters, and even prepare a list of allowances for pupils. Eduaide.AI includes a content generator, a teaching assistant, a feedback bot, a free-form chat feature, and an assessment builder (Poth, 2023).

Let's see some of its features and explore how it truly is a game changer.

#### Content Generation:

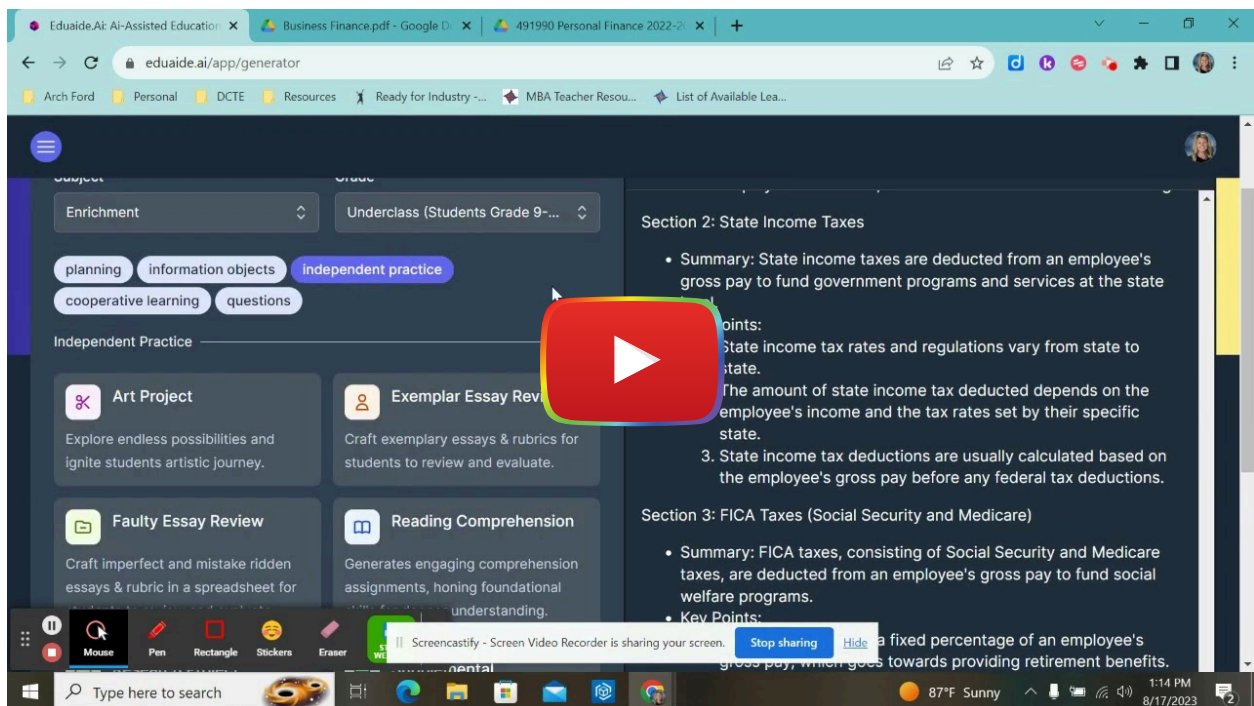
- **AI-powered text generators:** Teachers can build lesson plans around engaging story prompts, captivating poems, or even personalized feedback for students. EduAide's generators take in keywords and topics to create various content formats, saving time and sparking inspiration. For example, a science teacher could input "photosynthesis" and get a short play script explaining the process in a fun and interactive way.
- **Quiz and worksheet creators:** EduAide generates multiple-choice, fill-in-the-blank, and word scramble questions based on their chosen subject and difficulty level. Teachers can customize them further and instantly have a ready-to-use assessment tool. For example, a history teacher can create a dynamic quiz on the French Revolution with EduAide, complete with images and historical context.

#### 2. Resource Curation and Recommendation:

- **Say goodbye to endless web searches!** EduAide's AI scours the internet for relevant and high-quality educational resources based on teachers' chosen lesson topics and grade levels. This saves them hours spent sifting through endless results and ensures they're using reliable materials. A music teacher looking for activities on composing melodies could discover curated video tutorials, interactive games, and printable worksheets, all within EduAide.
- **Personalization is key:** EduAide learns teachers' preferences and teaching styles over time, recommending resources that align with their approach. This ensures they're not inundated with generic materials but get suggestions tailored to their specific needs.

#### 3. Collaboration and Community:

- **Sharing is caring!** EduAide fosters a thriving community where educators can share their own lesson plans, content creations, and teaching tips. This collaborative environment allows them to learn from peers, adapt existing resources, and get valuable feedback on their work. Imagine a math teacher uploading a unique geometry puzzle game they created and other educators providing suggestions for improvement or sharing similar activities.
- **EduAide Chat:** EduAide's built-in chat connects you with fellow educators in real time. This makes it easy to bounce ideas off colleagues, troubleshoot challenges, and share best practices.



Other AI tools to be used for content creation, as mentioned by Dr. Panke:

#### Text Generative Tools:

**ChatGPT, Bard, Bing:** These text-based AI tools can be utilized for generating content, creating explanations for technical concepts, and offering ideas for teaching approaches. They assist in turning PowerPoint notes into handouts, outlines for chapters, and generating text-based summaries or learning objectives (Panke, personal communication, January 4, 2024).

#### Video Generative Tools:

**Pictory, HeyGen:** Pictory is used for creating video content, while HeyGen stands out for its ability to translate video content, pick up speech patterns and accents, and generate natural-looking videos from text scripts. These tools can be employed to make educational videos, translate content, and enhance the visual appeal of video materials (Panke, personal communication, January 4, 2024).

#### Image Generative Tools:

**Bing Image Generator, Dall E:** These tools are employed for making course pages visually interesting and adding visual appeal to course materials. They are particularly useful for creating strong visual metaphors, enhancing PowerPoint slides, and improving the overall visual quality of educational content (Panke, personal communication, January 4, 2024).

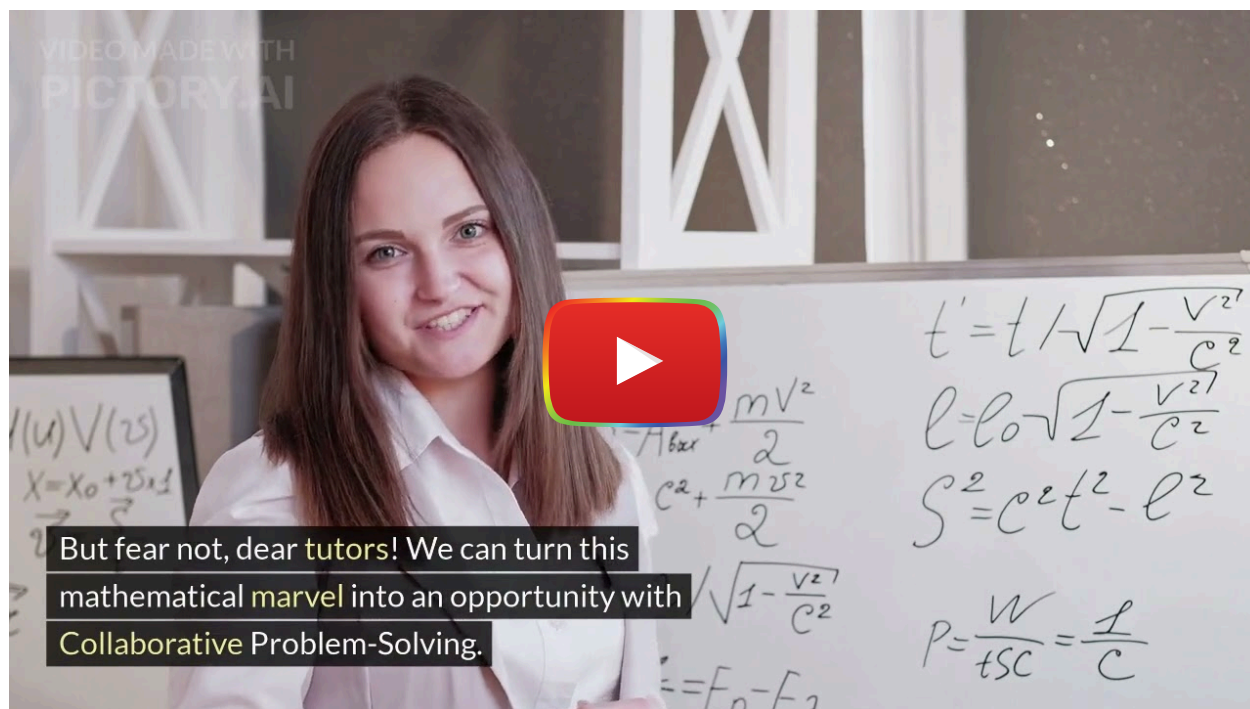
#### Content Transformation Tools:

AI tools can be utilized for transforming existing content, such as PowerPoint presentations and notes, into various educational materials like handouts, outlines, or book chapters. This enhances the efficiency of content creation and adaptation for different purposes (Panke, personal communication, January 4, 2024).

#### Language Translation Tools:

**HeyGen:** HeyGen, known for its translation capabilities in video content, can be particularly useful in a multilingual classroom environment, allowing for the creation of content in one language and translating it automatically into another (Panke, personal communication, January 4, 2024).

## Ideas for AI-Powered Learning Activities



[Watch on YouTube](#)

In the preceding sections, I talked about how educators might use AI for lesson planning and content development. However, one crucial component that I have not yet explored is the problem of holding students' attention and keeping them engaged while presenting AI-crafted information. Educators have the daunting responsibility of leading varied students, each with their own personality, aptitude, and learning preferences. As the digital ecosystem continues to impact educational expectations, students are increasingly looking for a mix of activities, rewards, surprises, and comedy to keep them engaged in their studies (Ellen Sharma Memorial, n.d.).

The common perception is that learning goes beyond memory or passive knowledge acquisition. In an age dominated by digital resources, the focus is on teaching skills and information that can be applied to real-world issues. The traditional strategy of rote learning is no longer sufficient; instead, effective learning procedures are required to ensure that students not only absorb material but also understand how to apply their new skills and knowledge in real-world circumstances. An important method is to engage students via active engagement in the learning process. Knowledge and

skills gained via activities that completely engage students in the learning process are more likely to be recalled and effectively applied. To do this, educational practices should shift toward effectiveness-based learning, focusing on well-designed learning activities that assist critical learning tasks (Ellen Sharma Memorial, n.d.).

Integration of instructional games into the curriculum is one example. A well-designed educational game may perfectly connect with the educational system's learning objectives while providing an interesting and polished experience reminiscent of commercial games. Educators may create an atmosphere in which students are not only passive users of knowledge but active players in their own learning journey by combining instructional aims with the fun qualities of a game.

My interviews with teachers underscored the pervasive concern about student engagement, revealing that many educators, particularly in my country, lack formal training in this critical aspect of teaching. Recognizing this gap, I turned to research and personal experience to explore how AI can be a valuable ally in enhancing student engagement, both inside and outside the classroom. In this section, I will introduce educators to a selection of AI tools that have proven intriguing for planning and creating dynamic learning activities.



## AI image creator

Teachers often encounter the challenge of explaining abstract concepts, fostering creativity, and teaching writing skills to their students. In addressing this challenge, the use of AI image creators emerges as a valuable and accessible resource. The process becomes remarkably straightforward with the assistance of AI tools, including but not limited to [Microsoft Bing's image creator](#), [Canva's new AI image-generating tool](#), [Microsoft Designer](#), etc. These tools empower teachers to discover relevant images that can catalyze imaginative storytelling effortlessly. Educators can leverage AI image creators by simply crafting prompts that they believe will inspire compelling narratives, or bring abstract concepts to life, and use them inside the class. Additionally, teachers can integrate chatbots like ChatGPT, Microsoft Bing, or Google that can help them craft the prompts.

## Visual Concept Exploration

Teachers can utilize the AI image creators to generate images that represent abstract or complex concepts related to the curriculum. For example, if teaching about historical events, scientific processes, or literary themes, they can input keywords like "revolution," "photosynthesis," or "hero's journey" into the AI image creator.

### Activity Steps:

**Generate Relevant Images:** Use the AI image creator to generate visuals associated with the chosen keywords.

**Class Discussion:** Project the images in class and initiate a discussion. Ask students to analyze and interpret the images, connecting them to the concepts they represent.

**Concept Application:** Challenge students to apply their understanding by creating a short explanation or narrative for the generated images, linking them to the content they have learned.

**Vocabulary Integration:** Encourage students to incorporate relevant vocabulary words into their explanations, reinforcing language skills and content comprehension

This activity would encourage critical thinking and analysis while fostering a deeper understanding of abstract concepts through visual representation.

See an example!

**Here are some example prompts that teachers can use to generate relevant images for the process of photosynthesis:**

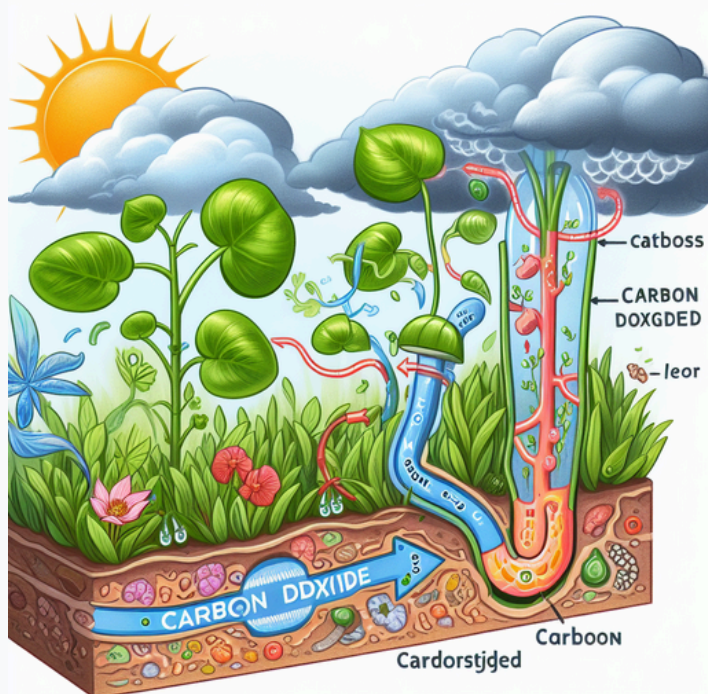
**Sunlight Absorption:**

- Prompt: "Illustrate a scene where plant leaves are absorbing sunlight. Showcase the interaction between sunlight and the chloroplasts within the leaf cells."
- Keywords: sunlight, chloroplasts, leaves, absorption.



**Carbon Dioxide Intake:**

- Prompt: "Visualize the process of carbon dioxide intake in photosynthesis. Highlight the journey of carbon dioxide from the atmosphere into the plant's stomata and cells."
- Keywords: carbon dioxide, atmosphere, stomata, cells.



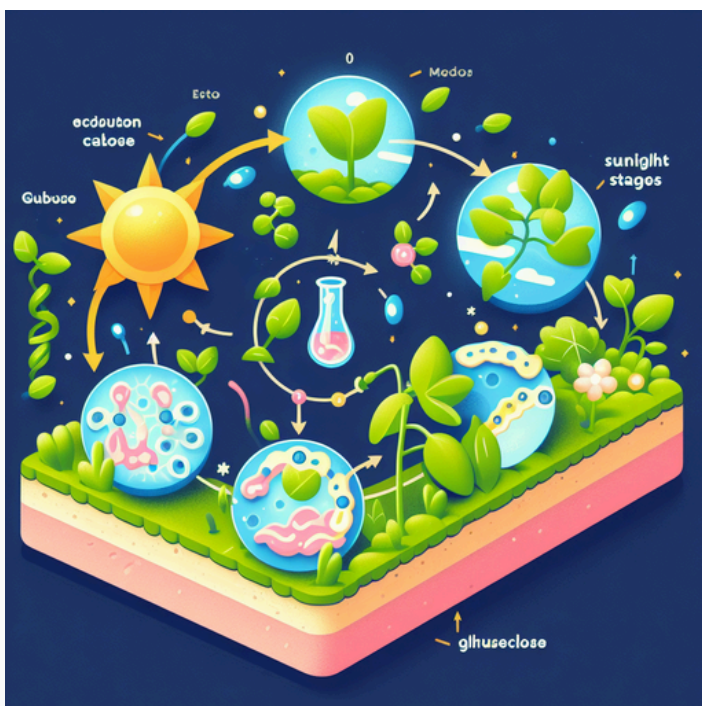
#### Water Uptake from Roots:

- Prompt: "Create an image that depicts the roots of a plant absorbing water from the soil. Showcase the movement of water through the plant's vascular system."
- Keywords: water, roots, soil, vascular system.



#### Overall Photosynthesis Process:

- Prompt: "Compose a series of images that collectively represent the entire process of photosynthesis, from sunlight absorption to glucose production. Showcase the interconnected stages."
- Keywords: photosynthesis, interconnected stages, sunlight, glucose.



**Now teachers can follow the following steps to teach the concept of Photosynthesis**

#### **Class Discussion:**

- Begin the class by projecting the AI-generated images on the screen.
- Facilitate a class discussion by asking open-ended questions:
  - "What do you observe in these images?"
  - "How do you think these visuals relate to what we've learned about scientific processes?"
  - "Can you identify any specific scientific concepts depicted in the images?"

#### **3. Concept Application:**

- Divide the class into small groups, and assign each group a set of images.
- Instruct the groups to collaboratively create a short explanation or narrative that connects the images to the scientific processes they represent.
- Encourage students to consider the chronological order, cause-and-effect relationships, and key elements of the processes.

#### **4. Vocabulary Integration:**

- Challenge students to incorporate relevant scientific vocabulary words into their explanations.
- Provide a list of vocabulary terms related to the scientific processes studied in class and encourage students to use them accurately in their narratives.

## **Enhancing Creative Writing with AI-Generated Story Prompts**

Teachers can enhance creative writing skills and critical thinking through the use of AI-generated images. This activity would not only hone creative writing skills but also cultivate critical thinking as students analyze, interpret, and transform visual stimuli into compelling narratives.

#### **Activity Steps**

##### **Image Generation:**

- Use the AI image creator to generate a series of diverse and intriguing images.
- Ensure the images vary in themes, settings, and characters to cater to different interests.

##### **Image Showcase and Selection:**

- Project a selection of AI-generated images onto the screen.
- Ask each student to choose one image that captivates them the most. Emphasize the freedom of choice.

##### **Setting the scene:**

- Instruct students to spend a few minutes contemplating their chosen image. Encourage them to observe details, consider emotions evoked, and imagine the story behind the visual.
- Have students jot down descriptive words or phrases about the setting depicted in their chosen image.

#### Character Creation:

- Ask students to invent characters based on the visual elements in their chosen image. What kind of person or creature might inhabit this world? What are their motivations and challenges?

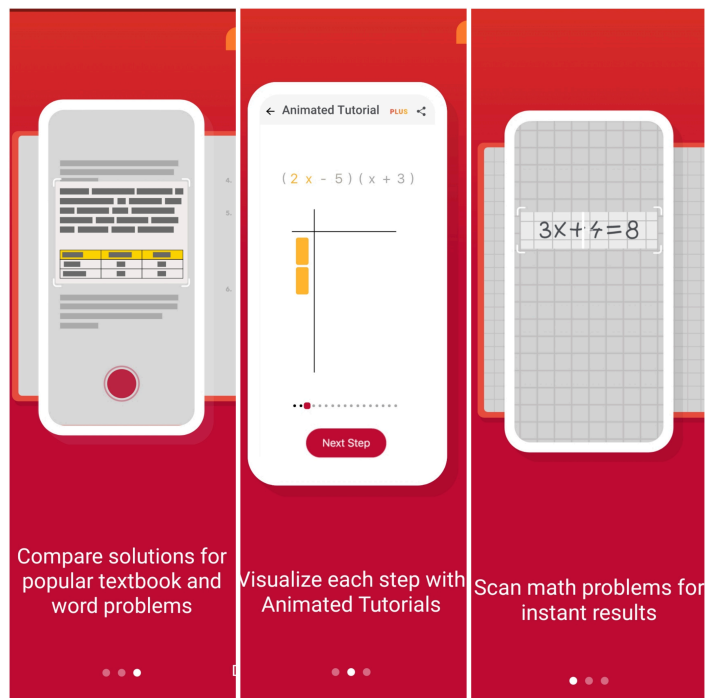
#### Plot Development:

- Assist students in creating a story that draws inspiration from their chosen image. Encourage them to think critically about the events that could unfold in the setting with their characters.
- Emphasize the importance of a compelling beginning, middle, and end.

#### Writing Session:

- Give students ample time to write their short stories or narratives. Remind them to incorporate the descriptive details, characters, and plot elements they brainstormed earlier.
- Encourage creativity and originality.

## Photomath- A curse or a blessing?



Many students nowadays know the AI tool- [Photomath](#), which can solve any math problem scanned from a picture. Many teachers hate this tool as students might become overly reliant on it, potentially hindering the development of essential problem-solving and critical-thinking skills, or use Photomath without fully understanding the underlying concepts, leading to surface-level comprehension rather than deep learning. I have some ideas that can help teachers turn this curse into a blessing. Here are some ideas!

### Collaborative Problem-Solving:

- **Activity:**
  - Assign group problem-solving tasks where students work together to solve complex math problems using traditional methods.
  - Once completed, have each group use Photomath to check their solutions and compare the AI-generated steps with their manual approach.

### Real-world Application Challenges:

- **Activity:**
  - Present students with real-world problems that require mathematical solutions.
  - Instruct them to use Photomath as a tool to check their calculations and verify the correctness of their solutions.

## Peer Teaching and Learning:

- **Activity:**
  - Organize peer teaching sessions where students take turns explaining mathematical concepts and solving problems.
  - Integrate Photomath as a supplementary tool, allowing students to cross-check and validate each other's work.

## Exploring Error Analysis:

- **Activity:**
  - Provide students with math problems purposely crafted with common errors.
  - Challenge students to use Photomath to identify and analyze errors, discussing why the AI may have struggled with specific types of mistakes.

## Homework Verification and Reflection:

- **Activity:**
  - Assign a set of homework problems for students to solve independently.
  - Use Photomath as a self-checking tool, allowing students to review and reflect on their own solutions.

## AI-powered Chatbots

AI-powered chatbots such as ChatGPT, Microsoft Bing, or Google Bard are versatile tools that can significantly enhance the learning experience within the classroom. These chatbots, fueled by advanced natural language processing capabilities, offer educators a unique and efficient way to create interactive and tailored learning activities. The process involves teachers giving clear instructions and specifying the educational needs to harness the full potential of these tools.

### Example prompt:

*"Please create a learning activity for 12th-grade students to understand the transformer architecture of ChatGpt. Please use hands-on activities. Give me an example that uses LEGOs and another one that uses paper and cardboard. Please tell me how long the activity will take and specify the learning objectives."*

See the result!

### Learning Activity: LEGO Transformer Workshop

#### Materials:

- LEGO bricks of various shapes and sizes
- Colored markers
- Whiteboard or large paper
- Printed information about the Transformer architecture (optional)

**Duration: 90 minutes**

#### Learning Objectives:

1. **Understand the Components:** Students will be able to identify and represent key components of the Transformer architecture using LEGO bricks.
2. **Explain Functionality:** Students will articulate the purpose and function of each LEGO element in the context of the Transformer architecture.
3. **Collaboration and Communication:** Foster teamwork, collaboration, and effective communication skills among students.

#### Instructions:

**1. Introduction (15 minutes):**

- Briefly introduce the Transformer architecture, explaining its relevance in natural language processing and AI.
- Provide an overview of the key components: encoder, decoder, self-attention mechanism, etc.

**2. LEGO Representation (45 minutes):**

- Divide students into small groups.
- Assign each group a specific component of the Transformer architecture (e.g., encoder, decoder).
- Instruct them to use LEGO bricks to represent the assigned component.
- Encourage creativity in design but ensure that the representation aligns with the functionality of the Transformer.

**3. Assembly and Presentation (15 minutes):**

- Each group assembles their LEGO representation.
- After assembly, groups present their LEGO Transformer components, explaining how each part contributes to the overall architecture.
- Encourage questions and discussions among groups.

**4. Interactive Whiteboard Recap (15 minutes):**

- Summarize the key points on a whiteboard or large paper.
- Discuss how the LEGO models collectively represent the Transformer architecture.
- Relate LEGO structures to the actual components of ChatGPT.

**5. Reflection and Discussion (15 minutes):**

- Facilitate a reflective discussion on the challenges faced and lessons learned during the activity.
- Discuss the importance of collaboration and accurate representation in understanding complex architectures.

**Assessment:**

- Assess students based on the accuracy of their LEGO representations and their ability to articulate the functionality of each component during presentations.

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## Learning Activity: Paper and Cardboard Transformer Model

**Materials:**

- Cardboard sheets
- Colored markers
- Scissors
- Glue
- Printed information about the Transformer architecture (optional)

**Duration: 60 minutes**

**Learning Objectives:**

- 1. Physical Representation:** Students will physically construct a model that represents the key components of the Transformer architecture using paper and cardboard.
- 2. Understanding Functionality:** Students will comprehend the functions of each cardboard element in the context of the Transformer architecture.
- 3. Problem-Solving and Creativity:** Encourage creative problem-solving as students design and build their Transformer models.

**Instructions:**

### 1. Introduction (15 minutes):

- Introduce the Transformer architecture and its significance in natural language processing.
- Provide an overview of key components: encoder, decoder, self-attention mechanism, etc.

### 2. Cardboard Construction (30 minutes):

- Instruct students to design and construct individual components of the Transformer architecture using cardboard and paper.
- Encourage them to be creative in representing the functionality of each component.

### 3. Assembly and Presentation (15 minutes):

- Assemble individual components into a complete Transformer model.
- Each student presents their component, explaining its role in the architecture.
- Discuss similarities and differences in the designs.

### 4. Discussion and Comparison (15 minutes):

- Lead a discussion on the challenges and successes encountered during the construction.
- Compare different students' interpretations and designs.
- Discuss how the physical model relates to the actual ChatGPT architecture.

#### Assessment:

- Evaluate students based on the accuracy of their representations, their ability to explain the functionality of each component, and the overall coherence of the assembled Transformer model.

**Note:** Adjust the duration and complexity based on the students' familiarity with the Transformer architecture and their proficiency in hands-on activities.

## AI Literacy

When I am talking about the uses of AI in reshaping the way we teach, it becomes important to talk about the challenges teachers might face while incorporating AI tools. Dr. Cherner, in his interview, spoke about such challenges. According to him, there's a sense of overwhelming for teachers, viewing AI as an additional technology task on top of their existing responsibilities. Another challenge involves the difficulty in discerning which AI tools to use, leading to potential confusion. Equity issues arise due to the presence of both paid and unpaid AI products, introducing cost considerations. Access, as mentioned by him, becomes a notable challenge, tied closely to financial constraints. Again, he noted that many teachers may lack the necessary knowledge to effectively utilize AI.

*"And then, do teachers know how to use the AI? The odds are probably not. And then, I mentioned which AI tools to use, but right now, everybody is hot on ChatGPT, which is great. It is a wonderful tool, but there is a whole bunch of other tools out there. Moreover, I often say chat GPT is kind of like the Coke of AI. There are a lot of different types of soda out there, not just Coca-Cola. There are a lot of different AIs out there, not just chat GPT, but sometimes we just call it chat GPT, like we call it Coke."* (Cherner, personal communication, January 4, 2024)

Finally, Privacy concerns, data-sharing, and potential misuse further contribute to the complexity of integrating AI into education.

The importance of AI literacy becomes evident in Dr. Cherner's observation. Comparing ChatGPT to the "Coke of AI," he draws attention to the diverse landscape of AI solutions often overlooked, underscoring the significance of AI literacy for educators, urging them to explore and comprehend the breadth of available AI technologies beyond prevailing trends.

However, AI literacy is not confined to practical understanding of AI tools. It extends beyond that.

*"AI literacy is a multifaceted concept that goes beyond a mere understanding of AI technologies. At its core, AI literacy involves having the skills and competencies required to use AI technologies and applications effectively."* (Crabtree, 2023)

Thus, teachers need to develop AI literacy skills in not only practical aspects but also in technical and ethical aspects. This is because, without such skills, there may be an urge among teachers to misunderstand the power of AI, considering them as conscious or thinking machines. This may lead to an overreliance on AI, potentially hindering creativity. It is very important to remember that AI cannot do what human brains can do. Again, ignorance about AI literacy may lead to overestimation of AI capabilities without understanding its limitations, leading to fear and anxiety about the future of AI. Teachers, in turn, may feel that AI is bad or evil, resulting in a desire to hide it from students (Velander et al., 2023). However, it is very important to remember that "the cat is out of the bag. It is not going to go away." (Cherner, personal communication, January 4, 2024) From the statement, it becomes clear that cultivating AI literacy is not an option but a necessity for teachers to navigate the evolving landscape of education and empower students to thrive in the AI-driven future. Because if they do not, someone else will come and take their places.

Now let's look at some of the ways teachers can develop AI literacy:

- Participate in professional development programs that specifically focus on AI literacy. These programs can be offered by educational institutions, organizations, or online platforms.
- Attend workshops, webinars, and conferences dedicated to AI in education. These events often provide insights into practical applications and discussions about AI's impact on teaching.
- Enroll in online courses or certification programs that cover the fundamentals of AI, machine learning, and their applications in education. Platforms like Coursera, edX, and others offer courses tailored for educators.
- Actively explore AI tools and platforms relevant to education. Experiment with AI-driven applications that can enhance teaching methods, automate administrative tasks, or provide personalized learning experiences.
- Participate in online forums, social media groups, or communities that focus on AI in education. Engaging in discussions and sharing experiences with peers can contribute to continuous learning.
- Stay informed about the latest developments in AI and its applications in education by reading articles, research papers, and publications. This can provide a deeper understanding of AI concepts and trends.
- Actively integrate AI-related topics into lesson plans. This could involve discussing the societal impact of AI, ethical considerations, or introducing students to basic AI concepts in a comprehensible manner.
- Foster a culture of collaborative learning within the school community. Encourage teachers to share their experiences, success stories, and challenges related to implementing AI in their teaching practices.
- Regularly update knowledge about AI trends and emerging technologies. Subscribe to newsletters, follow reputable AI blogs, and attend events to stay abreast of developments in the rapidly evolving field.

## Conclusion

Throughout this chapter, I delved into a diverse array of topics, commencing with the utilization of Artificial Intelligence (AI) in content creation and extending to the development of captivating learning activities. The potential impact of these AI tools on the future of education is substantial, holding the promise to revolutionize the educational landscape. Notably, these tools have the capacity to liberate a significant amount of time for educators, enabling them to redirect their efforts toward other critical aspects of teaching. The transformative potential extends beyond time-saving, fostering an environment that nurtures creativity among students and enhancing their engagement with the learning process.

However, it's essential to recognize that the integration of AI in education comes with its own set of challenges and considerations. As we explore the vast possibilities offered by AI, we must remain vigilant about ethical concerns, privacy issues, and the need to maintain a balanced and inclusive educational experience. Striking a harmonious balance between technological advancements and ethical considerations is crucial for harnessing the true potential of AI in education.

Another barrier is the paucity of technology in schools, which is particularly acute in Bangladesh. This shortcoming is a serious impediment to the potential seamless integration of Artificial Intelligence (AI) and the transformational advancements it may offer. The lack of proper technical infrastructure not only restricts the accessibility of AI tools, but also hinders educational institutions' ability to reap the entire range of benefits that AI may provide. Addressing this dilemma is a collaborative effort involving a variety of parties, including government agencies, educational institutions, and the commercial sector. Initiatives must be launched to bridge the technology divide, ensuring that schools have the appropriate infrastructure to accept AI-driven instructional tools.

As we investigate the tremendous potential of AI and its revolutionary influence, an obvious truth emerges: AI technologies, notably chatbots, perform best when employed in English, causing hurdles when used to Bangla or other language environments. One possible solution would be for instructors to first use AI in English and then take on the chore of translating themselves. Although this may require an initial time investment, the eventual familiarity and expertise gained in the process can be quite rewarding. Furthermore, for individuals interested in using AI in Bangla, a thorough grasp of language selection and appropriateness is required. Teachers need to exercise caution carefully, determining when to use English or Bangla based on the situation and intended goals. This methodical approach guarantees that the use of AI stays successful and effortlessly fits with the language preferences of the learning environment.

In essence, mastery of AI does not happen overnight; it requires a lengthy process of acclimatization and practice. It takes time and hands-on experience to become skilled in AI implementation, which cannot be accomplished with a short read or video training. Educators, with dedication and familiarity, have the ability to transform Bangladesh's educational environment through the judicious use of AI tools. Recognizing the importance of this shift, the government can play a critical role in providing educators with training, providing help when uncertainty occurs, and promoting a supportive atmosphere for the integration of AI into the educational system.

## Activities

Share your ideas and engage in collaborative learning:

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## Glossary Items

**Lesson Planning:** Lesson planning is the systematic process that educators undertake to outline and organize the instructional activities, materials, and strategies for a particular teaching session or unit of study. It involves careful consideration of learning objectives, curriculum standards, and the diverse needs of students.

**AI-Enhanced Lesson Planning:** The process of utilizing Artificial Intelligence (AI) technologies to streamline and improve the various aspects of lesson planning, including but not limited to concept explanation, example generation, and assessment design.

**Distributed Learning with AI:** Distributed learning refers to an educational approach that involves spacing out the practice and reinforcement of content over extended periods, often weeks or months, to enhance long-term retention and adaptability. When combined with Artificial Intelligence (AI), educators can leverage AI models, such as ChatGPT and Bing AI, to generate quizzes, questions, and practice materials tailored to specific themes and time intervals.

**Digital Content Creation Tools:** Software applications or platforms designed to assist educators in producing and customizing digital educational materials, including presentations, posters, worksheets, and other multimedia content. These tools often feature templates, design elements, and

collaborative features to enhance the creation of engaging and personalized learning resources.

**Canva for Education:** A specialized version of the graphic design platform Canva, tailored for educators. Canva for Education provides teachers with a range of templates and tools to create visually appealing presentations, posters, and worksheets for classroom use. The platform supports the customization of content to align with specific learning objectives and teaching styles.

**Magic Write (Canva):** An AI-powered text-to-image generator within Canva's suite of features. Magic Write offers prompts and suggestions based on different topics, assisting educators in creating engaging content. It can be used collaboratively in group activities, where students input keywords related to their learning objectives, and the AI generates diverse ideas for projects, discussions, writing assignments, and more. Magic Write helps break away from traditional teaching methods, promoting creativity and student engagement.

**Curipod:** An artificial intelligence (AI) tool designed to assist educators in swiftly creating interactive and personalized lesson plans. Curipod generates ready-to-use lessons with text, images, and various activities such as polls and open-ended questions. This tool enables teachers to input topics or learning objectives, and it responds with dynamically created content, enhancing engagement and catering to diverse learning needs.

**EduAide.Ai:** An AI-assisted lesson-development platform that offers educators a comprehensive set of resources and tools. EduAide.Ai features AI-powered content generators for lesson plans, quiz and worksheet creation, resource curation, and recommendation. It also includes collaboration features, a teaching assistant for personalized education plans, a feedback bot for automated feedback, and a free-form chat for real-time communication between educators and students.

**Active Engagement:** The involvement of students in the learning process through interactive and participatory activities, ensuring they are not passive recipients but actively contribute to their own learning experience.

**Educational Game:** A specially designed game with educational objectives that aims to teach specific concepts, skills, or knowledge in an engaging and enjoyable manner, often integrating elements of play and competition.

**AI Image Creator:** An artificial intelligence tool that generates images based on user inputs or predefined parameters, commonly used by educators to illustrate abstract concepts, spark creativity, and enhance learning experiences.

**Surface-level Comprehension:** The understanding of information at a basic or superficial level without a deep grasp of underlying concepts, often associated with relying on tools like Photomath for solving problems without a full understanding of the mathematical principles involved.

**Hands-on Activities:** Learning experiences that involve direct interaction with physical objects, materials, or tools, providing students with practical, real-world applications of theoretical concepts to enhance understanding and retention.



### Tanny Das

Tanny Das is an aspiring educator and research enthusiast currently pursuing a Master of Arts in Education at the Asian University for Women in Chittagong, Bangladesh. She completed her Bachelor's in Economics with a deep commitment to understanding economic principles and fostering holistic development. Her professional experience includes serving as a Research and Reporting Assistant with ESA, Japan. She is currently engaged as a Research Assistant with Stanford University Graduate School of Business, working on a Tech Adoption project in Bangladesh. Tanny Das is deeply immersed in the realm of economic research with a dual focus that reflects her commitment to addressing societal challenges. One facet of her research centers on sustainable development, particularly exploring the nexus between human capital and global economic dynamics. Again, she harbors a profound interest in Education economics, a field at the intersection of education and economics. She wants to contribute to the development of effective educational policies that promote equitable opportunities and address socio-economic disparities. Her aspiration to contribute to societal well-being is evident in her dedication to addressing economic disparities and promoting inclusive economic growth. Tanny Das emerges as a promising professional with a passion for education, economics, and research, driven by a commitment to making a positive impact on societal challenges.

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# Creating Effective Multimedia Learning Material with AI for K12

Sanjida Rahman Sayma

AI teaching

## Learning Objectives

1. Understand AI in Education:
  - Recognize how AI is transforming K-12 education.
  - Identify the impact of AI and multimedia on learning experiences.
2. Grasp Multimedia Learning Concepts:
  - Define learning as a memory change.
  - Understand meaningful learning and cognitive load in multimedia settings.
3. Explore Cognitive Theory of Multimedia Learning (CTML):
  - Outline the components of CTML.
  - Relate information processing to sensory, working, and long-term memory.
4. Apply Multimedia Learning Principles:
  - Summarize the 12 principles of multimedia learning.
  - Illustrate how each principle enhances multimedia content design.
5. Utilize AI Tools for Education:
  - Identify AI tools for creating multimedia content.
  - Understand sensory approaches and prompt design in AI-generated content.
6. Evaluate Challenges in AI Integration:
  - Analyze challenges like subscriptions, equity, and authenticity.
  - Reflect on concerns related to misinformation and ethical considerations.
7. Reflect on Future AI Trends:
  - Summarize AI's transformative potential in education.
  - Reflect on challenges and responsibilities in AI integration.

# Introduction

In the ever-evolving landscape of K-12 education, the powerful convergence of Artificial Intelligence (AI) and multimedia is reshaping the way students and educators interact with educational content. This chapter explores the transformative potential of AI in crafting innovative and personalized learning experiences through multimedia resources. From interactive simulations that engage students in practical experimentation to personalized learning programs tailored to individual needs, AI is redefining the future of K-12 education.

Simultaneously, the field of AI is undergoing rapid development, especially in the realm of multimedia learning materials. AI serves as the driving force behind personalized and highly effective learning resources, offering features such as intelligent tutoring systems that provide real-time feedback. However, the integration of AI in education comes with its set of challenges and ethical considerations, necessitating responsible oversight to prevent biases and discrimination.

Understanding multimedia learning delves into core concepts like meaningful learning and cognitive load. Learning, as a transformative process defined by experts like Paul Kirschner and John Sweller, emphasizes long-term memory changes. Meaningful learning, intricately tied to cognitive processes described by Mayer, involves integrating words and images for a deeper understanding. The Cognitive Theory of Multimedia Learning (CTML), developed by John Sweller, becomes pivotal in managing cognitive load effectively, laying the foundation for exploring multimedia learning.

As we navigate the landscape of AI-driven multimedia learning materials, it becomes clear that responsible implementation is paramount. This transformative force holds the potential to reshape the creation and dissemination of educational content, fostering engagement, customization, and effectiveness. Through AI, we have the opportunity to craft learning experiences that cater to the diverse needs and aspirations of every student, setting the stage for a dynamic and effective future in K-12 education.

## Learning & Meaningful Learning

To know what multimedia learning is, it is important to know what learning is. The quote from the work of Paul Kirschner, John Sweller, and Richard E. Clark, who are renowned figures in the field of educational psychology proposes that “Learning is a change in long-term memory” (Kirschner, Sweller, & Clark, 2016). Learning involves acquiring new knowledge, skills, behaviors, or attitudes, often resulting in a long-term memory change. This change can include the formation of new memory traces or the strengthening of existing ones, leading to a lasting impact on how we perceive and interact with the world. If nothing has changed in long-term memory then it is believed that nothing has been learned.

According to Mayer (2010a), meaningful learning from words and images occurs when a learner carries out the following five cognitive processes: 1. selecting relevant words for processing in verbal working memory 2. selecting relevant images for processing in visual working memory 3. organizing selected words into a verbal model 4. organizing selected images into a pictorial model 5. integrating the verbal and pictorial representations with each other and with prior knowledge.

Meaningful learning and multimedia learning are closely related, as multimedia can be a powerful tool to facilitate meaningful learning experiences. The integration of multimedia elements, such as text, images, audio, video, and interactive components, can enhance the overall learning process by appealing to various senses and cognitive processes. Multimedia lessons risk becoming useless if they don't give enough time for incubation. According to Hasler, Kersten, and Sweller (2007), this is another reason why learner control is crucial when utilizing animation in multimodal instruction.

## Cognitive Load

“Learning is a change in long-term memory” is a fundamental concept in cognitive load theory. It aims to optimize learning by considering how information is processed and stored in our memory. In simple words, it is the capacity of a learner and the need to think of the amount of learning material a learner can process at one moment. The theory was developed by John Sweller and his colleagues, and it highlights the limitations of working memory in handling information. In one of the guest interview with Paul Kirschner stated that cognitive load theory says when you're teaching, when you want to have

students learn, you have to make sure that what they need to carry out the task is lower than what they actually have to carry out the task.

[Link for the full interview with Paul Kirschner](#)

## Relation between Meaningful Learning and Cognitive Load:

Working memory is a component of short-term memory that has a very limited capacity. A human brain can process a short amount of information at one time. To address this limitation, the only solution is to effectively manage the cognitive load to avoid overloading working memory. To enhance learning efficiency, instructional materials should be designed to optimize learning efficiency by managing cognitive load effectively.

This is why cognitive load theory was introduced as a foundation for understanding how individuals remember information better through the use of schemas, which are organized chunks of information. According to this theory, the difference between an expert and a novice is not necessarily intelligence or extensive study but the development of effective schemas. The theory was developed by John Sweller and his colleagues. There are three different types of cognitive load : intrinsic, extraneous, and germane.

**Intrinsic Cognitive Load:** if a task is very complex then it is called that the task is intrinsically loading. If a task is very demanding, individuals need to put a lot of effort into understanding it. This effort is associated with intrinsic cognitive load.

**Extraneous Cognitive Load:** It is related to irrelevant information or poorly designed instructional materials. Generally, if information is poorly presented, it minimizes the chance to learn. Limiting the amount of information included to that which is essential to the learning process is the easiest method to reduce extraneous cognitive load.

**Germane Cognitive Load:** Germane cognitive load is associated with the relevance of the task and the cognitive capacities needed to handle it. It presents information in a manner that supports the development of expert-level schemas, contributing to deeper understanding and long-term retention.

## Multimedia Learning:

Multi means multiple technical equipment. Multimedia refers to the integration of multiple technical equipment and various forms of representation, such as texts, videos, and communication channels. The presentation of information in multiple modalities caters to the limited capacity of working memory and aims to facilitate the transition of information from sensory memory to long-term memory through effective processing and integration. The integration of modern technologies such as artificial intelligence enhances the interactive nature of multimedia.

The Cognitive Theory of Multimedia Learning (CTML), as described by Mayer, provides a framework for understanding how people learn from multimedia presentations. In the context of multimedia learning, the theory addresses how information is processed when presented through multiple modalities, such as text and images. In multimedia learning, sensory memory briefly holds visual and auditory information. Working memory, according to CTML, is the cognitive structure where conscious processing of information takes place. A well-designed multimedia should consider the cognitive processes involved in sensory memory, working memory, and long-term memory.

## Cognitive Theory of Multimedia Learning and Principles

Richard E. Mayer and other cognitive researchers' work popularized the cognitive theory of multimodal learning. Richard E. Mayer asserted that words and pictures teach people more than words alone (Mayer 2005a). According to multimedia researchers, multimedia is often defined as text and images. They also assert that learning takes place through the creation of mental representations based on both words and pictures. (Mayer, 2005b). To maximize learning effectiveness, multimedia instructional design attempts to use cognitive research to combine words and pictures.

The cognitive multimedia theory guides the creation of effective multimedia learning materials based on the overall 12 principles generated from almost 100 experiments conducted over the last 20 years. The Mayer's Principle of Multimedia Learning are: Coherence Principle, Signaling Principle, Redundancy Principle, Spatial Contiguity Principle, Temporal

Contiguity Principle, Segmenting Principle, Pre-training Principle, Modality Principle, Multimedia Principle, Personalization Principle, Voice Principle, Image Principle.

1. **Coherence Principle** – “People learn better when extraneous material is excluded rather than included.” (Mayer, 2009, p. 89)

The goal of this principle is to reduce unnecessary processing. Decorative content or pictures should be excluded as it will derive attention from the lesson. The goal should be focused on learning materials avoiding talking heads, decorative pictures, fancy backgrounds and background music so that learners can focus on essential information without unnecessary distractions.

2. **Signaling Principle** – “People learn better when cues that highlight the organization of the essential material are added.” (Mayer, 2009, p. 108)

For example use arrows, circles, lists, bold key words, provide learning organizers (e.g. Module overview)

3. **Redundancy Principle** – “People learn better from graphics and narration than some graphics, narration, and printed text.” (Mayer, 2009, p. 118)

The key takeaway of this principle is to avoid narrating text that is on-screen. Instead, use text and images that support learning rather than duplicating the lecture to prevent cognitive overload.

4. **Spatial Contiguity Principle** – “Students learn better when corresponding words and pictures are presented near rather than far from each other on the page or screen.” (Mayer, 2009, p. 135)

For the implementation of this principle, place text near relevant graphics, provide feedback close to questions, and integrate directions on the same screen as activities.

5. **Temporal Contiguity Principle** – “Students learn better when corresponding words and pictures are presented simultaneously rather than successively.” (Mayer, 2009, p. 153)

Narration and corresponding visuals should be presented simultaneously. Time narration to align with animations for optimal learning.

6. **Segmenting Principle** – “People learn better when a multimedia lesson is presented in user-paced segments rather than as a continuous unit” (Mayer, 2009, p. 175)

It breaks content into user-paced segments for better learning. This principle provides information in small chunks and enables learners to stop, pause, replay, rewind, etc.

7. **Pre-training Principle** – “People learn more deeply from a multimedia message when they know the names and characteristics of the main concepts.” (Mayer, 2009, p. 189)

It's always easier to learn when you already know something about the topic. By using diagnostic assessments to gauge learners' existing knowledge, and providing comprehensive module overviews outlining key topics, including glossary terms that follow.

8. **Modality Principle** – “People learn more deeply from pictures and spoken words than from pictures and printed words.” (Mayer, 2009, p. 200)

Uses narration with graphics instead of on-screen text. During narrated presentations, avoid on-screen text unless necessary for clarity.

9. **Multimedia Principle** – “People learn better from words and pictures than from words alone.” (Mayer, 2009, p. 200)

Combination of words and pictures for improved learning, including relevant images that enhance understanding without exceeding cognitive load.

10. **Personalization Principle** – “People learn better from multimedia presentations when words are in conversational style rather than formal style. (Mayer, 2009, p. 242)

It's easier to learn when the information is presented in a conversational style than in a formal style. It utilizes contractions, first-person language, and a conversational style.

11. **Voice Principle** – “People learn better when narration is spoken in a human voice rather than in a machine voice.” (Mayer, 2009, p. 242)

Human narration is more effective than computer-generated voices. Always choose human narration over machine-generated voice for multimedia presentations.

12. **Image Principle** – “People do not necessarily learn better when the speaker's image is added to the screen.” (Mayer, 2009, p. 200)

Consider excluding the instructor's image unless it adds value to specific situations.

## AI Tools for Educators to Create Multimedia Learning Materials for K-12: Sensory Modalities

Finding ideal visual materials for learning, including pictures, infographics, job aids, and other images are nothing but a work of hassle. It often takes more time to find the right materials rather than generating ideas or lesson plans in mind. But with technologies continuing to evolve, creating learning materials has been made a walk in the park. Especially for educators of k-12, where they need to think of creative manners to teach students every other day, artificial intelligence works like a boon. AI offers a myriad of opportunities for educators to enhance their teaching methods and engage students. It empowers educators with innovative tools and strategies.

Following the Cognitive Theory of Multimedia Learning (CTML), the three sensory approaches to creating multimedia materials are given below:

### Image Creator Tools

We often find it hard to express our feelings to others. It creates barriers in communicating or delivering our messages. When it comes to education, this shyness and failure to express our imagination or vision to students stands up as a barrier between learning and students. Words and pictures teach people more than words alone (Mayer 2005a). In this regard, images generated by artificial intelligence come in.

Image-generative AI tools are a type of artificial intelligence (AI) that can be used to create images trained on a large dataset of images. Using right prompt or prompt engineering both students and educators can generate AI images.

1. DALL-E 2 by OpenAI: This tool creates original, realistic images and art from a text description. It can combine concepts, attributes, and styles, expanding images beyond the original canvas. DALL-E 2 is capable of making realistic edits to existing images based on natural language captions, considering shadows, reflections, and textures.
2. Midjourney: A generative art tool and community that generates photorealistic images from text input. It can recreate artistic versions from originals and insert objects into images, considering lighting and shadow conditions.
3. NightCafeLinks: A growing AI art-generator tool/community that can generate images from text descriptions. It offers various styles such as oil painting, watercolor, and sketch.
4. Bing Image Creator: This free tool, based on DALL-E and requiring the Microsoft Edge Browser, generates images from text descriptions.
5. DreamStudio (Stable Diffusion): A generative art tool providing customization and control of AI images. It can generate images in styles like oil painting, watercolor, and sketch.
6. Firefly (Photoshop): An AI tool that integrates AI-generated images into photos, offering various styles such as oil painting, watercolor, and sketch.
7. Generative AI by Getty Images: An AI tool generating usable, commercially safe images in styles like abstract, conceptual, and editorial.

**Example Prompt 1:** Children's book illustration: no sunrise, village, farm, harvesting Time: capturing the sadness of fail crops due to no sunlight

**Purpose:** To create a visually evocative illustration for a children's book that communicates the theme of agricultural challenges and conveys emotions related to crop failure.



**Example Prompt 2:** A futuristic cityscape with flying cars and skyscrapers. The city should be bustling with activity, and the sky should be a vibrant shade of orange. The image should be in a landscape orientation and have a resolution of 1920x1080 pixels.

**Purpose:** To visualize and represent a vivid and bustling futuristic city, emphasizing the concept of advanced technology and urban activity.



### Enhancing Educational Visuals with Multimedia Learning Principles:

The principles of multimedia learning serve as invaluable guidelines in harnessing the full potential of image generative AI tools. Adhering to the coherence principle, these tools can exclude extraneous details, ensuring a clear focus on essential information. The signaling principle is supported through the incorporation of visual cues and highlights in generated images, enhancing the organization of crucial material. By generating visuals without unnecessary printed text, these tools align with the redundancy principle. Spatial and temporal contiguity principles are addressed by placing relevant text and graphics near each other and synchronizing them simultaneously in the generated images. The segmenting principle is upheld by breaking down content into visually segmented parts, promoting user-paced learning. Additionally, the multimedia and personalization principles are embraced, combining text prompts with visually appealing images in a conversational style, fostering an engaging and effective learning experience.

## Audiovisual generative AI tools

Audiovisual generative AI tools are a type of artificial intelligence (AI) that can create new audio and visual content from scratch. These tools use large datasets of existing audio and visual data to learn how to generate new content that is similar to the data they were trained on.

When creating AI generative videos, it is crucial to follow key principles for optimal educational impact. These include incorporating dynamic drawing, gaze guidance, and generative activities to engage users actively. Utilizing a first-person perspective and subtitles in the learner's second language can enhance understanding while avoiding seductive details and ensuring focus on relevant content. Adhering to these principles enhances the effectiveness of AI generative videos, promoting an immersive and educational experience for users (Mayer et al., 2020).

1. Sketch Animation: This is a free web tool that allows you to animate a drawing without requiring any registration. You can draw anything you like and then watch it come to life as an animation.
2. Resemble AI: This is a voice generator that can create realistic human-like voices. You can use it to generate voiceovers for videos, podcasts, and other audio content.
3. D-ID: This tool can animate photos into interactive video avatars. It uses AI to create photorealistic videos by combining premium presenters or images and text at the click of a button.
4. Descript: This is a powerful video editor where edits can be made via text. You can use it to edit videos, podcasts, and other audio content.
5. Recut: This is an AI tool that removes pauses from video and audio. It can help you create more engaging content by removing dead air and other unwanted pauses.
6. Kaiber: This is a video generator that creates videos from text prompts. You can use it to create outstanding visuals through image or text descriptions. Additionally, the Kaiber site features various styles, such as anime, impressionism, and conceptual art.
7. Astria: This tool can be trained based on image uploads. It uses AI to create interactive video avatars that can be used for a variety of purposes.
8. Elai.io: This is an AI video generator with avatar animation. You can transform a PowerPoint presentation into a captivating video using unique avatars, dynamic animations, and multiple languages and voices.
9. Pictory: This is an AI video generator that creates short and easily shareable branded videos. It gives you a feel of filming something new by consistently synthesizing new videos using an image or text prompt with higher accuracy.

**Prompt:** How Educators Can Create Videos Using AI Step By Step Tutorial

#### **Applying Multimedia Principles to Audiovisual Generative AI Tools:**

The application of multimedia principles is instrumental in harnessing the potential of Audiovisual generative AI tools for optimal educational impact. Key principles include incorporating dynamic drawing, gaze guidance, and generative activities to actively engage users in AI generative videos. Utilizing a first-person perspective and subtitles in the learner's second language enhances understanding and maintains focus on relevant content, avoiding seductive details. Adhering to these principles ensures an immersive and educational experience when creating AI generative videos.

## **Audio Creator Tools**

As described by Richard E. Mayer, When learning materials involve texts and pictures, typically processed visually, there is a risk of overload. To address this, the modality principle suggests presenting visual information to the eyes while delivering text in auditory form. Audio-visual conditions led to an intermediate reaction time, suggesting a more balanced cognitive load and improved responsiveness compared to visual-only conditions.

The advancement of artificial intelligence has opened a new door for effective multimedia learning by creating AI-generated audio. These AI tools turn text into speech using text-to-tools (TTS) sounding exactly like a human voice. To deliver educational content to students, podcasting AI tools can be very effective. Furthermore, podcasts offer enhanced accessibility compared to written resources, allowing learning during various activities. Their distinct advantage lies in fostering discussions, critical thinking, and encouraging unconventional perspectives.

1. Audiosonic by Writesonic: Transformative AI voice generator crafting realistic, human-like voices for diverse content creation, from marketing to podcasts.
2. Murf.AI: Popular AI voice generator with customizable features, offering ultra-realistic voices for podcasts, videos, and professional presentations.
3. Speechify: The advanced platform can turn PDFs, docs, ebooks, or emails into audio that anyone can listen to instead of reading.
4. LOVO: An AI voice generator that can help you generate hyper-realistic and engaging AI voices to captivate audience.
5. Spotify: It allows podcasters create, host, distribute, and connect with their audience free of cost.

Example:

[Revolutionizing-Learning-Content-Harnessing-AI-for-Customized-Image-Generation-in-eLearning-e2dnje6](#)

### **Applying Multimedia Principles with Audio Creator AI Tools:**

Multimedia principles play a crucial role in leveraging Audio Creator AI tools effectively for enhanced learning experiences. Following Richard E. Mayer's insights, the modality principle addresses the risk of visual overload by suggesting the presentation of visual information to the eyes while delivering text in auditory form. This approach creates a more balanced cognitive load and improved responsiveness compared to visual-only conditions. By incorporating the modality principle, educators can optimize the use of AI-generated audio to create engaging and accessible learning materials for students across various activities.

## **Prompt Design and Engineering:**

To generate an image, a video, or an audio, the model will ask for prompts to generate the desired output. A clear constructed prompt will help to get a better understanding and result. Prompt Engineering is an ongoing process of refining and optimizing the original prompt design.

To improve the performance and output quality of the language model, experimenting with different prompts, adding context, customizing instructions, or providing additional hints helps control the model's behavior for better results.

## **Interview of an Educator on using AI**

In this section, I share insights from my interview with Habibun Nahar Bithi, a lecturer at Uttara University in Dhaka, Bangladesh. Habibun Nahar has excelled academically, holding top honors in both her BBA and MBA with a specialization in HRM. As a contractual lecturer at BGC Trust University and currently teaching Management at Uttara University, she brings a wealth of HRM expertise to her role.

The reason I chose Habibun Nahar for this interview is due to her unique perspective as an individual who transitioned from being a student in a traditional educational setting, devoid of AI, to becoming an educator during the AI revolution. Her personal journey provides valuable insights into the transformative impact of AI in education, having experienced both sides of the educational spectrum.

Our conversation delves into the intersection of education, technology, and AI, specifically focusing on its role in creating effective multimedia for students. Through this interview, we aim to uncover valuable perspectives on how AI is transforming the educational landscape and enhancing the learning experience.

<https://podcasters.spotify.com/pod/show/sanjida-rahman0/episodes/Interview-with-a-guest-e2dukr0>

## **Common Challenges in Integrating AI in K-12 Education**

In the world of AI where nothing can stop educators and students from acquiring and sharing knowledge, subscriptions become the biggest obstacle. The freemium and premium versions of these AI tools will create inequality. The authenticity, artistic process, and copyright of these generated images pose questions of the teacher's credibility. The future of work for

learning can be made easier and more productive with proper preparation and consideration of the moral use of AI-generated images. Also, due to the fluctuating nature of working memory, the future of AI is challenging.

AI-generated audio-visuals create questions about authenticity, artistic process, and copyright. They can also raise problems of fake news, misinformation, and disinformation. A robust and informed societal debate is needed on how to regulate AI to prevent misuse and harmful output. Another concern in educational settings is the freemium/premium nature of most AI tools, which may create equity issues.

## Conclusion

In conclusion, the journey through the intricacies of multimedia learning reveals a landscape where the effective integration of various modalities, guided by the principles of CTML, can significantly enhance the learning experience. The principles such as coherence, signaling, redundancy, spatial and temporal contiguity, segmenting, pre-training, modality, multimedia, personalization, voice, and image, provide a roadmap for designing multimedia materials that align with cognitive processes and promote optimal learning outcomes. As we embrace the role of artificial intelligence in education, particularly in creating multimedia learning materials, it's essential to acknowledge the transformative potential it holds. However, this transformative power comes with challenges, including issues of authenticity, equity, and ethical considerations that demand thoughtful navigation. The future of AI in education rests not only on technological advancements but on our ability to address these challenges responsibly and inclusively.

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## Padlet Board:



[Link for Padlet Board](#)

## Utilization of Artificial Intelligence Tools in Crafting this Chapter

1. <https://openai.com/dall-e-2>
2. <https://www.bing.com/images/create>
3. <https://pictory.ai/>
4. <https://podcasters.spotify.com/>
5. <https://chat.openai.com/>
6. <https://padlet.com/>



### Sanjida Rahman Sayma

My name is Sanjida Rahman Sayma. Being a confident and self-motivated individual; I am a dedicated learner with an educational foundation in the field of social sciences and public administration. My academic journey began with a Bachelor of Social Science and culminated in a Master of Social Science in Public Administration from the University of Chittagong. Currently, I am pursuing a Master of Arts degree with a major in Education at the Asian University for Women. My academic pursuits are complemented by a diverse and impactful work history. Notably, as a Life Skill Trainer at ActionAid, I have demonstrated my commitment to education and community development. My responsibilities in implementing Life Skill Training projects in Cox's Bazar, including work with refugee communities, indicate my deep interest in improving the lives of marginalized populations through education and skill development. Within the field of education, my research interests are centered on addressing the access gap between urban and rural areas. My professional experience and academic background suggest a focus on education policy, socio-economic factors influencing access to education, and strategies to bridge the urban-rural education divide. Along with one of my friends, I have launched an initiative named "Pathway to Progress" for the students of Subil village in Comilla. our primary motto is to show a path to those students who, due to their rural backgrounds, often fall behind in their educational journey. We wanted to provide them with not only academic skills but also essential life skills like effective communication, poster presentation, and the values of being a compassionate and empathetic individual. Looking ahead, I aspire to work in education policy and initiatives. My academic expertise, hands-on experience, and dedication to equitable education make me a promising candidate for contributing to positive change in this field. In conclusion, my academic journey, work experience, research interests, and future goals coalesce to present a promising scholar with a commitment to making education more accessible and equitable, especially for underserved populations in rural areas.

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