



Research Output Journal of Education 3(3):24-28, 2024

ROJE Publications

PRINT ISSN: 1115-6139

<https://rojournals.org/roj-education/>

ONLINE ISSN: 1115-9324

Integrating Artificial Intelligence in Classroom Teaching: Opportunities and Challenges

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ABSTRACT

The integration of Artificial Intelligence (AI) into classroom teaching represents a significant shift in the educational landscape, offering both promising opportunities and notable challenges. This paper explores the potential of AI to enhance personalized learning, improve administrative efficiency, and support adaptive assessments. It also examines the risks associated with AI in education, including ethical concerns, job displacement fears, and the potential for exacerbating social inequalities. By analyzing current applications and potential impacts, the paper provides insights into how AI can be effectively integrated into classroom settings, while addressing the barriers and limitations that may arise. Future directions and recommendations are proposed to guide educators, policymakers, and stakeholders in harnessing AI's potential while mitigating its challenges.

Keywords: Artificial Intelligence (AI), Classroom Teaching, Personalized Learning, Adaptive Assessment, Educational Technology.

INTRODUCTION

Artificial intelligence (AI) has swept across many fields, from sports, financial, medical industry to military and commercial applications. AI is also penetrating into formal education. This is particularly salient in the wake of the global COVID-19 pandemic, whereby AI-fearing schools and universities was seen as an alternative to traditional classroom teaching, and could aid in streamlining the process of online teaching. The present essay aims to explore if, how, and in what context AI can integrate into the classroom and bring opportunities and/or challenges. We begin by providing an overview of AI in teaching and follow this with a delineation of AI in the classroom using various subtopics. This is followed by two articles on "AI for direct teaching" and "AI as a teaching assistant". We conclude this essay by discussing AI as a classroom peer and computer-aided assessment [1, 2]. This paper addresses three ACES and three Departmental outcomes using a) words, b) text, and c) chat features of AES. The three ACES outcomes addressed are as follows: "complex systems", "values and motivation", and "ethics". The three Departmental outcomes addressed are the following: "Teaching and Learning Environment" and "Academic and Professional Intelligence". Any CheT collections, resources, and digital objects referred to herein are freely available for distribution through the AES artifact index. All references are included in this document.

UNDERSTANDING ARTIFICIAL INTELLIGENCE IN EDUCATION

What is Artificial Intelligence?

In its most basic form, artificial intelligence (AI) is a wide-ranging branch of computer science that seeks to develop machines that work and react like humans. What makes machines similar to humans is their ability to adaptatory functioning, primarily by modifying functions related to the kind of information received. These intelligent processes include reasoning, learning, problem-solving, and the ability to adapt to new knowledge and information. When it comes to using this specialized form of computer science in the classroom, it's thought that AI has immense potential to make an enormous impact on

education. Coupled with the formative assessment process, AI could reshape and improve the learning journey in a variety of ways [1].

AI in Education.

Artificial intelligence or AI in education operates in a technology-based and media-driven environment. By integrating AI at all stages and levels of education, better learning outcomes can be observed. This leads to the development of a student-centric approach to learning. The instruction can be customized by the teacher as different students or a group of students can have different learning pace, learning style, and abilities. AI can provide additional guidance on the sources of these resources, some of which are already studied by learners. The technology that AI makes approaches is available – virtual learning environments that help teaching and the learning of learners with guiding inputs in real time. It even suggests the best source of information or methods to learn from as per background, grasping levels, and learning styles of the learners [3].

DEFINITION AND SCOPE

Artificial intelligence is a multi-disciplinary innovation with massive potential in different fields. Major advancements and applications of AI are seen in robotics, cognitive science, machine learning, neuro-linguistic programming, pattern recognition, data science, and more. AI has great potential in the field of education and can considerably alter the traditional mechanism of teaching and learning. Artificial intelligence in education can be perceived in many ways such as interactive tutoring systems, distance education programs, and applications that improve both student performance and creativity. So, it can be inferred that the blessing of artificial intelligence in education has the potential to empower teachers and students. It also includes the implementation of intelligence gathering, data analysis, and insights that aid in informed decision-making and contextualized supports for teaching and learning [4]. AI technology can be integrated to automate some aspects of administrative teaching duty to allow for nuanced assessment and content personalization. Moreover, for the educational data mining aspect, AI technology may offer intelligent insights into classroom assessments and online learning progress. For students, AI can act as personalized yet cognitive systems and adjunct helps on learning anything from alphabets, numerals to sophisticated doctorate-level subjects. Also, for peer support among students, the AI systems in the school reference system can be used for adaptable and context-aware responses supporting playground sociability. For teachers, AI systems can help in providing immediate feedback on assessments and advice for mitigating pedagogical challenges for struggling students. Moreover, the adapted lesson plans and materials for individual learners, which thus provide an example of individualized artificial intelligence in the classroom, are possible with AI technologies [5].

BENEFITS OF AI IN EDUCATION

AI has the potential to transform the way education is imparted today. Following are the benefits artificial intelligence can add.

PERSONALIZED LEARNING

For students falling behind the intelligent curriculum, AI can offer a modified approach to teaching. This is typically used by adaptive learning programs to adapt to the student's pace of understanding.

ADAPTIVE ASSESSMENT

Old assessment systems were used to assess a student establishing on a general level to large multidimensional groups. This gauged only how much the student has learned based on subjects, uniformly exhausting every student in the process. While a class could provide the same test across its participants without a learning implication for every individual student anyhow. Able to adapt AI curriculum. This can assess a student according to their requirements and what the instructor would expect in the participating classes, maximizing the efficacy of assessments and student monitoring, with AI offering feedback to courses within the computer [6].

EFFICIENT ADMINISTRATIVE PROCESSES

Adoption of AI has increased effectiveness when it comes to guiding complex analyses such as the prediction and segmentation of student and alumni markets. Systems such as AI have been shown to simplify and restrict the time taken to recruit potential students, explore the life value of graduates and connect the career outcomes of graduates, and have an immediate effect to help instructors and courses in various fields for a wide range of colleges. Furthermore, AI also provides teachers with enhanced administrative abilities such as placing entrance evaluations into coding, the magnitude at which human resources are needed as individuals, and monitoring pupil's readiness [7].

INTEGRATION OF AI IN CLASSROOM TEACHING

Artificial intelligence (AI) performs tasks that are typically carried out by human beings, often with a greater degree of accuracy and in less time. The science and engineering connected with AI has made

rapid progress in the last two decades. The paper examines new opportunities to transform traditional classroom teaching using the power of AI. There are already AI-driven apps being used to customize learning for children of different abilities. However, there are new products that can pick up the emotions on a teacher's face undetectable to the human eye. In addition, facial analysis tools can recognize falling levels of attention, boredom, embarrassment, and anger. Such tools can also analyze the tone of a teacher's voice to pick up that they are anxious or angry. On the basis of these signs, the system can offer suggestions to the teacher to improve the class setting. Some innovative uses of AI in the field of primary education are described, such as the use of Swivl Robot to capture video from the teacher's perspective and also the use of software that helps to prepare children of the age group of 6-7 years in computational thinking and the basics of programming [8]. As a result of the fourth industrial revolution and the eruption of the coronavirus, the scenario has changed dramatically. Therefore, the challenges of integrating AI in classroom teaching are being redefined. Students and teachers around the world have been forced to use virtual classes to cope with the corona lockdown. Covid-19 has accelerated the schools' decision to take the educational programs online. Therefore, AI can be used to develop a global classroom online teaching system that can connect students and working professionals across the globe to learn in a live and real-time setting taught by industry professionals [9].

CURRENT APPLICATIONS

Artificial intelligence and machine learning have been integrated into numerous online e-learning platforms. Applications such as Duolingo, Busuu, and Coursera's courses on music composition and video game development utilize machine learning to provide tailored immediate feedback to students based on multimodal input, helping experimental courses toward tailored teaching. Chatbots have been implemented on some university websites to help students navigate the website and solve problems. CAPSULE was developed to assist instructors and curriculum designers in a Programmed Learning System (PLS). The Cognitive Tutor is an adaptive e-learning tool that provides instruction by delivering individualized tutoring to students. The system employs AI techniques to adapt, on a student-by-student basis, to the student's performance and "seeking behavior" during problem solving [10]. Cognitive Tutor is also a web resource utilizing artificial intelligence. LON-CAPA (Learning Online, Networked, Computer-Assisted Personalized Approach) conducts thousands of assessments every semester across seven universities. It provides type-written answers from a deep learning bi-directional LSTM. Our WebWise demonstration on AI proposed using these technologies to provide and evaluate type-written student answers. The EdTech Top 40 of 2021 in K-12 education list includes five tools purported to utilize machine learning to support student learning. At the university level, numerous tools use AI to support learning. A sex education chatbot built into a newly adopted health class at a large university has been shown to increase students' learning. Students interact with the chatbot and then fill out a pre-test questionnaire based on suggestions by the chatbot, similar to what they would in homework exercises. The control class has the students fill out the questionnaire at the beginning of class. The chatbot class outperforms the control class, with males showing an even greater increase in learning from interacting with the chatbot [11].

POTENTIAL IMPACT ON TEACHING AND LEARNING

1. AI-Generated Personalized Education: A teacher's work involves customized programs for scheduling, setting goals, and providing immediate feedback. AI can ease these tasks and let teachers focus on a more in-depth understanding of the course content. That can also lead to a mixed use of AI in the classroom, from an initial phase where the teacher is mainly an observer to a 'contributor' or even a 'delegate', especially in the processes of learning [12].
2. AI-Generated Simulations: AI might be used for the pre- and post-analyses of simulations, which is a unique educational tool for an active, creative, and inductive group of people. That can also help teachers to 'model' the main Open-Ended Problem (OEP) phases, encouraging slow students and forcing overenthusiastic students to outline the possibility and the effects of different 'problem solvings'. AI can also be used at the meta-level for 'dynamic' simulations, changing their variables as immediate evidence of a group's 'maturity' of learning. Furthermore, AI can appear as an 'interdisciplinary mind' that is able to develop across different topics. For example, in a negotiation situation with some variables, a student can count on AI that knows how to change the input of the initial example of a budget start, a value change, a conceptual change, or whatever is necessary to prepare the same student to manage profit and non-profit organizations, local, and global negotiations, etc [13].

CHALLENGES AND LIMITATIONS

One of the major issues pointed out with regard to integrating AI in the classroom is regarding the usage of AI in the knowledge delivery process. There is a general fear among the general population

encompassing issues about the job displacement that could happen as a result of using technology. It is the same in the case of using artificial intelligence in education as well. Apart from the difficulties which the teachers face in adopting AI in teaching, the international community seems to be particularly concerned about the ethical aspects of using AI for particular user groups. The EU has recently published the ethical guidelines for trustworthy AI. One of the principles stated in the guidelines is how "AI should entail mechanisms for human oversight. In addition, they should be implemented using a theory of change and impact that includes a clear and transparent explanation". All in all, experience has shown that the use of such technology may cause unexpected side effects, such as deepening social inequalities, especially in the education sector. In a word, the concern for the previously mentioned is an important matter for further research in this area [14]. One of the most experienced difficulties is high financial costs and the extensive time requirements for material maintenance and preparatory work for classroom implementations. In addition, despite the unlimited potential for the usage of AI in education, there is no guarantee that users will learn in the implementation of these technologies. Educational practice indicates that the learning process can take place in different forms (visual aids, random conversations, success, etc.) that can immerse a teacher in as many difficulties as possible in the teaching process rather than helping to teach with the help of the technologies. Therefore, AI products intended to be used in education must be integrated on the basis of the requirements of existing educational models. Given the above problems on the use of AI in education and taking a critical approach to the use of AI technology, many educators believe that the growth of AI technology and the possibility of failure to use this technology according to the limitation of the learners in the classroom could create more problems than benefits. Although the national education agenda, including the Indonesian government's plans, is to integrate IT-based learning in schools, combining it with AI could be a future disaster in realizing the 2020 education goals in Indonesia. Therefore, there is a need for more research in the integration of AI pitfalls in classroom teaching [15].

FUTURE DIRECTIONS AND RECOMMENDATIONS

The 5th industrial revolution is the era of rapid technological advancements that have resulted in innovative and smart technologies that have integrated into various activities of daily living. In this evolution, Artificial Intelligence (AI) is a widespread innovative area of modern software approaches that enable machines to mimic human cognitive activities. More practically, the era of AI is evidence of transforming many fields by automating tasks that usually are "physical work" rather than physical endeavors, and one segment where its potential remains to be fully explored is its function in the classroom. AI can be utilized for repetitive tasks and make it exceptionally effective to execute day-to-day classroom tasks [16]. The preceding discussion in this chapter illustrates the opportunities and challenges of integrating AI in classroom teaching, which have been identified by dealing with the variables of THEKEY. Critical analysis revealed two broad dimensions of THEKEY (i.e. contributing factors in the business domain and resultant actions). These dimensions clearly indicate the necessity of business domain contribution (e.g. collaboration between educational institutions and industry, infrastructure support, resources accessibility, and policy and regulation) before educators can realize the opportunities and challenges and implement them for quality classroom teaching. Therefore, in the following section, several future directions and recommendations are delineated to guide stakeholder relations (e.g. policy-makers, parents and guardians, educational institutions, educators, and students) to support the integration of AI in classroom education. It is anticipated that these recommendations will further motivate and guide the analysis envisioned in the present proposal [17].

CONCLUSION

The integration of Artificial Intelligence in classroom teaching presents a transformative opportunity for education, with the potential to personalize learning experiences, streamline administrative tasks, and enhance student outcomes. However, this shift also brings significant challenges, particularly in terms of ethical considerations, potential job displacement, and the risk of deepening educational inequalities. As AI continues to evolve, it is crucial for educators, policymakers, and stakeholders to carefully balance the opportunities and risks, ensuring that AI is leveraged to enhance the learning environment rather than detract from it. Continued research, collaboration, and thoughtful implementation will be key to realizing the full potential of AI in education, while safeguarding against its possible drawbacks

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CITATION: Aimé Anita Jacqueline. Integrating Artificial Intelligence in Classroom Teaching: Opportunities and Challenges. *Research Output Journal of Education*, 2024 3(3):24-28.