

# Navigating the Digital Age: Adapting Education with Artificial Intelligence

Dr. Basima “Omar Ali” Ja’ara

Ph.D. Management, The World Islamic Science & Education, Jordan

Email: Basima.o.j@gmail.com

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## Abstract

**Study design/ Methodology:** In today's rapidly evolving digital landscape, the convergence of Artificial Intelligence (AI) and education has become paramount for organizations seeking to thrive amid the data revolution. This paper explores the integration of Artificial Intelligence into education, emphasizing its transformative potential. It delves into various facets of AI in education, including its benefits, challenges, ethical considerations, impact on teaching practices, utilization of AI-powered tools, and what are the Future Trends and Innovations for AI through real-world examples and educational insights. All of these points through a review of literature and articles from global databases. **Findings:** This paper underscores AI's significance in education and the role of AI in shaping the future of business in today's dynamic landscape, albeit contingent upon continuous evaluation, addressing the challenges and ethical dilemmas associated with its implementation. In conclusion, we emphasize the necessity of collaborative efforts among educators, technologists, policymakers, and industry stakeholders to harness AI's full potential of AI in education and integrate it into the educational landscape.

**Keywords:** Artificial Intelligence, Education, AI, Benefits, Challenges

## Introduction to AI in Education

Due to the challenges and advancements that organizations have faced in recent years, such as globalization, cognitive development, cultural diversity, fierce competition, the speed at which communications can be held, and the pervasiveness of technology in all facets of human existence, the business environment has grown significantly and quickly. This new dynamic has forced organizations to face these challenges head-on and adapt to stay ahead of the curve and react swiftly. It must adapt to the current situation and developments to survive and thrive. These changes necessitate making tactical, strategic, and routine decisions regardless of how complex they may be by implementing intelligence systems that can analyze business data and turn it into useful information (Ali & Nasser, 2020) accessible when needed and aid decision-makers in reaching the best choices, both of which have an impact on their performance and success (Abu Nasser, 2020).

Since the emergence of the digital age, data have become increasingly pervasive in commercial, political, academic, and private realms. The field of computers has changed

drastically over the last 40 years. The 1980s saw centralized data centers primarily focused on business and gathering data; by 2000, however, these centers had broadened their offerings to include data management, and individual users were increasingly able to access personal computers and the World Wide Web. As a result of these developments, as well as data centers' forays into cloud computing and the Internet's ongoing expansion, the amount of data gathered and made available has increased significantly since 2000 (Reinsel et al., 2017). Advancements in technology, particularly Artificial Intelligence, have had a profound impact on various aspects of human society, including education, and have the capability to revolutionize the way we learn, making education more personalized, adaptive, and accessible to learners of all ages (Shabbir & Anwer, 2018). Recently, interest in the use of artificial intelligence (AI) in higher education has noticeably increased (Holmes et al., 2019). The number of these has only increased since COVID-19 schools were closed. However, evidence on how AI can enhance learning outcomes and whether it can assist learning scientists and practitioners in better understanding how successful learning occurs is still lacking (Zawacki-Richter et al., 2019).

John McCarthy coined the phrase "artificial intelligence" for the first time in 1956 at the Dartmouth Conference. Since then, three booms in artificial intelligence (AI) have occurred during the decades of advancements in science and technology. The first boom occurred in 1956–1976. Humans have been creating artificial intelligence (AI) software and chat programs since the 1950s. They have also demonstrated certain mathematical theorems and predicted that "robots will surpass human beings in 10 years" and that the "AI era is coming." Between 1976 and 2006, the second boom was in the Hopfield neural network (Chen et al., 2013).

AI gained popularity in the 1980s because of the BT training algorithm, which also paved the way for the development of speech recognition, speech translation software, and Japan's fifth-generation computer concept. However, these plans fizzled out and the second boom collapsed. A certain level of data accumulation would cause some outcomes to partially stop growth. AI exploded again during the third boom, which lasted from 2006 to the present. In 2006, Hinton introduced deep learning technology, and in 2012, the ImageNet Competition achieved significant progress in image identification. When AlphaGo overcame Lee Se-dol in 2016, the world went champion, and it was thought to be the pinnacle of AI advancement (Dong et al., 2020). Artificial intelligence is the capacity for learning and thinking on the part of a computer program, which encompasses everything that a program does that one normally associates with human intellect (Mitchell, 2019).

Artificial intelligence (AI) is a computerized simulation of human intelligence. AI is particularly effective for certain tasks and transforms nearly every industry in a nation by enabling computers to make intelligent decisions that result in more efficient operations (Dong et al., 2020; Limna, 2022). Because computing and information processing techniques have advanced, artificial intelligence (AI) has been used extensively in education. AI in education opens new possibilities, difficulties, and opportunities for educational methods (Ouyang & Jiao 2021).

**Benefits of AI in Education**

At the forefront of technological innovation, artificial intelligence (AI) has the potential to drastically change many aspects of human life including education. Unlike traditional AI systems, which are limited by predetermined parameters, AI can produce new content, such as text and images that are identical to human-produced outputs, the promise of AI in education has generated much interest because of its transformative potential. Advocates see individualized learning, more creativity, and less administrative work as the benefits of implementing AI (Mackie & Abbas, 2024).

In recent years, artificial intelligence (AI) has become increasingly popular in the educational world because of its potential to promote learning in a variety of scenarios. The field of artificial intelligence (AI) in education has shown technological advancements, theoretical developments, and beneficial pedagogical influence with a variety of applications, including intelligent tutors for content delivery, feedback provision, and progress supervision (Chen et al., 2022). Consequently, the implementation of artificial intelligence (AI) in the educational sector is crucial. There are many advantages of integrating AI into schooling. Adaptive learning systems driven by artificial intelligence have the potential to improve student engagement through customized and individualized learning experiences (Chaika, 2023), which adjust to each learner's unique preferences, learning styles, and level of development, which increases student motivation and comprehension (Chaika, 2021). Furthermore, chatbots and virtual tutors powered by AI can provide individualized direction and assistance and expand learning opportunities outside the classroom (Akgun & Greenhow, 2022).

AI technologies have the potential to revolutionize several facets of the educational landscape, including administrative, instructional, and learning processes (Shinkaruk & Kravchenko, 2021), by improving instructional delivery, tailoring learning experiences, and expediting administrative operations in educational institutions by utilizing machine learning algorithms, natural language processing, and data analytics (Siemens & Long, 2014). For example, AI-powered virtual assistants can respond to student questions promptly and accurately, enhance their educational experience, and reduce administrative workloads (Wu et al., 2012). They are better equipped to understand students' progress; pinpoint areas for growth; and adjust their training through the collection, analysis, and interpretation of massive volumes of student data made possible by AI-driven learning analytics and educational data mining. (Pardo & Siemens, 2014). Another benefit of artificial intelligence (AI) in education is that it significantly improves teaching methods through practical experiments and the creation of standard modular prototypes in learning analytics, data visualization, and statistical reasoning (Alam, 2021). In addition, AI may facilitate decision-making by deriving actionable insights from data, giving educational institutions the ability to make well-informed decisions about the distribution of resources, creation of new programs, and strategic planning (Siemens, 2013).

The private sector is developing more and more "intelligent," "adaptive," and "personalized" learning technologies for use (AI) in education in colleges and universities worldwide. It is estimated to create a market of US\$6 billion by 2024 (Bhutani & Wadhvani, 2018). The benefits of AI are enormous, and Artificial Intelligence holds great promise for revolutionizing various professional sectors (Makridakis, 2017).

Recently, college-educated professionals participated in an experiment by Noy and Zhang from MIT to evaluate the productivity impacts of generative AI technology, notably ChatGPT, to complete mid-level professional writing work. According to these findings, ChatGPT users completed their writing assignments with greater effectiveness, efficiency, and enthusiasm. Interestingly, individuals with lower skill levels benefited most from ChatGPT, indicating that AI may be able to close productivity gaps and lessen productivity disparity. This study found that the generative writing tool reduced the amount of time workers spent on assignments and increased the output of workers with fewer skills (Noy & Zhang, 2023).

### **Challenges and Ethical Considerations**

On November 25, 2021, UNESCO released global AI ethical norms, which its 193 member nations had adopted and signed. While acknowledging the "deep and dynamic" effects of AI, the text also draws attention to the growing threats to ecological, social, and cultural diversity (UNESCO, 2021). Notably, it establishes a global code of ethics that offers stakeholder-driven recommendations for implementing AI. Although it offers a somewhat universal paradigm that may be applied to a variety of fields and contexts, this historic cross-border agreement highlights the critical role that ethics plays in global AI (Nguyen et al., 2022).

There are definitions of AI ethics, although there is no consensus on what it means. Practical AI ethics is a recent development that focuses on creating rules and frameworks to guarantee the moral application of AI in society (Whittlestone, 2019). The first-ever global standard on AI ethics which UNESCO produced is the 'Recommendation on the Ethics of Artificial Intelligence', all 193 Member States adopted this framework, the Recommendation stresses that governments must ensure that AI adheres to the principles of safety, inclusion, diversity, transparency, and quality.

International organizations and researchers have recently focused on the ethics of AI in education (Holmes et al., 2021). Although these studies and ethical guidelines sometimes overlap and agree on certain points, no prior study has thoroughly evaluated the worldwide consensus on ethics for the advancement of artificial intelligence in education (Nguyen et al., 2022). According to a recent UNESCO global survey including over 450 colleges and schools, less than 10% have created official guidelines or institutional norms for the use of generative AI applications (UNESCO, 2023).

Less than 10% of the more than 450 colleges and universities surveyed globally by UNESCO in May reported having specific guidelines or institutional regulations in place regarding the use of generative AI applications. The study notes that the time, procedures, and approvals required in the majority of nations to certify a new textbook are significantly greater than those required to introduce generative AI tools into classrooms and educational settings. Before being used in the classroom, textbooks are typically assessed for content correctness, age appropriateness, relevance to the teaching process, cultural and social acceptability (including bias prevention measures), and the accuracy of the information. Corporate AI creators cannot control the work of the education sector, so UNESCO suggests that ministries of education develop their capacities in collaboration with other regulatory branches of government, particularly those overseeing technologies, to screen and validate novel and sophisticated AI applications for formal usage in schools. (UNESCO, 2023).

Globally, UNESCO (2019) identified six obstacles to the sustainable development of artificial intelligence in education, including inclusive and equitable public policies, the advancement of artificial intelligence in education, training educators to use AI in the classroom, enabling AI to comprehend education, creating inclusive and high-quality data systems, elevating the importance of research on AI in education, and guaranteeing ethics and openness in data gathering, processing, and sharing. However, in addition to its possible advantages, integrating AI into education presents problems and ethical questions. These include algorithmic biases, privacy issues regarding the gathering and use of student data, and the effects of AI on interpersonal relationships and teachers' roles (Williamson, 2017).

AI challenges come in many forms, such as guaranteeing the accuracy and dependability of AI systems, protecting their robustness, establishing accountability and transparency, guaranteeing equity, protecting data privacy, and finding a middle ground between innovation and intellectual property rights (Syifa, 2024). One of the biggest challenges of our day is ensuring proper AI governance, which necessitates international cooperation based on the knowledge and best practices developed by many governments. Large-scale student data collection and management for individualized learning may give rise to security and privacy problems. Strong data protection protocols must be implemented to prevent illegal access and data breaches. Biases in the training data may be unintentionally reinforced or amplified by AI algorithms. This may lead to unjust treatment and unequal opportunities for specific student groups. Artificial intelligence (AI) systems may be opaque because of their complexity and difficulty in interpretation. To build confidence and address concerns, it is essential to understand how AI models make judgments in personalized education (Mote, 2024).

Although artificial intelligence (AI) has become increasingly popular, it has also presented academics with new problems and concerns. One significant concern is the use of Generative AI by students to cheat on assignments and tests; as a result, some American colleges have banned the use of this technology on campus (Okaiyeto et al., 2023). These colleges will concentrate on teaching students how to properly use AI in their studies, rather than enacting outright prohibitions. They will also raise awareness about the possible hazards of plagiarism, bias, and inaccuracy associated with generative AI.

Achieving a balance between mitigating potential hazards, such as plagiarism, and cheating in academic contexts, and utilizing the advantages of generative AI to boost output and encourage fair results in work environments is imperative. The fact that UK institutions have adopted guiding principles further indicates a change in the direction of developing responsible methods to incorporate generative AI into learning settings (Okaiyeto et al., 2023). Although technology has the potential to completely transform education, there are still many obstacles faced by scholars and practitioners working in related fields or systems (Kay & Kummerfeld, 2019).

The following figure illustrate using AI in All sectors:



Figure 1: Using (AI) in All sectors from 2004 – present

Source: Google Trends

<https://trends.google.com/trends/explore?date=all&q=%2Fm%2F0mkz&hl=en>

### AI-Powered Educational Tools

1. Educational chatbots: Chatbots are online computer programs that replicate human conversations using artificial intelligence (AI) and cloud-based services. used AI to simulate human conversations, provide responses, or perform tasks when prompted by users. They vary in sophistication from virtual assistants such as (Siri, Alexa, DuerOS and Xiaoyi) to simpler rule-based systems. In education, they assist with admissions inquiries, provide 24/7 information access, and aid in learning through tutoring systems, such as Deakin Genie and Ada. These chatbots engage students in dialogue and offer automated feedback to enhance their learning experience (UNESCO, 2021).
2. OU Analysis: (AI) application created by the Open University in the United Kingdom by analyzing large amounts of data from the university's Education Management Information System (EMIS). It can anticipate student results and identify students at a risk of failure. Through user-friendly dashboards, course teachers and support teams may view the projections and decide which kind of assistance would be best for their students. The main goal is to make this possible for students who may struggle to finish their courses (Herodotou et al., 2017).
3. IBM Watson Education: This provides tools for individualized learning driven by AI. This includes machine learning-based adaptive learning systems that modify content in response to student performance (Mote, 2024).
4. Swift: is a collection of techniques created by India's Swift eLearning Services to assist EMIS systems in making the most of the data produced by an e-learning module.<sup>27</sup> The information gathered from student interactions provides an important context for understanding when and why a learner may succeed or suffer. By analyzing these data, learning routes can be made more specifically to fit the interests of individual learners (UNESCO, 2021).
5. Cognii: An AI-powered virtual tutoring company that offers individualized instruction. Virtual tutors that employ natural language processing technology provide pupils with tailored interactive feedback on their written responses (Mote, 2024).
6. The ALP28 system in the US offers back-end artificial intelligence features to complement common educational technology. The program evaluates user input and compiles it into psychometric profiles that reflect the interactions, interests, and accomplishments of every learner (UNESCO, 2021).
7. The UniTime project is a complete AI-powered educational scheduling system that is based in the US and involves companies from four continents. It creates timetables for



university courses and exams, coordinates time and room changes, and generates personalized schedules for each student (UNESCO, 2021).

8. ISquirrel AI is a Chinese adaptive learning system driven by artificial intelligence. Individualized instruction is offered by evaluating each student's strengths and shortcomings and modifying the curriculum according to individualised instruction (Mote, 2024).

### **Future Trends and Innovations**

Universities should integrate AI-related courses and workshops into pertinent subjects, such as writing and communication programs, to effectively educate students in the future. This method can assist students in gaining awareness of the potential, constraints, and moral issues surrounding generative AI in the workplace. While generative AI can increase productivity and produce well-rounded graduates, it is imperative to emphasize human abilities, such as creativity, critical thinking, and problem-solving, through project-based learning and interdisciplinary approaches (Okaiyeto et al., 2023).

### **Methodology**

The methodology employed in this study draws upon an extensive review of the literature and research studies published in global journals. By synthesizing insights from past studies and leveraging evidence-based research, the methodology adopted herein ensures a rigorous analysis and synthesis of key findings and perspectives in the field, facilitating a nuanced exploration of the topic at hand.

### **Conclusions**

In conclusion, the integration of Artificial Intelligence (AI) into education marks a paradigm shift, offering unprecedented opportunities to enhance teaching and learning experiences. While AI holds immense promise in revolutionizing educational practices, its successful implementation hinges on addressing ethical concerns and navigating challenges. Educators must play a pivotal role in shaping the ethical use of AI and ensuring equitable access and responsible integration. Collaboration and partnerships among stakeholders are imperative for fostering innovation and developing robust frameworks for AI integration. By embracing AI technologies responsibly and collaboratively, education can thrive in the digital age, fostering a dynamic and inclusive learning environment for all, providing the groundwork for evidence-based policymaking, and enabling universities to adapt effectively to the changing landscape. Colleges should actively encourage research on the effects of AI on education, the workforce, and society and take proactive steps to educate their students for a day when artificial intelligence tools are ubiquitous in the workplace.

### *Theoretical and Contextual Contribution of this Paper*

This paper makes a notable contribution to both the theoretical landscape and practical context of AI integration in education. Theoretically, it enriches our understanding of how Artificial Intelligence serves as a transformative catalyst in education, altering conventional teaching methods, reshaping curriculum design and streamlining administrative functions, by examining AI's role in fostering personalized and adaptive learning experiences, this study expands on current knowledge and highlights AI's potential to meet the evolving demands of education in a technology-driven world.

Contextually, this study is timely and relevant, addressing the urgent need to equip educational systems with tools that enhance skill acquisition, digital literacy and critical thinking, through a comprehensive analysis of AI applications, it bridges the gap between the conceptual possibilities of AI and its practical, real-world impacts on learning environments. This dual contribution lays a foundation for stakeholders including policymakers, educators, and technologists to develop responsible, inclusive frameworks for AI integration. Ultimately, this study not only deepens theoretical insights but also offers actionable guidance, shaping a future where AI-driven innovation in education is both effective and equitable.

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