

Table of Contents

| | |
|---|----|
| The Application and Development of Online Learning Platforms in Education: Chance and Challenges..... | 1 |
| <i>Wenjing Qu</i> | |
| Investigating the Effectiveness and Ethical Considerations of AI Integration in Future Learning Systems..... | 9 |
| <i>Emmanuel Tawanda Nhamo</i> | |
| Teaching Python the Smart Way: Strategies for AI-Driven Instruction..... | 17 |
| <i>Nouman Hameed, Fei Xu</i> | |
| Student-centered Computer Course Teaching reform..... | 33 |
| <i>Yuxin Niu</i> | |
| Artificial Intelligence in Education..... | 40 |
| <i>Tatenda Whitney Mavhunga</i> | |
| Research on Teaching Method of Data Structure Algorithm Course..... | 57 |
| <i>Qian Luo</i> | |
| Enhancing Student Engagement in STEM Education through Gamified Learning Platforms: A Human-Computer Interaction (HCI) Perspective..... | 64 |
| <i>Willie Kamara Jallah</i> | |
| Empowering Diverse Learners: The Role of AI in Inclusive Education..... | 78 |
| <i>RIMON YALLOW HADUSH</i> | |
| Demystifying AI in Education: A Critical Review of Transparency, Ethical Implications, and Practical Applications in Gillani et al.'s 'Unpacking the Black Box'..... | 87 |
| <i>Malik Saad Nawaz, Yanfang Fu, Xiaojun Bai</i> | |
| Research on Computer Network Addressing Based on IP Framework..... | 95 |
| <i>Hao Chang</i> | |

The Application and Development of Online Learning Platforms in Education: Chance and Challenges

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Abstract. In recent years, with the advancement of education information construction, online education occupies a more and more important position in China's education cause, and gradually becomes a kind of learning way that is recognized and widely adopted by the public. This paper explores the overall effectiveness of online learning platforms in teaching, their application impact, development trends, impact assessment, and challenges. Firstly, it primarily examines how online learning platforms are applied in higher education and vocational training, specifically analyzing their teaching methodologies. Then it turns to the discussion of practical application effects, pointing out that online learning platforms effectively improve learners' learning experience and effects by enhancing interactivity, promoting personalized learning and providing real-time feedback. In the research impact and evaluation section, this paper extensively explores how online learning platforms enhance student learning effectiveness and support teachers' professional growth. It conducts thorough evaluation and detailed effect analysis. Lastly, the paper anticipates the future direction of online learning platforms, highlighting their evolution towards intelligent, personalized, and diverse approaches, while facing challenges such as low participation rate, data privacy protection and technical support. This paper underscores the online learning platform's pivotal role in advancing education modernization and equity, offering valuable insights into its impact and evaluation in education.

Keywords: Online learning; Teaching interaction; Online education; Online learning platform

1. Introduction

With the rapid development of information technology, online learning platforms such as MOOCs and virtual learning environment have been widely used and popularized worldwide. These platforms offer students flexible, personalized learning experiences that transcend geographical and time constraints [1]. They significantly enhance educational resources and course content through diverse teaching methods and interactive tools. In education, they promote flexibility, access, innovative teaching methods, and heightened student engagement. Therefore, an in-depth study of the application and development of online learning platforms in education will help to fully understand their potential and challenges in education reform and improvement of learning effects, and have important guiding significance for future education policies and practices.

This paper aims to analyze the current use of online learning platforms and the challenges they encounter. Research goals include examining the practical application and impact of online learning platforms in education, assessing how technological advancements promote online learning, and exploring potential challenges across technical, legal, social, and educational domains. The specific questions relate to data privacy protection of online learning platforms, legal and policy support, student participation issues, and key issues such as the sustainability and future direction of the platform. Through this research, the goal is to offer both theoretical support and practical recommendations to advance the development and implementation of online learning platforms, addressing current and future complex challenges effectively.

2. Literature Review

Educational system reforms and advancements in computer network technology have fostered the emergence and growth of the network teaching model, alongside the rise of online learning

platforms. The development of these platforms traces back to late 20th-century distance education systems, with a significant acceleration seen in the early 21st century. Platforms like Coursera and edX, introduced in 2012, pioneered Massive Open Online Courses (MOOCs), facilitating the worldwide dissemination of higher education resources. As technology advances and user demand increases, these platforms are gradually expanding to various levels of education, including vocational training and K-12 education. Modern online learning platforms not only offer video lessons, but also include interactive learning tools, virtual LABS, and personalized learning paths to suit the needs of different learners [2]. Their evolution in education not only promotes the innovation of teaching models, but also improves the popularization and quality of learning resources.

As a result of modern educational technology, online learning platforms have significantly expanded learning boundaries and enabled global knowledge sharing. There are various types of mainstream online learning platforms, of which the most well-known are MOOCs (Massive Open online courses), online classes, and virtual LABS, which meet the diverse learning needs of learners in different ways [3].

MOOCs are typically offered by prestigious universities and institutions, covering diverse fields from humanities and social sciences to engineering and technology. Its biggest feature is the scale and openness, anyone can register to participate, enjoy high-quality educational resources. Through video lectures, online quizzes, and discussion forums, MOOCs creates a vibrant learning community where students not only gain knowledge from experts, but also exchange ideas and progress with their peers around the world.

The online classroom extends and innovates traditional teaching by using video conferencing for real-time lectures, student questions, and interaction [4]. This model is particularly suitable for courses that require continuous follow-up and in-depth communication, such as language learning and professional skills training. Online classes offer a near-physical classroom experience while overcoming geographical constraints, allowing quality educational resources to reach a wider population across borders.

Virtual laboratories simulate real-world settings, enabling safe experimentation in scientific and engineering fields. Such platforms are often equipped with advanced graphical interfaces and simulation software that accurately simulate physical phenomena and help students understand complex concepts in depth, while avoiding the safety risks and material wastage that may be encountered in actual operations. Virtual LABS are especially suitable for research projects in distance education and higher education, providing strong support for cultivating students' hands-on ability and innovative thinking.

Technological innovation and varied teaching methods on online platforms offer learners flexible, efficient learning options, and promote the globalization and personalized development of education [5]. Whether in the field of basic education, higher education or lifelong education, it has shown great potential and value.

3. Teaching Application of Online Learning Platform

3.1 Teaching Mode and Application. The design of traditional teaching system usually follows a rigorous process, which covers the whole process from modification to summative evaluation. Initially, a learning needs analysis determines the teaching content and direction, followed by defining learning objectives aligned with the content for targeted teaching activities. At the same time, learner analysis is carried out to understand the characteristics and needs of students. Tailored learning strategies and effective teaching media are then chosen. Subsequently, these elements are integrated into a teaching design that undergoes evaluation, encompassing both formative and summative assessments [6]. Throughout this process, adjustments ensure timely optimization of teaching effectiveness. The specific process is shown in Fig. 1. This model emphasizes face-to-face classroom teaching, focusing on direct instruction from teachers and immediate feedback from students. However, constraints in time and space may hinder the delivery of highly personalized and flexible learning experiences.

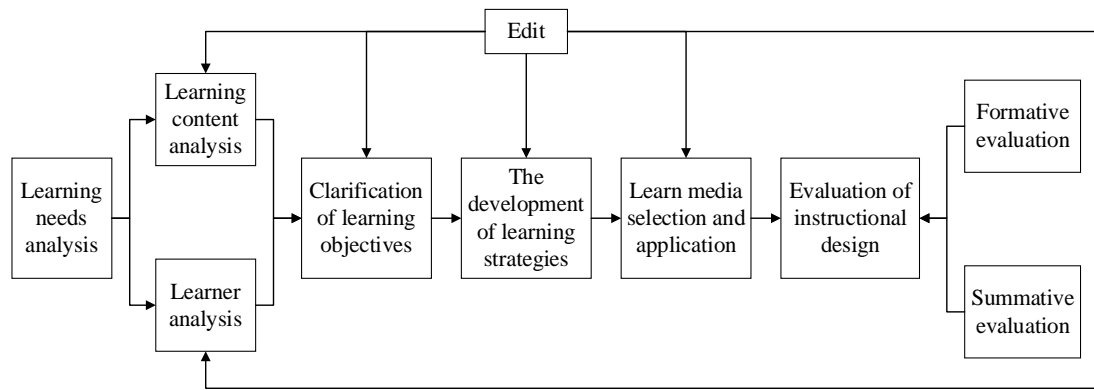


Figure 1. The process of traditional teaching system design

In contrast, online learning platforms leverage Internet and multimedia technologies, overcoming time and space limitations, so that students can choose courses according to their own time arrangement and learning pace. It provides a wealth of learning resources and diversified learning tools, such as live teaching, recorded courses, online discussions, virtual experiments, etc., to meet the different learning needs of students. In addition, the online learning platform also realizes the tracking and analysis of students' learning behavior through data analysis technology, so as to provide students with more personalized learning recommendations and feedback. These platforms adopt diverse teaching models across various educational stages, such as higher education and vocational training, tailored to different learner needs and subject characteristics.

In higher education, online platforms offer extensive course options and interdisciplinary learning opportunities, promoting the diversification of teaching models and innovation of teaching methods.

Blended learning integrates traditional face-to-face teaching with online learning, enabling students to utilize diverse learning resources and tools both in-class and remotely [7]. This approach promoting interactive learning alongside the flexibility of self-directed study facilitated by digital platforms.

Using AI and data analysis, online learning platforms offer personalized learning paths and recommended content tailored to students' learning behaviors and abilities. This enables students to learn at their own pace and pursue their interests, enhancing both learning effectiveness and satisfaction.

Online learning platforms also showcase distinctive teaching models and methods in vocational training, catering to the evolving job market and the enhancement of professional skills.

A micro degree is a small-scale, field-specific academic certification that is offered through an online platform and is usually accredited by a university or industry-leading institution. This model allows learners to acquire practical vocational skills through short courses, helping them to be more competitive in the workplace.

For vocational training that requires experiments and practice, such as medicine, engineering and other fields, the online platform provides virtual laboratories and simulation environments to help learners conduct practical operations and situational simulations to enhance their practical ability and skills application.

Through team projects and simulations of real work scenarios, the online learning platform promotes learners' cooperation and problem-solving skills on real problems. This model enhances students' teamwork, communication, and problem-solving abilities, preparing them to effectively tackle workplace challenges and tasks.

Online learning platforms at different levels of education provide flexible, efficient and personalized learning experiences through diversified teaching models and application methods [8]. As technology and educational concepts progress, these platforms will drive further innovation and advancement in education, offering increased choices and improved educational opportunities for students, educators, and professionals alike.

3.2 Practical Application Effect. Online learning platforms are integral to modern education, offering robust course content and improving learner interaction, personalized learning experiences, and real-time feedback through diverse technical tools and platform features, illustrated in Fig. 2.

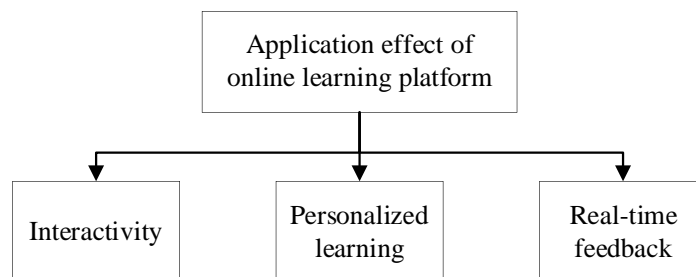


Figure 2. Actual application effect of online learning platform

Interactivity is one of the important features of the online learning platform [9]. Learners can engage in real-time communication and idea sharing within the course discussion area, fostering interaction with peers and instructors. This interaction not only promotes collaboration and discussion among learners, but also expands the understanding and application of the course content.

The platform provides virtual classrooms and real-time meeting tools that enable teachers to conduct online lectures and discussions with students face to face. Students can interact with the teacher via voice, video or chat functions, similar to real-time communication in a traditional classroom.

Some platforms introduce interactive learning activities and gamification elements, such as knowledge contests, virtual LABS, etc. [10], this approach boosts student engagement and learning motivation, encouraging participation through competitive incentives and rewards.

Personalized learning is a key feature of online platform, which includes learning path and recommendation system, adaptive learning and assessment.

The platform uses the learner's learning history and behavior data to provide personalized learning paths and course recommendations. These recommendation systems are based on algorithms to analyze students' interests, learning habits and academic level, and help students choose and complete the learning content suitable for them more effectively.

Some platforms use adaptive learning technology to adjust course content and difficulty based on students' learning progress and understanding. At the same time, adaptive assessment tools dynamically adjust question difficulty and types based on student performance, ensuring learners face appropriate challenges.

Real-time feedback plays a crucial role in enhancing online learning effectiveness, including real-time test and homework feedback, and real-time communication between teachers and students.

As soon as students complete an online quiz or submit an assignment, the platform can provide automated grading and feedback, including detailed error analysis and suggestions. This prompt feedback aids students in promptly identifying and rectifying errors, thereby enhancing learning efficiency.

The platform offers diverse real-time communication tools for teachers to provide timely advice and guidance to students. Students can engage with teachers via live chat, email, or online meetings to address study-related challenges effectively.

Using these technical tools and features, the online learning platform enhances learners' experience with flexibility, personalization, and efficiency. Interactive and personalized learning fosters active student participation, boosting motivation and satisfaction. The personalized learning path and recommendation system have provided students with educational resources more in line with their own needs, and the learning effect has been significantly improved. Real-time feedback

enables timely adjustments to learning strategies, enhancing academic performance and understanding [11].

4. Impact and Evaluation of Online Learning Platforms

Online learning platforms blend technological innovation with educational concepts to offer students adaptable, personalized learning experiences. Simultaneously, they present new opportunities and challenges for teachers' professional growth.

4.1 Improve Students' Learning Effectiveness. Online learning platforms have great potential to boost student learning outcomes. By offering personalized learning paths and instant feedback mechanisms, these platforms allow students to learn at their own pace and according to their individual needs. This flexibility significantly enhances learning results. Students who adopt online learning platforms tend to perform better academically because they are able to study at different times and places, avoiding the time and space constraints of traditional classroom learning.

Secondly, online learning platforms enhance students' learning motivation and engagement through gamified learning, interactive course design and rich use of multimedia resources. This approach not only improves students' ability to absorb and understand knowledge, but also stimulates their interest in learning and further promotes the improvement of learning results. For example, some platforms enable students to conduct experiments in a safe environment through virtual laboratories and simulated operations, enhancing their hands-on skills in science and engineering.

The platform can intelligently suggest learning resources and activities that match students' learning pace and style, using their learning data and behavioral patterns. This personalized approach not only enhances learning efficiency but also customizes the learning experience to fit each student's needs and abilities, thereby maximizing their potential.

4.2 Promote teacher professional development. Online learning platform not only has many advantages in the student side, but also brings new opportunities and challenges for the professional development of teachers. The platform offers abundant teaching resources and professional development courses to assist teachers in comprehending and mastering contemporary teaching techniques and technological tools. Through the online learning platform, teachers engage in course design, teaching evaluation, and educational technology application training, thereby enhancing their teaching capabilities and refreshing their educational perspectives continuously.

The platform provides functional support for teachers with real-time data and feedback mechanism, and can provide teachers with detailed analysis of students' learning data, help them better understand students' learning progress and learning difficulties, and then adjust teaching strategies and personalized guidance [12], so that teachers can respond more effectively to diverse student needs and improve teaching quality and educational equity.

Furthermore, teachers can engage in interdisciplinary collaboration and professional exchanges via online learning platforms. They can join teaching communities and professional networks, sharing resources and experiences while interacting and cooperating with educators worldwide. This global teaching environment broadens teachers' perspectives and fosters innovation in educational concepts and practices.

Although e-learning platforms have made remarkable achievements in enhancing students' learning effectiveness and promoting teachers' professional development, their application and development also face some challenges. For instance, reliance on technology can exacerbate the digital divide, necessitating ongoing improvements and regulations in platform quality and content standards. Therefore, educators need to make full use of online learning platforms, but also to continue to innovate and improve the platform functions, in order to better meet the diverse needs of education and teaching, to achieve continuous improvement of education quality and equity [13].

5. Trends and Challenges of Online Learning Platforms

5.1 Development Trend. The future online learning platform will usher in a more diversified and

intelligent development trend driven by technological development and innovation. Artificial intelligence (AI) technology will become one of the important drivers of online learning. AI enables personalized learning paths and content recommendations for students using data analysis and machine learning algorithms. It also provides intelligent adjustments and feedback based on students' learning progress and ability levels. Additionally, blockchain technology is anticipated to be pivotal in online learning platforms. Its decentralized and immutable characteristics can securely store and authenticate educational records. For instance, academic records, certificates, and qualifications can be securely recorded and verified on blockchain, thwarting counterfeiting and data tampering. This enhances education's transparency and credibility.

Besides AI and blockchain, augmented reality (AR) and virtual reality (VR) technologies can also be applied to online learning platforms [14]. These technologies can provide students with an immersive learning experience, such as interactive learning of 3D models and real-world simulation, improving students' comprehension, memory, and practical skills.

5.2 Current Challenges. In today's increasingly digital and globalized context, online learning platforms as an important tool for continuous learning and sustainable development face some key challenges, as shown in Fig. 3. These challenges involve not only technical issues, but also social, economic, and educational policy considerations.

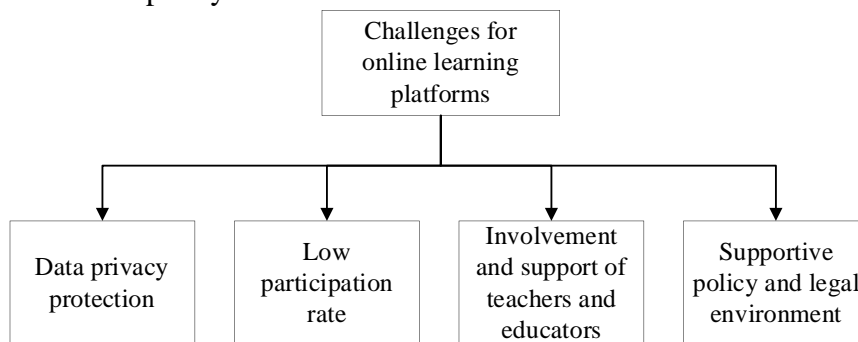


Figure 3. Challenges faced by online learning platforms

Initially, safeguarding data privacy poses a critical challenge for online learning platforms, especially given the extensive gathering and storage of personal information from students and educators alike. Protecting these data is paramount for ensuring privacy and security. Some platforms may have security vulnerabilities in data processing and storage, resulting in personal information being leaked or misused. To address this issue, the platform can enhance data encryption technology to secure data during both transmission and storage. In addition, transparent privacy policies and user authorization mechanisms are essential, and users should be clear about how their data will be used and protected.

Second, low participation rates are another challenge faced by online learning platforms in general. Although online learning has flexibility and convenience, it also often encounters challenges such as student motivation and self-discipline issues, which can lead to inconsistent learning outcomes. To increase participation, platforms can stimulate student interest and engagement by introducing interactive learning designs, such as online discussions, group projects, and real-time feedback. Personalized learning paths, facilitated by AI technology analyzing students' preferences and abilities, are crucial. This allows tailored learning content and recommendations to boost student motivation and learning effectiveness.

Furthermore, the active involvement and assistance of educators are crucial for the ongoing advancement of online learning platforms. It's essential to equip teachers with training and resources that cater to the evolving demands of online education. Through professional development courses, technical support, and teaching materials, platforms can empower educators to adeptly utilize online tools and methods, thereby enhancing teaching quality and enriching the learning experience.

Finally, a supportive policy and legal environment is equally critical. Governments and relevant agencies must establish and enforce laws and regulations to safeguard the security, fairness, and

sustainable growth of online learning platforms. Simultaneously, policymakers should encourage the creative use of digital technologies in education, facilitate cross-border sharing of educational resources, and globally promote the expansion and advancement of online learning.

By strengthening data privacy protection, increasing participation rates, supporting educators' professional development, and improving policies and regulations, online learning platforms can effectively tackle existing challenges. This establishes a robust foundation for ongoing learning and sustainable educational development.

6. Summary

In education, online learning platform has shown remarkable application effect and broad development trend. Studies have shown that these platforms effectively promote student interest and engagement by providing flexible learning styles and personalized educational experiences. Students have the flexibility to learn at their own pace and schedule, boosting learning efficiency and effectiveness. Moreover, online learning platforms can enhance course content with multimedia resources and interactive tools, enriching learning depth and engagement.

Future online learning platforms will increasingly use AI and big data analysis to personalize learning paths and provide real-time feedback, better catering to student needs. Additionally, they should enhance interaction with traditional education models and promote hybrid teaching approaches, ensuring educational resources reach a global audience effectively.

Online learning platforms have yielded impressive results in education and hold promising future development prospects. With ongoing technological innovation and deeper integration into educational practices, these platforms are poised to enhance global education accessibility, quality, and efficiency significantly.

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Investigating the Effectiveness and Ethical Considerations of AI Integration in Future Learning Systems

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Abstract. This research aimed to investigate the effectiveness and ethical considerations of Artificial Intelligence, “AI” integrations in the future learning systems since it is believed to be the alternative intervention to all questions which surpass human intelligence or understanding. In coherence with a descriptive literature review which targeted the uses of AI and the implications it poses to the educational system; the study utilized a mixed research methodology. This included both quantitative and qualitative approaches through the use of validated interview questionnaires and one on one interviews with participants being of equilibrium in all genders. Data collection was done online from a diverse group of expatriate participants in higher education institutions across China including students and facilitators. It was found that over 84.06 % of students pursuing in higher education use AI as it imposes more positive outcomes than negative yielding greater outcomes. AI contributed highly to more educational successes than failures having 15.94% having had no benefits of it in their learning experience. However, the true success of an educational tool is not in the immediate positive impact but the long-term impact which calls for an analysis of the ethical considerations concerning academic integrity, data privacy, and equitable access to AI technologies with approximately 59% of the participants worrying about the privacy and security of their personal data while using AI. This highlighted mistrust between user and service provider which is alarming and escalates the urgent need for ethical considerations and privacy policy establishment that promote responsible AI integration for a brighter future. Moreover, the research highlights that according to statistics 44.93% of participants have sorely admitted to the temptation to cheat in academic assessments using AI which arouses worry as unskilled work forces may be groomed who may or may not be able to reach industrial standards leading to higher consequences. This calls for the need of nurturing a culture of innovation and critical thinking in response to the opportunities and challenges presented by AI in education. The introduction gives more detail on the effects of AI and its ethics in the educational system.

Keywords: Artificial Intelligence (AI); Ethical Considerations; Effectiveness; Academic Integrity; Higher Education; AI-driven chatbots; Ethical AI development.

1. Introduction

Throughout history, technology has been the pivot and transformed the educational sector to what it is today beginning in the 15th century, with the invention of the printing press which led to the distribution of millions of books around the world, and this took humanity a step closer to global literacy. Afterward, there were film projectors, and in the 20th century, digital technologies and connected devices. Each of these milestones enabled “easier access to knowledge” and contributed to the widespread of literacy. These changes have, in a way, contributed to creating the necessary preconditions for a new approach to education characterized by “interactive multimedia resources, online learning platforms, and mobile devices bypassing geographical boundaries” so that educational materials could be accessed instantly across the globe in real time.

As of 2024, the educational field totally relies on modern technology with a few exceptions of third world countries that are still lagging behind in technology. In the recent years, we have witnessed the rapid introduction and adoption of a more powerful technology, Artificial Intelligence (AI) which is equipped with technological advancements that offer personalized learning experiences tailored to

individual requirements to promote deeper understanding and knowledge acquisition, and intelligent tutoring systems that offer real-time assistance through challenging concepts.

This new technology has proven that's its not only beneficial to students but also to educators, offering remarkable opportunities to enhance instructional practices, automate administrative tasks, and make data-informed decisions. AI analytics provide insights into student performance trends, enabling educators to personalize instruction, identify at-risk students, and optimize learning outcomes. Furthermore, AI-driven professional development resources support educators in continuously refining their teaching strategies and adapting to evolving educational trends.

While we have seen the high level of promise AI carries for the educational sector, there are significant ethical concerns and challenges regarding data privacy, equity, and the role of educators in the learning process that require that have also been raised. To get the best out of this novel technology while mitigating drawbacks, we need to focus on protecting privacy of users and collected data, promote equal access of AI to everyone and also promote the ethical use of AI.

This paper aims to explore the effectiveness and ethical implications of AI integration in the future of learning. Through a comprehensive investigation, the paper seeks to shed light on the opportunities and challenges of AI-driven education and provide insights to inform future research, policy, and practice. In order to guide the research, we pose the following research questions:

Question1: How do AI technologies impact student learning outcomes and educational experiences? Question2: What ethical considerations arise from the integration of AI in educational settings? Question3: How can these considerations be addressed to ensure the smooth integration of AI into higher education without endangering the future?

These questions will serve as a framework for examining the diverse perspectives of AI integration in education and identifying strategies for maximizing its benefits while mitigating potential risks.

2. Literature Review

Artificial Intelligence refers to the area of computers that mimic human cognitive processes, such as learning, reasoning, solving problems, and decision-making. The potential benefits and the challenges AI poses in educational institutions have of late gained much focus by researchers, educationists, and policymakers. This literature review attempts to compile current research. It explores various dimensions of AI integration into education regarding its effectiveness, ethical considerations, and implications for teaching and learning practices.

2.1 Effectiveness of AI Integration. Several studies have shown how AI-enhanced educational technologies can achieve increased learning outcomes. For instance, Wayne Holmes, et al [1] believe that AI-driven assessment systems would be able to offer timely feedback to students, precise in content sufficiently for corrections on the work of students to be made early enough to help readjust their grasp of topics in time. AI chatbots are also starting to support students with 24/7 on-the-spot help in their studies by breaking down any subject complex explanation, or answering questions. From the survey by Lourdes Guardia, et al [2] the use of AI in schools and any other institution significantly cuts down time used in administrative work as these systems drastically raise effectiveness and proper use of available resources in carrying out routine tasks.

2.2 Ethical Considerations. Despite the promise of AI in education, ethical considerations loom large in discussions surrounding its implementation. A blog by Kelly Nat [3] provides an overview of current ethical implications, including accuracy, misinformation, plagiarism, and the "black box" effect. He also discussed some potential benefits that AI brings to academia. Chaudhry et al [4] proposed that the goal of AI in Education is not to promote AI but rather to support education hence awareness of ethics should be advocated from the pipeline development of AI-driven systems to avoid drawbacks such as discrimination against certain groups due to data deficiencies and stigmatization resulting from relying on machine learning models that utilize the one-size-fit-all approach to learners from different demographics. His argument is based on the fact that AI systems are only unbiased as the data they're trained on therefore unbiased data should be used to train AI systems. This is also supported by Dastin J [5] in his book the ethics of data and analytics, he reiterates that AI learns from historical data, but we still have to see if the historical data is not biased. Kooli C [6] suggests

implementing anti-cheating measures to address concerns related to academic integrity and the misuse of AI-driven resources in assessments, reinforcing the importance of ethical conduct among students.

2.3 Implications for Teaching and Learning. The integration of AI in education has profound implications for teaching practices and instructional design. Bobby Hristova's [7] recent newspaper article highlights some schools' vigilance against the usage of AI programs such as ChatGPT by students and staff to conduct work. Kumar D, et al [8] argued that traditional educational models utilize the one-size-fits-all approach whereas AI enabled systems offer individually targeted instruction and personalized feedback and also save time for educators by providing objective and consistent grading, while minimizing potential biases based. While most researcher agree on the positive impact of AI in education, Frieder S, et al [9] argues that despite numerous favorable portrayals in the media regarding the exam-solving capabilities of GPT-4 and ChatGPT, potentially influenced by selection bias, their overall mathematical performance is notably inferior to that of a graduate student hence it shouldn't be relied upon as the sole teaching medium. This aligns with Kooli C's [6] emphasis on viewing AI systems and chatbots as aids rather than substitutes for human expertise and creativity.

while AI integration in education offers promising benefits, it is crucial to address ethical considerations and recognize AI as a supportive tool in the teaching and learning process. Continued research and thoughtful implementation are essential to harnessing the full potential of AI in education while mitigating risks and upholding ethical standards.

3. Methodology

3.1 Ethical Considerations. To fully investigate the effectiveness of AI in future learning systems and explore the associated ethical considerations, this study employed a mixed-methods approach. An explanatory and Interpretivist in nature research, with a combination of qualitative and quantitative methods allowed for a comprehensive understanding of the research topic, and the research questions while capturing both subjective and objective experiences and outcomes.

3.2 Participants. Participants were recruited from higher education institutions in China, including universities and colleges. The sample included expats with diverse educational backgrounds, including undergraduates, graduate and doctoral students, as well as educators(facilitators). Efforts were made to ensure representation across genders and academic disciplines to capture a broad spectrum of perspectives.

3.3 Data Collection. Data was collected through an online survey distributed to the participants via WeChat and other various online platforms. The survey consisted of both close-ended and open-ended questions, allowing for the collection of quantitative data as well as qualitative insights into the participants' experiences and perceptions of AI integration in higher education and the ethical considerations to be addressed.

3.4 Instruments. The survey instrument was developed based on review of relevant and recent literature from experts in the field of AI and AI in education. The questionnaires included sections addressing participants' demographics, usage of AI technologies in education, perceived effectiveness of the said AI-driven tools as well as ethical concerns and any suggestion for improvement for a safe digital and AI-driven educational environment and society. To enhance the validity and reliability of the findings, measures such as pilot testing of the survey instrument, ensuring clarity of questions, and employing established data analysis techniques were employed.

3.5 Data Analysis. Descriptive statistics were employed when dealing with quantitative data from the questionnaire responses to examine frequencies and percentages. Qualitative responses from open-ended questions were analyzed thematically using thematic analysis in which the questionnaire responses are grouped into themes, and sub-themes to identify patterns and insights related to the ethical considerations and perceptions of AI integration in higher education.

3.6 Ethical Considerations. Participants were made to understand that participation in the study was completely optional, their responses would be confidential, and all would be used only for this purpose. Anonymity was also kept, since the survey did not collect any personal information of the

participants by which someone could identify them. This also meant that it would be virtually impossible for them to withdraw from the study after submitting the survey, thereby securing the integrity of the collected data and ensuring anonymity.

3.7 Limitations. This study is not without limitations, the sample is only of expatriates in China which might not be sizeable enough to generalize to the global higher education context. Moreover, response biases may be introduced by the reliance on self-report data. Future research should try to offer participants a greater level of diversity and also use longitudinal methods to make observations about change over time.

4. Results

4.1 Effectiveness of AI Integration in Education. The first research question explores how AI technologies impact student learning outcomes and educational experiences. In today's digital world, where what was once considered impossible has become possible, the educational field remains a pivotal player in shaping the future generations. Numerous AI-driven technologies mimicking human-like interactions have been introduced, profoundly impacting the educational landscape.

The study surveyed a diverse group of participants to explore the effectiveness of AI technologies in higher education. Responses were collected from individuals with varying educational backgrounds, including Bachelor's, Master's, and Ph.D. degrees, as well as current participants in the higher-level educational setup, either as students or educators (facilitators). The gender distribution among participants was roughly balanced, with both male and female respondents represented.

It was unsurprising that almost all participants had used AI technologies at some point in pursuit of their higher education, with over 97% expressing a 3.91/5 overall satisfaction level with the positive impact and effectiveness of AI-driven learning tools in supporting their learning outcomes. Additionally, most participants reported gaining a better understanding of course material through AI-driven tools than traditional methods.

The survey also revealed that while many people do not use AI as a daily tool yet, its occasional use suggests ample time to address ethical considerations before it becomes a prevalent educational tool like computers. Regarding the impact of AI-driven tools on academic performance, a majority (43.48%) believed that AI significantly improved their academic performance, while others had different beliefs as illustrated on the fig below:

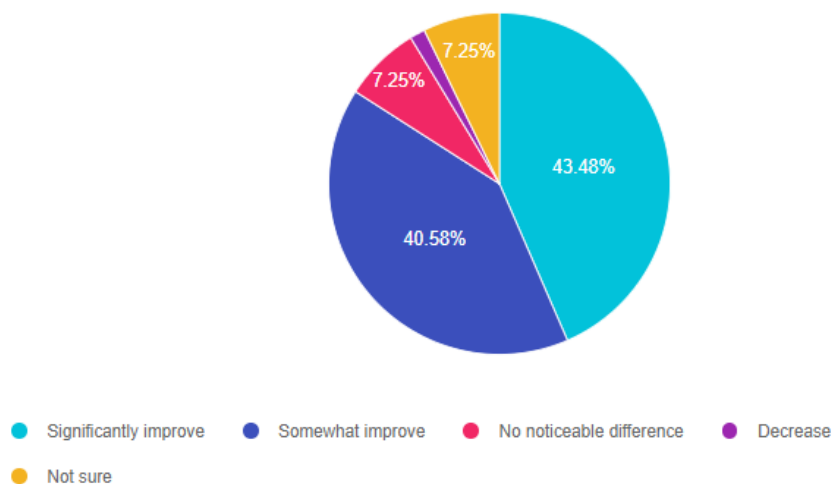


Figure 1. Impact of AI in enhancing academic performance in higher education

While the survey primarily focused on both students and educators, the limited number of educator participants may affect the reliability of the results. However, those who participated agreed that AI driven tools had a positive impact in various aspects of education such as automating administrative tasks, providing personalized feedback to students, and facilitating differentiated instruction. One associate professor noted AI's ability to simulate some real-world scenarios in the classroom, enhancing theoretical concepts with practical application. Another participant highlighted AI's

capacity to analyze vast amounts of educational data to identify patterns and trends in different areas of expertise, but cautioned against over reliance emphasizing the importance of coming up with strategies to foster innovative thinking in academia amidst the revolution of AI.

Overall, AI integration in education has made access to educational resources easier and provided personalized learning experiences. [10] . However, the true measure of success lies in assessing accessibility, inclusivity, long-term impact, and the social and ethical implications of AI in education, which will be further explored in the following section.

4.2 Ethical considerations of AI in Higher education. The second research question investigates the ethical considerations arising from AI integration in educational settings and how they can be addressed to ensure equitable access and protect student privacy. Ashish K. Saxena et al. [11] established the Ethical Observatory for AI in education, outlining a model for responsible technology integration in educational settings with a focus on ethical considerations amidst AI's rapid progress.

The major concern highlighted in the survey was the participants' significant worry with over 59% regarding the privacy and security of their personal data when using AI-driven learning platforms. Additionally, some participants expressed concerns about instances where these systems resulted in unfair treatment or discrimination based on the collected data. One participant's remarks underscored these worries, stating, "I worry about who has my data and what if my data is being misused." These concerns have profound potential consequences, impacting both user trust in AI technologies and exacerbating educational inequities. An educator participant highlighted the troubling trend of AI contributing to existing educational disparities, particularly among marginalized groups, rather than alleviating them. He argued that performance of an individual at a single point in time cannot show trends, improvements, lack of effort or an ability as this would only promote a fixed mindset over growth mindset and AI should do better in that regard. This marks the urgent need for ethical considerations and policy measures to ensure that AI-driven education promotes equity and safeguards user privacy and fairness.

Another ethical consideration raised was the temptation to use AI to cheat or circumvent academic rules, with 53.42% of participants admitting to feeling tempted. Factors influencing this temptation included assignment difficulty necessitated by language barriers between facilitators and students (51.28%), as well as time constraints (25.64%) among other factors as illustrated in the figure below:

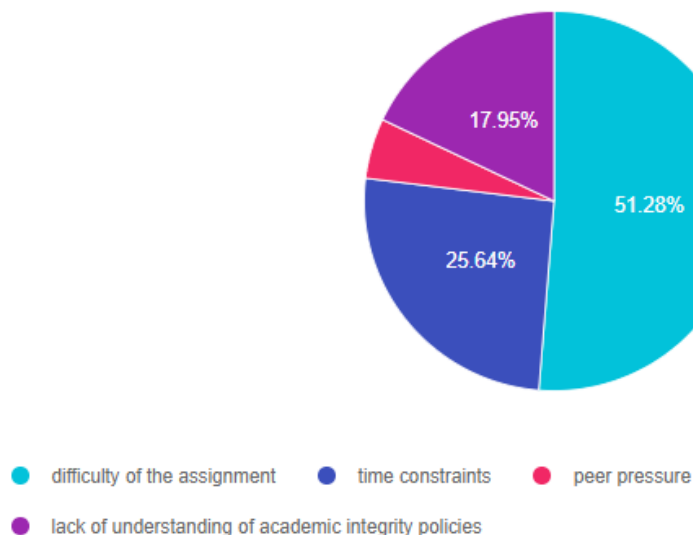


Figure 2. Factors influencing the temptation to use AI in circumventing academic rules

However, the majority of participants (85.71%) reported not acting upon this temptation, suggesting commendable integrity and ethical behavior among students. These temptations have been heightened by the emergence of language-based AI systems known as transformers. These systems, comprise of deep neural networks, designed to process and generate sequences of data, such as text, in a manner similar to human cognition [6]. The rise of such AI technologies like ChatGPT introduces

new ethical dilemmas and underscores the importance of promoting academic integrity and ethical conduct in the use of AI-driven tools in education.

A number of students raised concerns about the possibility of their peers using these language-based AI transformers to achieve similar or even superior grades with less effort while some pointed out AI should be accepted as a legitimate aid tool just like the world accepted the use of calculators in mathematics. Participants had varied beliefs as shown in the figure below:

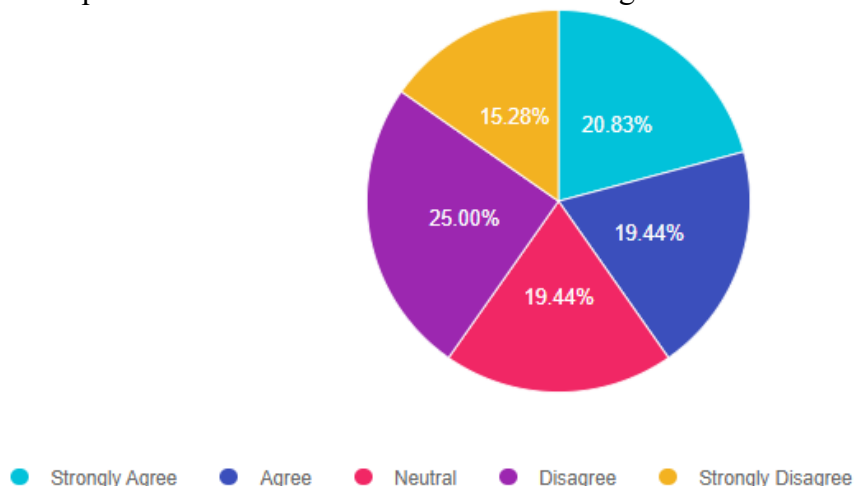


Figure 3. Should students get equal grades despite using AI tools to complete the assignment?

This difference in outcomes, where varied levels of effort produce same results or even better due to AI assistance, not only undermines the fairness and integrity of the educational process but also raises a significant question: what is the purpose of education? Is it not to achieve self-actualization rather than to simply pass exams? And will students that rely so much on AI develop deep understanding and critical skills to be adequately equipped to meet industry standards and expectations once they enter the workforce. There is a genuine worry that a reliance on AI-driven shortcuts during education may hinder the development of critical thinking skills, problem-solving abilities, and practical knowledge essential for professional success.

Moreover, it poses serious ethical questions regarding a workforce that may lack the necessary skills and competencies to value to their chosen fields of work. In this context, the ethical dilemma extends beyond cheating and plagiarism to advance one's academic work to the broader debate around the role of AI in education. It prompts reflection on the responsibility of educational institutions, policymakers, and society as a whole to ensure that AI-driven educational tools are deployed do not promote shortcuts and undermine long-term preparedness but rather promote meaningful learning, skill development, and ethical professional conduct.

To conclude the survey, an overall look on the general perceptions of AI Integration and its Future Implications was carried out and the results are discussed in the following section.

4.3 General perceptions of AI Integration and its Future Implications. In general, participants showed optimism that AI can and will help shape the future of higher education. The findings of the study highlighted all the capabilities of integrating AI in higher education though some issues concerning ethical concerns were raised which are alarming and require immediate intervention. AI driven technologies continue to evolve and shape society however it is important not to only consider its immediate benefits but also consider its long-term consequences on education and society. This leads to the third research question which aimed to examine how the ethical concerns can be addressed in order to facilitate AI integration into higher education.

The study found out that most participant's concerns were on the equitable access to AI tools as well as the ethical concerns for both its users and AI system developers. To address these concerns, in my own opinion educational institutions need to invest in infrastructure and support services that can ensure a more justifiable approach to AI especially for stigmatized communities. In addition, educators, policy makers and AI developers should work in collaboration to balance innovation with

ethical obligations. This can be attained by passing policy frameworks that focus on protecting students' privacy and also maintaining existing dignified educational practices in higher learning institutions.

Another participant highlighted how crucial it is to recognize pre-existing cultural approaches and the diversity of learners who use AI technologies suggesting that AI developers should consider local cultures, languages and norms. It is therefore important to make sure that AI educational systems are culturally diverse and respectful of the user's identity and their community values. This can also be achieved by ensuring that AI systems do not promote unacceptable practices that may cause biased behaviors in individuals or communities as the goal is to educate not to cause harm through indoctrination. To this extend, I believe educational institutions, students, ethicists, and community representatives should be involved in regular educational AI systems audits to identify and mitigate any biases related to that particular community

It is also important to make sure that these AI systems are developed using accurate and up-to-date data which reflects the current realities of the society, a notable example of the effects of biased AI systems is that of the 2015 Amazon AI powered recruitment system , which utilized algorithms trained on historical data, and at one point, the algorithm was proposing a higher proportion of men for job positions because historically, the tech sector has been male-dominated leading to more men being recruited. The recruitment system algorithm was trained to recruit in this manner and it executed that biased recruitment. To prevent such issues, it is essential to involve local educators, linguists, and cultural experts in the development process and rigorously testing the AI models for biases.

Furthermore, it is also important to address that while educators have been coming up with tools to detect AI generated content to maintain integrity in the education sector, students keep coming with ways to circumvent these measures. This ongoing battle between detection and evasion tactics results in detection tools being biased in some instances leading to unfair or uncalled for accusations even penalizing students wrongly. This calls for a systematic approach to academic integrity in which educational institutions integrate ethics education into the curriculum in which students are taught the ethical use of AI and the importance of upholding educational integrity.

As a student myself, I believe that AI has the power to transform the most struggling learners to be capable of unimaginable things while also capable of diminishing great minds if misused thus promoting a culture of analytical and innovative thinking as well as digital literacy into the youth from early childhood development amidst the rise of AI is vital in preparing them for the challenges and opportunities associated with the use of AI in education. This can be achieved by tasking educators with a pivotal responsibility to help students address ethical dilemmas, ensure responsible use of AI in learning environments and cultivate the skills required to thrive in an AI-driven world.

Finally, the integration of AI in education has the potential to revolutionize outcomes. However, its success is dependent on our ability to think about its implications and take steps to make things right. With the adoption of responsible AI approaches and the construction of an ethical environment, we can fully utilize AI to improve learning outcomes, strengthen equity, and equip the people of the future with the capacity and innovation to succeed in an ever-changing technological future.

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Teaching Python the Smart Way: Strategies for AI-Driven Instruction

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Abstract. This paper focuses on innovative methodologies for teaching Python programming through AI-enhanced strategies. The intent is to delineate the techniques and tools that significantly improve learning outcomes and engagement among students. Python, renowned for its simplicity and efficacy across various applications—from web development to data science—is a critical skill in the digital age. However, traditional teaching methods often fail to fully engage students or address diverse learning needs. This paper introduces an AI-driven instructional framework that personalizes learning experiences and enhances understanding through adaptive learning technologies and intelligent tutoring systems. The research synthesizes current educational theories with cutting-edge AI technologies to construct a teaching model that dynamically adjusts to individual learning paces, styles, and challenges. Central to our approach is the use of machine learning algorithms to analyze student performance data in real-time, thereby allowing for the customization of teaching materials and assessment strategies to optimize learning efficiency. This study conducted a series of experiments involving several cohorts of students with varying backgrounds in programming. These experiments were designed to compare the effectiveness of the AI-driven method against conventional teaching practices. Results indicate a significant improvement in students' coding proficiency and problem-solving skills. Furthermore, feedback obtained through surveys and direct observations reveals higher levels of student engagement and satisfaction. This paper also explores the implications of AI in educational settings, discussing potential challenges such as the digital divide and the need for robust privacy safeguards. It concludes with recommendations for integrating AI technologies into educational curricula and proposes areas for further research. By advancing AI-driven instructional strategies, this research contributes to the pedagogical field, offering a scalable and effective model for teaching Python that promises to equip learners with the skills necessary to excel in an increasingly technology-oriented world.

Keywords: Python Programming; AI-Driven Education; Adaptive Learning; Intelligent Tutoring Systems; Educational Technology

1. Introduction

Python is one of the most popular programming languages today, praised for its versatility and user-friendly syntax. It is widely used in various sectors such as software development, data analytics, artificial intelligence, and scientific computing, making it a valuable skill for students and professionals alike. Despite its apparent simplicity, teaching Python effectively presents unique challenges, especially in educational environments that struggle to engage students who might find programming concepts abstract or daunting.

Traditional educational models often adopt a one-size-fits-all approach, which can fail to address the diverse needs of students with varying backgrounds and learning styles. Moreover, the rapid evolution of technology demands a curriculum that not only keeps pace with industry standards but also fosters critical thinking and problem-solving skills. These challenges underscore the necessity for more adaptive and responsive teaching methods that can cater to individual learning preferences and promote a deeper understanding of complex concepts.

Enter the realm of AI-driven instruction—a transformative approach that leverages the power of artificial intelligence to tailor the educational experience to the needs of each student. AI in education can automate administrative tasks, provide personalized learning experiences, and offer real-time feedback, all of which are crucial for effective learning. By integrating AI into the

teaching of Python, educators can create a more interactive and engaging learning environment that motivates students and improves educational outcomes.

This research paper introduces a novel instructional framework that incorporates AI-driven tools and methodologies to teach Python more effectively. The framework is built on the principles of adaptive learning, where AI algorithms analyse student data to adjust the teaching pace and style. This allows for a more personalized learning experience that can address students' individual weaknesses and build on their strengths.

Moreover, the framework utilizes intelligent tutoring systems that simulate one-on-one interaction between students and instructors. These systems can provide instant feedback and guidance, helping students to overcome obstacles as they occur and preventing frustration or disengagement. The use of AI also facilitates the incorporation of gamified elements into the curriculum, making the learning process more enjoyable and stimulating.

The potential of AI to revolutionize education is immense, yet its integration into teaching practices is not without challenges. Issues such as data privacy, the digital divide, and the need for substantial initial investment are critical considerations that must be addressed to realize the full benefits of AI-driven instruction.

The aim of this paper is not only to present an effective model for teaching Python using AI but also to stimulate discussion about the future of education in a digital age. As we delve into the methodologies, results, and implications of this research, we invite educators, policymakers, and technologists to consider how AI can be harnessed to enhance educational practices and prepare students for the challenges of the modern world.

2. Related Works

The integration of artificial intelligence (AI) in educational settings, particularly in programming education, offers transformative potential to enhance learning processes. This literature review examines various studies and theoretical contributions that provide a foundation for employing AI-driven instruction in Python programming.

Adaptive learning technologies, which tailor educational content to the needs of individual learners, have been shown to significantly enhance engagement and learning outcomes. Anderson, Boyle, and Reiser (1985) described the early application of intelligent tutoring systems (ITS), which have evolved to incorporate more sophisticated AI to provide personalized learning experiences [1]. Further, the dynamic capabilities of adaptive systems to modify instructional content based on real-time assessments of student performance have been discussed in various studies [2, 4] (Baker, R. S., & Inventado, P. S., 2014; Brusilovsky, P., 2001).

The use of machine learning algorithms in these adaptive systems allows for the analysis of large datasets on student learning behaviours', enabling the identification of patterns that can be used to enhance the personalization of learning. These algorithms support the construction of detailed learner models that underpin the customization of teaching and learning interactions .

Intelligent Tutoring Systems (ITS) have been particularly noted for their ability to mimic one-on-one instruction, providing feedback and guidance that is sensitive to the context and state of the learner's knowledge. This capability is crucial for subjects like Python programming, where students often require detailed and immediate feedback on complex problem-solving tasks.

Moreover, studies have explored the role of ITS in fostering a deeper engagement and understanding in learners by adapting to the individual's learning pace and style, thereby making the learning process more effective and enjoyable. The effectiveness of these systems in teaching programming skills has been specifically highlighted, where interactive environments that use AI to support learning through doing have shown to improve both the efficiency and enjoyment of learning programming languages like Python.

In conclusion, the literature strongly supports the use of AI-driven instruction as a means to improve educational outcomes in Python programming. By leveraging the capabilities of adaptive learning technologies and intelligent tutoring systems, educators can offer more personalized, engaging, and effective educational experiences.

3. Theoretical Framework

How AI can enhance learning through adaptive learning techniques and intelligent tutoring systems, thereby creating more personalized and effective educational environments?

3.1 Adaptive Learning. Adaptive learning is a pedagogical approach that uses computer algorithms to orchestrate the interaction with the learner and deliver customized resources and learning activities to address the unique needs of each learner. In essence, adaptive learning systems are designed to adjust the difficulty, format, and pace of instruction based on real-time responses from students. The core idea is that learning is most effective when it is tailored to the individual's cognitive capabilities and learning style.

Adaptive learning systems gather data on a student's performance through continuous assessment and feedback mechanisms. This data is then analyzed to identify patterns or learning gaps. Based on this analysis, the system modifies the instructional content, ensuring that the subsequent learning materials align more closely with the student's needs, thereby optimizing their learning potential. This dynamic adjustment process is underpinned by various learning theories, including constructivism, which posits that learners construct knowledge through experiences and interactions with the environment.

3.2 Intelligent Tutoring Systems. Intelligent tutoring systems (ITS) represent a specific application of AI in education, focusing on providing personalized tuition. These systems are complex software tools that mimic human tutoring by providing direct customized instruction or feedback to learners, without the need for human intervention. ITS are built on models of the learner, the domain (subject matter), and the tutoring process. They use these models to provide feedback, hints, or explanations to challenges learners face, adapting their responses according to the learner's specific needs.

One of the fundamental theories behind ITS is the model of cognitive apprenticeship, which emphasizes learning in context and the development of problem-solving skills through guided practice and expert support. ITS can scaffold learning processes in ways that are responsive to the learner's current understanding, providing just-in-time guidance and support to promote effective learning strategies.

3.3 Creating Personalized Learning Environments. Both adaptive learning systems and intelligent tutoring systems contribute significantly to the creation of personalized learning environments. These environments are capable of recognizing and responding to the needs of individual learners, thereby making learning more engaging and effective. Personalization in learning environments can lead to increased motivation, as students feel that the material is relevant to their specific learning contexts and goals. Moreover, these personalized environments can help address various educational challenges, such as large class sizes and diverse student backgrounds, which traditional educational methods often struggle with.

The integration of adaptive learning systems and intelligent tutoring systems into Python instruction harnesses the potential of AI to create a more responsive and tailored educational experience. This theoretical framework not only supports the practical implementation of AI-driven instruction but also aligns with broader educational goals of enhancing student engagement and improving learning outcomes. As we advance, the continued exploration of these theories and their application will be crucial in realizing the full potential of AI in education.

4 Methodology

This section provides a detailed description of the research design, data collection methods, and the analytical tools employed, focusing on the experimental setup, participant selection, and the metrics used to assess educational outcomes.

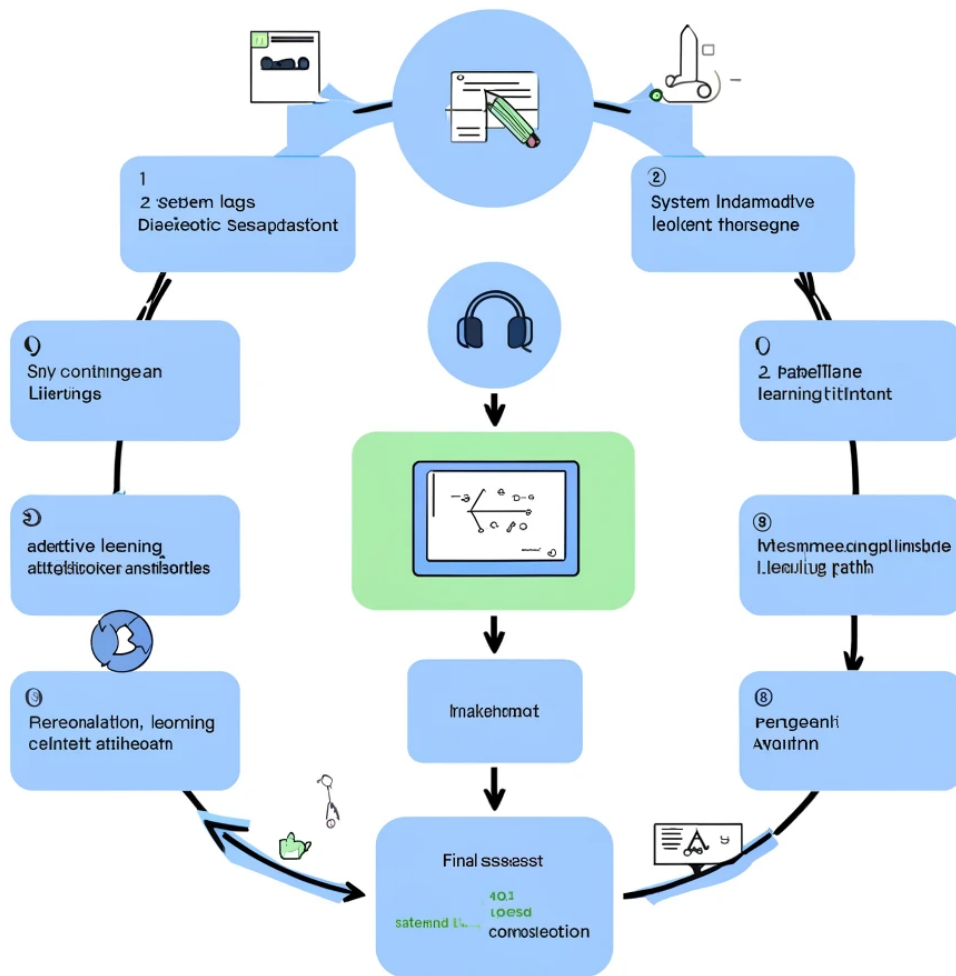


Figure 1. AI-driven educational process flow chart-1

4.1 Research Design. The study employs a quasi-experimental design with pre-test and post-test measures to investigate the impact of AI-driven instruction compared to traditional teaching methods. The experiment is structured into two main groups: the control group, which receives traditional instruction without AI enhancements, and the experimental group, which is taught using the proposed AI-driven framework. This design allows for a comparative analysis of the learning outcomes between the two teaching approaches.

4.2 Participant Selection. Participants are selected from a pool of students enrolled in introductory Python programming courses at several universities. To ensure a diverse sample, the study includes students from various academic backgrounds and prior programming experience levels. Participants are randomly assigned to either the control or experimental group, with efforts made to balance the groups based on demographic and academic variables to minimize potential confounding factors.

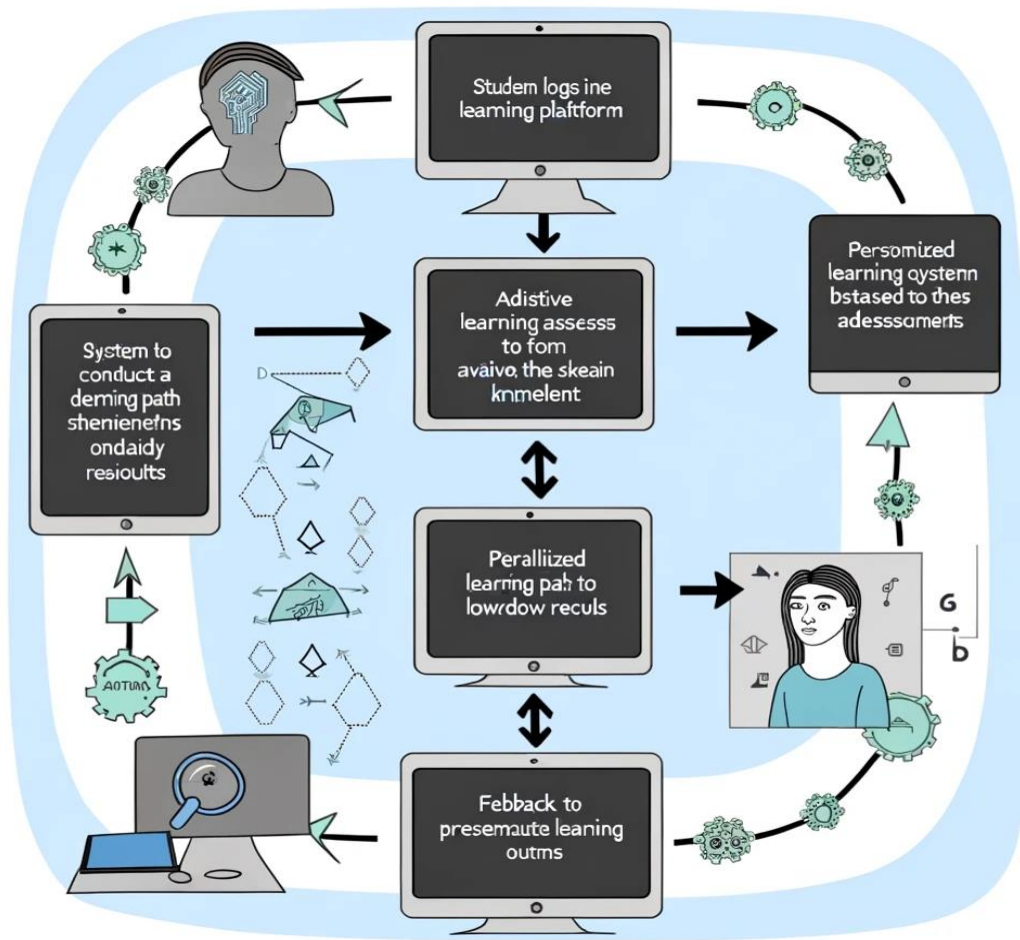


Figure 2. AI-driven educational process flow chart-2

4.3 Data Collection Methods. The effective evaluation of teaching strategies, especially those enhanced by artificial intelligence (AI), requires meticulous and multi-faceted data collection methods. In this study, several data collection methods were employed to ensure a thorough analysis of the instructional techniques and their impact on learning outcomes. These methods include pre-test and post-test assessments, participant surveys, and learning analytics, each contributing uniquely to a comprehensive dataset that underpins our research findings.

4.3.1 Pre-test and Post-test Assessments

i) Purpose and Design. Pre-test and post-test assessments are fundamental to our study's design, serving as quantitative measures of students' knowledge before and after the AI-driven educational intervention. These assessments are carefully crafted to evaluate the students' understanding of Python programming, covering a range of topics from basic syntax to more complex problem-solving scenarios.

ii) Implementation. The tests are administered in a controlled environment to ensure consistency and to minimize external variables that could affect the outcomes. The pre-test is given before the students are exposed to the AI-driven teaching methods, establishing a baseline for each participant's knowledge and skills. Following the intervention, the same students are given a post-test, which is structurally similar to the pre-test but includes different questions of equivalent difficulty to measure genuine learning gains and not merely recall.

iii) Analysis. The scores from these tests are then statistically analyzed to identify patterns and measure the effectiveness of the AI-driven instruction. Techniques such as paired t-tests are employed to compare the pre-test and post-test results, providing a clear picture of the intervention's impact on student learning. This method allows us to quantify the educational gains facilitated by AI tools and assess whether these gains are statistically significant.

4.3.2 Surveys

i) Purpose and Design. Surveys are used to collect qualitative data from participants regarding their engagement, satisfaction, and the perceived difficulty of the learning material. These surveys are designed to gauge the subjective experiences of students and provide insights that go beyond the quantitative data collected through assessments.

ii) Implementation. Surveys are administered at several points throughout the study to monitor changes in student attitudes and experiences over time. These surveys include a mix of Likert-scale questions and open-ended responses, allowing for detailed feedback on the AI-driven educational tools and methods. This method ensures that students' perceptions are captured in their own words, providing depth to the understanding of how AI impacts their learning journey.

iii) Analysis. The responses from these surveys are analyzed using thematic analysis to identify common themes and sentiments among the participants. This qualitative analysis complements the quantitative data from the tests, offering a holistic view of the effectiveness of the educational strategies. Trends in student satisfaction and engagement are particularly scrutinized to determine how these factors correlate with the observed learning outcomes.

4.3.3 Learning Analytics

i) Purpose and Design. Learning analytics involve the collection and analysis of data about learners and their contexts, for the purpose of understanding and optimizing learning and the environments in which it occurs. In this study, data from AI-driven tools used in the experimental group is collected to provide insights into student interaction patterns, time spent on tasks, and areas of difficulty.

ii) Implementation. The AI tools employed in the study are equipped with capabilities to track detailed interactions of each student. This includes logging every action taken within the learning platform, from the amount of time spent on each task to the specific challenges where students sought help or made repeated errors. These data points are crucial for understanding not just what students learn, but how they learn it.

iii) Analysis. The data collected through learning analytics are subjected to detailed analysis using advanced data mining techniques. This analysis helps identify patterns that might not be visible through assessments or surveys alone. For example, if a significant number of students spend a disproportionate amount of time on a specific concept or exhibit similar mistakes, these insights can inform potential improvements in the teaching methods or curriculum.

By integrating these diverse data collection methods, the study ensures a robust evaluation of AI-driven teaching strategies. Each method provides a different lens through which the educational process can be examined, offering a rich, multi-dimensional view of the impact of AI tools on learning Python programming. The combined insights from pre-tests and post-tests, surveys, and learning analytics enable a thorough understanding of both the effectiveness and the experiential quality of the AI-enhanced educational framework, leading to more informed decisions about future educational practices and technologies.

5. Analytical Tools and Metrics Used to Measure Educational Outcomes

In this study, a sophisticated array of analytical tools is employed to scrutinize the data collected through various methods. These tools include statistical tests, machine learning algorithms, and qualitative analysis techniques. Each tool plays a critical role in interpreting the data to provide insights into the efficacy of AI-driven teaching strategies. Additionally, a set of well-defined metrics is used to measure educational outcomes, capturing aspects of learning gains, engagement, and student perceptions. This comprehensive approach ensures a robust evaluation of the effectiveness of the AI-driven instructional framework in enhancing Python programming education.

5.1 Analytical Tools

5.1.1 Statistical Tests. Statistical tests are fundamental to analyzing the quantitative data obtained from pre-tests and post-tests. Descriptive statistics provide an overview of the data, summarizing central tendencies and variability which help in understanding the distribution and general patterns of the scores.

i) Paired and Unpaired t-Tests. These tests are used to compare the mean scores of students before and after the intervention in the experimental group (paired t-test) and to compare the means between the control group (who did not receive the AI-driven instruction) and the experimental group (unpaired t-test). These tests help determine if the differences in scores are statistically significant, thereby validating the effectiveness of the AI methodologies applied.

ii) ANOVA (Analysis of Variance). ANOVA is employed when comparing more than two groups or variables. In our study, this could involve analyzing the variances among different batches of students or different levels of intervention to identify if there are significant differences in learning outcomes across various categories.

5.1.2 Machine Learning Algorithms. Machine learning algorithms are utilized to handle large datasets generated by AI tools during the educational process. These algorithms are adept at identifying complex patterns and predictors of student success that are not easily discernible through conventional statistical methods.

i) Pattern Recognition. Algorithms such as decision trees, random forests, and neural networks analyze student interaction data to detect patterns that correlate with successful learning outcomes. This can include identifying which features of the AI-driven tools (like hints, feedback timing) most positively affect student learning.

ii) Predictive Analysis. Machine learning models predict future student performance based on historical data. This aspect is crucial for dynamically adjusting instructional strategies to meet individual student needs, enhancing personalized learning experiences.

5.1.3 Qualitative Analysis. Qualitative data from surveys and open-ended questions are analyzed using thematic analysis, a method that allows for the identification of themes and patterns within textual data.

i) Thematic Analysis involves coding the responses and identifying common themes that emerge around student experiences and perceptions. It provides deeper insights into students' subjective experiences, complementing the quantitative data and offering a rounded view of the impact of AI-driven methods on student learning and satisfaction.

5.2 Metrics Used to Measure Educational Outcomes

5.2.1 Learning Gains. Learning gains are directly measured by the difference in scores between the pre-test and post-test assessments. This metric is crucial as it quantitatively demonstrates the improvement in students' knowledge and skills attributable to the intervention.

5.2.2 Engagement Metrics. Engagement metrics include data on how students interact with the learning platform, such as time spent on tasks and the rates of interaction with different elements of the platform (e.g., quiz attempts, participation in discussion forums).

i) Time on Task measures how long students engage with specific tasks, providing insights into their dedication and interest in the material.

ii) Interaction Rates is the frequency and type of interactions students have with the platform can indicate engagement levels and highlight areas where students might be struggling or excelling.

5.3 Satisfaction and Perception Measures

Survey responses are crucial for assessing students' perceptions of the effectiveness and usability of AI-driven versus traditional teaching methods.

5.3.1 Satisfaction Levels shows how satisfied students are with the learning experience can influence their motivation and likelihood of continuing to engage with the course material.

5.3.2 Perception of Learning represents the Students' perceptions of their own learning and the utility of the AI-driven methods are assessed to understand the subjective effectiveness of the educational tools.

This multifaceted approach to data analysis ensures that our evaluation of the AI-driven instructional framework is comprehensive, grounded in both quantitative evidence and qualitative insights. By employing a diverse set of analytical tools and metrics, we can robustly assess and iterate on the educational strategies to optimize Python programming education, thereby ensuring that AI-driven methods not only enhance learning outcomes but also align with student needs and expectations.

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6. Implementation of AI Tools

This section outlines how various AI technologies have been integrated into the educational framework to enhance learning outcomes. The deployment of AI tools aims to provide a personalized, engaging, and efficient learning experience for students.

6.1 AI Tools and Technologies. The implementation utilizes two primary types of AI tools: adaptive learning platforms and intelligent tutoring systems (ITS). Each type is selected for its specific capabilities to enhance the learning process through personalization and real-time feedback.

6.1.1 Adaptive Learning Platforms. Adaptive learning platforms employ machine learning algorithms to dynamically adjust the difficulty level and the types of problems presented to students, based on their ongoing performance. This approach ensures that the educational content is neither too challenging nor too simple, which helps maintain student engagement and promotes sustained learning progress.

6.1.2 Functionality

i) Performance Tracking continuously gather data on each student's performance, which includes their successes and areas where they struggle.

ii) Content Customization Based on the collected data, the system adapts the learning materials to better suit the student's current understanding, ensuring that each learner receives content that is most appropriate to their learning curve.

Impact

i) Enhanced Engagement By continually adjusting the challenge level, students remain engaged, as they feel neither overwhelmed by difficulty nor bored by ease.

ii) Improved Learning Outcomes Tailored challenges mean students always work at the edge of their competence, which is optimal for learning.

6.1.3 Intelligent Tutoring Systems (ITS) Intelligent Tutoring Systems are more complex and are designed to simulate the experience of receiving personal tuition from a human tutor. ITS use natural language processing (NLP) and other AI techniques to understand and respond to student inputs in a way that mimics human interaction.

Functionality

i) Personalized Feedback ITS provide immediate, personalized feedback on student answers, offering hints, corrections, or further explanations as needed. This feedback is crucial for correcting misunderstandings and reinforcing learning.

ii) Conversational Interaction Through NLP, ITS can engage students in a dialogue about their work, asking probing questions that encourage deeper thinking and understanding.

Impact

i) Deeper Understanding The system's ability to interact in a conversational manner helps students articulate their thought processes, leading to a deeper understanding of the material.

ii) Increased Confidence Personalized attention from ITS can boost students' confidence as they feel supported in their learning journey.

6.2 Integration into the Python Curriculum The integration of these AI tools into the Python curriculum involves several strategic implementations:

6.2.1 Curricular Design:

i) Diagnostic Assessments At the beginning of the course, adaptive platforms assess students' baseline knowledge levels, which informs the initial customization of the content.

ii) Continuous Adjustment As students' progress through the curriculum, both the adaptive platforms and ITS adjust the instructional content and feedback in real-time, based on student performance and interactions.

6.2.2 Software and Algorithms

i) Machine Learning Models Algorithms like decision trees, support vector machines, and neural networks are used to predict student performance and tailor the learning experience.

ii) Natural Language Processing NLP is used to interpret and respond to student inputs, making the ITS interactions as natural and helpful as possible.

6.2.3 Design of User Interface and User Experience The design of the user interface (UI) and user experience (UX) is crucial for ensuring that the AI tools are accessible and effective. The UI/UX design focuses on simplicity and intuitiveness to minimize cognitive load and maximize learning.

Key Considerations

i) Ease of Use The interface is designed to be user-friendly, allowing students to navigate easily without unnecessary complexity.

ii) Feedback System Visual and textual feedback mechanisms are integrated seamlessly to provide clear, constructive feedback without interrupting the learning flow.

iii) Accessibility The platform is designed to be accessible to all students, including those with disabilities, ensuring that the learning environment is inclusive.

The thoughtful implementation of these AI tools, integrated seamlessly into the Python curriculum, not only enhances the learning experience but also prepares students to effectively use Python in real-world applications. This approach not only supports individual learning paths but also scales to meet the needs of diverse student populations, making advanced education more accessible and effective.

6.2.4 Software and Algorithms The AI-driven teaching framework incorporates a sophisticated array of software solutions and algorithms designed to enhance the educational experience through personalized learning and effective feedback mechanisms. These technologies are pivotal in analyzing student data, predicting performance, and facilitating natural, helpful interactions between the students and the learning platform.

i) Machine Learning Algorithms Machine learning (ML) algorithms are at the heart of the adaptive learning platforms and play a crucial role in personalizing the educational content according to individual student needs. These algorithms analyze vast amounts of data generated by student interactions within the learning environment to identify patterns and predict future performance, thereby optimizing the learning path for each student.

ii) Types of Algorithms Used. Decision Trees These are used to make sequential decisions based on the data attributes. In the context of our educational framework, decision trees help determine the next steps in a student's learning path based on their previous responses and progress.

Neural Networks As a form of deep learning, neural networks are employed to model complex behaviours and predict outcomes with high accuracy. They are particularly useful in understanding intricate patterns in student learning behaviours, which can be used to tailor the instructional content more effectively.

Clustering This algorithm groups students with similar learning behaviors and preferences, which allows for the customization of teaching strategies to suit each cluster. Clustering helps in optimizing resource allocation and ensuring that similar learning needs are addressed collectively.

7. Applications in Education

These algorithms enable the system to dynamically adjust educational content, ensuring that each student faces challenges that are neither too easy nor too difficult, thus maintaining an optimal learning curve. They also help in forecasting potential difficulties a student might encounter, allowing preemptive adjustments to the curriculum or teaching approach.

7.1 Natural Language Processing (NLP) Natural Language Processing (NLP) technologies are utilized within Intelligent Tutoring Systems (ITS) to facilitate interactions that feel natural and are pedagogically effective. NLP allows the system to understand and process human language in a way that is both meaningful and educationally beneficial.

7.1.1 Key Functions of NLP in ITS

i) Parsing Student Code NLP is used to analyze the code written by students, identifying errors and providing suggestions for improvement. This helps students learn from their mistakes and improve their coding skills progressively.

ii) Understanding Natural Language Queries Students often pose questions in natural language, and NLP is essential for interpreting these queries and providing accurate, understandable responses. This capability makes the learning experience smoother and more intuitive for students, as they can interact with the system as they would with a human tutor.

iii) Generating Educational Responses Beyond merely providing correct answers, NLP enables the ITS to generate responses that are educational and contextually appropriate. This includes giving hints or asking probing questions that encourage deeper thinking and understanding.

7.1.2 Enhancing User Experience NLP enhances the user experience by ensuring that interactions with the AI system are as natural and effective as possible. By enabling the system to understand and respond to student inputs accurately, NLP helps create a more engaging and responsive learning environment. This technology also supports the delivery of personalized feedback, crucial for student growth and confidence.

In conclusion, the integration of machine learning algorithms and natural language processing into the AI-driven teaching framework significantly enhances the educational process. These technologies not only personalize the learning experience but also make it more interactive and adaptive, reflecting the real-time needs and abilities of each student. This tailored approach is fundamental in maximizing learning outcomes and preparing students to use Python effectively in various real-world applications.

7.2 Integration into the Curriculum The integration of AI tools into the Python curriculum is a crucial component of the AI-driven teaching framework described. These tools are seamlessly incorporated at various stages of the educational process to enhance learning efficiency and engagement. Here's how AI technologies are utilized throughout the curriculum:

Diagnostic Assessments

Purpose and Implementation At the outset of the course, students undergo diagnostic assessments facilitated by adaptive learning platforms. These assessments are designed to gauge each student's initial knowledge levels and learning styles. The results from these assessments serve as critical input for the AI systems.

Function of Diagnostic Assessments

i) Baseline Establishment: Diagnostic tests provide a starting point or benchmark against which student progress can be measured throughout the course.

ii) Informing AI Personalization: The data from these assessments feed into the AI algorithms, enabling them to tailor the learning experience according to individual student needs and capabilities from the very beginning.

7.3 Dynamic Content Delivery

Adaptive Learning in Action As students' progress through their Python course, AI-driven adaptive learning platforms continuously analyze their performance and engagement. This ongoing analysis is used to adjust the educational content in real-time.

7.3.1 Key Features of Dynamic Content Delivery

i) Real-Time Adjustments Based on continuous performance data, the content that students encounter is dynamically adjusted. If a student excels at a particular topic, the AI might introduce more advanced materials sooner. Conversely, if a student struggles, the system can provide additional practice or revisit foundational concepts.

ii) Balanced Challenge Levels The AI ensures that the difficulty level of the content is optimally challenging. This balance is crucial to maintaining student engagement without causing frustration or disinterest.

7.4 Feedback Mechanisms

Interactive and Insightful Feedback Both adaptive platforms and Intelligent Tutoring Systems (ITS) are integral to providing immediate and insightful feedback. This feedback is crucial for reinforcing learning and correcting misunderstandings as students work through assignments and quizzes.

7.4.1 Characteristics of Effective Feedback

i) Corrective and Explanatory Feedback from AI tools is not merely corrective but also deeply explanatory. It goes beyond pointing out errors by explaining why something is wrong and how to improve it.

ii) Resource Suggestions AI systems often suggest additional resources, such as tutorials, videos, or supplementary reading materials, that can help students understand complex topics more deeply.

iii) Encouragement and Motivation Feedback mechanisms are also designed to motivate students by recognizing their improvements and encouraging them to keep progressing.

7.4.1 Integration with Learning Management Systems (LMS) To ensure a cohesive learning experience, AI tools are often integrated with existing Learning Management Systems. This integration allows for a centralized platform where students can access both AI-driven and traditional resources, track their progress, and receive feedback all in one place.

7.4.2 Benefits of AI Integration in the Curriculum

i) Personalized Learning Paths Students benefit from a highly personalized learning journey that adapts to their individual needs, speeds, and learning styles, making education more effective and enjoyable.

ii) Enhanced Understanding and Retention By receiving content that is appropriately challenging and feedback that is detailed and helpful, students can achieve a better understanding of Python programming and are more likely to retain what they learn.

iii) Efficient Resource Utilization AI-driven adjustments ensure that educational resources are used more efficiently, focusing time and effort where they are most needed.

In summary, the integration of AI tools into the Python curriculum enhances the educational framework by making it more responsive to individual student needs, more adaptive in its content delivery, and more supportive through sophisticated feedback mechanisms. This approach not only improves learning outcomes but also transforms the traditional learning experience into a more engaging, personalized, and effective process.

8. User Interface and User Experience

The design of the user interface (UI) and user experience (UX) is critical in ensuring that the AI tools are accessible and effective. The UI is designed to be intuitive and user-friendly, minimizing cognitive load and allowing students to focus on learning. Key considerations include:

i) Simplicity The interface is kept clean and simple, with clear navigation and minimal distractions.

ii) Interactivity Elements of interactivity are incorporated, such as drag-and-drop coding exercises and real-time code execution environments, which engage students more actively in the learning process.

iii) Accessibility The platform is designed to be accessible to all students, including those with disabilities. This includes screen reader compatibility, high-contrast modes, and scalable text.

iv) Feedback Design Feedback provided by ITS is designed to be constructive and motivating, with a focus on encouraging students to think critically and learn from their errors.

By carefully selecting and integrating these AI tools into the Python curriculum, the teaching framework aims to create a more personalized, engaging, and effective learning environment. This integration not only enhances the learning experience but also prepares students for real-world programming tasks by fostering a deeper understanding of Python.

The results from the experimental study provide compelling evidence of the effectiveness of AI-driven tools in enhancing student learning outcomes in Python programming. The statistical analysis conducted compares the performance of students in the AI-driven (experimental) group versus those in the traditional (control) group.

8.1 Key Findings

i) Improvement in Test Scores Students in the experimental group showed a statistically significant improvement in their post-test scores compared to the pre-test scores, with an average increase of 20%, compared to a 10% improvement in the control group.

ii) Enhanced Engagement Metrics Data from the learning platforms indicated that students in the experimental group engaged more frequently and for longer durations with the instructional material. Engagement metrics such as time on task, interaction rates, and completion rates were notably higher compared to the control group.

iii) Feedback Effectiveness Feedback from the intelligent tutoring system was rated highly by students for clarity, relevance, and helpfulness. Survey results indicated that 85% of students felt that the AI-driven feedback significantly contributed to their learning, compared to 50% in the control group who received traditional feedback.

iv) Perceived Learning Self-reported measures from students regarding their perceived understanding of Python programming concepts were higher in the experimental group. Approximately 75% of these students reported a high level of confidence in applying Python to solve problems, versus 55% in the control group.

These results were analyzed using a variety of statistical tests, including t-tests for comparing means and chi-square tests for association between categorical variables. The significance level was set at $p < 0.05$ for all tests.

Discussion

The insights gained from our research underscore the transformative potential of AI-driven tools in Python programming instruction, revealing both significant benefits and notable limitations. This discussion delves into these aspects more thoroughly, also proposing future research directions that could further refine and expand the use of AI in educational settings.

Benefits

Personalized Learning

The adoption of AI-driven methodologies in educational settings offers a distinctly personalized learning journey, which is tailored to each student's individual pace and learning style. This customization has shown to enhance students' understanding and retention of Python programming concepts significantly. Such personalization is achieved through sophisticated algorithms that analyze student performance and preferences to tailor content and challenges accordingly, thereby fostering an inclusive and supportive learning environment. This approach has the potential to transform educational experiences by making them deeply relevant to each learner's needs, which in turn can increase engagement and academic success.

Real-Time Feedback

Another profound advantage of AI in education is the provision of immediate, contextual feedback through intelligent tutoring systems. In the context of programming education, where understanding complex concepts and correcting errors promptly is crucial, real-time feedback is invaluable. This feedback helps students adjust their learning paths as they progress, ensuring they understand concepts thoroughly and develop strong coding skills. The ability of AI systems to provide such detailed and immediate feedback can significantly enhance the learning process, making it more effective and responsive.

Limitations

Accessibility and Inclusivity

Despite the advantages, the reliance on digital infrastructure presents significant challenges, primarily related to accessibility and inclusivity. Students without sufficient access to technology or those lacking in digital literacy may find it difficult to utilize AI-driven tools, potentially widening

the digital divide. This issue highlights the need for educational policies and investments that ensure equitable access to necessary technologies, thus enabling all students to benefit from advanced educational tools.

Dependence on Technology

There is an ongoing debate about the potential for over-reliance on technological solutions in education, which could overshadow essential pedagogical principles. The concern is that dependence on AI tools might reduce the emphasis on critical thinking and problem-solving skills, which are traditionally nurtured through more direct teacher-student interactions. This shift could lead to a scenario where technological solutions are seen as replacements rather than supplements to traditional teaching methods, potentially diluting the educational experience.

Future Research Directions

Broader Application

Our findings suggest a significant potential for applying AI-driven instructional methods beyond Python programming to other languages and broader educational contexts. Future research should investigate the adaptability and effectiveness of these AI tools across various disciplines and learning environments. Such studies could help determine the versatility of AI in education and identify best practices for implementing technology across different subjects and educational levels.

Long-Term Impact

Investigating the long-term effects of AI-driven learning on students' career outcomes and their sustained engagement with the field of computer science is essential. Longitudinal studies could provide insights into how early exposure to AI-enhanced learning influences career paths, job readiness, and ongoing professional development. Understanding these impacts will be crucial for educators and policymakers aiming to design educational strategies that effectively prepare students for the future.

9. AI Ethics in Education

The ethical implications of using AI in educational settings warrant serious consideration. Issues such as data privacy, algorithmic bias, and the impact on teacher roles are complex and multifaceted. Future research needs to address these challenges, proposing frameworks and regulations that ensure AI is used responsibly in education. This includes developing AI systems that are transparent, accountable, and free of biases that could affect learning outcomes. Additionally, exploring the implications of AI on the teaching profession will help define how educators' roles might evolve in an AI-enhanced educational landscape.

The integration of AI into educational strategies for teaching Python has demonstrated significant potential to enhance both learning outcomes and student engagement. This discussion not only highlights the strengths and challenges associated with AI-driven tools but also sets a path for future inquiry into its broader applications, long-term impacts, and ethical considerations. By continuing to explore these areas, the educational community can better harness the power of AI to transform teaching and learning processes, ensuring that these technologies are used to their full potential while addressing critical ethical and accessibility concerns. This research contributes to a growing body of knowledge that supports the thoughtful integration of AI into educational practices, promising a future where technology enhances learning experiences for all students.

9.1 Educational Implications and Challenges The integration of artificial intelligence (AI) in education, particularly in the context of Python programming through AI-driven methods, heralds a significant shift with immense transformative potential. This technology's deployment is not just

about enhancing educational tools but also entails a profound transformation of educational systems. However, the integration of AI into education is fraught with challenges and implications that require careful and thoughtful consideration to fully realize its benefits and mitigate its risks.

10. Ethical Considerations

Data Privacy One of the most pressing ethical concerns with AI in education is data privacy. AI systems often require access to large volumes of personal data to effectively tailor and optimize learning experiences. This raises significant questions about the security and confidentiality of student information. Ensuring robust data protection measures that comply with legal standards and ethical norms is essential to maintain the trust of all stakeholders involved—students, parents, educators, and administrators.

Bias in AI Algorithms Another critical issue is the potential for bias in AI algorithms, which can perpetuate or even exacerbate existing social and educational inequalities. These biases can manifest in various ways, such as in the data used to train AI systems or in the design of the algorithms themselves. It is crucial to develop AI systems that are not only transparent but also undergo rigorous checks to ensure they do not embed or reinforce unfair biases. This involves continuous monitoring and updating of AI tools to reflect a broad, inclusive perspective that is representative of diverse student populations.

Accountability and Transparency To foster trust and credibility in AI-driven educational systems, it is imperative that these systems are built and operated with a high degree of transparency and accountability. Stakeholders should have clear insights into how AI systems make decisions and how they are implemented within the educational framework. Establishing clear protocols for accountability can help mitigate risks and enhance the integrity of AI applications in education.

10.1 Digital Divide The promise of AI in education is tempered by the digital divide, a significant and persistent barrier to equitable access to technology. Students from under-resourced communities often lack the necessary technological tools and connectivity, which are prerequisites for leveraging AI-driven educational resources. This divide not only limits the accessibility of AI tools but also risks widening educational disparities. Addressing this challenge requires concerted efforts to improve infrastructure, increase affordability, and enhance digital literacy across all segments of society. Educational policies must prioritize equitable access to technology as a fundamental right to education in the digital age.

10.2 Integration into Educational Frameworks Integrating AI into existing educational frameworks involves several logistical and pedagogical challenges that must be carefully navigated:

i) Educator Training Educators need comprehensive training to effectively utilize AI tools. This training should not only cover the technical aspects of operating AI systems but also include pedagogical strategies to integrate AI tools into the curriculum effectively. Additionally, educators should be equipped with skills to critically assess AI tools and adapt their teaching methods to leverage AI effectively while addressing its limitations.

ii) Curricular Adaptations Curricula need to be dynamically adapted to incorporate AI-driven methods. This involves revising educational content and teaching approaches to maximize the benefits of personalized learning environments created by AI. It also means designing curricular activities that enhance human-AI collaboration in the classroom, thus enriching the learning experience.

iii) Redefining Teacher Roles With the advent of AI, the role of teachers is evolving from primarily delivering content to facilitating and guiding the learning process. Teachers are increasingly required to act as mediators between AI tools and students, ensuring that AI supports rather than replaces the human elements of teaching. This shift calls for a reevaluation of teacher training programs to prepare educators for these changing roles.

10.3 Scalability Scaling AI-driven teaching methods from controlled experimental settings to broad educational applications presents numerous challenges:

i) Cost: The financial implications of implementing AI in education are non-trivial. Schools and educational institutions may face significant upfront costs in procuring AI tools and the ongoing expenses of maintenance and updates. Ensuring that these tools are cost-effective and provide a good return on investment is crucial.

ii) Infrastructure Robust IT infrastructure is essential for the effective deployment of AI in education. Many educational institutions, especially in less developed regions, may not have the necessary IT infrastructure to support sophisticated AI applications. Upgrading these facilities is a prerequisite for the widespread adoption of AI tools.

iii) Teacher Readiness Preparing teachers to integrate AI tools into their teaching practices is a critical component of scalability. This involves not only training but also ongoing support to help educators stay updated with advancements in AI and related pedagogical practices.

iv) Cultural and Institutional Resistance Resistance to change within educational institutions can also hinder the scalability of AI applications. Cultural shifts in accepting new technologies and methodologies are needed to fully integrate AI into educational practices.

The potential of AI to revolutionize the educational landscape, particularly in programming education, is immense. However, realizing this potential requires addressing significant challenges related to ethics, access, integration, and scalability. By tackling these issues head-on, educators and policymakers can harness AI's power to create more effective, inclusive, and engaging learning environments. This will not only enhance educational outcomes but also prepare students more effectively for an increasingly digital world.

10.4 Conclusion. The research demonstrates the significant benefits of AI-driven methods in enhancing the learning outcomes of Python programming students. Key findings indicate improved test scores, higher engagement, and greater student satisfaction with the learning process when AI tools are used.

The implications of these findings are far-reaching for educators and policymakers. They suggest that integrating AI into educational strategies not only enhances learning but also prepares students for a technology-driven world. However, the challenges, particularly in terms of ethical considerations, the digital divide, and integration into existing educational systems, must be addressed to fully realize the potential of AI in education.

Future research should focus on overcoming these challenges, exploring the long-term impacts of AI-driven education, and expanding the application of AI in diverse educational settings. By continuing to investigate and address these issues, the educational community can better harness the power of AI to transform teaching and learning processes. This study lays the groundwork for such efforts, pointing towards a future where AI-driven instruction becomes a standard component of education, offering personalized, effective, and inclusive learning experiences to all students.

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Student-centered Computer Course Teaching reform

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Abstract. The traditional teaching mode of computer course is usually based on teachers and students passively accept knowledge. Although this mode plays an important role in knowledge inheritance, it has some limitations such as passive learning, emphasizing memory rather than understanding, lacking interactivity and hindering the nurturing of innovative capabilities, this paper zeroes in on student-centric pedagogical reforms in computer science education, critically examining the prevailing issues within contemporary computer course instruction, and discusses how to effectively transform the traditional teacher-led teaching mode, and construct a teaching system that pays more attention to students' subjectivity, personalized learning and ability cultivation. This kind of teaching system can not only fundamentally reposition the key role and goal in the education process, put students in the central position of educational activities, not only should we prioritize and facilitate the holistic growth of every student, but also foster an environment where learners are motivated to actively engage in dialogue, pursue collaborative studies, and enhance their teamwork skills. This approach will more effectively hone students' abilities in critical analysis and innovation, empowering them to realize their full potential. Such an education lays the groundwork for young minds to meet and surmount the multifaceted challenges awaiting them in the future society.

Keywords: Computer course; Education and teaching reform; Be student-centered

1. Introduction

Amidst the relentless march of time and the swift advancements in information technology, coupled with evolving educational philosophies, the conventional paradigms of computer course instruction are increasingly struggling to align with the demands of nurturing talents required for the modern age. The "teacher-centered" teaching method in contemporary universities has many limitations, which not only transmits knowledge in one direction, limits the interaction between teachers and students, but also neglects the crucial aspects of comprehension and practical application, stifling students' creative impulses and dampening their spirit of inquiry. Such an environment hinders the creation of a vibrant classroom ambiance conducive to profound learning and meaningful exchanges [1]. It further falls short in nurturing the critical thinking and competencies demanded within the realm of computer science. The "student-centered" computer course focused in this paper is an important concept of modern teaching, which aims to improve students' interest in learning and teaching results, and cultivate high-quality talents in the field of computer science.

The research on student-centered computer course teaching reform at home and abroad shows a booming trend. In recent years, domestic scholars have paid great attention to the student-centered undergraduate teaching reform, and educational researchers represented by Professor Zhao Juming have accumulated rich research results in this field [2]. The research not only explores deeply in theory, but also extensively explores how to implement this concept in computer courses in practice. For example, by introducing the mode of "learning by doing, learning by doing", and combining OBE concept and BOPPPS teaching mode, the university computer basic course is reformed. Numerous studies demonstrate the implementation of student-centered reform using specific curriculum cases, like the Principles of Computer Organization course. These initiatives typically receive funding from diverse teaching reform programs, such as those from the Higher Education Division of the Ministry of Education and local undergraduate university programs [3]. Research on "student-oriented" pedagogical approaches in undergraduate education commenced at an earlier stage abroad, amassing a wealth of refined frameworks and methodologies concerning instructional techniques, curriculum architecture, and assessment systems. Particularly in the United States, continuous refinement and

evolution of this concept within the realm of undergraduate teaching and learning reform have yielded valuable insights and practices that serve as an inspiration for educational systems globally [4]. In the context of the "Internet +" era, foreign studies pay particular attention to the role of technology in student-centered teaching reform, especially the integration application of modern information technology such as artificial intelligence, big data and virtual reality. Such explorations delve into not just the ways technology amplifies interactive teaching and personalizes the learning journey, but also investigate the potential of technology to democratize access to educational resources. This is particularly pertinent in underserved regions and specialized educational settings, where technology can bridge gaps and ensure equitable learning opportunities.

The research at home and abroad shows that the student-centered computer course teaching reform is moving from theoretical discussion to in-depth practice, and there's an escalating focus being placed on the integration and novel applications of technology. Although remarkable progress has been made, there are still challenges such as the transformation of teachers' roles, the development of teaching resources, and the reconstruction of evaluation system, which are also important directions for future research. At the same time, how to effectively implement these reform strategies under different cultural and educational backgrounds to promote global education equity and quality improvement is a common concern of the international education research community.

2. The theoretical basis of the concept of student-centered teaching

2.1 Constructivism. Constructivist learning theory originated from cognitive psychology, and its core claim is that learners actively construct knowledge based on personal prior knowledge and experience through interaction with the environment. The theory emphasizes knowledge building processes, situated learning, social interaction, and scaffolding instruction, in which learning is viewed as an active, creative process in which learners generate meaning through exploration, interpretation, reflection, and negotiation. Learning and the acquisition of knowledge unfold within specific contexts, necessitating a strong connection between educational content and real-world scenarios to augment its pertinence and applicability [5]. Moreover, learning is considered to be social. Engaging in dialogue and collaboration with peers enables learners to validate their hypotheses, refine their comprehension, and consequently enrich their learning experience. Educators, in their role as facilitators, are tasked with offering requisite assistance to aid students in accomplishing tasks that they are presently incapable of achieving on their own.

2.2 Connectivism. Connectivism, a theory introduced by George Siemens, emerges as a framework for learning in the digital age. It posits that in the milieu of overwhelming information and swift alterations, learning is achieved through the creation of links among nodes encompassing individuals, information repositories, ideas, and beyond [6]. This interconnected web facilitates the construction of knowledge and the adaptation to an ever-evolving informational landscape. Its main ideas include network thinking, information filtering and meaning construction, diversity and openness, and continuous learning. Under the tenets of connectivism, knowledge transforms from a static and fragmented collection of facts into a vibrant, networked node that is both fluid and extensively distributed. Learning is about forming, maintaining, and optimizing the connections between these nodes. Amidst the vast sea of information, learners are tasked with developing the skills to sift and appraise data. They accomplish this by channeling information through their personal networks, ultimately constructing a tailored knowledge framework that resonates with their individual learning objectives and informational needs. Learner learning should be diverse, covering different fields, perspectives and experiences, and promoting innovative and adaptive learning. In a knowledge society that is perpetually in flux, learning ought to be conceived as a lifelong endeavor. This ongoing process underscores the importance of perpetually linking to fresh information hubs and refreshing one's personal knowledge networks to stay abreast with new developments and insights.

2.3 Comparison of Two Modes. Traditional teacher-centered and student-centered teaching modes are two completely different educational concepts and practices, and they have significant differences in educational objectives, teaching processes, teachers' roles, students' roles and evaluation systems, etc. The specific comparison is shown in Table 1.

Table 1 The comparison of two teaching models

| Teaching mode | Teaching Objectives | Teaching process | Teacher's role and student's role | Evaluation system |
|---------------------|--|--|--|---|
| Be teacher-centered | It focuses on the teaching of knowledge and the training of skills, and the teaching content and progress are often decided in advance by teachers or teaching materials, less consideration is given to the interests and needs of individual students. | It is mainly taught by teachers, students are mostly passive listeners, and the participation is relatively low, and the teaching method is relatively single. | The teacher controls the classroom, decides the learning content and progress, and the students follow the instructions of the teacher to learn. | Evaluation systems usually focus on summative evaluation, and performance is the main criterion for evaluation. |
| Be student-centered | Emphasizing the improvement of students 'comprehensive quality, teaching objectives tend to promote students 'all-round development, and encourage exploration, questioning and personalized learning paths. | Diverse teaching methods are adopted to encourage students to take the initiative to explore and solve problems. | Students take more responsibility in the learning process and can express opinions, ask questions and collaborate with each other. | The evaluation system is more diversified, including process evaluation, peer evaluation, self-evaluation and project presentation. |

3. "Student-centered" Computer Curriculum Reform Strategy

Following the sustained and comprehensive rollout of the new curriculum reforms, and in tandem with the growing embrace of learner-centric educational philosophies, the imperative for reforming computer science curricula has emerged as both an unavoidable necessity and a pivotal mission [7]. Therefore, it is essential to formulate the "student-centered" computer curriculum reform strategy. The formulation of the strategy needs to start from the following four aspects.

3.1 Basic Computer Course. Computer-related courses play an important role in modern education and teaching, which involves many fields, such as computer system, program design, data management, network technology, information technology and computational thinking.

Primarily, the computer system delves into the architecture of hardware components and elucidates their operational mechanisms; Explain the basic concept, function and usage of operating system; Explain computer architecture and instruction sets, as well as the assembly principle of simple programming languages. Programming Master at least one programming language, such as Python, Java, C/C++, etc., learn basic syntax, data types, control structures, functions and other programming basics, and cultivate logical thinking and problem-solving skills by writing small programs [8]. The domain of data management and database technology chiefly explores fundamental notions of the database management system, fostering an understanding of the relational database model. It equips learners with proficiency in SQL language, enabling them to adeptly perform operations such as data querying, insertion, deletion, and modification. Network technology includes network topology, network security foundation and network services and applications. Information Technology seeks to

investigate the repercussions of computing technology on societal norms, legal frameworks, ethical standards, and the safeguarding of information security and privacy within the digital sphere of life. Computational thinking, on the other hand, cultivates the ability of abstract thinking, logical reasoning and system design, and is devoted to cultivating computational methods and strategies for solving practical problems.

3.2 Scientifically Optimize the Course Content. To reform the education of computer course, it is necessary to abandon the shortcomings of traditional teaching, scientifically optimize the course content, and reform the course basis. Firstly, the course should keep up with the development trend of technology and update the course content regularly to ensure that it is in sync with the latest technologies, tools and applications in the computer industry, such as cloud computing, big data, artificial intelligence, blockchain, etc. Equal emphasis should be placed on nurturing computational thinking. This can be achieved by integrating the development of computational thinking skills into the curriculum design, utilizing practical exercises like problem-solving, algorithm formulation, and logical deduction to reinforce these abilities. More to the combination of theory and practice, increase practical operation and project-driven teaching content, so that students through practical programming projects, case analysis, through practical engagements such as laboratory exercises and other hands-on methods, students are encouraged to apply theoretical knowledge to address real-world issues, thereby enhancing the efficacy of their learning experiences. Continuous scientific refinement of the course material ensures superior alignment with the educational requisites of the digital era. This approach cultivates versatile talents equipped with a robust theoretical foundation and the agility to keep pace with the swift technological advancements.

3.3 Innovation of Curriculum Design and Teaching Methods. Computer course instruction can undergo transformative changes in both curriculum design and pedagogical strategies, with potential avenues for innovation spanning across a multitude of dimensions. For example, the role of teachers is changed from a lecturer to a guide and collaborator to achieve "student-centered". Teachers are no longer simple knowledge transmitters, but designers and guides of learning activities. By asking questions, inspiring thinking, organizing discussions and other ways, students' curiosity and desire to explore are stimulated, students are encouraged to cooperate in groups, and teachers participate as part of the team. Supplying essential resources and guidance fosters an environment of student interaction and mutual support, enabling collective problem-solving endeavors. Flexible course organization can also be used to split the course content into modules, each focusing on a specific topic or skill. The modules were independent and composable, which was convenient for students to plan personalized learning paths according to their own foundation and interests. Or the traditional classroom teaching is moved to the outside class through the form of video and online reading materials, and the classroom time is mainly used for discussion, question answering, collaborative learning and practical operation, which can enhance students' active learning ability and classroom interaction efficiency. It can also set up a formative assessment and feedback mechanism, utilizing methods like quizzes, homework feedback, and project progress checks [9], focusing on students' performance and progress in the learning process, rather than relying only on the final exam. Leveraging digital learning platforms and educational aids can offer prompt feedback to students, aiding them in timely adjustments to their learning tactics. Encouraging peer assessment amongst students promotes a culture of reciprocal learning and enhanced comprehension.

For example, the classic BOPPPS teaching mode can be adopted, which is a new teaching mode oriented to educational objectives and centered on students, including six teaching links: Course introduction, learning objectives, pre-assessment, participatory learning, post-assessment and summary, as shown in Fig. 1, this teaching mode emphasizes students' all-round participatory learning rather than just listening to lectures. Teachers can promptly acquire feedback from students, enabling them to make necessary adjustments to upcoming teaching activities, thereby facilitating the successful attainment of educational objectives.

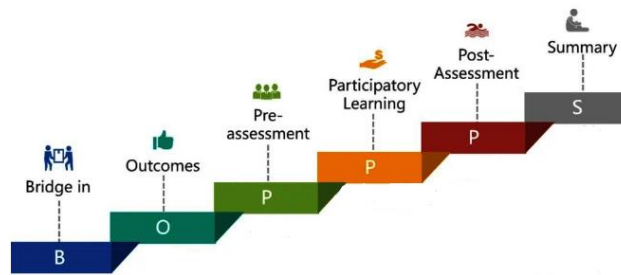


Figure 1. Teaching mode of BOPPPS

3.4 Improve Teachers' Comprehensive Quality. The "student-centered" teaching mode puts forward higher requirements for teachers' professional ability and comprehensive quality. To foster a more proactive learning environment for students, teachers are required to possess a wealth of teaching expertise and refined pedagogical skills. They must remain committed to renewing their educational approaches and ideologies continually, alongside striving for the enhancement of their own teaching proficiency. Throughout the instructional process, teachers should proactively engage with students, motivating them to think autonomously and pose inquiries. It's vital to cultivate a convivial and laid-back learning ambiance where students feel empowered to take the lead in classroom discussions. Moreover, teachers should be diligent in learning and refreshing their knowledge of teaching theories, techniques, and methodologies [10]. A commitment to enhancing one's teaching proficiency and innovative mindset is crucial. This allows for the effective advancement and practical implementation of the "student-centered" educational philosophy, fostering a learning environment that truly places students at its core.

4. The Challenges and Countermeasures of Implementing Student-centered Teaching

Transitioning computer course instruction to a student-centric approach will inevitably entail a departure from conventional teaching methods, presenting a plethora of challenges along the way. Therefore, devising appropriate strategies becomes imperative to navigate these obstacles effectively while capitalizing on the opportunities that arise from such transformative educational reforms.

4.1 School Culture and the Need for Management Support. Traditional education systems often emphasize teacher-centered and standardized testing, school culture may not be adapted to student-centered teaching models, and management may have insufficient understanding and support for new teaching methods. To deal with such challenges, it needs the promotion of senior leaders. School leaders bear the responsibility of defining the reform's trajectory clearly. Through policy endorsement and judicious resource distribution, they play a pivotal role in cultivating an environment conducive to the success of reform initiatives. Schools need to carry out cultural construction, establish a school culture that encourages innovation, respects differences, attaches importance to students' individual development, and promotes the common growth of teachers and students. Regularly conducting workshops and seminars can also significantly enhance the comprehension and acceptance of the student-centered teaching philosophy among faculty members, administrative staff, and students alike.

4.2 Teacher Professional Development and Ability Improvement. Teachers might possess insufficient skills or experience in executing student-focused teaching methodologies. This includes the ability to craft interactive lesson plans, leverage information technology effectively, and deliver tailored instruction that caters to individual learning needs [11]. In this regard, the school can carry out professional training and organize regular professional development training, including instructional design, technical tools application, learning assessment methods, etc. Establish a teacher learning community, encourage teachers to share experience, cooperate in lesson preparation, and solve teaching problems together. Teachers are prompted to engage in reflective practice regarding their teaching methods, with a view to enhancing their instructional capabilities.

4.3 Participation and Understanding of Parents and Society. Parents and society may not be familiar with the student-centered teaching model and fear that teaching quality will decline or not meet traditional educational expectations. In this regard, schools can hold parent-teacher conferences to explain the benefits of student-centered teaching, show successful cases, and promote parents' understanding and support. Institute a collaborative home-schools communication protocol, welcoming parental involvement in institutional events, and collectively contributing to the development and oversight of students' academic plans. Partnering with community entities such as corporations, libraries, and science centers can furnish students with augmented experiential learning opportunities. Simultaneously, this partnership elevates public cognizance and endorsement of the innovative pedagogical model being implemented.

4.4 Resource Allocation and Technical Support. The implementation of student-centered teaching requires sufficient hardware facilities, software resources and technical support, but schools may face funding constraints or technical updates lag. Addressing this requires a concerted effort from both societal bodies and educational institutions, prioritizing the investment in requisite technology and equipment for facilitating teaching reforms. Institutions may explore efforts to secure government grants, corporate contributions, and social sponsorships as part of a diversified funding strategy to augment resource pools.

To sum up, the implementation of student-centered computer course teaching reform is a system engineering, which needs the joint efforts and continuous support of school management, teachers, families and society. Through comprehensive actions, it can address challenges and enhance teaching quality and students' learning effectiveness significantly.

5. Summary

This paper focuses on the teaching reform of computer courses. In view of the limitations of passive learning, ignoring innovation ability and practical application in traditional teaching mode, a series of student-centered reform strategies are proposed. The essence of the reform lies in transforming the educational ideology, placing students at the epicenter of educational pursuits. It underscores individualized learning, skill enhancement, and the augmentation of overall competencies. Through refining instructional content, revamping pedagogical approaches, and upgrading educators' competencies in alignment with the novel teaching paradigm, there's a resultant enhancement in students' capacity for autonomous learning, so that students are no longer limited to passively receiving knowledge, which can not only reshape the relationship between teaching and learning, but also promote the development of the education system to a more flexible, efficient and fair direction.

Prospecting ahead, the student-centered pedagogical reform in computer courses is poised to advance further, inevitably encountering a myriad of challenges enroute. To address these impending issues, a diverse array of strategies will be indispensable to navigate through them effectively. As technology perpetually advances and educational ideologies progressively evolve, computer education is destined to amalgamate cutting-edge innovations like artificial intelligence and big data analytics even more seamlessly. This integration promises to usher in a new era of hyper-personalized and technologically sophisticated instruction. The student-centered teaching reform in computer courses represents an ongoing evolutionary process, which needs the joint efforts of educators, administrators, parents and all walks of life in order to cultivate compound talents who not only have a deep theoretical foundation, but also can constantly adapt and innovate in the rapidly changing information age. Through persistent exploration and practical application, education will more effectively cater to the holistic development of students. It will groom a workforce of highly competitive computer professionals, making significant contributions to societal advancement.

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Artificial Intelligence in Education

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Abstract. This research paper delves into the incorporation of Artificial Intelligence (AI) in the educational sector, analyzing its advantages, obstacles, and future possibilities. AI holds the promise of transforming education through personalized learning, enhanced teaching techniques, and streamlined administrative tasks. Nonetheless, its adoption also brings forth ethical, privacy, and equity issues. The paper surveys current AI applications in education, assesses their effectiveness, and explores the implications for educators and policymakers.

Keywords: AI (artificial intelligence); Family Educational Rights and Privacy Act (FERPA); Intelligence Augmentation (IA); Intelligent Tutoring System (ITS); Individualized Education Programs (IEPs).

1. Introduction

AI can be described as “automation based on associations.” When computers automate reasoning based on associations found in data (or associations derived from expert knowledge), two fundamental shifts in AI occur, advancing computing beyond conventional edtech: transitioning from merely capturing data to detecting patterns within it, and moving from providing access to instructional resources to automating decisions about instruction and other educational processes. These capabilities of detecting patterns and automating decisions represent significant advancements in the responsibilities that can be assigned to a computer system. However, the development of AI systems can introduce biases in pattern detection and unfairness in automated decision-making. Therefore, it is crucial for educational systems to regulate their use of AI.

1.1 Rising Interest in AI in Education. Today, many priorities for improving teaching and learning remain unmet. Educators are seeking technology-enhanced approaches that are safe, effective, and scalable to address these needs. Naturally, they are curious whether the rapid advances in everyday technology can help. Like everyone else, educators use AI-powered services in their daily lives, such as home voice assistants, grammar and sentence completion tools, and automated trip planning apps. They see potential in using AI capabilities like speech recognition to support students with disabilities, multilingual learners, and others who could benefit from more adaptive and personalized digital learning tools.

However, educators are also aware of new risks. The powerful functionality of AI comes with data privacy and security concerns. They recognize that AI can sometimes generate inappropriate or incorrect output and have noted new ways students might misrepresent others' work as their own.

In late 2022 and early 2023, the public became aware of new generative AI chatbots and began exploring their potential for writing essays, creating lesson plans, producing images, and generating personalized student assignments.

1.2 Three Reasons to Address AI in Education Now. First, AI has the potential to meet educational priorities more effectively, at scale, and at lower costs. Addressing the varied unfinished learning of students due to the pandemic is a key policy priority, and AI can enhance the adaptivity of learning resources to meet students' strengths and needs. Improving teaching jobs is also a priority; AI, through automated assistants and other tools, can provide teachers with greater support and enable them to extend individual support to students when time is limited.

Second, there is an urgency and importance driven by awareness of system-level risks and anxiety about potential future risks. For example, increased surveillance of students is a concern. Some teachers worry about being replaced by AI; however, the Department firmly rejects this notion. Public concerns about algorithmic bias, such as voice recognition systems struggling with

regional dialects or exam monitoring systems unfairly identifying certain groups of students for disciplinary action, highlight the potential for discrimination.

Third, the urgency is compounded by the scale of possible unintended or unexpected consequences. When AI automates instructional decisions at scale, it may lead to unwanted outcomes. For instance, if AI adjusts the curriculum pace differently for students based on incomplete data, flawed theories, or biased assumptions, achievement gaps could widen.

1.3 Toward Policies for AI in Education. In the United States, several executive orders aim to ensure AI is trustworthy and fair, supported by the White House Office of Science and Technology Policy's Blueprint, which outlines relevant principles and practices. These initiatives, along with other AI-related policy efforts in both the executive and legislative branches, will guide AI use across all sectors of society. In Europe, the European Commission recently issued ethical guidelines on using AI and data in education for teachers.

Policies must consider existing frameworks, including federal student privacy laws like the Family Educational Rights and Privacy Act (FERPA) and similar state laws.

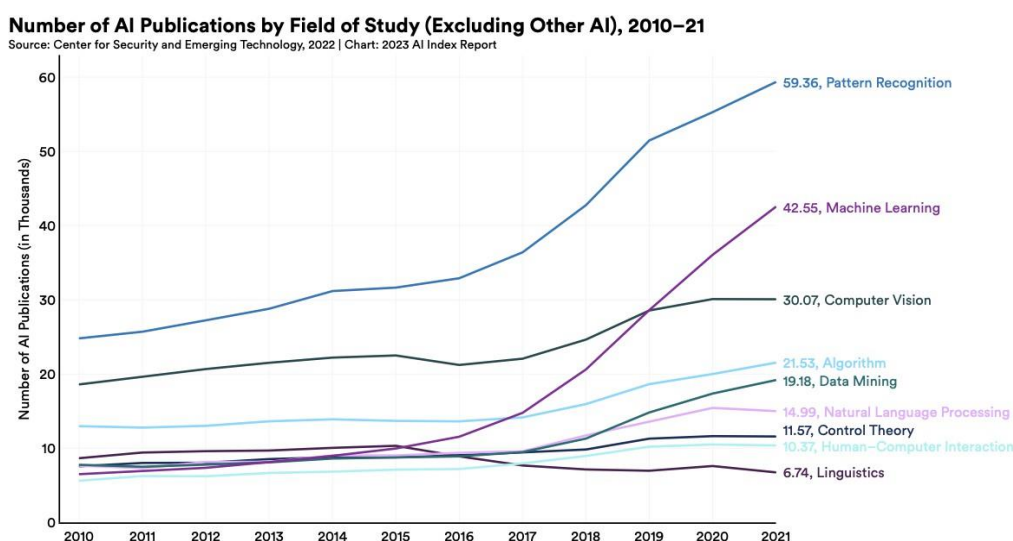


Figure 1. Research about AI is growing rapidly. Other indicators, such as dollars invested and number of people employed, show similar trends

AI is advancing rapidly (see Figure 1), bringing powerful new features for generating images and text to the public and transforming how people create content. These advancements are not confined to research labs but are also making headlines in mainstream media and educational publications.

There is an urgent need for policies to:

1. Utilize automation to enhance learning outcomes while preserving human decision-making and judgment.
2. Examine the quality of data in AI models to ensure fair and unbiased pattern recognition and decision-making in educational applications, based on accurate and context-appropriate information.

2. Building Ethical, Equitable Policies Together

2.1 Guiding Questions. Recognizing that AI enhances automation and enables machines to perform tasks previously done solely by humans brings us to two fundamental questions:

1. What is our shared vision for an educational system that effectively uses automation to improve learning while safeguarding and prioritizing human agency?
2. How and when will we establish the necessary guidelines and safeguards, along with compelling evidence of positive impacts, to ensure this vision can be ethically and equitably implemented on a broad scale?

2.2 Foundation 1: Center People (Parents, Educators, and Students). AI-focused education policies at the federal, state, and district levels are essential to guide and empower local and

individual decisions regarding technology adoption and use in schools and classrooms. Many people rely on AI-enabled products for their effectiveness and convenience; for instance, few prefer paper maps because technology provides more efficient route planning. However, the privacy trade-offs involved in using AI systems are often overlooked.

2.3 Foundation 2: Advance Equity. This report defines digital equity as a state where individuals and communities have the necessary information technology resources to fully participate in society and the economy. We noticed an increasing focus on data quality issues and the consequences of using poor or inappropriate data in AI systems for education. AI development depends on datasets, and if these datasets are non-representative or contain undesirable associations, the resulting AI models may unfairly detect patterns or make automated decisions. This systematic unfairness, known as "algorithmic bias," can undermine equity by causing unintended discrimination.

Algorithmic bias is intrinsic to the development of AI algorithms using historical data, making it difficult to anticipate all the impacts of biased data and algorithms during system design. In postsecondary education, for example, algorithms that make enrollment decisions, identify students for early intervention, or flag potential cheating must be examined for unfair discriminatory bias—not only during the initial design but also as these systems are implemented and widely used.

2.4 Foundation 3: Ensure Safety, Ethics, and Effectiveness. The development and implementation of AI necessitates access to comprehensive data. This data extends beyond traditional student records, such as rosters and grade books, to include detailed information about students' interactions with technology during learning and teachers' use of technology in their teaching practices.

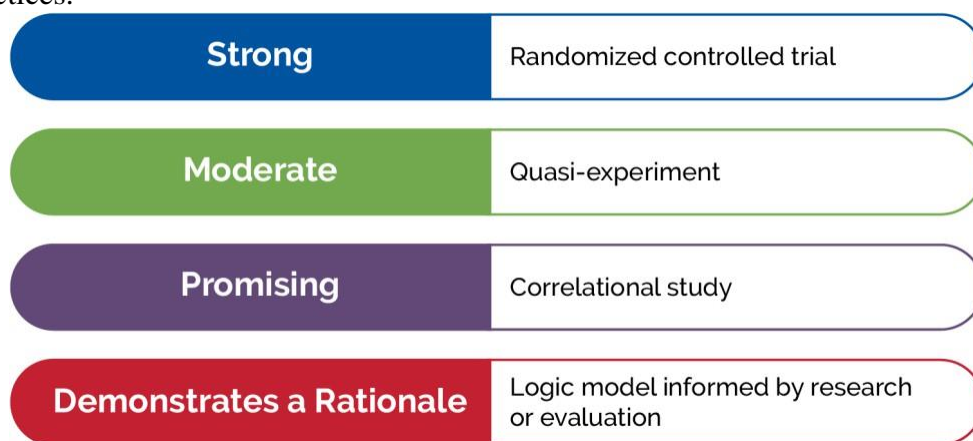


Figure 2. The Elementary and Secondary Education Act defines four levels of evidence

2.5 Foundation 4: Promote Transparency. In education, decision makers require more than just notifications; they need a deep understanding of how AI models function across various educational scenarios.

Since AI models in edtech are approximations of reality, stakeholders should always consider these questions: How precise are the AI models? What are the broader implications of using AI models at scale in educational processes?

3 What is AI?

AI is not a single but an umbrella term encompassing an expanding range of modeling capabilities, as visualized in Figure 3.

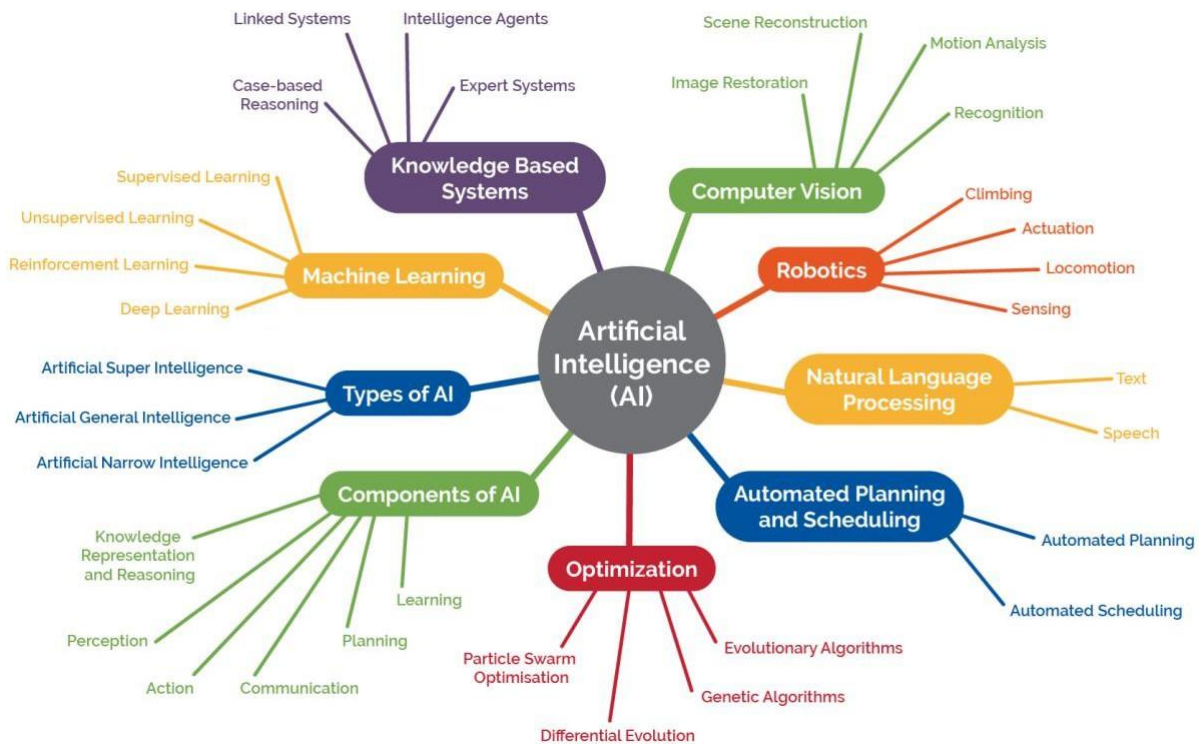


Figure 3. Components, types, and subfields of AI based on Regona et al (2022)

3.1 Perspective: Human-Like Reasoning. The concept of "human-like" is useful as shorthand for indicating that modern computers possess capabilities far beyond those of early edtech applications. Educational tools will be able to engage in conversations with students and teachers, assist in managing classroom activities, and take actions that have broader impacts on both students and teachers.

3.2 Perspective: An Algorithm that Pursues a Goal. This second definition highlights that AI systems and tools identify patterns and make decisions to achieve specific goals. These pattern recognition capabilities and automated recommendations will influence the educational process, impacting both student learning and teacher decision-making. For example, today's personalized learning systems can detect when a student is struggling and suggest an alternative instructional sequence. The range of pattern recognition and automated recommendations will continue to grow. For decades, the boundaries between the roles of teachers and computers have been discussed in education, with terms like "computer-aided instruction," "blended instruction," and "personalized learning." But how are instructional choices made in systems involving both humans and algorithms? Currently, AI systems and tools enable the adaptation of instructional sequences to student needs, providing feedback and hints during activities like mathematics problem-solving or foreign language learning.

Consider another simple example. When a teacher requests, "Display a map of ancient Greece on the classroom screen," an AI system might select from hundreds of maps by considering the lesson objectives, successful outcomes in similar classrooms, or maps with features beneficial for student learning. In this scenario, an AI system's suggestion of instructional resources or options can save the instructor time, allowing them to focus on more important goals. However, there are instances where an instructor might reject AI-enabled automation, such as allowing an AI system to choose the most appropriate and relevant readings for students related to a historical event.

Computers process theory and data differently than humans. AI's success hinges on the associations or relationships identified in the data fed to an algorithm during the AI model development process. While some associations can be useful, others may be biased or inappropriate, posing a significant risk of algorithmic discrimination.

Humans bring a unique perspective to agency, goal-setting, and reasoning, utilizing their ability to understand multiple contexts. For instance, a teacher might notice that three students make the

same mathematical error but realize that one has an Individualized Education Program for vision issues, another misunderstands a mathematical concept, and the third just had a frustrating interaction on the playground; thus, the same instructional decision wouldn't be suitable for all.

3.3 Perspective: Intelligence Augmentation. Intelligence Augmentation (IA) emphasizes human intelligence and decision-making while acknowledging that people can be overwhelmed and benefit from supportive tools. AI can assist teachers in making more informed decisions by identifying patterns that might go unnoticed by humans.

3.4 Definition of “Model”. To meaningfully assess AI, stakeholders must consider specific models and their development processes. AI models, like financial models, approximate reality to identify patterns, make predictions, or analyze different decisions. For example, in a typical middle school math curriculum, students use a mathematical model to determine the better of two cell phone plans. Similarly, financial planners use such models to advice on retirement portfolios. Essentially, AI is a sophisticated mathematical toolkit for building and utilizing models.

3.5 Insight: AI Systems Enable New Forms of Interaction. AI models enable computational processes to make recommendations and plans, as well as support more natural forms of interaction, such as conversing with an assistant. Teachers and students can interact with AI by selecting items from menus, answering multiple-choice questions, typing short responses, dragging objects, or using touch gestures. The computer responds through text, graphics, and multimedia. While versatile, these interactions are distinctly human-computer and differ from human-to-human interaction. With AI advancements, computer interactions are becoming more human-like (see Figure 4). For example, a teacher might speak to an AI assistant that responds verbally, or a student might draw something that the computer enhances. A teacher or student might start writing, and the AI could complete their sentence, similar to how modern email programs predict and finish thoughts.

| | Familiar Technology Capabilities | Future Technology Capabilities |
|-------------------|------------------------------------|--------------------------------------|
| Input | • Typing | • Speaking |
| | • Clicking and dragging | • Drawing |
| | • Touching and gesturing | • Analyzing images and video |
| Processing | • Displaying information and tasks | • Assisting students and teachers |
| | • Sequencing learning activities | • Planning and adapting activities |
| | • Checking student work | • Revealing patterns in student work |
| Output | • Text | • Conversations |
| | • Graphics | • Annotating and highlighting |
| | • Multimedia | • Suggesting and recommending |
| | • Dashboards | • Organizing and guiding |

Figure 4. Differences that teachers and students may experience in future technologies

4. Learning

Students engage in discussions that deepen their understanding, use visualizations and simulations to explain real-world concepts, and benefit from supportive scaffolding and timely feedback.

4.1 Insight: AI Enables Adaptivity in Learning. AI can enhance technology's ability to meet students where they are, build on their strengths, and help them grow their knowledge and skills. This is possible due to AI's capability to work with natural forms of input and the robust foundation of AI models. However, the core limitations stem from the nature of the models at the heart of any

AI-enabled system. These models are approximations of reality. If crucial aspects of human learning are left out or underdeveloped in the model, the adaptivity and support for learning will be limited and potentially fragile.

AI models have shown greater capabilities due to advances in "large language models" or "foundational models." These general models, despite their impressive skills, still have limitations. For instance, generative AI models can quickly create convincing essays on a variety of topics or generate credible images from a few prompts. Despite the excitement surrounding foundational models, they are still narrower than the broader vision for human learning, making it crucial to design learning environments with these limitations in mind.

4.2 Intelligent Tutoring Systems: An Example of AI Models. One enduring type of AI technology is the Intelligent Tutoring System (ITS). In an initial breakthrough, researchers successfully developed precise models of how proficient individuals solve mathematical problems. These models were integrated into a system that observed students as they tackled mathematical challenges on a computer. Studies examining human tutors have highlighted that providing feedback on specific steps, rather than merely indicating correctness, is likely a crucial factor in effective tutoring. For instance, when a student deviated from the expert model, the system offered guidance to help them realign with the correct approach.

Over time, these initial limitations have been addressed through two main approaches: enhancing AI models and incorporating human oversight—a perspective that remains crucial today. For instance, in contemporary ITS applications, while the system may specialize in delivering feedback during practice sessions, human teachers remain responsible for fostering student engagement, promoting self-regulation, and managing other instructional aspects.

4.3 Important Directions for Expanding AI-Based Adaptivity. The term "adaptivity" is often synonymous with "personalization." However, many observers have criticized its lack of precision. Some educators interpret personalization as empowering learners with "voice and choice," while others see it as a learning management system recommending a tailored "playlist" of activities for each student. For instance, skilled teachers adeptly engage students by drawing on their personal experiences and refine their explanations until a profound "aha!" moment occurs.

There are many ways in which the core models in an AI system must be expanded.

1. Shifting from deficit-based to asset-oriented. Historically, adaptive systems have identified and addressed student weaknesses. Moving forward, it's crucial for AI models to recognize and capitalize on students' strengths or competencies to enhance their learning experiences.

2. Expanding from individual cognition to including social and other aspects of learning dimensions. Current adaptive learning paradigms primarily emphasize personalized cognitive learning, often sidelining social and motivational aspects. A more comprehensive approach acknowledges the importance of social interaction and diverse learning contexts.

3. Embracing neurodiversity learning models. AI systems should accommodate neurodiverse learners who may require alternative learning paths and interfaces tailored to their strengths. This inclusivity extends to learners with disabilities, promoting multiple learning routes and interactive modalities.

4. Transitioning from fixed tasks to dynamic, open-ended, and challenges. Traditional AI models excel at structured tasks like solving mathematical problems but often struggle with fostering creativity and prolonged engagement in open-ended tasks. To support lifelong learning and holistic development, AI systems should empower students to innovate and tackle creative challenges, encouraging active participation and innovative problem-solving skills.

5. Moving beyond correct answers to broader learning objectives. Many current adaptive systems prioritize correct responses, adjusting learning pace based on accuracy. However, effective learning goes beyond mere correctness, encompassing skills such as self-regulation, persistence in problem-solving, teamwork, and goal-setting autonomy.

4.4 A Challenge: Systems Thinking About AI in Education. As previously discussed, AI systems and tools do not fully align with educational goals, requiring us to design educational environments that appropriately integrate AI, allowing educators and other adults to use these tools

effectively for teaching and learning. Additionally, small-group work is likely to remain important, as students might collaborate in small groups to use mathematics to predict or justify responses to realistic challenges.

5. Teaching

It's also crucial to remember the reasons people pursue a career in teaching and ensure they can focus on what truly matters.

This section explores how AI can support teachers and enhance education, including:

1. AI assistants that alleviate routine teaching tasks.
2. AI systems offering tailored recommendations to address students' needs and augment teachers' efforts.
3. AI tools that help teachers reflect on their practices, plan lessons, and improve their teaching strategies.

5.1 Always Center Educators in Instructional Loops. To successfully integrate AI as a tool for enhancing learning and teaching, it is essential to always prioritize educators (ACE).

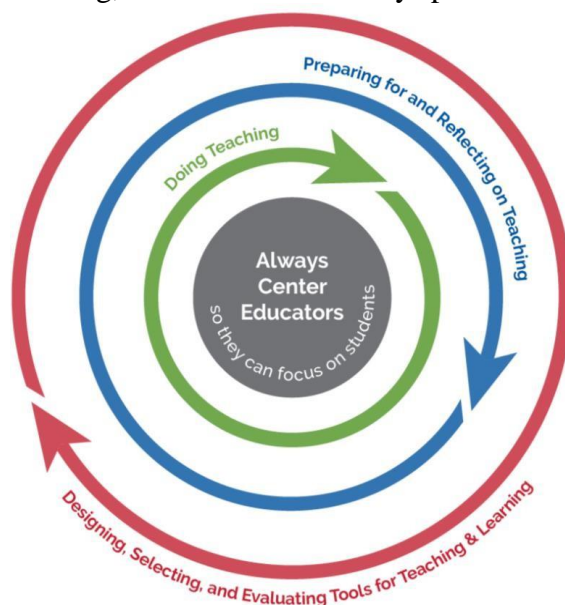


Figure 5. Three ways to center educators as we conceptualize human in the loop AI

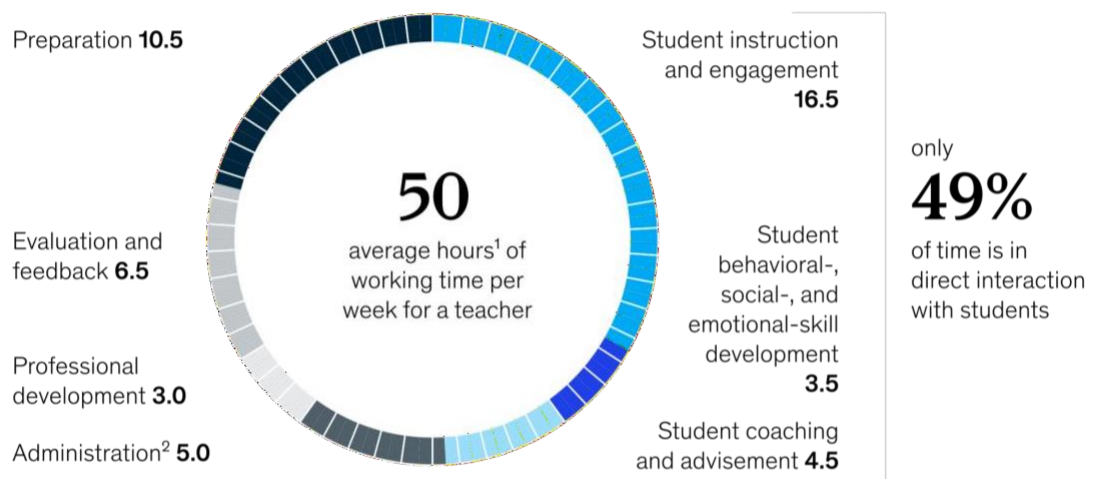
Figure 5 highlights three critical loops, inspired by research on adaptivity loops:

1. The loop where teachers make real-time decisions during the act of teaching.
2. The loop where teachers engage in planning, preparation, and reflection on their teaching practices, including professional development.
3. The loop where teachers are involved in decisions regarding the design, selection, and evaluation of AI-enabled technologies, thereby influencing not only their own classrooms but also those of their peers.

5.2 Insight: Using AI to Improve Teaching Jobs. Teaching is an infamously complex profession, requiring teachers to make thousands of decisions daily. Additionally, they are integral members of their communities, expected to engage with families and caregivers.

Consider how much simpler some everyday tasks have become. We can now request and receive alerts and notifications about various events.

Activity composition of teacher working hours, number of hours



¹ Average for respondents in Canada, Singapore, United Kingdom, and United States.

² Includes a small "other" category.

Source: McKinsey Global Teacher and Student Survey

Figure 6. Teachers work about 50 hours a week, spending less than half the time in direct interaction with students.

The time saved through AI-enabled technology should be redirected towards more effective instruction. For example, reducing the average weekly preparation time from eleven hours to just six.

We highlight these opportunities, below.

1. Handling low-level details to ease teaching burdens and increase focus on students. A good teacher must master details both large and small. For instance, when working with a particular student, the teacher might want to send that student a helpful learning resource later. How will they remember to send it? A voice assistant or other AI assistant could help by organizing simple voice notes for teachers to follow up on after class. AI-enabled voice assistants are beginning to emerge in the market, capable of handling various simple tasks to help teachers stay focused on their students. These tasks include record-keeping, starting and stopping activities, controlling displays, speakers, and other classroom technologies, and providing reminders.

2. Extending beyond the teacher's availability with their students but continuing to deliver on the teacher's intent. Teachers often wish they could do more for each student but are limited by the number of hours in a school day. For instance, a teacher might want to sit with a student as they practice ten additional math problems, providing continuous support and feedback. If the teacher can only assist with three problems, they could delegate the rest to an AI-enabled learning system. Teachers can't be available around the clock to help with homework, but they can specify the types of support, hints, and feedback they want students to receive during after-school study sessions. An AI assistant can provide students with support anytime and anywhere they do homework or practice skills independently.

3. Making teacher professional development more productive and fruitful. AI can also compute metrics, such as whether students are talking more or less, which are difficult for a teacher to assess during a lesson.

For educators aiming to enhance student engagement, these metrics offer significant utility. Additionally, there is a growing availability of classroom simulation tools that allow teachers to refine their teaching abilities in authentic scenarios. These simulators incorporate real classroom teaching examples, with the ability to alter participant faces and voices, facilitating the sharing and discussion of teaching experiences among educators while maintaining anonymity.

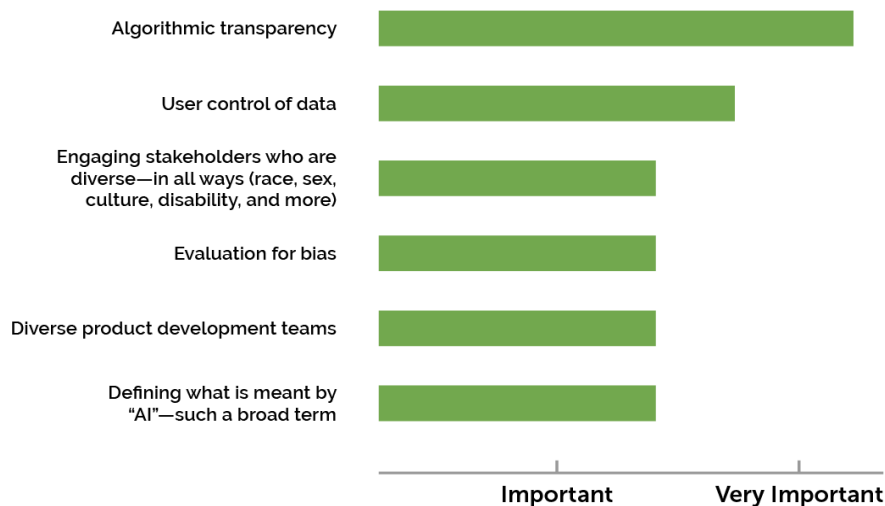


Figure 7. Concerns raised during the listening session about teaching with AI

5.3 Preparing and Supporting Teachers in Planning and Reflecting. In-service teachers will similarly require ongoing professional development to harness the potential benefits of AI.

Professional development efforts must strike a balance: not only exploring opportunities but also educating teachers about potential risks associated with AI, while equipping them with tools to navigate these challenges effectively.

AI has the potential to assist teachers by offering personalized recommendations tailored to their teaching style and classroom context. It can aid in adapting instructional materials to meet specific classroom needs, such as ensuring compliance with Individualized Education Programs (IEPs) for students. For instance, AI could facilitate the adaptation of standardized resources to accommodate diverse learning requirements—for example, providing a voice assistant for a visually impaired student or enabling students to present using American Sign Language with AI-assisted translation into spoken English for other students.

Amidst the dynamic classroom environment, teachers may sometimes struggle to fully grasp students' expressions or discern the underlying factors influencing their behaviors. Contextual awareness is key, as teachers may not always be privy to external factors impacting student interactions.

5.4 Designing, Selecting, and Evaluating AI Tools. Currently, educators actively contribute to designing and choosing technologies. They assess usability and practicality, evaluate evidence of effectiveness, and disseminate their findings to school administrators.

5.5 Challenge: Balancing Human and Computer Decision-Making. A significant new challenge with AI-enabled tools for teachers is that these tools can perform tasks autonomously. When teachers delegate work to an AI system, the system may continue independently. Important questions have been raised about managing control in a hybrid teaching environment: When should a teacher maintain control? What tasks can be delegated to a computational system? How can teachers effectively monitor the AI system, override its decisions, or reclaim control when needed?

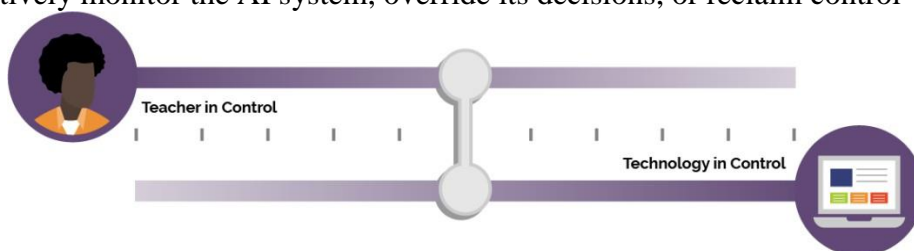


Figure 8. The tension between human and AI decision making: Who is in control?

Figure 8 illustrates the tension regarding control in the classroom. On the left, the teacher has complete control, with no AI involvement. On the right, technology has full control, excluding the teacher—a rarely desirable scenario.

The middle ground is complex and involves numerous choices. Having analyzed various products and proposed some possibilities for finding this balance:

1. The technology only offers information and recommendations to the teacher
2. The teacher delegates specific types of tasks to the technology, for example, giving feedback on a particular math assignment or sending out reminders to students before an assignment is due.
3. The teacher delegates more broadly to the technology, with clear protocols for alerts, for monitoring, and for when the teacher takes back control.

It is crucial to identify instructional decisions with varying levels of consequences for students and exercise caution when delegating control over highly consequential decisions, such as course placement or disciplinary referrals. To fully integrate human oversight, AI technologies must enable teacher monitoring, provide protocols to alert teachers when their input is needed, and allow for overrides at the classroom, school, or district level if there is disagreement with an instructional choice.

5.6 Challenge: Making Teaching Jobs Easier While Avoiding Surveillance. We also acknowledge that the technologies designed to simplify tasks can also introduce new possibilities for surveillance (Figure 9). For example, a voice assistant in the kitchen might help with tasks like setting a cooking timer, but it could also pick up on private conversations. This kind of dilemma will also arise in classrooms. When teachers use an AI assistant to record data on their speech, search for teaching resources, or monitor other behaviors, the data can personalize resources and recommendations for them. However, the same data could be used to monitor the teachers, potentially leading to adverse consequences.

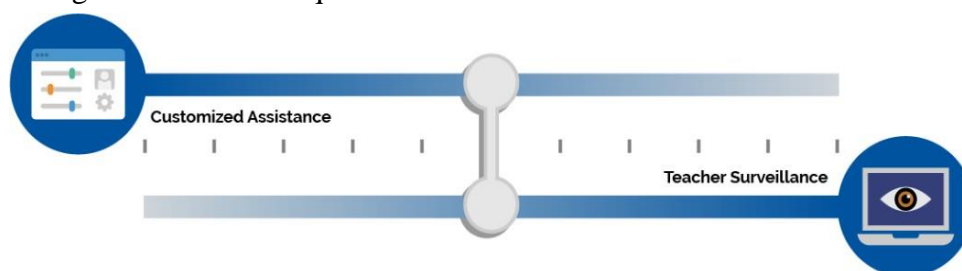


Figure 9. Highly customized assistance vs. increased teacher surveillance

5.7 Challenge: Responding to Students' Strengths While Protecting Their Privacy. In culturally responsive and culturally sustaining approaches, educators design materials to leverage the "assets"—individual, community, and cultural strengths that students bring to their learning. While focusing on these assets, educators must also meet students where they are, recognizing both their strengths and needs. AI could assist by helping teachers customize curricular resources. However, for AI to be effective, the data input into the system must provide comprehensive information about the students. This information could include demographic details, preferences, outside interests, relationships, or experiences. Educators are deeply concerned about the handling, deletion, and visibility of this data. When considering the use of AI-enabled technologies to address educational inequities, educators must ensure that student information shared with or stored in an AI system complies with federal or state privacy laws, such as FERPA.

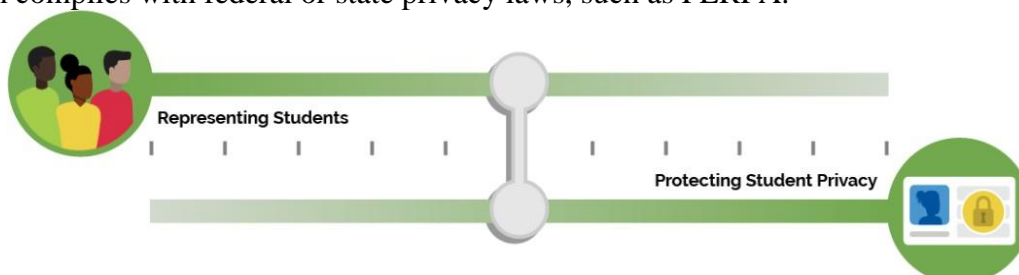


Figure 10. Responding to students' strengths while fully protecting student privacy

AI can introduce algorithmic discrimination through biases present in the data, code, or models within AI-enhanced edtech. Engineers develop AI models using existing data, which may not be representative or might contain associations that contradict policy goals. Moreover, the automations created by engineers for AI might not address the needs of all student groups within a diverse population.

AI has the potential to help teachers customize and personalize materials for their students by leveraging the teacher's understanding of their needs and strengths. Customizing curricular resources is time-consuming, and teachers are already exploring how AI chatbots can assist in designing additional resources for their students.

5.8 Key Recommendation: Inspectable, Explainable, Overridable AI. In the Introduction, we discuss that when AI is integrated into a system, its core component is a model. Some AI models can recognize patterns and take appropriate actions but cannot explain their reasoning, such as how they connected the pattern to the action. This lack of explainability is insufficient for teaching; teachers need to understand how an AI model analyzed a student's work and why it recommended a specific tutorial, resource, or next step.

Explainability of an AI system's decisions is crucial for teachers to evaluate automated decisions. It helps teachers develop appropriate levels of trust and distrust in AI, particularly in identifying where the AI model might make poor decisions.

Teachers need to be able to inspect what an AI model is doing. For example, they need to see which instructional recommendations are being made and to which students, identify students stuck in a loop of remedial work, and recognize those making progress.

6. Formative Assessment

Formative assessment is traditionally a key use of edtech because feedback loops are vital to improving teaching and learning.

6.1 Building on Best Practices. A number of dimensions hold potential for shaping the future of formative assessments, and many have ready extensions to the field of AI-enabled systems and tools. Technology can lead to improved formative assessments along seven dimensions, listed below:

1. Enabling Enhanced Question Types:

To give students more ways to show what they know and can do.

2. Measurement of Complex Competencies:

To better elicit growth in important skills that go beyond typical subject matter standards, for example, in measuring practices, social skills like teamwork, self-regulation, and work-relevant skills (e.g., making presentations or leading teams).

3. Providing Real-Time Feedback:

To maintain and increase student engagement and to support effective learning, providing timely and helpful responses and suggestions to each learner.

4. Increasing Accessibility:

To include neurodiverse learners and to engage learners' best communication capabilities as they share what they know and can do.

5. Adapting to Learner Ability and Knowledge:

To make assessments more precise and efficient.

6. Embedded Assessment in the Learning Process:

To emphasize an assessment's role in improving teaching and learning (this report does not focus on assessment for accountability purposes).

7. Assess for Ongoing Learning:

To reveal progress over time and not just predetermined milestones.

AI models and AI-enabled systems have the potential to enhance formative assessments. For instance, AI algorithms can analyze question types that require students to draw a graph or create a model, grouping similar student responses for the teacher to review. AI can also provide learners

with feedback on complex skills, such as learning American Sign Language, speaking a foreign language, or other practice situations where immediate human feedback is unavailable.

In general, an AI assistant can help reduce the workload for teachers by handling the grading of simpler aspects of student responses.

6.2 Implications for Teaching and Learning. Real-time instructional feedback can be valuable for enhancing learning when it assists both learners and teachers in making improvements. However, many students and teachers often have negative experiences with assessments, creating a challenging balance between the advantages of data from formative assessments and the practicalities of implementing additional assessments in educational settings.

Some AI-enabled systems aim to address this issue. For instance, an AI-powered reading tutor listens to students as they read aloud and provides immediate feedback to help improve their reading skills. Students reportedly enjoyed this interactive approach, which also proved effective. Similarly, researchers have integrated formative assessments into educational games, allowing students to demonstrate their understanding of Newtonian physics as they advance through increasingly difficult game levels. Ensuring that students feel safe, confident, and trust the feedback from these AI-enabled systems is crucial for highlighting their learning progress.

AI-enhanced formative assessments also have the potential to save teachers time on tasks like grading, enabling them to spend more time directly supporting and engaging with students.

6.3 Insight: AI Can Enhance Feedback Loops. The term "formative assessment" goes beyond merely referring to a test or measurement. An assessment becomes formative when it leads to meaningful reflections and adjustments in teaching, learning, or both. The concept of "feedback loops" highlights that measurement is just a part of the process. Effective feedback loops, which result in instructional improvements and adaptations in both teaching and learning, produce the most significant outcomes for students.

Students benefit from feedback when they are working individually, participating in small groups, or engaging in classroom discussions. Feedback loops are particularly valuable "in the moment" as a student practices a skill, but they are also crucial over longer periods, such as after completing a project or term paper. Additionally, feedback loops can aid teachers by helping them recognize their own patterns in responding to students' ideas.

6.4 An Example: Automated Essay Scoring. An illustrative case is Automated Essay Scoring (AES). Developing strong writing skills is crucial for students as it prepares them for success in college and career pursuits. However, providing detailed feedback on essays is time-consuming for human reviewers. Ellis Page envisioned computer programs capable of evaluating and offering feedback on student essays as early as 1966, and significant advancements have been made in AES technologies over the past 56 years. Today, readers are likely familiar with applications such as Grammarly, Turnitin, and various essay analysis engines used by publishers and assessment companies.

Writing proficiency is fundamental to academic and professional aspirations, and aspiring writers benefit greatly from comprehensive feedback.

AI-driven AES technologies can analyze certain aspects of student essays but may be misled by factors like essay length or instances where students strategically place keywords in sentences that lack coherence—a flaw easily identified by human readers.

6.5 Key Recommendation: Harness Assessment Expertise to Reduce Bias. Bias and fairness are critical considerations in assessment design and implementation, particularly within the realm of AI-enabled assessment. In traditional assessments, bias may occur if test items contain unnecessary details that advantage certain groups over others—for example, a story-based question referencing a sport predominantly played by boys may disadvantage girls.

Algorithmic discrimination extends beyond the measurement aspect of formative assessment; it also encompasses the feedback loop and the instructional interventions triggered by data collected through assessments. When algorithms recommend hints, next steps, or resources to students, it's crucial to ensure fairness—ensuring all groups receive equally useful assistance and avoiding discriminatory outcomes.

Fairness considerations in AI-enabled formative assessment involve not only providing opportunities for learning through feedback loops but also ensuring the quality of learning within and beyond these loops.

7. Research and Development

Policy development hinges on evidence-based research, just as refining practice relies on iterative feedback loops driven by empirical evidence.

7.1 Insight: Research Can Strengthen the Role of Context in AI. Despite the significance of the grand challenges outlined in the 2010s, there is a noticeable shift in the R&D community's focus today. While the challenges from the previous decade primarily addressed technical issues, contemporary researchers are increasingly emphasizing the exploration of context. Similarly, tech companies are striving to develop platforms that can adapt to learners' characteristics and broader situations, moving beyond narrow cognitive attributes.

Researchers are expanding the concept of "adaptivity" to include support for group learning, a prevalent form of learning in schools across the U.S. The emphasis on context is not incidental; it has long been recognized as a fundamental challenge in AI.

However, agreeing to prioritize context poses challenges. As depicted in Figure 11, there exists a tension between the depth of context and the rapid pace of technological advancements in AI R&D. While AI is often driven by the urgency to innovate and scale new applications quickly, researchers and developers acknowledge that achieving meaningful innovations in AI education necessitates integrating context into the process early and consistently.

In conclusion, embedding context early and persistently in AI R&D is crucial. It ensures that technological advancements in education align closely with educational objectives and effectively address the complexities of learning environments.

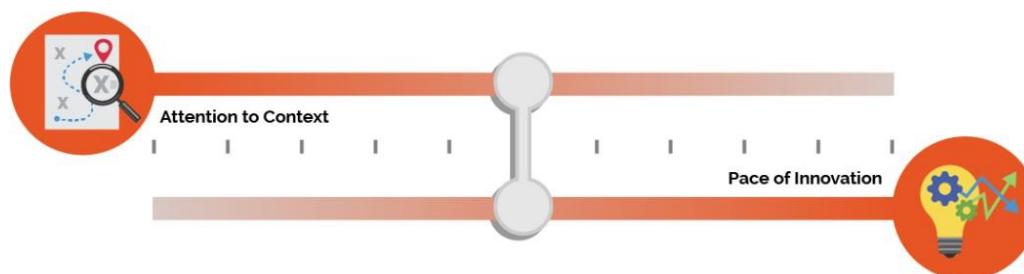


Figure 11. The tension between depth of context and pace of technological advances in AI

Moreover, an increased emphasis on context within this field will significantly alter the landscape of R&D. Contextual considerations are multifaceted, and this shift will prompt various types of changes in R&D practices.

Below, we outline these four types and subsequently provide detailed exploration of each, highlighting their significance as catalysts for rethinking R&D approaches.

1. Focus on the Long Tail: How could we use big data and AI to pay more attention to the “long tail” of edtech use—going beyond a few “most typical” ways of using emerging technology and instead solving for digital equity and inclusion?

2. Partnership in Design-Based Research: How can we change who is involved and influential in designing the future of AI in education to more centrally include students, teachers, and other educational constituents?

3. Connect with Public Policy: How can work on AI in education build on general advances in AI ethics, safety, and regulation and contribute additional advances specific to educational policy?

4. Rethink Teacher Professional Development: How can we solve for new systems of teacher professional development (both pre-service and in-service) that align to the increasingly core role of technology in the teaching profession?

7.2 Connecting with Public Policy. Defining human-centered AI for education necessitates adopting a foundational principle centered on human values. This approach should guide the development of policies governing the broader application of AI across society. Issues such as power dynamics between companies and consumers, particularly regarding data ownership, are mirrored in the educational ecosystem. Simultaneously, public discourse on ethics, bias, responsibility, and related concepts occurs both in public policy and educational contexts.

A key insight is the potential importance of enhancing AI literacy in education for broader societal benefit. For instance, panelists highlighted the necessity of improving AI literacy to influence the design of these technologies. Another researcher emphasized creating educational technology environments that foster open dialogue across diverse perspectives, reflecting current societal challenges.

Researchers are advocating for a shift beyond superficial approaches to tackling these issues seriously. They recognize the need to engage more deeply with policy, an area where many edtech and AI researchers may lack extensive experience. Developers, while familiar with certain policy issues such as data privacy and security, are increasingly involved in discussions about ethics, bias, transparency, and other critical topics.

8. Recommendations

Earlier, we asked two guiding questions:

1. What is our collective vision of a desirable and achievable educational system that leverages automation while protecting and centering human agency?
2. On what timeline will we be ready with necessary guidelines and guardrails along with convincing evidence of positive impacts, so that we can ethically and equitably implement this vision widely?

8.1 Insight: Aligning AI to Policy Objectives. Each section of this policy report offers insights into four key areas: learning, teaching, assessment, and research.

- To support our goal of attracting and retaining teachers, a nation should prioritize AI assistants designed to enhance teaching roles and equip educators with essential information for fostering close, empathetic connections with students. Emphasizing the involvement of teachers ensures that AI-enabled classroom technologies keep educators informed, engaged with their students, and empowered to make critical instructional decisions. Maintaining teacher involvement in these processes is crucial for managing risks effectively.
- To promote equitable learning, particularly for those disproportionately affected by the pandemic, AI has the potential to transform educational technology from its current deficit-oriented approach to one that focuses on strengths. Instead of solely identifying student weaknesses and providing remedial measures, AI-powered edtech could recommend strategies that leverage students' existing strengths across cognitive, social, and self-regulatory domains, thereby enhancing learning outcomes significantly. This holistic approach should encompass support for students with disabilities and English learners to ensure inclusivity and equity. Addressing equity requires a vigilant awareness of inherent biases in AI system development and decisive measures to uphold fairness.
- Regarding pathways to successful careers, AI-enabled assessments have the potential to offer students and teachers formative guidance on a diverse array of essential skills, aiming to enrich the learning experience with valuable information. Embracing a human-centric perspective, we should adopt a systemic approach to assessments, ensuring that students, teachers, and other stakeholders remain central to instructional decision-making processes.
- In the realm of equity, as research progresses and incorporates more contextual understanding into AI, we can leverage AI to support objectives that demand personalized learning resources. This includes empowering teachers to efficiently adapt materials to accommodate neurodiverse learners and enhance responsiveness to the unique needs of local communities and diverse cultures.

Moving forward, educational leaders must consistently bring these policy priorities alongside their own to every AI discussion, steering the dialogue toward human-centered concerns rather than solely focusing on the potential capabilities of new technologies.

8.2 Calling Education Leaders to Action. We summarize recommendations for policy action. These recommendations are for education leaders.

8.3 Recommendation #1: Align AI Models to a Shared Vision for Education. Throughout this report, we have underscored that AI technologies are built on models that inevitably have limitations. It falls upon humans to define educational objectives and assess how well these models align with and contribute to those goals—or conversely, how they may fall short and potentially pose harm. While this evaluation of tools against educational priorities may seem straightforward, the allure of technology can sometimes lead to a mindset of "let's explore what the tech can do," diverting attention from critical educational objectives and potentially leading to the adoption of ill-fitting models.

Therefore, we urge educational policymakers and decision-makers at all levels—local, state, and federal—to wield their influence in aligning priorities, educational strategies, and technology adoption decisions with the paramount educational needs of students. Local education leaders are best positioned to understand their urgent educational priorities.

Every discourse on AI or any emerging technology must commence with a deliberate emphasis on the educational needs and priorities of students, concluding with an evaluation of effectiveness centered on those same needs and priorities. Equity, notably, remains a critical priority that demands continual vigilance, particularly given concerns over biased AI models.

We specifically urge leaders to refrain from over-idealizing AI or fixating solely on promising applications and outcomes. Instead, we encourage a rigorous inquiry into how AI-enabled systems and tools function within educational settings.



Figure 12. Recommendation for desired qualities of AI tools and systems in education

In this figure, we center teaching and learning in all considerations about the suitability of an AI model for an educational use. Humans remain in the loop of defining, refining, and using AI models. We highlight the six desirable characteristics of AI models for education (elaborating from principles in the Blueprint for an AI Bill of Rights to fit the specifics of educational systems):

1. Alignment of the AI Model to Educators' Vision for Learning: When choosing to use AI in educational systems, decision makers prioritize educational goals, the fit to all we know about how people learn, and alignment to evidence-based best practices in education.

2. Data Privacy: Ensuring security and privacy of student, teacher, and other human data in AI systems is essential.

3. Notice and Explanation: Educators can inspect edtech to determine whether and how AI is being incorporated within edtech systems. Educators' push for AI models can explain the basis for detecting patterns and/or for making recommendations, and people retain control over these suggestions.

4. **Algorithmic Discrimination Protections:** Developers and implementers of AI in education take strong steps to minimizing bias and promoting fairness in AI models.

5. **Safe and Effective Systems:** The use of AI models in education is based on evidence of efficacy (using standards already established in education for this purpose) and work for diverse learners and in varied educational settings.

6. **Human Alternatives, Consideration and Feedback:** AI models that support transparent, accountable, and responsible use of AI in education by involving humans in the loop to ensure that educational values and principles are prioritized.

Teachers, students, and their families contribute significantly to adoption decisions. It is essential for leaders and parents to support educators when they question or override an AI model based on their professional expertise. Additionally, technology developers must be transparent about the models they employ. Policymakers should consider mandates for disclosure to ensure the marketplace operates on informed decisions about AI models rather than solely on marketing claims.

Furthermore, government oversight is essential. AI models are human-created approximations of reality and should be subject to policies requiring transparency, inspectability, explainability, and override capability within educational systems.

8.4 Recommendation #2: Develop Education-Specific Guidelines and Guardrails. The final recommendation focuses on policymakers. The country's educational system places a significant emphasis on local decision-making, but as technology rapidly advances in complexity, local leaders face challenges in making well-informed decisions regarding the deployment of artificial intelligence. Beyond traditional concerns such as data privacy and security, new issues such as bias, transparency, and accountability also come into play.

Regulations concerning crucial laws like the Family Educational Rights & Privacy Act (FERPA), the Children's Internet Privacy Act (CIPA), and the Children's Online Privacy Protection Act (COPPA) need reassessment and further exploration in light of emerging technologies in educational settings. Similarly, laws like the Individuals with Disabilities Education Act (IDEA) may require updates as AI-enabled learning technologies evolve.

The Department encourages coordinated efforts across all levels of the education system. In addition to federal laws, many states have enacted privacy legislation governing the use of educational technology and platforms in schools. While general frameworks for responsible AI in sectors like health and consumer products can offer insights, they may not fully address the specific needs of education. Leaders at every level must be prepared to address issues beyond privacy and security, including potential biases and fairness, as they navigate the complexities of AI in education.

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Project Team

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Research on Teaching Method of Data Structure Algorithm Course

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Abstract. China has taken the lead in educational reform and development by constructing an international higher education system. To evaluate the internationalization of elite colleges, one must take into consideration the quality of education offered to foreign students. The curriculum is the most significant educational resource for overseas students, and how well it is evaluated has a direct impact on their overall experience. Analyzing the characteristics of data structure teaching earnestly, the actual situation of students learning, and the integrated case application and problems of teaching design, an algorithm to the core of the computer categories of professional basic course "data structure" serves as an example, demonstrating the process of implementing a task-driven teaching mode. By utilizing a task-focused and problem-oriented approach, foreign students can be taught by their teachers as a passive infusion to foster active learning, thus enhancing student engagement, curriculum, and education quality, as well as student satisfaction with the educational experience.

Keywords: International students; Data structure algorithm; Course teaching; Task-driven; Problem oriented.

1. Introduction

Computer science and engineering necessitate a fundamental course in algorithms for data structures. They are not only the building blocks of programming and software development, but also key to solving complex problems and optimizing system performance. Organizing and storing data in a data structure allows for efficient access and modification. The algorithm, a process of data processing and operation to achieve desired results, is comprised of the stages and techniques employed to resolve the issue.

The internationalization of China's higher education has been hastened by the country's comprehensive and economic strength, and the number of students studying in China has grown annually. Education is the cornerstone of a nation's prosperity, national prosperity, and people's joy. [1] However, the foundation of these students is generally low, the understanding ability is weak, the enthusiasm for learning is not high, coupled with language communication barriers, which brings great challenges to the teaching work. Data structure algorithms are essential to many contemporary computer applications, including social networks, search engines, e-commerce platforms, and large-scale artificial intelligence and data analysis. Therefore, master data structure algorithm for computer professional students, is an essential skill [2], but for the teacher to students in teaching data structure algorithm could face some unique challenges, such as language barriers, cultural differences and different learning habits. Providing a valuable chance to acquire knowledge and develop, these difficulties are nevertheless present. By overcoming these difficulties, teaching teachers are not only able to acquire professional knowledge, but also develop excellent problem solving skills and cross-cultural communication skills. For international students, the course is both a challenge and an opportunity.

As a result, it is worthwhile to research ways to raise the standard of instruction for overseas students taking data structure courses. The curriculum content, teaching strategies and tactics, teaching case analysis, and the author's summary of the course learning experience in the data structure and algorithm analysis will all present obstacles for this essay.

2. Overview of the Course Content

Courses on data structure algorithms encompass a broad range of topics, including theoretical analysis and real-world applications, as well as fundamental and sophisticated data structures. The course's primary content is listed below. The following are the main contents of the course, as shown in Figure 1.

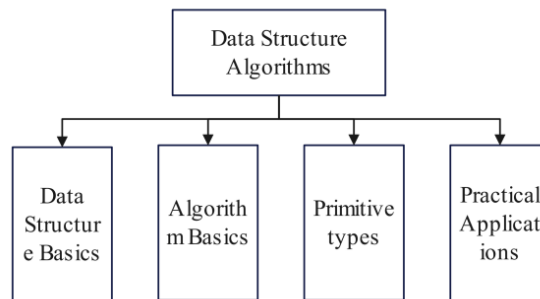


Figure 1. Main contents of the data structure algorithm

Firstly, there is Data Structure Fundamentals, which will introduce the basic concepts and types of data structures, including arrays, chained lists, stacks, queues, trees, graphs and so on. Students will learn how to select and use appropriate data structures in different scenarios to improve the efficiency of data storage and access. This section will cover the fundamental ideas of algorithms and their design methods, such as recursive, partition, greedy, dynamic programming, etc., after going over the algorithm foundation. Students will be instructed in how to devise and utilize efficient algorithms in order to confront a broad array of difficult matters. Next comes the algorithm analysis section, which will explain how to assess the algorithm's performance and include the technique for calculating the algorithm's time and space complexity. Students will learn how to through the algorithm analysis, selection of an optimal algorithm to solve specific problems. Following this, an introduction to Advanced Data Structures and Algorithms will be presented, featuring hash tables, heaps, red-black trees, graph algorithms, and more. Students will be taught how to employ these sophisticated data structures and algorithms to tackle more intricate issues. At long last, the application issue is presented; this section will demonstrate through a series of examples and projects how the data structure and algorithm can be utilized to tackle real-world predicaments. Students will have the opportunity to put their theoretical knowledge into practice, enhancing their programming and problem solving aptitude.

3. The challenge

International students differ greatly from Chinese students in personality, living and studying habits and communication styles, which are caused by the unique cultural background and language environment of different countries. The main problem is shown in Figure 2. Formulating teaching plans and designing activities to suit each student's aptitude and characteristics is essential for a successful teaching of international students, so as to invigorate their enthusiasm [3].

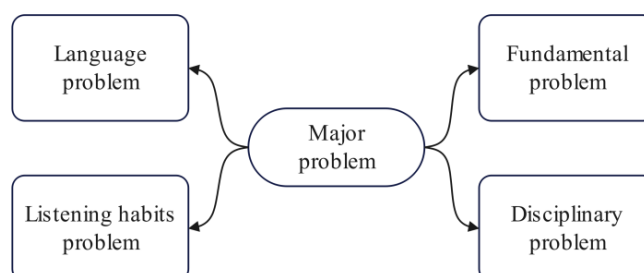


Figure 2. Main problems of international students

3.1 Language Problem. International students due to national differences, daily communication in different countries also have different language, speak English as a spoken language, such as Tanzania is given priority to with Russian in Russia, so students must have differences in spoken English. But in general, English is commonly employed as the official language or second language in these nations, and the English atmosphere is more desirable than that of one's homeland. However, in line with internationalization, the classroom teaching of data structure algorithm and analysis for international students is mainly in English, which requires high English level of teachers. In comparison to Chinese students, the majority of international students possess a considerable command of English listening and speaking, thus making instruction in English more beneficial for their comprehension and approval. But students English accent, often with local characteristics of their countries, so even if some students English is fluent, their pronunciation and standard British accent or American accent is not the same. Furthermore, Foreign students, disregarding grammar when using English and the lack of accuracy in its grammar, can often be a major impediment to communication between teachers and students in China. This can lead to students not comprehending the teacher's teaching of knowledge, thus hindering the successful teaching process [4].

3.2 Basic Problem. In our country, there is currently no standardized test for foreign students wishing to study in China. As a result, we are unable to effectively evaluate the learning and language abilities of these students, leading to disparities in their academic preparedness. In addition to facing challenges stemming from weak foundational knowledge, it has been observed that many foreign students exhibit poor study habits. Evident in their absence of preparation and review beyond the classroom, as well as their failure to finish tasks promptly, communication with these pupils, both within and outside the classroom, has exposed these issues.

As an important professional basic course, the curriculum of data structure learning requires students to advance in the C language program design basis and basic computer, and have certain mathematical foundation such as linear algebra and higher mathematics. However, these courses are usually opened in the first year of enrollment. The speed of visas from different nations, combined with the difficulty of adapting to life and study habits, can lead to international students missing the start of the course, making it hard to keep up with the learning progress and losing interest in it. This can lead to foreign students' reading comprehension, design and writing skills being insufficient, thus increasing the complexity of the teaching.

3.3 Problems of Listening Habits. Compared with Chinese students, international students are more active in thinking and active in performance. When they encounter something they don't understand, they will ask questions to their teachers and seek answers. On the one hand. Questions posed by students can be indicative of their comprehension of the current teaching material, which can foster the teaching process; teachers can modify the teaching material and techniques as time progresses. On the other hand, some students with poor foundation do not understand and repeatedly ask questions about small problems, which will affect the promotion of the whole teaching process. At the same time, Teachers must possess the ability to comprehend the queries posed by pupils and provide accurate responses proficiently in English simultaneously.

3.4 Questions of Discipline. Most international students do not have a strong sense of time, and few students can attend the classroom on time. It is also common that they do not come to class because of their own reasons (e.g., oversleeping, visa, physical examination, etc.), not to mention the independent completion of homework on time. This kind of light and lazy time consciousness largely comes from their living environment and religious belief since childhood, which is deeply rooted and difficult to change through external forces. In addition, overseas students are rich in extracurricular activities, not strong willingness to independent learning and other reasons also lead to most of them free and loose, poor organizational discipline, which directly affects the effect of learning. The secret to helping instructors educate their pupils to solve issues is to actively investigate ways to increase their students' learning initiative and excitement and to help them learn consciously.

4. Teaching Methods and Strategies

The traditional teaching style of the classroom, with its emphasis on imparting knowledge and teacher-centered approach, results in students passively embracing their teachers' indoctrination. The lack of success in this method in fostering students' autonomy, independent thought, and problem-solving aptitudes is evident. This issue is particularly challenging for foreign students, as language communication may not be smooth enough to effectively engage them in classroom activities [5].

Given the comments from international students on their course experience and the limitations of traditional classroom instruction, we employ a task-driven teaching approach. A teaching style that is task-driven is a type of "task as the main line, teacher as the main figure, students as the main body" approach, mainly seen in the teaching process [6]. The content is carefully tailored to a particular task, allowing the student to have a genuine purpose to learn, with the learning initiative in their own hands, and they are in a heuristic teaching mode, allowing them to think independently, analyze and solve practical problems. At the same time, teachers are constantly guiding and motivating students to help them complete the teaching content. Task driving mode can arouse the enthusiasm of students take the initiative to explore learning, students' participation of ascension as a direct result of teaching quality improvement.

Divided into three stages, the teaching model, as Figure 3 illustrates, consists of task setting, implementation, and evaluation. The "task setting stage" is made up of two components: "task analysis" and "task design"[7]. This teaching method was employed to teach the data structure algorithms. Firstly, it analyzes the course structure and teaching syllabus, lists the teaching themes of each chapter, puts forward the teaching plan in line with the whole course knowledge system according to the teaching theme, and designs the task-driven plan. The following factors need our particular attention when teaching: first, the task design's difficulty should be moderate, neither too easy in order to avoid the loss of students challenging and the power, also cannot too difficult to prevent to produce frustration, fall by the wayside. Second, design the task step by step, after the first difficult, it is better for inner link, and the difficulty is progressive transformation of the relationship, this can let students learn more step by step, to grasp the difficulty strong knowledge. Finally, the design of the task should have certain flaws, yet experience has demonstrated that this task can heighten the students' enthusiasm for learning, and a feeling of accomplishment will be more powerful after rectifying bugs. Moreover, defect design can nurture the students' aptitude to discover and resolve issues, thus attaining an effective teaching effect.

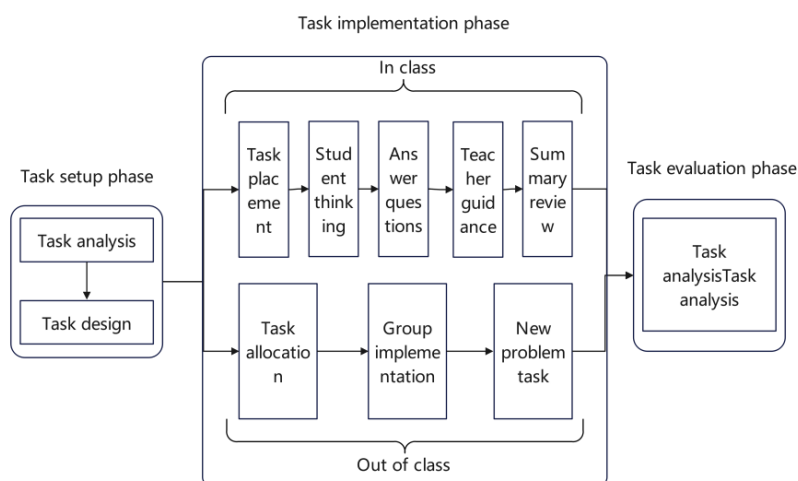


Figure 3. Task-driven teaching method

At the implementation stage, activities such as those carried out in class and outside task force were included. In the classroom, teachers implemented the task-driven system established in the task setting stage for instruction. This phase is given priority to with the operation of the students, the teacher must leave students plenty of operation time and space, let them in practice experience,

feeling, digesting and absorbing the knowledge. In the process of completing the task, because the students have enough time to think, to explore, so will emerge a new problem, put forward the new task, by this time the teacher wants to try to intellectualize students, at the appropriate time in the right range, and reviewed the summary at the end. Outside the classroom, the teacher assigned task, students take the way of grouping. Between students in the process of mutual communication and learning, is likely to produce new hard problem, feedback to the teacher, under the guidance of teachers, generate new task, continue to discuss the team's members to complete the task. Therefore, tasks outside the classroom implementation process are a cycle feedback process. Instructors should urge pupils to look into pertinent materials and converse with other learners, and motivate those with outstanding grades and the capacity to assist others in advancing together. By cultivating collaboration, getting along with people, and providing helpful quality, this method can not only enhance students' capacity to solve practical problems and creativity, but also improve them.

At the "Task Assessment Stage," the teacher assigns a theoretical score to each student based on their performance in the classroom, activities outside of the classroom, and the collective contribution of all group members. This is done through the common assessment and evaluation of both learning and teaching. Teachers according to the teaching effect and student's feedback, reflect on their teaching methods and improving.

The "task-based" teaching model embodies the teaching process of "task as the main line, teacher as the protagonist and students as the main body"[8]. The interaction between tasks, teachers and students reflects the basic characteristics of the "task-based" teaching model. When using the "task-based" teaching method, the teacher's subject position and the student's subject position complement each other and are inseparable. The task was proposed by teachers, who established a sensible framework for the task within the interlinked teaching process, thus preventing students from taking the lead until the task was finished. The students, with their ample thought and free time, can join forces, pioneering ideas, and propose novel issues connected to the task, inspiring teachers to take the lead [9]. Therefore, it appears reasonable for them to finish the assignment. Under the joint promotion of students and teachers, the task itself may have a deeper expansion, there may also be some unpredictable changes, and even produce new tasks, so as to promote students to master knowledge in depth and comprehensively.

5. Teaching Case Analysis

A detailed explanation of each of the three logical structures—linear, tree, and graph—in relation to various storage structures is provided throughout the data structure course. Explaining the task-driven technique, a binary tree's linked storage structure can be employed to teach structure in the tree structure.

The teacher commenced by elucidating the essential structure and characteristics of a binary tree-linked storage system in depth, then demonstrated the binary linked list structure diagram, noting the data and pointer fields of each node. Instructing the students to contemplate the correlation between the pointer field part of the prior node and the subsequent node, and jotting down the pointer field part of the node's value. To validate the theoretical knowledge acquired in class during the experimental stage, students must draw a binary tree independently, distinguishing between the left and right children of each node, and the root from the leaf node. Subsequently, the fundamental operation of binary tree chain storage structure is elucidated. Take traversal operation as an example, the teacher first draws a binary tree, and stipulates the use of pre-order traversal and post-order traversal, students try to write down the traversal order, and draw the corresponding clue binary tree, and then guide students to write down the key statement of the operation. The teacher, providing guidance and guidance in due course, concluded the process by providing a summary and emphasizing the error-prone areas and knowledge points that were hard for students to comprehend.

After the explanation of the binary tree chain structure, some extracurricular comprehensive problems were assigned to students. These questions require students to use binary tree chaining structures to perform operations such as determining whether a binary tree is a complete binary tree or whether it is a symmetric binary tree. In the parallel process of autonomous learning and

communication learning, students' interest in learning was significantly enhanced, and they were active in thinking and exploring solutions to problems. Through the hands-on experience and independent learning of students, a deeper comprehension of the text is attained, significantly enhancing the instructional effect. Finally, the students' satisfaction was investigated from four aspects: the improvement of comprehensive ability and quality, the course assessment method, the course activity design method, and the overall situation of the course. The results are shown in Figure 4.

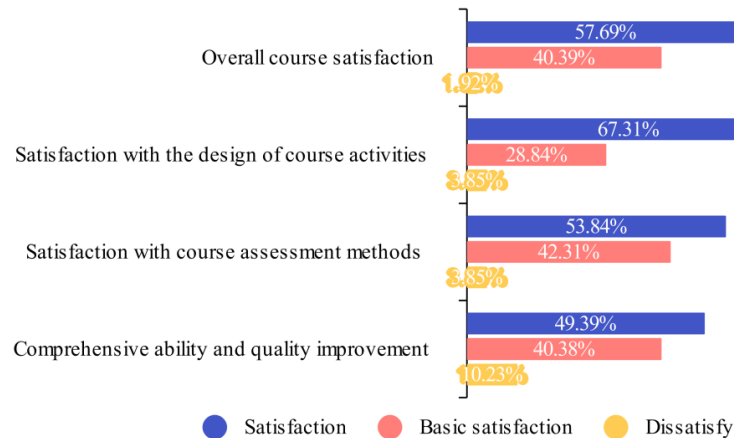


Figure 4. Student satisfaction survey results

6. Final Remarks

In order to foster the internationalization of Chinese higher education, bolster global influence and cultivate international talents who are familiar with China and its allies, it is an unavoidable necessity that student training be of a high caliber [10]. Data structure courses are of great significance in computer education. This course, a compulsory core for computer majors, is of great importance in the education of international students, as it provides a theoretical and practical foundation for future courses and work, while also enhancing students' computational thinking capabilities.

Students from other nations receive instruction on "Data structure and algorithm" using the task-driven teaching approach. Students' initiative along with educational initiative are activated by putting looking forward the task and problem-solving mindset. In order to attain the benefits of teaching and learning, "teaching" and "learning" have been merged, and teachers are encouraged to continuously enhance their techniques and lesson plans via the use of student feedback. effectively raise the standard of instruction for foreign students.

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Enhancing Student Engagement in STEM Education through Gamified Learning Platforms: A Human-Computer Interaction (HCI) Perspective.

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Abstract. This thesis investigates the potential of gamified learning platforms to enhance student engagement in Science, Technology, Engineering, and Mathematics (STEM) education. It explores the synergy between gamification and Human-Computer Interaction (HCI) principles in designing effective learning experiences. Through a comprehensive literature review, the thesis identifies current research trends, highlights existing knowledge gaps, and proposes future research directions. The findings suggest that gamification, when informed by HCI principles, can foster intrinsic motivation, increase participation, and improve focus in STEM learning. The thesis emphasizes the importance of user-centered design, clear goals and feedback mechanisms, and appropriate challenge levels within gamified platforms. It calls for further research to explore the long-term impact on learning outcomes, optimal configurations of gamification elements, and robust assessment methods. Additionally, the thesis explores the potential of storytelling, virtual reality, and augmented reality in gamified learning environments for STEM education. Finally, it acknowledges the need to consider ethical implications of gamification in educational contexts.

Keywords: Gamified; Human computer interface; Platform; STEM.

1. Introduction

1.1 Background

The ever-growing demand for a skilled workforce in STEM fields necessitates effective educational strategies to equip students with the necessary knowledge and skills. However, maintaining student engagement and motivation in STEM subjects remains a significant challenge. Gamified learning platforms, incorporating game-like elements into educational environments, have emerged as a promising solution to address this issue. The future of science, technology, engineering, and mathematics (STEM) education hinges on fostering a generation of passionate and engaged learners. However, traditional learning methods often struggle to capture student interest, leading to disengagement and a decline in STEM career aspirations. This challenge demands innovative solutions, and gamified learning platforms, infused with the principles of Human-Computer Interaction (HCI), offer a promising path forward. Developing a strong foundation in Science, Technology, Engineering, and Mathematics (STEM) is crucial for preparing students for the future. However, traditional teaching methods often struggle to capture and sustain student interest in these subjects. Here's where gamified learning platforms enter the scene, offering a promising solution.

Gamified learning with HCI focuses on designing interactive learning experiences that leverage game mechanics and elements to boost engagement and learning outcomes. These mechanics, like points and badges, and elements, like challenges and quests, create a dynamic learning environment. However, for gamification to be truly effective, HCI principles are essential. The interface of gamified learning platforms need to be intuitive and cater to students' ages and technological skills. HCI ensures the gamification mechanics are well-integrated, fostering a sense of challenge and accomplishment. Additionally, timely feedback and personalized learning paths, based on individual progress and styles, are crucial for effective learning. By prioritizing user experience and integrating game mechanics effectively, HCI helps gamified learning platforms become powerful educational tools. This approach not only increases student engagement but also leads to deeper understanding and knowledge retention in STEM subjects. HCI's focus on measurability allows for continuous improvement, ensuring the platform remains effective and caters to the evolving needs

of learners. Traditional STEM education can be plagued by passivity and disengagement. Gamified learning platforms aim to address these issues by incorporating game mechanics and elements into the educational content. This approach leverages the motivational power of games to make learning more interactive and enjoyable. Students actively participate by completing challenges, solving problems, and potentially competing with peers or themselves. Gamification promotes a sense of accomplishment and provides a well-designed reward system, encouraging students to persist through challenges and strive for mastery.

1.1.1 Gamification in Education. Gamification in education refers to the application of game design elements and principles to educational settings, with the goal of making learning more engaging and motivating for students. It involves incorporating features commonly found in games, such as scoring, badges, and immersive experiences, into the learning process. The use of gamification in education aims to maintain learning objectives while making the learning process more enjoyable and interactive for students. Gamification involves incorporating game-like elements such as points, badges, leaderboards, challenges, and rewards into non-game contexts, such as education. Gamified elements can ignite a sense of accomplishment and healthy competition, motivating students to learn for the inherent satisfaction it brings, rather than solely for external rewards [3,5]. Game mechanics like quests, challenges, and immediate feedback encourage active learning, promoting knowledge application and a deeper understanding of STEM concepts [2, 4]. Gamified environments provide clear goals, progress tracking, and opportunities to overcome challenges, fostering focus and perseverance in the face of difficulties [1,4].

1.1.2 Enhancing Engagement and Motivation. One of the primary benefits of gamification in education is its ability to enhance student engagement and motivation. By integrating game elements into the learning environment, educators can create a more interactive and immersive experience for students. This approach can help reduce student-driven issues in the teaching process and build motivation and interest in learning. Gamification ensures inclusivity in educational settings and can facilitate situated learning, where learning occurs through immersive experiences. It provides a platform for learners to engage with educational content in a more interactive and participatory manner, thereby promoting a deeper understanding of the subject matter. The gamification of education has been shown to enhance levels of student engagement and optimize their learning. However, the impact of gamification on students' learning, behavior, and engagement may vary based on their personality traits. Scientific studies have indicated both positive outcomes, such as increased engagement, as well as potential adverse effects based on individual user preferences. Sustaining students' motivation has long been a challenge in education, and gamification has emerged as a potential solution to address this issue. By incorporating game design principles into the learning environment, educators can create a more motivating and engaging educational experience for students, thereby fostering sustained interest in learning. It's important to note that gamification in education differs from game-based learning. While gamification involves integrating game elements into non-game contexts to influence behavior and engagement, game-based learning typically involves using educational games to learn a concept. Gamification focuses on leveraging game design elements to enhance the learning experience, rather than engaging students in designing or playing commercially produced video games.

1.1.3 Human-Computer Interaction (HCI). HCI principles emphasize user-centered design, ensuring technology caters effectively to user needs and preferences. Intuitive and user-friendly platforms minimize frustration and maximize learning time by offering clear navigation and functionalities [6]. Effective use of visuals, soundscapes, and interactive elements promotes user engagement and immersion, transforming learning into an interactive and stimulating experience [7]. HCI principles advocate for platforms that cater to diverse learning styles and abilities, ensuring inclusivity and accessibility for all students [8]. By integrating these HCI principles, gamified learning platforms can transcend mere entertainment, becoming powerful tools for fostering meaningful learning experiences. Gamification and the use of human-computer interaction (HCI) involves the integration of game design elements and principles into the design and use of computer systems to enhance user engagement, motivation, and overall user experience. The incorporation of

gamification elements aims to make interactions with computer systems more enjoyable, interactive, and rewarding for users. This approach leverages the natural human desire for challenge, achievement, and social connection, ultimately influencing user behavior and engagement. In the realm of HCI, gamification is employed to enhance user engagement and motivation by incorporating interactive and social elements into the user experience. This includes features that satisfy users' curiosity, encourage social sharing, and foster a sense of community. By tapping into the innate human desires for challenge, achievement, and social connection, gamification elements can significantly enhance user engagement and loyalty within computer systems.

1.1.4 Impact on User Experience and Learning. Gamification in HCI has been shown to increase the effectiveness of educational processes, creativity, enjoyment, productivity, and the capacity to retain knowledge and gain new abilities. By integrating game design elements into the user interface, gamification can create a more immersive and participatory experience, thereby promoting a deeper understanding of the system and its functionalities. This approach aligns with the principles of meaningful play, where gamification is utilized to enhance the overall user experience and learning outcomes. The incorporation of gamification elements in HCI can influence user behavior and interaction patterns. By introducing game-like features such as badges, points, and leaderboards, designers aim to create unique and memorable experiences that drive user engagement and retention. However, it's important to note that the successful implementation of gamification goes beyond simply scattering these features across a system. Instead, it involves a thoughtful integration of gamification techniques to create a more engaging and rewarding user experience. In the context of HCI, gamification is intertwined with the broader goals of usability and user experience. The design and implementation of gamification elements within computer systems should prioritize usability, ensuring that users of all types can quickly learn and use the system. A practical and usable HCI system should be easy to learn and remember, catering to both new and infrequent users. Therefore, the integration of gamification elements should align with the principles of usability and user experience to create a seamless and engaging interaction environment.

1.1.5 Integration of Gamification and HCI. The true potential of gamified learning platforms lies in the synergy between gamification and HCI. This powerful combination allows for the creation of engaging and effective learning environments in STEM education. HCI emphasizes user research to identify student motivations and learning styles. This knowledge guides the selection and design of gamification elements that resonate with specific student populations, maximizing their impact [9]. Effective gamification, informed by HCI, incorporates clear learning objectives alongside immediate feedback mechanisms. This transparency allows students to track their progress, identify areas for improvement, and maintain motivation throughout the learning journey [10]. Platforms should offer challenges that are neither too easy nor too difficult, striking a balance between fostering a sense of accomplishment and preventing demotivation [11]. HCI principles encourage the integration of social interaction and collaboration elements within gamified platforms. This can enhance peer learning, create a more engaging learning community, and promote teamwork skills – crucial for future STEM careers [12].

1.2 Gamified Learning in STEM

By embracing a user-centered approach informed by HCI principles, gamified learning platforms have the potential to revolutionize STEM education. This thesis delves into current research trends, explores the existing knowledge gaps, and proposes future research directions to further optimize and refine this promising field. We will explore how storytelling and narrative design can enhance learning within gamified platforms, and investigate the potential of emerging technologies like virtual and augmented reality to create immersive and interactive STEM learning experiences. Finally, we will acknowledge and address the ethical considerations surrounding gamification in an educational context, ensuring its responsible implementation for the benefit of all learners. This introduction sets the stage for a deeper exploration of gamified learning platforms and their potential to transform STEM education by harnessing the power of engagement and user-centered design.

1.3 Research Scope

The thesis is structured as follows. Chapter 2 presents a detailed literature review on gamification in education, exploring its impact on student engagement and motivation. Chapter 3 delves into HCI principles and their significance in designing effective educational technology and the structure of the selected algorithms. Chapter 4 explores the synergistic relationship between gamification and HCI, highlighting how HCI principles can guide gamification design for optimal learning experiences. This chapter also explain in detail the impact of the selected algorithms and how they enhance the overall objective of the study. Finally, Chapter 5 concludes the paper by summarizing the key findings, emphasizing the importance of user-centered design, and outlining the potential of gamified learning platforms for the future of STEM education.

2. Related Works

2.1 Introduction

Science, Technology, Engineering, and Mathematics (STEM) education plays a crucial role in equipping students with the skills and knowledge needed for the 21st-century workforce. However, maintaining student engagement and motivation in STEM subjects remains a persistent challenge. Gamified learning platforms, incorporating game-like elements into educational environments, have emerged as a promising solution to address this issue. This literature review explores the potential of gamified learning platforms to enhance student engagement in STEM education from a Human-Computer Interaction (HCI) perspective. It also aims to explore the existing research and scholarship on the convergence of gamification and human-computer interaction. By synthesizing and analyzing the current body of knowledge in this area, this review seeks to provide insights into the theoretical foundations, practical applications, and implications of integrating gamification elements into HCI. Additionally, this review will examine the challenges, opportunities, and best practices associated with the design and implementation of gamified interfaces to enhance user experience and interaction with digital systems.

Gamification and human-computer interaction (HCI) have become increasingly prevalent in various domains, including education, business, healthcare, and entertainment. Gamification involves the integration of game design elements and mechanics into non-game contexts to enhance user engagement, motivation, and learning. On the other hand, human-computer interaction focuses on the design, evaluation, and implementation of interactive computing systems for human use, encompassing the study of how people interact with technology and how to design systems that facilitate these interactions. The intersection of gamification and HCI has garnered significant attention due to its potential to transform user experiences and interactions with digital systems. As technology continues to permeate various aspects of modern life, understanding the impact of gamified interfaces on user engagement, motivation, and performance is crucial for the design and development of effective interactive systems.

The review will draw on a wide range of scholarly sources, including academic journals, conference proceedings, books, and reputable online repositories, to provide a comprehensive overview of the theoretical and empirical work that underpins the relationship between gamification and HCI. By critically evaluating the extant literature, this review aims to identify gaps in knowledge, highlight emerging trends, and offer recommendations for future research in this dynamic and evolving field.

2.1.1 Gamification and Student Engagement. Gamification involves applying game design elements and principles in non-game contexts, such as education. Studies have shown that gamification can positively impact student engagement by gamification elements like points, badges, and leaderboards can foster a sense of accomplishment and healthy competition, intrinsically motivating students to learn [3,5]. Game mechanics like challenges, quests, and immediate feedback encourage active participation and knowledge application [2,4]. Gamified learning environments can improve focus and persistence by providing clear goals, progress tracking, and opportunities to overcome challenges [1,4].

However, the effectiveness of gamification hinges on its implementation. Inappropriate use of gamification elements can lead to superficial engagement or even demotivate students [19].

2.1.2 Gamification and Student Engagement. Gamification, the integration of game design elements and mechanics into non-game contexts, has shown significant potential in enhancing student engagement in educational settings. Research indicates that gamification can effectively increase student motivation, participation, and interest in learning, thereby positively impacting their overall engagement with educational content and activities. The use of gamification in education has been found to enhance levels of student engagement, similar to the way games can improve specific skills and optimize learning outcomes. For instance, the implementation of gamification elements, such as badges, points, and visualizations, has been associated with increased student participation and interaction with educational content.

Gamification has been particularly effective in difficult subjects, such as programming language courses, where traditional engagement may be challenging to achieve. By incorporating gamification techniques, educators have observed increased student engagement and motivation, leading to improved learning outcomes.

Gamification aligns with the principles of active learning, which involves students actively engaging with the content, instructors, and peers. By fostering active participation, collaboration, feedback, and reflection, gamification serves as a powerful active learning strategy that can significantly enhance student engagement in higher education. Studies have demonstrated that the integration of gamification in educational environments positively impacts students' motivation, willingness to participate, self-confidence, and their ability to learn from mistakes. Additionally, gamification has been associated with increased student retention, comprehension, critical thinking, and problem-solving skills, further highlighting its potential to enhance overall student performance. While gamification has shown promise in enhancing student engagement, it is essential to consider the design and implementation of gamified elements. Effective gamification should go beyond surface elements, such as badges and experience points, and incorporate features such as instant feedback, freedom to fail, progression, and narrative stories to ensure a comprehensive and engaging learning experience. Gamification has emerged as a valuable strategy for enhancing student engagement in higher education. By leveraging game elements and design principles, educators can motivate and engage learners, leading to improved participation, collaboration, and learning outcomes. As the field of gamification continues to evolve, further research and exploration of best practices will be essential to maximize its potential in fostering student engagement and success in educational settings.

2.1.3 Human-Computer Interaction (HCI) in Educational Technology. HCI principles emphasize the importance of user-centered design in technology for optimal user experience (UX). When applied to educational technology, HCI focuses on creating learning platforms that are usable, engaging and accessible. By incorporating HCI principles, gamified learning platforms can cater to a wider range of students and learning preferences.

2.1.4 Gamification and HCI: A Synergistic Approach. The synergy between gamification and HCI principles can lead to the development of more effective and engaging gamified learning platforms in STEM education. Here's how HCI can guide gamification design: Human-Computer Interaction (HCI) plays a pivotal role in shaping the design and implementation of educational technology, with a focus on optimizing the interaction between users and digital systems to enhance learning experiences. The integration of HCI principles in educational technology encompasses the design, evaluation, and improvement of user interfaces, interactive systems, and digital tools to support effective teaching, learning, and knowledge acquisition. HCI principles guide the development of intuitive and user-centric interfaces for educational technology, ensuring that digital tools are accessible, easy to navigate, and align with the cognitive and ergonomic needs of learners. By prioritizing user experience and usability, educational technology can effectively support diverse learning styles and preferences, leading to enhanced engagement and interaction.

2.2 Adaptive and Personalized Learning Experiences

HCI facilitates the creation of adaptive and personalized learning experiences within educational technology. Through the use of interactive interfaces, educational platforms can dynamically adjust content, activities, and assessments based on individual learner profiles, preferences, and progress, thereby catering to diverse educational needs and promoting personalized learning pathways. HCI frameworks advocate for the incorporation of multimodal interaction modalities, such as touch, voice, gesture, and haptic feedback, in educational technology. By enabling diverse forms of interaction, educational systems can accommodate different modes of engagement, fostering inclusive learning environments and addressing the needs of students with varied abilities and learning preferences. HCI principles inform the design of collaborative learning environments within educational technology, facilitating seamless communication, interaction, and teamwork among students and educators. By integrating features for real-time collaboration, peer feedback, and group activities, educational technology can promote social learning and knowledge sharing, enriching the overall learning experience. HCI considerations are integral to the development of mobile and ubiquitous learning solutions, allowing educational technology to be accessible across a variety of devices and contexts. By prioritizing responsive design and cross-platform compatibility, educational technology can support flexible and on-the-go learning experiences, accommodating the diverse lifestyles and learning environments of students.

HCI principles guide the enhancement of feedback and assessment mechanisms within educational technology, enabling timely, personalized, and constructive feedback to learners. Through well-designed interfaces and interactive feedback systems, educational technology can support formative assessment, self-assessment, and reflective learning practices, contributing to improved learning outcomes. The integration of HCI principles in educational technology is essential for creating engaging, accessible, and effective learning experiences. By prioritizing user-centered design, adaptability, multimodal interaction, collaboration, mobility, and feedback mechanisms, educational technology can leverage HCI to empower learners, educators, and educational institutions in their pursuit of impactful and innovative teaching and learning practices.

2.3 Research Gaps and Future Directions

While research suggests the potential of gamified learning in STEM education, there are still gaps to be addressed. More research is needed to explore the long-term impact of gamification on student learning outcomes beyond increased engagement [13]. Studies are needed to identify the optimal combinations and configurations of gamification elements for specific STEM subjects and student age groups [14]. Developing robust methods to assess the effectiveness of gamified learning platforms in achieving specific learning objectives remains crucial [15].

2.4 Research Gap

While the integration of Human-Computer Interaction (HCI) in educational technology has advanced significantly, several research gaps warrant further exploration. Limited research has focused on the application of HCI principles to create truly inclusive educational technology solutions that accommodate diverse learning styles, abilities, and cultural backgrounds. Addressing this gap requires a deeper understanding of how HCI can be leveraged to design accessible and equitable learning experiences for all learners. There is a need to investigate the long-term user engagement and adoption of educational technology informed by HCI principles. Understanding how user experiences evolve over time, as well as the factors influencing sustained engagement and adoption, can provide valuable insights into the design of educational technology that effectively supports continuous and meaningful learning experiences. Research on the ethical and privacy implications of HCI-driven educational technology is relatively limited. Examining the ethical use of learner data, the impact of personalization on privacy, and the ethical design of interactive systems in educational contexts is crucial for ensuring responsible and ethical deployment of HCI-informed educational technology.

2.5 Future Directions

Addressing the research gaps outlined above can pave the way for future directions in the integration of HCI in educational technology. Future research should emphasize the integration of universal design principles within HCI-driven educational technology to ensure that digital learning

environments are accessible, usable, and inclusive for all learners, regardless of their diverse needs and backgrounds. Conducting longitudinal studies to assess the long-term user experience and impact of HCI-informed educational technology can provide valuable insights into the evolving needs, preferences, and challenges faced by learners and educators, guiding the iterative improvement of educational technology solutions. Developing ethical design frameworks and guidelines specific to HCI-driven educational technology can empower designers, developers, and educators to navigate ethical and privacy considerations effectively, ensuring that educational technology aligns with ethical standards and safeguards learner privacy and autonomy. Exploring the integration of emerging technologies, such as augmented reality, virtual reality, and natural language processing, within HCI-driven educational technology presents an exciting future direction. Research in this area can uncover innovative ways to enhance user interaction, engagement, and learning outcomes within digital learning environments. Prioritizing these future directions and conducting research that addresses the identified gaps, the field of HCI in educational technology can continue to evolve, leading to the development of more inclusive, engaging, and ethically sound educational technology solutions that empower learners and educators in diverse educational contexts.

3. Mathematical Module

3.1 The Bandit Algorithm

The multi-armed bandit algorithm, a fundamental concept in the field of reinforcement learning, addresses the exploration-exploitation trade-off in decision-making processes. The term "bandit" is derived from the colloquial name for slot machines, which are often referred to as "one-armed bandits." In the context of the multi-armed bandit problem, an agent is faced with a set of actions, often referred to as "arms," each associated with an unknown reward distribution. The goal is to maximize the cumulative reward obtained over a series of actions by strategically balancing the exploration of uncertain arms (exploration) with the exploitation of arms that are believed to yield high rewards based on available information (exploitation).

3.1.1 Key Concepts and Algorithms. The core challenge in the multi-armed bandit problem revolves around the dilemma of choosing between exploring uncertain arms to gather more information about their potential rewards and exploiting arms that are currently believed to be optimal based on available knowledge. The UCB algorithm is a prominent approach to solving the multi-armed bandit problem. It employs an upper confidence bound to balance exploration and exploitation, effectively leveraging uncertainty estimates to guide action selection. The UCB algorithm provides a strategy where the regret increases logarithmically with time, offering a trade-off between exploration and exploitation that leads to efficient learning and decision-making. Another notable algorithm for the multi-armed bandit problem is Thompson Sampling, which adopts a probabilistic approach by sampling from the posterior distribution of arm rewards. This Bayesian algorithm effectively balances exploration and exploitation by incorporating uncertainty through probabilistic sampling, leading to robust decision-making in uncertain environments.

The key concepts of bandit algorithms encompass fundamental principles and strategies that underpin their application in sequential decision-making and online learning scenarios. These concepts include the exploration-exploitation trade-off, algorithmic approaches such as Upper Confidence Bound (UCB) and Thompson Sampling, and their real-world applications. The exploration-exploitation trade-off is a fundamental concept in bandit algorithms. It refers to the challenge of balancing the exploration of uncertain options to gather more information about their potential rewards (exploration) with the exploitation of known high-reward options based on existing knowledge (exploitation). Bandit algorithms are designed to address this trade-off by strategically selecting actions to maximize cumulative rewards over time. The UCB algorithm is a prominent approach in bandit algorithms. It leverages an upper confidence bound to balance exploration and exploitation, effectively using uncertainty estimates to guide action selection. The UCB algorithm provides a strategy where the regret increases logarithmically with time, offering a trade-off between exploration and exploitation that leads to efficient learning and decision-making.

Thompson Sampling is another notable algorithm for bandit problems. It adopts a probabilistic approach by sampling from the posterior distribution of arm rewards. This Bayesian algorithm effectively balances exploration and exploitation by incorporating uncertainty through probabilistic sampling, leading to robust decision-making in uncertain environments. Bandit algorithms find applications in various domains, including online advertising, recommendation systems, auctions, routing, e-commerce, and other online scenarios where information is gathered incrementally. These algorithms enable efficient decision-making under uncertainty, allowing systems to adapt and learn from feedback over time.

One of the primary challenges in applying bandit algorithms lies in effectively balancing exploration and exploitation to achieve optimal long-term rewards. Additionally, the algorithm's performance can be influenced by factors such as the complexity of reward distributions, the presence of delayed feedback, and the need to scale to large action spaces. The key concepts of bandit algorithms revolve around addressing the exploration-exploitation trade-off, leveraging algorithmic approaches such as UCB and Thompson Sampling, and applying these concepts to real-world scenarios. These concepts form the foundation for the effective application of bandit algorithms in online learning, sequential decision-making, and various other dynamic and uncertain environments.

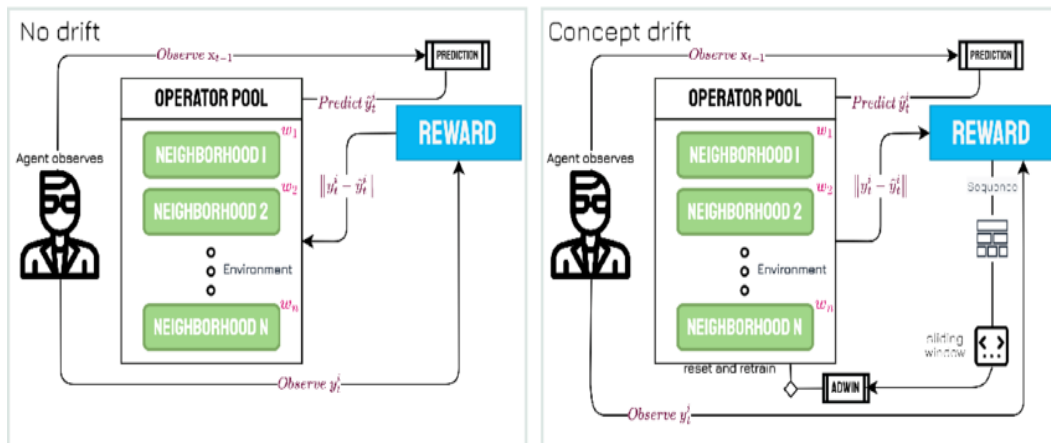


Figure 1. Bandit Algorithm Schemes

3.1.2 Applications and Challenges. The multi-armed bandit algorithm finds applications in various domains, including online advertising, clinical trials, recommendation systems, and resource allocation. In these contexts, the algorithm enables efficient decision-making under uncertainty, allowing systems to adapt and learn from feedback over time. One of the primary challenges in applying multi-armed bandit algorithms lies in effectively balancing exploration and exploitation to achieve optimal long-term rewards. Additionally, the algorithm's performance can be influenced by factors such as the complexity of reward distributions, the presence of delayed feedback, and the need to scale to large action spaces.

Future research in the field of multi-armed bandit algorithms may focus on addressing adversarial settings, where the reward distributions of arms are actively manipulated, as well as exploring contextual bandit problems, which involve incorporating contextual information to guide decision-making. As multi-armed bandit algorithms are increasingly deployed in real-world applications, there is a growing need to investigate the ethical implications of their use, particularly in domains such as healthcare, finance, and recommendation systems. Research on fairness, accountability, and transparency in multi-armed bandit algorithms can contribute to responsible and equitable decision-making. The multi-armed bandit algorithm represents a powerful framework for addressing the exploration-exploitation trade-off in sequential decision-making. As research in this area continues to evolve, there are opportunities to advance the algorithm's capabilities, address

real-world challenges, and ensure its ethical and responsible deployment across diverse application domains.

3.2 Bandit Algorithm Implementation

Bandit algorithms power gamified platforms by optimizing user experience. Imagine a set of options (like difficulty levels) and rewards (points earned). The algorithm aims to maximize total rewards over time. The challenge is balancing trying new options (exploration) with focusing on those that yielded high rewards in the past (exploitation). Epsilon-greedy is a popular approach. With a small probability (epsilon), it explores by randomly choosing an option. The rest of the time, it exploits by choosing the option with the highest average reward based on past experience. As the algorithm learns, epsilon typically decreases, favoring exploitation over time. Another approach is Upper Confidence Bound (UCB) algorithms. These prioritize options that might have high potential rewards but haven't been explored much. They consider both the average reward observed so far and a factor that encourages exploration. UCB1 is a specific example that balances exploitation with an exploration bonus based on how many times an option has been tried.

3.2.1 Bandit Algorithm Scheme. The bandit algorithm, also known as the multi-armed bandit algorithm, is a framework for addressing the exploration-exploitation trade-off in sequential decision-making scenarios. It is widely used in online learning, recommendation systems, advertising, and various other domains where decisions must be made under uncertainty. The scheme of the bandit algorithm encompasses several key components and strategies.

3.2.2 Exploration-Exploitation Trade-Off. The core challenge in bandit algorithms is to balance the exploration of uncertain options to gather more information about their potential rewards with the exploitation of known high-reward options based on existing knowledge. This trade-off is fundamental to the decision-making process in bandit algorithms.

3.2.3 Algorithmic Approaches. The UCB algorithm is a prominent approach in bandit algorithms. It leverages an upper confidence bound to balance exploration and exploitation, effectively using uncertainty estimates to guide action selection. The UCB algorithm provides a strategy where the regret increases logarithmically with time, offering a trade-off between exploration and exploitation that leads to efficient learning and decision-making. Thompson Sampling is another notable algorithm for bandit problems. It adopts a probabilistic approach by sampling from the posterior distribution of arm rewards. This Bayesian algorithm effectively balances exploration and exploitation by incorporating uncertainty through probabilistic sampling, leading to robust decision-making in uncertain environments.

The bandit algorithm scheme encompasses the exploration-exploitation trade-off, algorithmic approaches such as UCB and Thompson Sampling, and their real-world applications. These components form the foundation for the effective application of bandit algorithms in online learning, sequential decision-making, and various other dynamic and uncertain environments.

3.3 Algorithm Design

In probability theory and machine learning, the multi-armed bandit problem (sometimes called the K-[1] or N-armed bandit problem[2]) is a problem in which a decision maker iteratively selects one of multiple fixed choices (i.e., arms or actions) when the properties of each choice are only partially known at the time of allocation, and may become better understood as time passes. A fundamental aspect of bandit problems is that choosing an arm does not affect the properties of the arm or other arms.[3]. Instances of the multi-armed bandit problem include the task of iteratively allocating a fixed, limited set of resources between competing (alternative) choices in a way that minimizes the regret.[4][5] Alternative setups for the multi-armed bandit problem include the "best arm identification" problem where the goal is instead to identify the best choice by the end of a finite number of rounds.[6]

The multi-armed bandit problem is a classic reinforcement learning problem that exemplifies the exploration–exploitation tradeoff dilemma. In contrast to general RL, the selected actions in bandit problems do not affect the reward distribution of the arms. The name comes from imagining a gambler at a row of slot machines (sometimes known as "one-armed bandits"), who has to decide which machines to play, how many times to play each machine and in which order to play them,

and whether to continue with the current machine or try a different machine.[7] The multi-armed bandit problem also falls into the broad category of stochastic scheduling.

3.3.1 The Multi-armed Bandit Model. The multi-armed bandit can be seen as a set of real distributions $B=\{R_1, \dots, R_K\}$, each distribution being associated with the rewards delivered by one of the $K \in \mathbb{N}^+$ levers. Let μ_1, \dots, μ_K be the mean values associated with these reward distributions. The gambler iteratively plays one lever per round and observes the associated reward. The objective is to maximize the sum of the collected rewards. The horizon H is the number of rounds that remain to be played. The bandit problem is formally equivalent to a one-state Markov decision process. The regret ρ after T rounds is defined as the expected difference between the reward sum associated with an optimal strategy and the sum of the collected rewards:

$$\rho = T\mu^* - \sum_{t=1}^T \hat{\gamma}_t \quad (1)$$

where μ^* is the maximal reward mean, $\mu^* = \max_k \{u_k\}$, and $\hat{\gamma}_t$ is the reward in round t . A zero-regret strategy is a strategy whose average regret per round ρ/T tends to zero with probability 1 when the number of played rounds tends to infinity.[16] Intuitively, zero-regret strategies are guaranteed to converge to a (not necessarily unique) optimal strategy if enough rounds are played.

3.3.2 Constrained Contextual Bandit. In practice, there is usually a cost associated with the resource consumed by each action and the total cost is limited by a budget in many applications such as crowdsourcing and clinical trials. Constrained contextual bandit (CCB) is such a model that considers both the time and budget constraints in a multi-armed bandit setting. A Badanidiyuru et al. first studied contextual bandits with budget constraints, also referred to as Resourceful Contextual Bandits, and show that a $O(\sqrt{T})$ regret is achievable. However, their work focuses on a finite set of policies, and the algorithm is computationally inefficient.

3.3.3 UCB-ALP algorithm. The framework of UCB-ALP is shown in the right figure. UCB-ALP is a simple algorithm that combines the UCB method with an Adaptive Linear Programming (ALP) algorithm, and can be easily deployed in practical systems. It is the first work that show how to achieve logarithmic regret in constrained contextual bandits. Although[54] is devoted to a special case with single budget constraint and fixed cost, the results shed light on the design and analysis of algorithms for more general CCB problems.

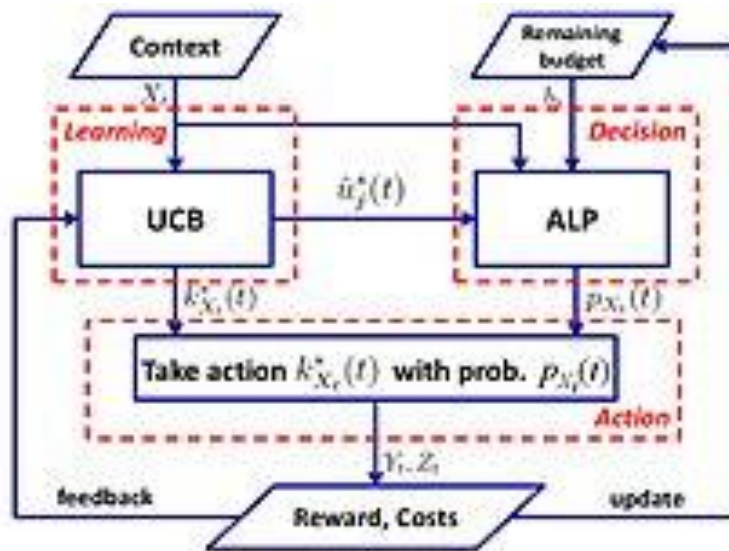


Figure 2. Framework of UCB-ALP for constrained contextual bandits

3.3.4 Approximate Solutions. EXP3 is a popular algorithm for adversarial multiarmed bandits, suggested and analyzed in this setting by Auer et al. Recently there was an increased interest in the performance of this algorithm in the stochastic setting, due to its new applications to stochastic multi-armed bandits with side information and to multi-armed bandits in the mixed stochastic-adversarial setting. The paper presented an empirical evaluation and improved analysis of the performance of the EXP3 algorithm in the stochastic setting, as well as a modification of the EXP3 algorithm capable of achieving “logarithmic” regret in stochastic environment

3.3.5 Algorithm

Parameters: Real $\gamma \in (0,1]$

Initialization: $w_i(1)$ for $i=1,\dots,K$

For each $t=1,2,\dots,T$

Set $p_i(t) = (1 - \gamma) \frac{w_i(t)}{\sum_{j=1}^k w_j(t)} + \frac{\gamma}{k} \quad i = 1, \dots, k$

Draw i_t randomly according to the probabilities $p_1(t), \dots, p_K(t)$

Receive reward $x_{i_t}(t) \in [0,1]$

For $j=1,\dots,K$ set: $j=1,\dots,K$

$$\hat{x}_j(t) = \begin{cases} x_j(t) / p_j(t), & \text{if } j = i_t \\ 0, & \text{otherwise} \end{cases} \quad (2)$$

$$w_j(t+1) = w_j(t) \exp(\gamma \hat{x}_j(t) / K) \quad (3)$$

3.3.6 Explanation. Exp3 chooses an arm at random with probability $(1-y)$ it prefers arms with higher weights (exploit), it chooses with probability y to uniformly randomly explore. After receiving the rewards the weights are updated. The exponential growth significantly increases the weight of good arms.

The (external) regret of the Exp3 algorithm is at most $O(\sqrt{KT \log(K)})$.

4. Experiment and Analysis and Conclusion

4.1 Experiment Analysis

Bandit algorithms in gamification platforms involves evaluating the performance and impact of these algorithms in optimizing user engagement, game mechanics, and reward systems. Bandit algorithms are leveraged in gamification platforms to dynamically allocate resources, personalize gaming experiences, and enhance player satisfaction. The experiment analysis focuses on assessing the effectiveness of bandit algorithms in achieving these objectives.

The chosen bandit algorithm, such as the Upper Confidence Bound (UCB) or Thompson Sampling, is integrated into the gamification platform to enable dynamic decision-making. The algorithm is configured to allocate resources, personalize content, or adjust game parameters based on user interactions and feedback.

User interaction data, game performance metrics, and feedback from players are collected to provide insights into player behavior, engagement patterns, and responses to the dynamic adjustments made by the bandit algorithm. This data serves as the basis for evaluating the impact of the algorithm on user experience and platform performance. A controlled experimental setup is established, where different variations of the gamification platform, each utilizing specific configurations of the bandit algorithm, are tested against one another. A/B testing is employed to compare the performance of the bandit algorithm-enabled variations with control groups to assess the impact on user engagement, retention, and other relevant metrics.

4.2 Performance Metrics

Key performance metrics, such as user engagement, retention rates, playtime, in-game purchases, and player satisfaction scores, are analyzed to quantify the impact of the bandit algorithm on the gamification platform. These metrics serve as indicators of the algorithm's effectiveness in optimizing user experience and game mechanics.

Statistical techniques, such as hypothesis testing and significance analysis, are applied to evaluate the statistical significance of the observed differences in performance metrics between the bandit algorithm-enabled variations and control groups. This analysis provides insights into the algorithm's impact on user behavior and platform performance. Based on the results of the experiment analysis, iterative optimization of the bandit algorithm parameters, reward structures, or personalized content delivery mechanisms may be performed to further enhance the gamification platform's performance and user experience. The experiment analysis culminates in the interpretation of results and the generation of actionable insights. These insights inform future decisions regarding the utilization of bandit algorithms in gamification platforms, providing guidance for enhancing user engagement, personalization, and overall platform performance.

Bandit algorithms offer a multitude of benefits when integrated into gamified platforms, significantly impacting user engagement, resource optimization, and personalized experiences. Firstly, these algorithms enable dynamic resource allocation, allowing platforms to optimize the distribution of content, rewards, and game mechanics based on user interactions and feedback. This adaptability fosters efficient resource utilization and personalized experiences, ultimately leading to heightened user engagement and satisfaction.

Bandit algorithms provide a framework for automation and scalability, streamlining the continuous optimization of multiple components such as game mechanics and content variations at scale. This automation reduces the need for manual intervention, particularly for high-traffic platforms, resulting in efficient resource allocation and improved user experiences. Additionally, the algorithms facilitate personalized targeting and content delivery, dynamically adapting to user preferences and behaviors. This personalized targeting enhances user satisfaction, retention, and overall engagement with the platform.

These algorithms enable real-time adaptation and learning based on user interactions and feedback. This real-time adaptability allows platforms to continuously optimize content and game mechanics, leading to faster learning, improved conversion rates, and the ability to dynamically respond to changing user preferences and behaviors. These algorithms facilitate efficient traffic allocation to variations that are performing well, while minimizing exposure to underperforming variations. This approach leads to faster learning, reduced opportunity costs, and the maximization of conversion rates, ultimately enhancing the effectiveness of experimentation and optimization efforts.

The integration of bandit algorithms in gamified platforms offers a range of benefits, including dynamic resource allocation, automation, personalization, real-time adaptation, efficient traffic allocation, and enhanced user engagement and retention. These benefits underscore the significant impact of bandit algorithms in optimizing gamification experiences and driving user satisfaction and platform performance.

4.3 Conclusion

The paper titled 'Final Class Paper' by the author, which was analyzed, delves into the potential of gamified learning platforms in enhancing student engagement, particularly in the field of Science, Technology, Engineering, and Mathematics (STEM) education. The paper explores the intersection of gamification and Human-Computer Interaction (HCI) principles in creating effective learning experiences.

The key findings of the paper suggest that gamification, when informed by HCI principles, can foster intrinsic motivation, increase participation, and improve focus in STEM learning. The paper emphasizes the importance of user-centered design, clear goals and feedback mechanisms, and appropriate challenge levels within gamified platforms.

The paper also calls for further research in several areas. These include exploring the long-term impact of gamified learning on learning outcomes, determining the optimal configurations of gamification elements, and developing robust assessment methods. In addition, the paper explores the potential of incorporating storytelling, virtual reality, and augmented reality into gamified learning environments for STEM education.

The paper also acknowledges the need to consider the ethical implications of gamification in educational contexts. It concludes by summarizing the key findings, emphasizing the importance of

user-centered design, and outlining the potential of gamified learning platforms for the future of STEM education.

This conclusion provides a comprehensive summary of the paper's main points, findings, and future research directions. It highlights the potential of gamified learning platforms in enhancing STEM education and the need for further research in this area.

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Empowering Diverse Learners: The Role of AI in Inclusive Education

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Abstract. The paper "Empowering Diverse Learners: The Role of AI in Inclusive Education" examines how Artificial Intelligence can amplify the difference in education for persons with a disability. This study explores what AI has to offer in effectively offering transformative possibilities concerning such situations. Traditional education systems also fail to give equal chances to all students leaving the majority of them with some form of disability almost physically, instructionally, and socio-emotionally impaired. These are artificial intelligence tools, the speech recognition and synthesis converting speech to text or text to voice, intelligent tutor systems, intelligent environments, how students can engage with content in their learning could be redesigned. The present paper draws from very vivid examples of case studies showing successful incorporations of AI in diverse learning contexts that yielded enhanced learning results and student's engagement. Finally, the issues of ethics in the usage of AI were described including data protection and algorithm fairness. Additional policy recommendations help to provide that AI technologies have the same access to schools as well as practical application. However, AI can also be employed by educators to create better learning environment and design the learning processes that could lead to that future in which each learner can succeed.

Keywords: Artificial Intelligence (AI); Inclusive Education; Personalized Learning; Assistive Technologies; AI-powered Learning; Educational Equity; Adaptive Learning; Accessibility; AI Ethics; Student Engagement; Data Privacy; Algorithmic Bias; Teacher Training; Classroom Management; Universal Design for Learning (UDL); Speech Recognition; Text-to-Speech; Behavior Analysis; Social-Emotional Learning; Educational Policy; Human Oversight; Collaborative Ecosystem; Learning Disabilities; Contextual Factors; Cultural Sensitivity; Educational Outcomes; Ethical AI Practices; Professional Development; Digital Literacy; Inclusive Learning Environments.

1. Introduction

This paper focuses on the role of AI in Inclusive education. Inclusive education is an approach used to ensure that education is made available to students with disabilities and shared with students without disabilities while using special facilities and equipment. In the long run, the ambition here is to design a context in which all children who are in school should learn with everyone else regardless of their disabilities. The components of inclusive education are grounded with the social integration concept and Human Rights-Based Approach, focusing on respect for all persons, non-discrimination. Even though there has been considerable progress made in the education of students with disabilities, they are still experiences numerous barriers in their education in the general education classrooms.

These are apparent with physical barriers still firmly in place through the absence of such features in the schools in terms of satisfactory physical compliance including availability of ramps, elevators and suitable toilets. Supports are also a necessary component in learn included but may not be comprehensive enough, providing for strategies, devices and curriculum adaptations to allow for participation. This not only has an immediate effect on students, but creates attitudinal barriers such as stigma and misconceptions of disability in those same environments, thus making it difficult for students to succeed. Also, these students do not have adequate financial and staff- special education teachers and parapro when the situation is worse. A lack of teacher professional development concerning effective differentiation for instruction and behavior also weakens the quality of schools within inclusion.

Social emotional learning issues are prevalent and students with disabilities experience loneliness, bullying and low quality relationships. They also affect their overall health and performance in school; therefore, supporting the need for a broad-based approach. To address these challenges it is crucial that policymakers, educators, parents and communities foster environments that embrace diversity in learning.

But there is potential in utilizing the new technologies especially the artificial intelligence systems in enhancing provision of inclusive education. AI makes it possible to have education for all because AI is more adaptive, personalized and assistive in nature. The application of AI technologies in learning enables one to develop effective and catchy processes that can enable students with disabilities to learn on their own and excel. In so doing, this paper explores the application of AI in personalization of learning, provision of learning adjustments, management of classes and promotion of SEL in inclusive education. It also discusses the moral and regulatory concerns of the appropriate and equitable use of AI in learning.

Using the technology of artificial intelligence, it is possible to create learning environments that will inevitably be advantageous to each learner and pave the way to the future in which each learner will triumph. The aim of this research is to provide information on how AI can transform the learning sector for the better and provide ideas on how the innovation can be implemented successfully in academic institutions.

2. Literature Review

2.1 Current State of Inclusive Education for Students with Disabilities

2.1.1 Education Models. A study done by BCG that analyzed 13 developed countries shows that three educational models are being used for students with disabilities: Mainstreaming, blended and specialization.

Mainstreaming: is the act of placing children with disabilities in the same classes and engaging them in activities that are provided in the same classes to non-disabled children as well. On paper, it's just the right approach to ensuring that every student is accepted by their colleagues and is aware of different individuals. However, for the educators in practice, content transformation and differentiation might not always be easy as it comes with various challenges of managing the classroom.

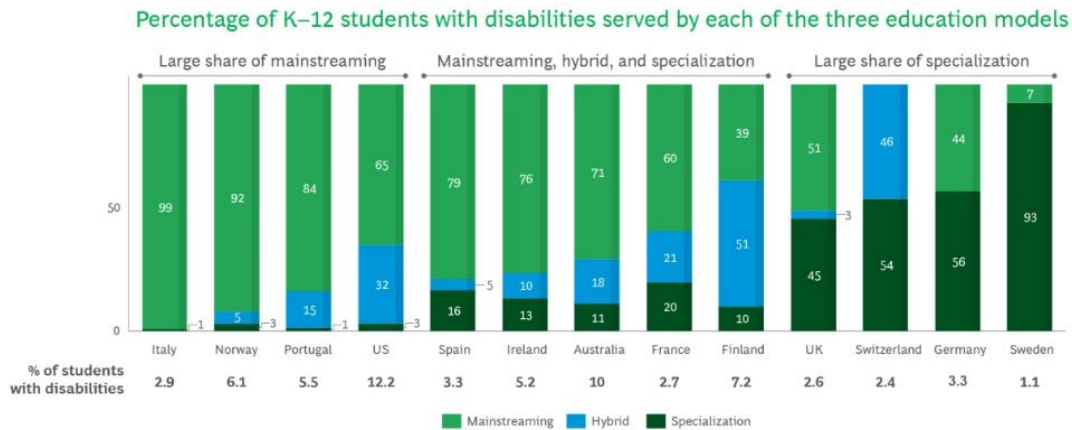
Blended model: which I believe makes a rather clean shot in terms of compromise. These schools combine integration with categories, therefore the students needing special attention and instruction get that as they go to school among other children.

Specialized: And of course, there is specific schools for children who might come with specific issues and complications. However, to be clear: these places are truly the best for many families if only to offer that much-needed intensive, individualized support and assistance. However, the question relating to wonder if separating them from other children might actually reaffirm that idea of feeling out of place or different [1].

2.1.2 Legal Frameworks and Policies. Concerning the inclusive education laws and policies, keep it or it is a bit of tousled all over the world. There have been efforts to advance standardization by various groups like UNESCO, however, it is very important to note that the frameworks are diverse across the world. India is another area for example they've passed acts in regard to free and compulsory education for disabled children which is admirable. But in many different areas of the globe, the legal assistance and the legal safeguards simply are not as present.

In the United States, there is Individuals with Disabilities Education Act (IDEA) , which mandates the provision of special services for students with disabilities. Here is where IDEA gets really exciting – IDEA is big on something known as the Individualized Education Plans or IEP for short. IEPs are like an individual map that should be created and outlined for every learner. It develops precise objectives, arrangements, and resolutions resulting from individual disabilities and difficulties. This must be like having tutors all tin set aside a program of study specially for the child [2].

Exhibit 1 - Education Models Serving Students with Disabilities in 13 Countries



Sources: European Agency Statistics on Inclusive Education, 2016–2017; Spain's Ministry of Education and Vocational Training, 2018; Australia's Department of Education, 2018; US Department of Education, 2018.

Figure 1. Percentage of K-12 students with disabilities served by each of the three education models

2.2 Challenges and Barriers

First of all, there are some of the physical factors: How does physical accessibility prevent or facilitate practice? We are discussing the places that are located far from the ramp, elevators or any sort of ramp for the differently-abled people or the toilets which are not attuned for the disabled. But, it also matters as we are living in the digital world thus such products as websites and e-learning platforms should be easily accessible as well.

Awareness factor: is another major area of concern. Teachers must also receive appropriate training on how to include students, how to understand the disabled or differently abled students or even how to communicate well with the students. But of course, it's worth to briefly comment on peers – raising disability awareness and encouraging students to be tolerant and understanding is not such a bad idea too.

Accommodation: Even coming up with the average of personalized accommodations is quite another thing all together let alone being able to implement such an idea. it seriously requires cooperation between general and special educators and parents. And schools must direct money toward objects like supportive technologies like teaching aids, sign language interpreters and equipment's among others. The schools may make learning even more inclusive and encouraging for all the children by coordinating and providing funds for these tools and unique accommodations.

Stereotypes and Negative altitude: Preconceptions or even prejudice also constitute one of the significant barriers. One of the key causes of failure in multicultural communication is prejudice or negative perceptions of the other party. Eradicating such assumptions in people and fight perceptions on disability is helpful and critical.

Availability of study materials: More of such coordinated efforts should be in place to ensure schools offer books in Braille, audio and large print. And following all of these principles of universal design guarantee that it reaches all students through the accessible teaching materials [3].

2.3 Strategies and Accommodations

When it comes to supporting such students, the 'mainstreaming' model is most effective. That means, embedding contingency and other dependable patterns and implementing the Universal Design for Learning (UDL). Other instructional strategies such as imitation or imitation accompanied by modeling the instructions are also likely to improve learning too.

Another is there is what is referred to as individualization. Aiming at general extension that individualizes Instructional process and learners 'ability and disability and not number or label. Collaboratively setting specific Individualized Education Program objectives and modifications to ensure the students' learning profiles are updated and evaluated for changes on a continuous basis.

But special attention should be paid to the accommodations they offer as well, of course. Substituting assignments, assessments and the learning materials to offer other forms of access. Giving more time on the tasks within the recommended span of time. Incorporation of other assistive technologies such as screen readers and speech to text programs [2][3].

3. Technologies Supportive for Education for All

3.1 Personalization and Smart Technologies

We are living in the era of personalization, are we not? But when it comes to education I have seen that this thing called AI is really coming into its own with these adaptive learning applications. so, what are we speaking about here? In simple terms, these AI-enabled systems amuse themselves with complex equations that correspondingly customize the learning process to each learner's identity. We'll see content, quizzes, even learning routes delivered in a context of what they need, what they are good at, and what they lack.

Here's how it works: These platforms help evaluate a tremendous amount of student-related data – their performance, what they excel in, what they need help with, how quickly they grasp the concepts, etc. Then, in light of all that richness of information the AI deploys a relevant learning pathway tailored for that one student. This is similar to the Precious tutor, but much more personal. The tutor is aware of your weakness and strength, of what you can master and what needs to be mastered, of your learning capacities and patience in the process [4].

For instance, there is Talent LMS that offers several features for its users. This feature brings to the table an AI incorporated method that dynamically manages everything from delivery of contents to the assessments and even the recommendations in line with the performance level of each learner. From what I can see, this is definitely an ideal method of education as far as making students sit up and take notice and not just be mere spectators to the whole process of learning [5].

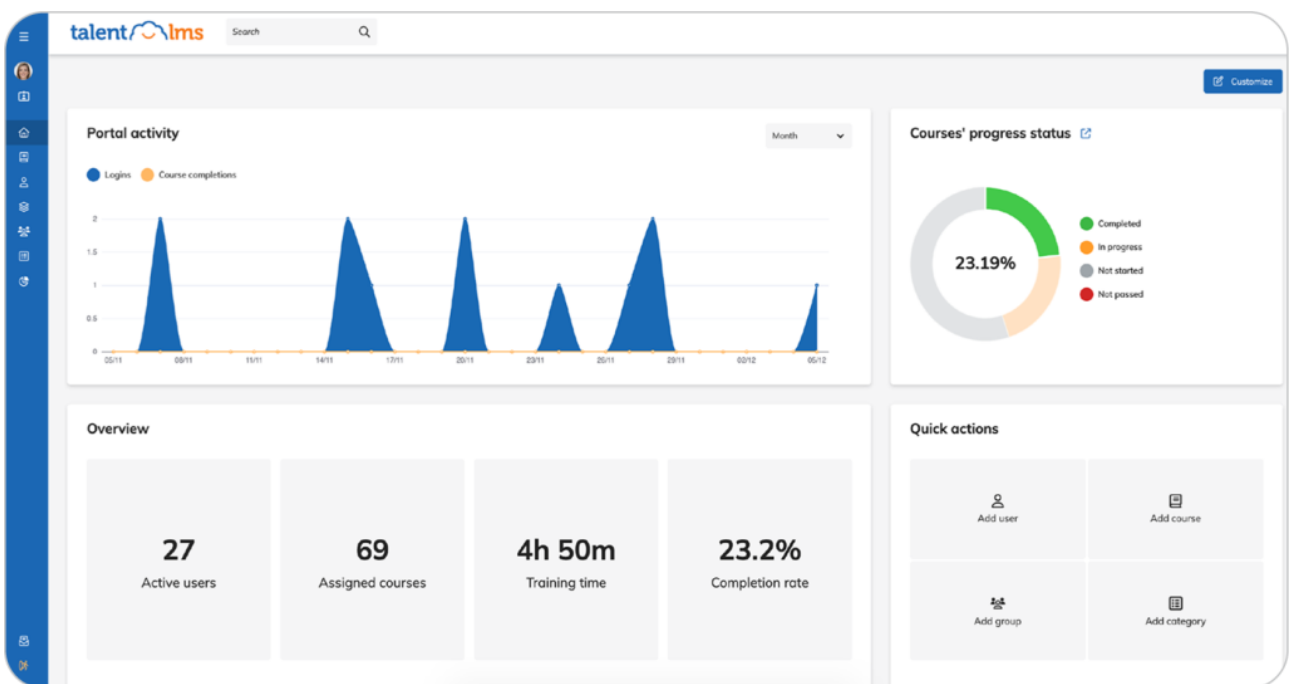


Figure 2. Talent LMS

3.2 Ausbilizer Technology and Accessible Equipments

These are very useful and helpful speech recognition and text to speech systems: in fact, these are as if there is an interpreter within a person's reach. For me, text-to-speech is a very effective tool of technology. For instance, you can have those PDFs, websites, or even a whole book, being read by such incredibly realistic AI voices. It easily releases its unique audiobook narrator for any written material you would want to turn into an audiobook.

Then you have your speech-to-text solutions which work in the complete reverse of what the name suggests. It takes your spoken words then writes them down for you. This is beneficial to a student who, for one reason or another, cannot write using a regular typing method or even handwriting.

For example, there are so many players in the market today, but Microsoft and Google are actually at the forefront of this. In the Azure Text to Speech service from Microsoft, you get these very realistic sounding artificial voices that you would hardly confuse with real people. Google's Cloud Text-to-Speech goes even one step further with voices that could reproduce all the inflexions and facets making speech sound natural [6].

3.3 Management of classroom and behavior promotion

The role of AI in enhancing teaching and learning for all marked by access to learning content has not been limited to individual personalized learning and accessibility tools. While in the past, there were a number of concerns about the possible negative impact of technologies on students' behavior and their abilities to engage; these days, we already have AI systems that will assist in the supervision of students' behavior and engagement in classrooms. And I am not referring to Proctoring tools that employ the use of AI to detect items such as facial and /or bodily gestures and /or even number of check-ins per day. It is just like having a surveillance camera but that camera is highly advanced than most as it can actually analyze the events within its field of view and highlight any problematic incidences or any points of concern. These systems leverage really cool behavior recognition models that can learn from big data sets of facial expressions and posture, and can for instance tell if someone is paying attention, distracted, frustrated, or not. And I am not talking about basic things here.

For example, YOLOv5 are set of such models that a specialist can use to determine whether students are attentive or not, even if they wear face masks! While these systems are not entirely accurate with above-average scores of roughly 76% in detecting such behaviors, the info can be valuable to teachers who can use it to their advantage. It then becomes helpful for teachers to gain real-time knowledge of which of their students, are having a hard time staying attentive or seem to be inappropriately behaving outside of the normal range or expected mode of conduct to either seek remedial or change their teaching strategy. As simple as it may sound like having an additional pair of eyes and ears in class, but paired with artificial intelligence to point out aspects even the teacher themselves might have not noted [7].



Figure 3. YOLOv5 Model Testing in a Real Classroom Environment

Any enterprise from the simplified learning based on the success experiences of individual students, the availability tools or from the students' classroom management, AI is literally turning tables in the world of inclusive education. And the best part? It's all about raising the level of learning for each and every learner as well as making the process meaningful and efficient for both highly-endowed and learning-impaired learners.

4. Potential for AI with Students with a Disability

4.1 Potential for AI

4.1.1 Individual Learning Experiences. Imagine a world in which education is made to meet the unique needs of each student, A world in which learning is considered a garment tailored to serve rather than be decorated. That's what AI-powered personalized learning is all about. These AI windfalls comb the data for each child—how they perform, their learning style, strengths, and weaknesses, to name a few. Based on that data, the AI crafts a wise learning path for that specific child. The material aimed at the students is made at a level of exactly what they need—activities and pacing—to meet their unique needs. It is almost like having your private tutor knowing precisely in what way to engage you properly in the work for accurate live understanding [8].

4.1.2 Accessibility and independence enhancement. AI would be a sweeping game-changer in the availabilities of learning materials and resources for disabled students. Then, for instance, take text-to-speech converters that take any written text and can read it aloud in these highly realistic AI voices. So, it's like having the audiobook narrator available on demand.

And then there are speech recognition tools that do the opposite – they transcribe your spoken words into written text. This is big for students who struggle with discrete writing tool input due to physical disability or other challenges.

Another great technology is screen readers powered by artificial intelligence. It enables those visually impaired to read content on their own pretty much; they get stuff spoken to them digitally.

With all these accessibility tools, students acquire another level of independence and can significantly be engaged in the materials on their terms [9].

4.1.3 Making class lectures more interesting and exciting. As it is, AI is not all about personalized learning and access: it also changes the entire game as to how it keeps everyone engaged in the classroom. these AI systems allow monitoring of student attention levels, student emotions, and real-time student participation. It's as though one had an incredibly sophisticated security camera doing the monitoring yet making interpretations of what was being observed, highlighting areas of concern. Teachers, with such kinds of real-time feedback mechanisms, will be swift to pick on students who may seem to be lost or appear disengaged, and in near-real time, they can change their practice to offer the necessary support and interventions. No more 'children falling through the cracks'! With AI as a guide, teachers can be sure to keep their fingers on the class pulses to make sure no student is lost or feeling inclusive and demotivated to contribute or engage [10].

4.2 The Other Side: Challenges and Ethical Issues

4.2.1 Privacy and Data Security Concerns. As much as the AI is excellent, we can never overlook that these systems collect and process volumes of sensitive student data. However, in doing so, the balancing acts must consider the safeguarding of the right to privacy and data security. We're talking about big things like ensuring that students and their families know what's going on with the collection and use of their data, where really to obtain that essential element of informed consent. And considering data breaches, limiting security practices to ultralight measures is necessary to protect sensitive information from getting in the wrong hands. These are risks to privacy and security of information that could have been lessened with transparency on policies, current mechanisms of consent, data storage, and encryption [11].

4.2.2 Make fair and unbiased. But here's the thing: AI algorithms are only as good as their training data. If their training data itself is biased or unrepresentative, then these learnings could ultimately become livelihoods and be literally woven into the very mechanisms of the AIs and,

therefore, influence biased decision-making. This, in turn, would affect singled-out discrimination based on something like race or even gender status. Realizing the assurance of AI systems that treat all students fairly and equitably is a new challenge that has to be undertaken through these efforts so that the findings of this project do not reinforce harm or lousy treatment. Regular audits that tackle prejudice and using different, representative training data can thus reduce unfairness issues, ensuring AI systems work positively for all the students, not just a selection of them [11].

4.2.3 Lack of Teacher Training and Readiness. As groundbreaking as Artificial Intelligence is, it will not be worth much when our teachers are not adequately trained and prepared on how to use those tools for teaching in a classroom. We are talking about a big problem that must be cleared in building digital literacy for teachers, who must understand how AI tools work and how to integrate them into their existing curriculum and approach of teaching. Without professional development opportunities, along with actual collaborative learning communities, the underutilization or misuse of AI tools becomes very real.

5. Getting AI Right in Inclusive Education

5.1 Humans interaction

One thing's for sure: yes, AI might be super-smart, but it doesn't come close to human intelligence and supervision. One must design such systems in ways that assure the keeping of humans in the decision-making loop. Now, talking of humans, let us consider how it is of utmost interest to teach students in the classroom, together with their parents, all the positives and negatives of AI use and the ethics that go with them.

5.2 Align with Shared Vision

When it comes to the development of AI models for education, we can't be carelessly trying things out to see what works. An AI must be crafted in detail to align with more central educational goals and values of equity and inclusivity. Diverse viewpoints and needs have to be considered from the start of the design process itself if AI solutions are to work for everyone.

5.3 Modern Principles of Learning

If we're going to leverage the power of AI in education, we might as well go all-in and use it to personalize the learning experience. I'm talking about AI systems that can specialize in content, pace, and assessment, tailoring itself to the needs and learning styles of students. No more massive lesson plans for all. And finally, let's put into these AI tools some sound, up-to-date teaching methods that enhance the potential for keeping things fresh and engaging.

5.4 Building Trust is Key

Let's be honest, AI can be a black box, and that is not going to go away if we want people to trust and embrace these technologies in education. The need for transparency is very important. We have to inform them how AI works, its possible biases or issues, and the safety measures that are associated with its practice. Well, we cannot take it for granted that we know what is best. It's got to be a joint effort by all stakeholders: educators, students, and parents—in the process of conceptualization, development, and decisions about AI in education.

5.5 Educators Are Our Secret Weapon

Teachers are the most valuable workers therefore, we should ensure that our teachers and educators have the correct type of training so the practitioners would be braced up to harness all the powers AI can bring into the classroom. I'm talking professional development programs that cover AI technologies, their benefits, limitations and everything. Let's talk about some severe collaboration between educators and AI developers. The two should be able to come up with something that is cutting edge but, importantly, practical and effective in the real-world educational setting. Context and Safety First When it comes to AI in education, we really can't afford to take a massive approach. Systems will have to be culturally, linguistically, and contextually designed; only then will they work for diverse populations. Not to forget good old safety, privacy, and security: these are due at the top of every list in development related to an application of artificial intelligence, not as an afterthought.

Invest in the research and development necessary to get this stuff right; it's not worth cutting corners when it comes to the health and education of our children [12] [13].

6. Conclusions

AI technologies in inclusive education can lead to a transformational learning experience for students with various disabilities. It is an in-depth research into how, at meaningful levels, Artificial Intelligence can have high positive impacts due to the provision of personalized instruction that enables accessibility and optimizes classroom management. Through AI solutions, teachers will be empowered to develop adaptive, supportive, and engaging learning environments suited to all types of learners' needs.

6.1 Summary of Key Findings

Ensuring Human Centricity: While there is immense potential available from AI systems, this certainly does not suggest that ethical and responsible decisions can be enacted with much less human judgment and oversight. In this respect, the awareness of educators and students about the benefits, risks, and moral implications associated with AI becomes foremost.

Alignment with Educational Objectives: AI models shall be developed closely with educationally oriented objectives that are leaned toward more significant equity and inclusivity. Multiple perspectives will have to be put into the design so that provisions by design can make conscious provisions for the differing requirements of learners.

Strong new teaching methods: AI technologies have the potential to personalize learning trajectories in line with the needs of learners by adapting their content and speed; they are also in a position to implement a diversity of assessments. Combinations of such innovative teaching methods approaches will likely ensure the effective harnessing of AI for efficient learning outcomes.

Building Trust in AI Solutions: The most important thing is transparency, reducing enhanced biases of AI functionalities, and ensuring safety measures. It actively involves Select List Item Robotic educators, students, and parents right from the development stages to instill confidence and acceptability in AI solutions.

Training and Cooperation in Empowering Educators in AI: This would mean the provision of extensive training on AI technologies about successful implementation to educators. Through such collaboration, spiked between teachers and AI developers, there could be an assurance of development in practical and effective educational tools that would be able to meet real-world classroom needs.

Keeping Context and Safety to the Fore in Research and Development: AI research and development should further profile and focus on contextual factors such as cultural and linguistic considerations as one of the mainstays of applications that stay relevant and practical. Attention paid to the safety, privacy, and security aspects of AI remains essential for trust and integrity.

6.2 Future Directions and Research Opportunities

Advancing Means of Personalization: Further development in AI algorithms over the next decade should realize ways in which deeper personalization might be offered using academic factors and emotional and social elements to individuate learning experiences.

Other important lines of future research should include the frameworks about the use of artificial intelligence ethically in educational settings—especially the problems related to bias, transparency, and accountability. Setting up collaborative ecosystems for bringing together educators, AI developers, policymakers, and other relevant stakeholders shall ensure that the integration of AI in education is successful and sustainable. Research on best collaboration models and best practices will hardly come cheap.

Longitudinal Impact Assessment: Longitudinal studies relating to the impact of AI concerning long-term student learning outcomes, engagement, and the educational experience generally will add enormous insight into its effectiveness and thus inform the future steps to be taken in this regard.

Increased Innovations for Better Accessibility: More innovation in AI-powered assistive technologies can further increase accessibility to differently-abled students. New investigations into the development of new tools and improvement of existing ones may be oriented toward breaking down barriers to access in education. **Inform Policy Development:** Future research would form a basis for policy formulation, especially with engendering equal access to AI technologies and effective deployment realized through dealing with funding, training, and infrastructure needs for an enabling environment. **Final Thoughts:** How AI Can Contribute to Inclusive Education According to them, AI technologies have massive potential for transforming inclusive education through personalized, adapted, and accessible learning experiences. Those, however, are latent benefits predicated first on proper judgment and ethically guided design of such technologies. Keeping the human component right at the head of SMART and other lists of priorities, like inserting AI in ways supportive of educational purposes, but with a sure eye on both trust and safety, may help point the way toward the learning of how best to harness profoundly the power of AI in more inclusive and empowering settings for learning. AI can very strongly drive equity in education, ensuring that each learner obtains an opportunity to grow and flourish—not only among their kind but also among diverse backgrounds—to their fullest potential as we open up the possibilities and overcome the challenges.

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Demystifying AI in Education: A Critical Review of Transparency, Ethical Implications, and Practical Applications in Gillani et al.'s 'Unpacking the Black Box'

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Abstract. Artificial Intelligence (AI) is transforming education through technologies like intelligent tutoring systems, adaptive learning platforms, automated grading, and predictive analytics. These innovations promise personalized learning, enhanced instructional support, and administrative efficiency. However, the "black box" nature of AI, where decision-making processes are opaque, raises significant concerns about transparency, ethics, and equity. This review critically examines Gillani et al.'s exploration of these issues in their paper "Unpacking the 'Black Box' of AI in Education." The authors emphasize the necessity of explainable AI (XAI) to foster trust and ensure ethical use. They also discuss practical applications and case studies, such as Carnegie Learning's Mathia and Dream Box Learning, highlighting both the potential and challenges of AI in educational settings. This paper underscores the importance of transparency, fairness, and comprehensive stakeholder collaboration in developing AI systems that enhance educational opportunities while mitigating risks of bias and inequality. The review concludes with a call for continued research and thoughtful implementation to realize AI's full potential in education responsibly.

Keywords: Artificial intelligence (AI); Education; Transparency; Ethics; Explainable AI (XAI); Black box; Intelligent tutoring systems (ITS); Adaptive learning platforms (ALPs); Automated grading systems; Predictive analytics; Bias; Data privacy; Equity; Accessibility; Teacher support; Collaborative learning; Personalized learning; Machine learning; Deep learning; Algorithmic bias; Fairness; Educational technology.

1. Introduction Definition and Scope of AI in Education

Artificial Intelligence (AI) in education encompasses a broad spectrum of technologies designed to enhance learning experiences, personalize educational content, and streamline administrative processes. These technologies range from intelligent tutoring systems and adaptive learning platforms to automated grading systems and predictive analytics. AI's role in education is to facilitate personalized learning by adapting to the individual needs of students, thereby enhancing the effectiveness of teaching and learning processes.

1.1 Intelligent Tutoring Systems (ITS) Background. Intelligent Tutoring Systems (ITS) represent a significant advancement in educational technology, aiming to provide personalized and adaptive learning experiences comparable to one-on-one tutoring. These systems leverage artificial intelligence (AI) algorithms to simulate human tutors, offering tailored instruction, feedback, and support to individual students.

(1) Functionality: ITS function by continuously assessing a student's knowledge level, learning style, and areas of difficulty. They then generate personalized learning paths, curating content and activities that match the student's needs and pace of learning. Through interactive exercises, hints, explanations, and feedback, ITS guide students through the learning process, adapting to their progress in real-time.

(2) Case Study: Carnegie Learning's Mathia Carnegie Learning's Mathia is a prominent example of an ITS used in mathematics education. Mathia adapts to each student's learning style and skill level, presenting problems and exercises tailored to their needs. It offers hints, explanations, and feedback throughout the learning journey, empowering students to work independently and master mathematical concepts at their own pace.

(3) Concrete Example: For instance, a middle school teacher using Mathia in their classroom might observe students engaging with the platform, each receiving personalized assignments and support based on their individual strengths and weaknesses in math.

(4) Data: A study conducted by Arroyo et al. (2001) evaluated the effectiveness of Mathia and found that students who used the system demonstrated significant improvements in math achievement compared to a control group. Moreover, the study highlighted Mathia's effectiveness in supporting struggling students, emphasizing its potential to address learning gaps and enhance overall academic performance.

(5) Analysis and Impact: Intelligent Tutoring Systems like Mathia have the potential to revolutionize education by providing tailored support and fostering deeper understanding of concepts. However, their effectiveness depends on various factors such as the quality of underlying algorithms, student motivation, and engagement level. Additionally, ongoing research is needed to explore the long-term impact of ITS on-student learning outcomes.

1.2 Adaptive Learning Platforms (ALPs) Background. Adaptive Learning Platforms (ALPs) utilize AI technologies to personalize learning experiences based on individual student needs and preferences. These platforms analyze student data, such as performance on assessments and interactions with learning materials, to dynamically adjust content and activities in real-time.

(1) Functionality: ALPs like Dream Box Learning leverage sophisticated algorithms to create customized learning paths for students. They assess student proficiency, identify areas of weakness, and recommend targeted practice activities to reinforce learning. Through adaptive content, hints, and feedback, ALPs aim to optimize learning outcomes for each student.

(2) Case Study: Dream Box Learning is a leading adaptive learning platform used in K-8 mathematics education. The platform offers a personalized learning experience, adapting to each student's skill level and learning trajectory. Dream Box provides interactive math lessons, games, and activities designed to engage students and promote conceptual understanding.

(3) Concrete Example: Consider a fourth-grade student using Dream Box to practice multiplication skills. The platform presents a series of interactive activities tailored to the student's current level of understanding, offering hints and explanations as needed to support learning.

(4) Data: A study conducted by Khan et al. (2014) investigated the effectiveness of Dream Box Learning compared to traditional math instruction. The study found that students who used Dream Box demonstrated statistically significant gains in math achievement compared to those in the control group. Moreover, Dream Box was particularly beneficial for students performing below grade level, indicating its potential to address individual learning gaps.

(5) Analysis and Impact: Adaptive Learning Platforms like Dream Box offer a promising approach to personalized learning, but they also pose challenges. Concerns regarding data privacy, algorithm bias, and the need for comprehensive teacher support and training must be addressed to maximize their effectiveness in educational settings.

1.3 Automated Grading Systems Background. Automated Grading Systems leverage AI technologies to streamline the assessment and grading process in education. These systems use machine learning algorithms to evaluate student responses to various types of assessments, including multiple-choice questions, short answer questions, and essays.

(1) Functionality: Automated Grading Systems like Grade scope employ machine learning algorithms to automatically grade student submissions. They can recognize patterns in responses, identify key concepts, and apply predefined rubrics to assign scores. Some systems also facilitate human review, combining automated scoring with instructor input for more complex assessments.

(2) Case Study: Grade scope is a widely adopted automated grading system used by educators to assess student work efficiently. It offers features for grading various types of assignments, including exams, homework, and projects, using both automated and manual grading methods.

(3) Concrete Example: Imagine a high school history teacher using Grade scope to grade essays on the American Revolution. The system's user-friendly interface allows the teacher to upload student submissions, apply rubrics, and provide feedback efficiently.

(4) Data: A study by Chang et al. (2019) investigated the impact of Grade scope on grading efficiency. The study found that instructors using Grade scope experienced a significant reduction in grading time, with some reporting up to an 80% decrease compared to traditional paper-based grading methods.

(5) Analysis and Impact: Automated Grading Systems like Grade scope offer efficiency benefits, saving educators time and allowing for more personalized feedback to students. However, concerns remain regarding the accuracy of automated scoring, especially for assessing complex skills such as critical thinking and writing. Additionally, ensuring fairness and mitigating bias in algorithmic grading requires ongoing attention.

1.4 Predictive Analytics in Education Background. Predictive Analytics in Education involves using data analysis techniques and machine learning algorithms to identify patterns and predict student outcomes. These systems analyze various data points, such as academic performance, attendance records, and demographic information, to identify students at risk of academic challenges.

(1) Functionality: Predictive Analytics Platforms like the Starfish Early Warning System collect and analyze student data to identify behaviors or patterns indicative of academic risk. They then generate alerts or notifications, prompting educators or advisors to intervene and provide targeted support to at-risk students.

(2) Case Study: Starfish Early Warning System the Starfish Early Warning System is a widely used predictive analytics platform in higher education. It analyzes student data from multiple sources to identify students at risk of dropping out or experiencing academic difficulties. The system then alerts advisors or instructors, enabling timely interventions to support student success.

(3) Concrete Example: Consider a large university using Starfish to monitor student engagement and performance. The system flags a group of freshmen with low attendance and declining grades, prompting advisors to reach out and offer academic support resources.

(4) Data: A study by Xu et al. (2017) examined the effectiveness of Starfish in improving student retention rates. The study found that institutions using Starfish experienced a notable increase in graduation rates, attributed to proactive interventions made possible by early identification of at-risk students.

(5) Analysis and Impact: Predictive Analytics Platforms like Starfish have demonstrated potential in improving student outcomes and retention rates. However, ethical considerations regarding data privacy, algorithm bias, and the need for human intervention alongside automated alerts must be addressed to ensure equitable support for all students.

(6) Background and Significance: The integration of AI in education has garnered significant attention due to its potential to transform traditional educational paradigms. AI's ability to process vast amounts of data and identify patterns enables the development of personalized learning experiences that cater to individual student needs. This capability is particularly valuable in addressing diverse learning styles and abilities, providing students with tailored support that traditional one-size-fits-all approaches cannot offer.

Moreover, AI in education holds promise for improving administrative efficiency and effectiveness. By automating routine tasks such as grading and attendance tracking, AI allows educators to focus more on teaching and mentoring. Predictive analytics can also provide insights into student performance and behavior, enabling timely interventions that can improve educational outcomes.

However, the adoption of AI in education raises critical concerns regarding the transparency and ethical implications of these systems. AI's "black box" nature—where decision-making processes are not easily understood—poses significant challenges for educators, students, and policymakers. There is a need to ensure that these technologies are used responsibly, equitably, and in ways that enhance, rather than hinder, educational opportunities for all students.

1.5 Purpose of the Review. This review aims to critically analyze and summarize the work of Gillani et al. in their paper "Unpacking the 'Black Box' of AI in Education." The review will explore the authors' insights into the transparency and ethical implications of AI in educational settings and evaluate their proposed solutions for demystifying AI systems. By examining the current state of AI

in education, the challenges it presents, and potential pathways for improvement, this review seeks to provide a comprehensive understanding of the topic.

1.6 Structure of the Paper. The paper is structured as follows: The next section provides foundational knowledge on AI-powered learning systems, including machine learning and deep learning. Following this, a summary of Gillani et al.'s paper highlights their main thesis and key points. The subsequent sections delve into the importance of explainable AI, current applications and case studies in education, challenges and opportunities in AI-powered education, and a comparison with other literature. The paper concludes with a summary of key takeaways and future directions for research.

2. Foundations of AI-powered Learning Systems

Machine Learning and Deep Learning Machine learning (ML) and deep learning (DL) are the cornerstones of AI technologies in education. ML involves the use of algorithms that allow computers to learn from and make predictions based on data. Deep learning, a subset of ML, uses neural networks with many layers (hence "deep") to analyze various types of data, including text, images, and sounds.

In the context of education, ML algorithms can analyze student data to identify learning patterns and predict academic performance. Deep learning models can be used to develop sophisticated educational tools such as automated essay scoring systems, intelligent tutoring systems that provide personalized feedback, and adaptive learning platforms that adjust content based on student performance.

2.1 Machine Learning Algorithms. Machine learning algorithms can be categorized into several types, each with its specific applications in education:

(1) Supervised Learning: In supervised learning, algorithms are trained on labeled data, where the input-output pairs are known. This approach is commonly used in educational applications such as automated grading and predictive analytics. For example, supervised learning algorithms can be trained to recognize patterns in students' writing and provide feedback on grammar, style, and content.

(2) Unsupervised Learning: Unsupervised learning involves training algorithms on data without labeled outcomes. These algorithms are used to identify hidden patterns or groupings within the data. In education, unsupervised learning can be applied to cluster students based on their learning behaviors, helping educators tailor instruction to different groups.

(3) Reinforcement Learning: Reinforcement learning algorithms learn by interacting with their environment and receiving feedback in the form of rewards or penalties. This approach is used in intelligent tutoring systems, where the AI can adapt to students' learning pace and style, providing personalized recommendations and feedback.

2.2 Deep Learning Models. Deep learning models, particularly neural networks, have revolutionized AI's capabilities in various domains, including education. Key types of neural networks used in educational AI applications include:

(1) Convolutional Neural Networks (CNNs): CNNs are primarily used for processing structured grid data such as images. In education, CNNs can be used for tasks like analyzing handwriting or visual content in assignments.

(2) Recurrent Neural Networks (RNNs): RNNs are designed for sequence prediction tasks and are particularly effective for processing time-series data. They are used in educational applications for predicting student performance over time or analyzing sequential patterns in text data.

(3) Transformer Models: Transformer models, such as BERT and GPT, are used for natural language processing tasks. These models can analyze and generate text, making them valuable for applications like automated essay scoring, chatbots for tutoring, and analyzing student feedback.

3. Summary of Gillani et al.'s Paper

3.1 Main Thesis. Gillani et al. argue that while AI holds promise for revolutionizing education, there is a pressing need to demystify its operations to ensure ethical and effective implementation. The

concept of the "black box" in AI—where the decision-making processes of AI systems are opaque and not easily understood—poses significant challenges for educators, students, and policymakers. The authors emphasize the importance of transparency and explainability in AI systems to build trust and ensure ethical use. The paper outlines several critical points:

3.2 The Black Box Nature of AI. It explains the inherent complexity and opacity of AI algorithms. AI systems, particularly deep learning models, often operate as black boxes, making it difficult to understand how specific decisions or predictions are made. This lack of transparency can lead to mistrust and reluctance to adopt AI technologies in education.

3.3 Transparency Issues. It highlights the importance of making AI systems more understandable and accessible to non-experts. Transparency is crucial for educators and students to trust and effectively use AI tools. The authors argue for the development of explainable AI (XAI) systems that provide clear insights into their decision-making processes.

3.4 Ethical Implications. The paper discusses potential biases in AI systems and their impact on educational equity. AI systems can inadvertently perpetuate biases present in their training data, leading to unfair outcomes for certain groups of students. The authors emphasize the need for fairness and accountability in AI systems to prevent discrimination and ensure equitable educational opportunities.

3.5 Practical Applications. It examines how AI can be used in personalized learning environments and other educational settings. The paper provides examples of successful AI applications in education, such as intelligent tutoring systems and adaptive learning platforms, highlighting their potential to enhance teaching and learning experiences.

3.6 Recommendations. The authors offer strategies to enhance transparency and ethical use of AI in education. They suggest the development of interpretable models, clear documentation of AI decision-making processes, and collaboration between educators, policymakers, and AI developers to ensure responsible AI deployment.

4. Explainability and Transparency in AI

4.1 Importance of Explainable AI. Explainable AI (XAI) refers to AI systems designed to provide clear, understandable insights into how they make decisions. In education, XAI is crucial because it helps educators trust and effectively use AI tools. If teachers and administrators understand how AI systems work, they can better integrate these tools into their teaching practices and ensure they are used in ways that benefit students.

4.2 Ethical Implications. The ethical implications of AI in education are profound. AI systems can inadvertently perpetuate biases present in their training data, leading to unfair outcomes for certain groups of students. For instance, an AI-powered grading system might disadvantage students from minority backgrounds if it has been trained on biased data. Therefore, it is essential to develop AI systems that are not only transparent but also designed with fairness in mind.

4.3 Gillani et al.'s Perspective. Gillani et al. emphasize the need for transparency in AI systems to address these ethical concerns. They argue that educators and students must be able to understand how AI systems reach their conclusions to trust and accept these technologies. The authors propose several approaches to enhance transparency, such as developing more interpretable models and providing comprehensive documentation on AI decision-making processes. They also suggest involving educators and other stakeholders in the development and deployment of AI systems to ensure these technologies are designed and implemented in ways that align with educational values and goals.

4.4 Strengths and Weaknesses. A significant strength of Gillani et al.'s approach is their thorough analysis of the importance of transparency and the potential risks of opaque AI systems. They provide a well-rounded argument that considers both the technical and ethical dimensions of AI in education. However, a potential weakness is that their proposed solutions may require substantial changes in current AI development practices, which could be challenging to implement in the short term. Additionally, the feasibility of achieving full transparency in complex AI systems remains a topic of ongoing research and debate.

5. AI in Education: Current Applications and Case Studies

5.1 Personalized Learning Platforms. Personalized learning platforms use AI to tailor educational content to individual student needs. These platforms analyze data on student performance and learning styles to provide customized resources and feedback. Examples include intelligent tutoring systems that adapt to the pace of the student and recommend specific exercises to address learning gaps.

5.2 Examples of Personalized Learning Platforms.

(1) Carnegie Learning's Mathia: This intelligent tutoring system provides personalized math instruction and feedback to students. Mathia uses AI to adapt to each student's learning pace and style, offering tailored exercises and hints to help students master mathematical concepts.

(2) Dream Box Learning: Dream Box is an adaptive learning platform that offers personalized math lessons for students in kindergarten through eighth grade. The platform uses AI to adjust the difficulty and type of problems based on students' responses, providing a customized learning experience that supports individual learning needs.

(3) Knewton: Knewton's adaptive learning technology personalizes educational content by analyzing students' interactions with the material and predicting their future performance. The platform adjusts the sequence and difficulty of content to optimize learning outcomes for each student.

5.3 Practical Applications. Gillani et al. provide several case studies demonstrating the effective use of AI in educational settings. For instance, an AI-powered platform might help students with different learning styles by offering a variety of content formats, such as videos, interactive exercises, and readings. These applications not only enhance learning experiences but also help teachers manage diverse classrooms more effectively.

5.4 Evaluation. While the potential benefits of personalized learning platforms are significant, it is essential to critically evaluate their effectiveness. Gillani et al. suggest that while these platforms can improve educational outcomes, they must be implemented thoughtfully to avoid reinforcing existing inequalities. For example, students from disadvantaged backgrounds may have less access to the technology required to use these platforms effectively.

5.5 Impact on Teaching and Learning. Personalized learning platforms have the potential to transform traditional teaching and learning practices. By providing tailored instruction and feedback, these platforms can help students achieve mastery of subjects at their own pace. They also offer teachers valuable insights into student performance, allowing for more targeted interventions and support. However, the effectiveness of these platforms depends on their design and implementation. To maximize their impact, it is crucial to ensure that personalized learning technologies are accessible, equitable, and aligned with educational goals.

6. Challenges and Opportunities in AI-powered Education

6.1 Ethical and Legal Considerations. The integration of AI in education raises several ethical and legal issues. For instance, data privacy concerns are paramount, as AI systems often require access to sensitive student information. Additionally, the potential for algorithmic bias necessitates careful consideration of how AI systems are designed and deployed.

6.2 Data Privacy.

(1) Existing Regulations. The Family Educational Rights and Privacy Act (FERPA) in the United States is a key regulation that protects the privacy of student data. FERPA restricts the collection, use, and disclosure of student information without parental consent. However, as AI systems become more sophisticated and data-intensive, ensuring compliance with FERPA can be challenging.

(2) Balancing Privacy and Benefits. Balancing the need to protect student privacy with the potential benefits of using student data for AI-powered education is a complex issue. Schools and educational technology companies need to implement robust data security measures and obtain clear consent from parents before collecting and using student data.

6.3 Algorithmic Bias. Understanding Bias. Algorithmic bias occurs when AI systems perpetuate or amplify existing biases present in the data they are trained on. For example, an AI system used for

student placement might favor students from certain socioeconomic backgrounds if the training data reflects historical biases in educational opportunities.

(1) Case Study. Algorithmic Bias in Risk Assessment: A ProPublica investigation in 2016 revealed that an algorithm used by some US states to assess recidivism risk for criminal justice purposes was biased against Black defendants. This case highlights the potential for AI systems to perpetuate social inequalities if not carefully designed and monitored.

(2) Mitigating Bias: Mitigating algorithmic bias requires a multi-pronged approach. It's crucial to use diverse and representative datasets to train AI systems, to develop fairness-aware algorithms, and to continuously monitor and audit these systems for potential bias.

(3) Challenges Highlighted by Gillani et al.: Gillani et al. identify several challenges in AI-powered education, including the need for transparency, the risk of bias, and the potential for AI to exacerbate existing educational inequalities. They argue that addressing these challenges requires a collaborative effort between educators, policymakers, and AI developers.

6.4 Transparency. As discussed earlier, the transparency of AI systems is crucial for building trust and ensuring ethical use. Gillani et al. highlight the need for explainable AI systems that provide clear insights into their decision-making processes. This transparency allows educators and students to understand and trust AI recommendations, fostering greater acceptance and effective use of these technologies.

6.5 Bias and Fairness. Ensuring fairness in AI systems is another critical challenge. Gillani et al. emphasize the importance of addressing algorithmic bias to prevent discrimination and promote equity in education. They advocate for the development of fairness-aware algorithms and the use of diverse and representative training data to minimize bias.

6.6 Access and Equity. Access to AI-powered educational technologies is not uniform across different student populations. Gillani et al. point out that students from disadvantaged backgrounds may face barriers to accessing these technologies, such as lack of internet connectivity or adequate devices. Addressing these disparities is essential to ensure that AI benefits all students, regardless of their socioeconomic status.

6.7 Opportunities for Improvement. Despite these challenges, there are significant opportunities for improvement. AI has the potential to provide more personalized and effective learning experiences, support teachers in managing diverse classrooms, and offer data-driven insights to improve educational practices. To realize these opportunities, it is crucial to develop AI systems that are transparent, fair, and designed with the needs of all students in mind.

6.8 Improving AI Systems. One opportunity for improvement lies in the development of more sophisticated and transparent AI models. Advances in explainable AI (XAI) can help make AI systems more understandable and trustworthy. Additionally, ongoing research into fairness-aware algorithms can help reduce bias and promote equity in AI-powered education.

6.9 Enhancing Teacher Support. AI can also support teachers by automating routine tasks and providing data-driven insights into student performance. For example, AI systems can handle grading and administrative tasks, freeing up teachers to focus on instruction and student engagement. Predictive analytics can help identify students who may be at risk of falling behind, allowing teachers to intervene early and provide targeted support. This capability is particularly valuable in large classrooms where individualized attention can be challenging.

6.10 Fostering Collaborative Learning Environments. AI technologies can facilitate collaborative learning environments by connecting students with similar learning needs and interests. For example, AI-powered platforms can match students for peer tutoring or group projects based on their strengths and weaknesses. These collaborative learning opportunities can enhance student engagement and provide diverse perspectives on academic content.

6.11 Innovative Pedagogical Approaches. AI has the potential to transform traditional pedagogical approaches by enabling new forms of interactive and experiential learning. For example, virtual reality (VR) and augmented reality (AR) technologies powered by AI can create immersive learning experiences that allow students to explore complex concepts in a hands-on manner. These innovative approaches can make learning more engaging and effective for students.

7. Conclusions

7.1 Key Takeaways. The integration of AI in education offers significant opportunities for enhancing teaching and learning experiences. AI technologies, such as personalized learning platforms and intelligent tutoring systems, can provide tailored instruction and support to students, helping them achieve academic success. However, the adoption of AI in education also presents several challenges, including issues related to transparency, algorithmic bias, and data privacy.

7.2 Gillani et al.'s Contributions. Gillani et al.'s paper, "Unpacking the 'Black Box' of AI in Education," highlights the importance of transparency and ethical considerations in the development and deployment of AI systems. Their recommendations for enhancing explainability and fairness in AI are critical for ensuring that these technologies are used responsibly and equitably.

7.3 Future Directions. Future research and development in AI-powered education should focus on the following areas: Enhancing Explainability, Addressing Algorithmic Bias, Improving Data Privacy, Ensuring Access and Equity, Supporting Teachers and Promoting Collaborative Learning.

Innovating Pedagogy By addressing these areas, researchers, educators, and policymakers can work together to harness the potential of AI in education while ensuring that its adoption is responsible, equitable, and aligned with educational values and goals.

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Research on Computer Network Addressing Based on IP Framework

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Abstract. IP address, namely Internet protocol address, is a very important concept in computer network. It provides a unique address for every computer and other devices on the Internet. IPv4 and IPv6 are currently the two most commonly used address protocols. This paper elaborates on the structure, classification, allocation and management mechanisms, address subnetting and aggregation of IPv4 and IPv6 addresses, as well as three transition technologies from IPv4 to IPv6. In addition, this paper also introduces the structure and allocation algorithm of decimal future network IPV9 address. The decimal network has the characteristics of completely autonomous and controllable, infinite address space, secure high-speed bitstream transmission, distributed analysis with low latency, and compatibility with existing networks. The huge address space can meet various needs of the future world for 750 years without the problem of address depletion.

Keywords: IPv4 address; IPv6 address; Address subnetting; Address aggregation; Transition technology; IPV9

1. Introduction

With the rapid development of the Internet, IP address, as the basic resource of network communication, becomes more and more important. IP address is a unified address format provided by IP protocol. It assigns a logical address to every network and every host on the Internet. It is a unique identifier used to identify equipment in the computer network. IPv6 is the next generation IP protocol designed by the Internet Engineering Task Force (IETF) to replace IPv4. It is proposed to solve some problems and shortcomings of IPv4. However, with the continuous development of the Internet of Things, big data, and cloud storage applications, IPv6 has gradually exposed some drawbacks in address structure design, security, and compatibility. Therefore, proposing a secure, reliable, compatible, and controllable future network is particularly important. This paper introduces the structural classification, allocation mechanism, subnetting and aggregation of IPv4 and IPv6 addresses, as well as three technologies for transitioning from IPv4 to IPv6. In addition, the composition and structure of IPV9 addresses, as well as the allocation algorithm are introduced.

2. IPv4 Address

IPv4 is the fourth version of Internet communication protocol and the first widely deployed version of Internet protocol. IPv4 was proposed in RFC 791 released by IETF in September 1981. In 1991, it was proposed to alleviate the problem of IPv4 address tension by dividing subnets to form a three-layer structure of addresses[1]. In 1993, Classless Inter-Domain Routing (CIDR) officially replaced classification networks, achieving more flexible IP address allocation and routing table aggregation. In 2019, all 4.3 billion IPv4 addresses worldwide have been allocated, making it impossible to assign IPv4 addresses to Internet Service Providers (ISPs) and other network infrastructure providers.

2.1 IPv4 Address Structure. An IP address is a 32-bit binary number, usually divided into four "8-bit binary numbers", which are four bytes. IPv4 addresses are usually represented in "dotted decimal" format, such as "a.b.c.d", where a,b,c,d are all decimal integers between 0 and 255. For example, a dotted decimal IPv4 address "192.168.1.1" is actually a 32-bit binary number "11000000.10101000.00000001.00000001".

The IPv4 address consists of the network ID (network number) and the host ID (host number). The network ID identifies the network where the IPv4 address is located, and the host ID identifies the specific interface or adapter where the IPv4 address is located in that network, all hosts on the same physical network use the same network number. When the network number is determined, the host number takes all 0 to represent the network address of the network.

2.2 IPv4 Address Classification. Before the adoption of CIDR, IPv4 addresses were addressed using a classification based addressing scheme, which divided them into three classes, A, B, and C based on the first few bits (high bit) of the address, as well as two special classes, D and E. Currently, the classification based addressing scheme has been replaced by the more flexible and efficient CIDR. The Class A, B, and C addresses account for 87.5% of the entire IPv4 address space and are uniformly allocated globally by InterNIC. Except for special purpose IPv4 addresses and private IPv4 addresses, most can be used to identify network interfaces on public networks. Private addresses belong to unregistered addresses and are specifically used for internal organizational purposes. It is mainly used for allocation in the local area network and cannot be recognized on the public network. Internal IP addresses must be converted into publicly available IP addresses through NAT to achieve communication between internal IP addresses and the public network.

Class A IP addresses consist of a 1-byte (first 8 bits) network bit and a 3-byte (last 24 bits) host bit. The highest bit of the network number is "0", and the address range is 1.0.0.1-127.255.255.254[2].

Class B IP addresses consist of a 2-byte (first 16 bits) network bit and a 2-byte (last 16 bits) host bit. The highest bit of the network number is "10", and the address range is 128.0.0.1-191.255.255.254[3].

Class C IP addresses consist of a 3-byte (first 24 bits) network bit and a 1-byte (last 8 bits) host bit. The highest bit of the network number is "110", and the address range is 192.0.0.1-223.255.255.254[3]. The details of Class A, B, and C IPv4 addresses are shown in Table 1.

Table 1. Class A, B, C IPv4 address details

| Classification | Maximum number of networks | IP address range | Maximum number of hosts | Private IP address range |
|----------------|----------------------------|---------------------------|-------------------------|-----------------------------|
| A | $126(2^{7-2})$ | 1.0.0.1-127.255.255.254 | 16777214 | 10.0.0.0-10.255.255.255 |
| B | $16384(2^{14})$ | 128.0.0.1-191.255.255.254 | 65534 | 172.16.0.0-172.31.255.255 |
| C | $2097152(2^{21})$ | 192.0.0.1-223.255.255.254 | 254 | 192.168.0.0-192.168.255.255 |

Class D IP addresses are multicast addresses that do not distinguish between network bits and host bits, and is a specially reserved address. A multicast address is used to address a group of computers at once, identifying a group of computers that share the same protocol. The highest bit of the multicast address is "1110", and the address range is 224.0.0.0-239.255.255.255.

Class E IP addresses are reserved addresses for future use and experimentation, and also do not distinguish between network and host bits. The highest bit of Class E address is "11110", and the address range is 240.0.0.0-255.255.255.254.

There are some special IPv4 addresses that cannot be assigned to network interfaces for use:

- (1) 0.0.0.0 represents the local host and can only be used as the source address.
- (2) 255.255.255.255 is the broadcast address of the current subnet, which is sent to all hosts in the local subnet, and the data packets will not be forwarded to other subnets through the router. It can only be used as the destination address.
- (3) The addresses where the network number is a decimal number 127, and the host number is not all 0 and not all 1 are loopback addresses, used for network communication testing of the host itself, and the most commonly used is 127.0.0.1. The packets sent to these addresses do not leave the host, but are directly processed in a loop within the host. It can serve as both the source address and the destination address.

(4) When the network number is a specific value and the host number is all 0, it represents the network address and is used to identify the entire network, rather than a single host in the network. It is usually used for routing and network definition. It can neither be used as a source address nor as a destination address.

(5) When the network number is a specific value and the host number is all 1, it represents the broadcast address, which is used to broadcast to all hosts on a specific network. It can only be used as the destination address.

2.3 Allocation and Management of IPv4 Address. IPv4 addresses are allocated globally by the Internet Assigned Numbers Authority (IANA), which allocates IP address blocks to five Regional Internet Registrars (RIRs), including AFRINIC, APNIC, ARIN, LACNIC, and RIPE NCC. Responsible respectively for Africa, Asia Pacific, North America, Latin America and the Caribbean, as well as Europe, the Middle East, and Central Asia. The RIR's role is to allocate IP addresses to Internet Service Providers (ISPs), who allocate these addresses to organizations or end users, such as enterprises, institutions and individual users. Enterprises and organizations can also directly apply for IP addresses from RIR.

The TCP/IP protocol requires different settings for different networks, with each node generally requiring an "IP address", a "subnet mask", and a "default gateway". Dynamic Host Configuration Protocol (DHCP) is a network management protocol used to automatically allocate IP addresses and other network parameters, relying on a DHCP server. DHCP can assign temporary IP addresses to clients with a lease period. After the lease expires, the client needs to reapply for an IP address. DHCP dynamically allocates IP addresses in a network with dynamically changing device numbers, which can improve address utilization; It is also easier to expand and can adapt to the growth and expansion of network scale. But when the DHCP server malfunctions, network devices will be unable to obtain IP addresses, affecting network connectivity.

CIDR is a standard used for aggregating and allocating IP addresses, which introduces the concept of "network prefix" and represents IP addresses as "IP address/prefix length". For example, 192.168.1.0/24 indicates that the first 24 bits of the IP address are the network portion, and the remaining 8 bits are the host portion. The emergence of CIDR eliminates the concept of Class A, B, and C IPv4 addresses, allowing for the allocation of appropriately sized address blocks according to demand, achieving a more flexible and efficient address allocation method. The introduction of CIDR aims to solve the problem of insufficient IPv4 address space and inefficient allocation.

2.4 IPv4 Address Subnetting. The essence of subnetting is to divide a large network into several smaller subnets, each with its own subnet address [4]. Further divide the host number in the IP address into subnet number and host number, that is, change from two-level addressing to three-level addressing. As shown in Fig. 1.

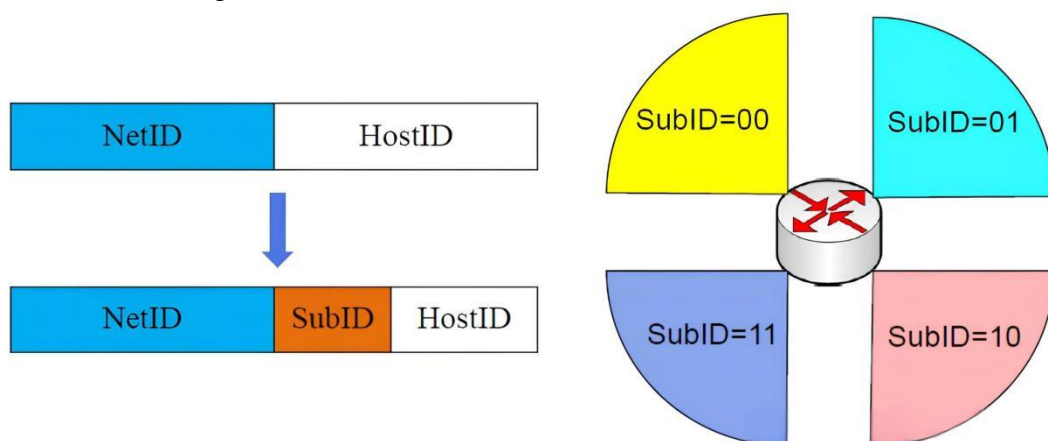


Figure 1. IP address changed from two-level addressing to three-level addressing

After subnetting, the entire network remains one network externally, while internally it is divided into many small subnets. Subnet masks provide a method of subnetting, which reduces

communication on the network, saves IP addresses, and facilitates management. After using subnet masks to subnet, communication within the subnet is possible, but communication across subnets is not possible. The format of the subnet mask is the same as the IPv4 address, and it is also a 32-bit binary encoding. The encoding rule is to represent both the network number and subnet number in the IP address as 1, and the host number as 0.

For classified IPv4 addresses, the subnet mask for Class A networks is 255.0.0.0, the subnet mask for Class B networks is 255.255.0.0, and the subnet mask for Class C networks is 255.255.255.0. The method for calculating the new subnet mask is as follows: Determine the required number of subnets; Determine the required number of subnet bits (n), which must be " $2^n - 2 \geq$ the number of subnets"; Set all the bits before the host number to 1 to obtain the subnet mask for dividing the IP address into subnets.

CIDR eliminates the concept of dividing subnets. When using CIDR representation, the network prefix is a combination of network number and subnet number. For example, for address 128.14.32.0/20, the subnet mask is 255.255.240.0.

Variable Length Subnet Mask (VLSM) is used to use multiple subnet masks in the same network address space, which divides a network into multiple subnets of different sizes, each with a different subnet mask. When subnetting, it is necessary to ensure that there is no overlap between the subnets. VLSM can flexibly allocate IP addresses according to the needs of different subnets, avoiding the waste of IP address resources, and is particularly suitable for networks that need to be finely divided into subnets.

Taking VLSM as an example for subnetting: Divide 192.168.1.0/24 into two subnets, one subnet requires 50 hosts and the other subnet requires 20 hosts. For the first subnet, the host number must have at least 6 digits to meet this requirement. Therefore, the number of digits for the network number and subnet number is 26, and the subnet mask is /26 (255.255.255.192); For the second subnet, the host number must have at least 5 digits to meet this requirement. Therefore, the number of digits for the network number and subnet number is 27, and the subnet mask is /27 (255.255.255.224). When assigning IP addresses, the network address of the first subnet is 192.168.1.0/26, and the available IP address range is 192.168.1.1-192.168.1.62; The network address of the second subnet is 192.168.1.64/27, and the available IP address range is 192.168.1.65-192.168.1.94.

2.5 IPv4 Address Aggregation. The basic principle of IP address aggregation is to combine multiple IP addresses (whether consecutive or non-consecutive) into a single, larger range of IP addresses, known as aggregated addresses. As shown in Fig. 2. This aggregated address can represent multiple IP addresses, thereby reducing the number of entries in the routing table and improving the efficiency and stability of the router. For example, when aggregating IP addresses 215.167.159.224/27, 215.167.159.28/28, and 215.167.159.192/28, listing each IP address in binary form, finding the longest common prefix (11) in its fourth byte, and retaining all the digits of the same part is the number of digits of aggregated IP address network part. The aggregated subnet mask is /26 (255.255.255.192), so the aggregated IP address is 215.167.159.192/26.

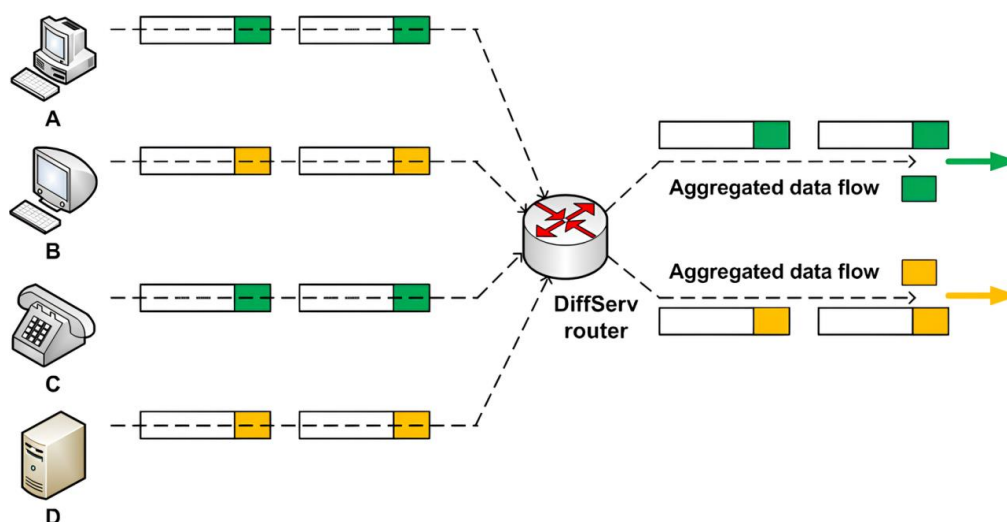


Figure 2. IP address aggregation

Supernetting is also a network address aggregation technology. It can aggregate multiple consecutive and similar subnets into a larger subnet in the routing table, known as forming a supernetting or routing aggregation. CIDR is the primary way to achieve supernetting, which combines consecutive IP addresses with the same network prefix into a "CIDR address block". Supernetting provides a solution to the depletion of Class B network address space and fully utilizes Class C address space. For example, when aggregating IP addresses 172.16.0.1/24, 172.16.1.1/24, 172.16.2.1/24, and 172.16.3.1/24 using a subnet, the first 22 bits of the binary form of these four addresses are all the same. Therefore, the aggregated subnet mask is /22 (255.255.252.0), and the aggregated IP address is 172.16.0.0/22.

3. IPv6 Address

IPv6 is the sixth version of the Internet Protocol, which is used to solve the problem of the shortage of IPv4 network address resources, and also solves the obstacles for multiple devices to connect to the Internet. Compared to IPv4, IPv6 has a sufficient address space, with a maximum of 2^{128} addresses. Compared to IPv4, IPv6's address allocation follows the principle of clustering from the beginning, making the routing table smaller and thus improving the speed of forwarding datagrams; IPv6 adds enhanced multicast support and flow control, providing a better development platform for multimedia applications on the network; IPv6 adds support for auto configuration, and improves and expands the DHCP protocol, further enhancing the efficiency and convenience of network management.

3.1 IPv6 Address Structure. IPv6 addresses have a length of 128 bits and are typically divided into 8 groups, each consisting of 4 hexadecimal numbers separated by colons. There are two main ways to represent IPv6:

(1) Colon-hexadecimal notation. The format is X:X:X:X:X:X:X:X, where each X represents 16 bits in the address, represented in hexadecimal. The leading 0 of each X can be omitted, for example, "008A" can be written as "8A".

(2) Double colon notation. A string of all zeros can be represented by a double colon "::" and can only be used once in an address. For example, "0:0:0:0:0:0:1" can be represented as ":::1", while "0:0:0:0:0:0:0" is represented as "::".

An IPv6 address can be divided into two parts: network prefix and interface identifier. The network prefix is used to identify a specific network or subnet, and the prefix length can be any value, usually 64 bits, usually indicated by the CIDR notation; Interface identifier is used to identify specific devices or interfaces in the network, usually 64 bit. This part of the address is usually generated by the device's MAC address through EUI-64 format conversion.

3.2 IPv6 Address Classification. The IPv6 protocol mainly defines three types of addresses: unicast address, multicast address, and anycast address. Compared to IPv4, broadcast addresses have been removed and replaced by multicast, while adding anycast address type.

Unicast addresses uniquely identify an interface, and messages sent to the unicast address will be delivered to the interface identified by this address. IPv6 defines various unicast addresses, such as unspecified address, loopback address, global unicast address, link-local address, and unique local address. An unspecified address only indicates that a certain address does not exist, and is usually used to attempt to verify the source address of a temporary address uniqueness packet; The loopback address is used to identify the loopback interface, allowing devices to send messages to themselves; Global unicast addresses are equivalent to public network addresses in IPv4 and can be globally routed and accessed on IPv6 networks; Link-local addresses can only communicate between sites connected to the same link and cannot be routed across different subnets; The unique local address can only be used within one site, and due to the abolition of the site local address, the unique local address is used instead of the site local address.

Multicast addresses are used to identify a group of interfaces that generally belong to different sites. Using an appropriate multicast routing topology, packets sent to multicast addresses will be sent to all interfaces belonging to that group.

Anycast addresses, like multicast addresses, are also used to identify a set of interfaces that typically belong to different sites. The data packet with the destination address being an anycast address will be sent to the nearest network interface in terms of routing. IPv6 does not specify a separate address space for anycast, and both anycast and unicast addresses use the same address space. Anycast address can only be assigned to routing devices, cannot be assigned to IPv6 hosts, and cannot be used as the source address for an IPv6 packet message [5].

The correspondence between the main address types of IPv6 and address prefixes is shown in Table 2.

Table 2. Correspondence between the main address types of IPv6 and address prefixes

| Address Type | | Address Prefix (binary) | IPv6 Prefix Identification |
|----------------------|------------------------|---|-------------------------------|
| Unicast Address | Unspecified Address | 00...0(128bits) | ::/128 |
| | Loopback Address | 00...1(128bits) | ::1/128 |
| | Link-Local Address | 1111111010 | FE80::/10 |
| | Unique Local Address | 11111110 | FC00::/7 |
| | Global Unicast Address | 001 | 2000::/3 |
| Multicast Address | | 11111111 | FF00::/8 |
| Anycast Address | | Allocation from the unicast address space, using the unicast address format | |

3.3 Allocation and Management of IPv6 Address. IPv6 address space management is allocated globally according to the specified hierarchy, that is, according to the hierarchy of IANA-RIR-National Internet Registration (NIR)-ISP/Local Internet Registration (LIR)-End User or ISP.

IPv6 address allocation mainly relies on two different mechanisms: Stateful Address Configuration (DHCPv6) and Stateless Address Autoconfiguration (SLAAC). DHCPv6 allocates IPv6 addresses and other network parameters through DHCPv6 servers. DHCPv6 provides rich configuration information such as subnet prefixes, gateway addresses, DNS server addresses, etc., ensuring that devices can fully participate in IPv6 networks. Meanwhile, DHCPv6 adopts centralized management, which can maintain status information between devices and servers. However, the centralized management mechanism of DHCPv6 may lead to its deployment and management being too complex. Therefore, in order to simplify the network configuration process and improve efficiency, SLAAC technology is proposed.

SLAAC is an automatic address configuration method in IPv6 networks that allows devices to automatically construct IPv6 addresses when connected to the network. The reason why it is called "stateless" is because SLAAC itself does not maintain any status information about IPv6 address allocation. Routers in the network inform devices of basic network information through periodic router advertisement messages. Devices automatically configure IPv6 addresses based on router advertisement and EUI-64 generated information, avoiding dependence on DHCPv6 servers.

3.4 IPv6 Address Subnetting. An IPv6 address consists of a network prefix and an interface identifier. For a global unicast address, the network portion consists of a global routing prefix and subnet ID. The global routing prefix is generally 48 bits, and the first 3 bits of the currently assigned global routing prefix are all 001; The subnet ID is usually at most 16 bits, and the last 64 bits are used as the interface identifier. The subnetting of IPv6 is mainly based on network prefixes, rather than interface identifier. IPv6 divides smaller subnets by increasing prefix length.

The process of subnetting mainly consists of two steps: determining the number of bits used for subnetting and enumerating the new subnet networks. In order to list all subnet networks, it is necessary to determine the incremental value between every two subnet networks. If "s" represents the number of bits required for subnetting, "f" is the number of fixed bits in the subnet ID ($f = \text{prefix length} - 48$), and "i" represents the incremental value, then $i = 2^{16-(f+s)}$.

Taking the IPv6 address 2001:0db8:0:000::/51 as an example, dividing it into 8 subnets will require 3 bits in the subnet division space. The new network prefix is 2001:0db8:0:C000::/54, and the hexadecimal incremental value is calculated to be 0x400, then all divided subnets can be obtained: 2001:0db8:0:C000::/54; 2001:0db8:0:C400::/54; 2001:0db8:0:C800::/54; 2001:0db8:0:CC00::/54; 2001:0db8:0:D000::/54; 2001:0db8:0:D400::/54; 2001:0db8:0:D800::/54; 2001:0db8:0:DC00::/54.

3.5 IPv6 Address Aggregation. The principle of aggregation was considered at the beginning of the IPv6 design process. Global unicast address is also known as aggregatable global unicast address. By using the same global routing prefix, multiple subnets are aggregated into a larger IPv6 network, so that a single record can represent a subnet in the routing table, greatly reducing the number of routing entries and improving routing efficiency and network performance. In contrast to IPv6 subnetting, IPv6 achieves address aggregation by reducing prefix length.

If there are 4 subnets: 2001:0db8:abcd:0000::/52; 2001:0db8:abcd:1000::/52; 2001:0db8:abcd:2000::/52; 2001:0db8:abcd:3000::/52. The incremental value of every two subnets is 0x100, and among the 16 bits of the subnet division space, the first 2 bits are all the same. The aggregated IPv6 address is 2001:0db8:abcd:0000::/50, and the number of routing table entries is reduced from 4 to 1.

4. Transition Technology from IPv4 to IPv6

At present, the majority of network deployments are still based on IPv4, with a large number of IPv4 based network and terminal devices. The transition from IPv4 to IPv6 is a gradual process and cannot be achieved overnight [6]. To achieve the transition from IPv4 to IPv6 networks and interoperability between networks, three main technologies can be used to support it: dual stack technology, tunneling technology, and protocol conversion technology.

4.1 Dual Stack Technology. Dual stack technology is the earliest transition technology, which refers to running both IPv4 and IPv6 protocol stacks on the same network device. Dual stack nodes use the IPv4 protocol stack when communicating with IPv4 nodes and the IPv6 protocol stack when communicating with IPv6[7]. The dual stack protocol stack model is shown in Fig. 3.

| | | |
|-------------------|-------------------|-------------------|
| Application Layer | IPv4 Applications | IPv6 Applications |
| Transport Layer | TCP/UDP v4 | TCP/UDP v6 |
| Network Layer | IPv4 | IPv6 |
| Datalink Layer | Frame | |
| Physical Layer | Bits | |

Figure 3. Dual stack protocol stack model

In network communication, network terminal devices select the appropriate IP protocol stack for data encapsulation based on the destination address provided by the upper layer application. If the destination address is an IPv4 device, use the IPv4 protocol stack; If it is an IPv6 device, use the IPv6 protocol stack. For the received packets, the device selects the corresponding IP protocol stack for parsing based on the first field (version number) in the IP data header. When a network supports dual stack, it requires all devices in the network to support both IPv4 and IPv6 protocol stacks, and the device interfaces connecting to the dual stack network can be configured with both IPv4 and IPv6 addresses simultaneously.

4.2 Tunneling Technology. Tunneling is a technology that encapsulates data packets from one protocol into data packets from another protocol for transmission. Tunneling encapsulates IPv6 packets from the source into IPv4 packets at the tunnel entrance, uses a "6-to-4 tunnel" for transmission, and unpacks IPv6 packets from the IPv4 packets at the tunnel exit before sending them to the destination host [8], as shown in Fig. 4. Although tunneling technology has achieved good interoperability between IPv4 and IPv6 networks, it requires high requirements for IPv4 network edge routing and switching devices, requiring support for both dual stack protocols and tunneling technology [9].

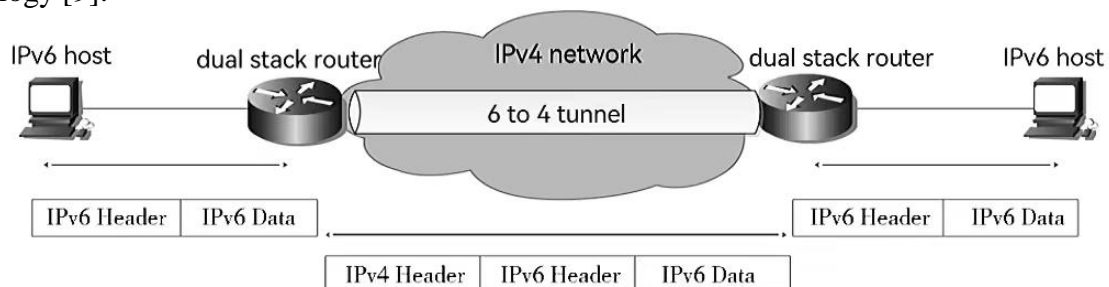


Figure 4. Tunneling technology schematic

4.3 Protocol Conversion Technology. Protocol conversion technology refers to the conversion of addresses and protocols between IPv4 and IPv6 to achieve network interoperability between the two protocols. There are three commonly used protocol conversion technologies: NAT64/DNS64 is used to convert IPv6 addresses to IPv4 addresses and achieve interoperability between IPv4 and IPv6 through DNS resolution; BIS implements the conversion between IPv4 and IPv6 in the protocol stack,

suitable for dual stack devices; BIA implements protocol conversion at the application layer, suitable for applications that do not support IPv6.

The device that connects IPv6 and IPv4 networks is called a protocol converter, as shown in Fig. 5. During protocol conversion, network node devices incur significant processing costs for protocol and address conversion, and some application layer protocols cannot achieve conversion. Therefore, dual stack and tunneling technologies are preferred during the transition phase [10].

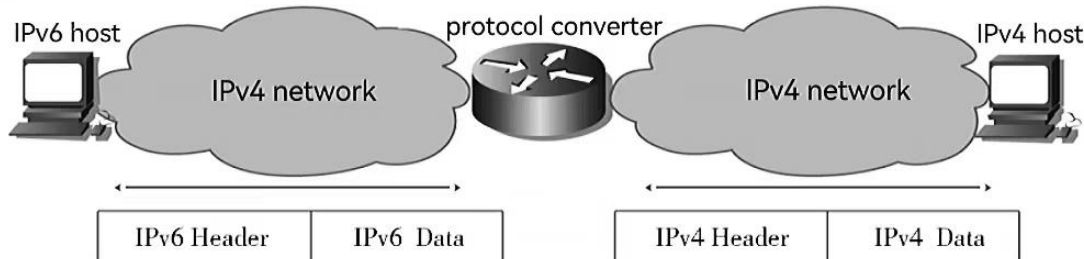


Figure 5. Protocol conversion technology schematic

5. Future Network IPV9

Future network is a technical term, a standardization project in the field of ISO/IEC international standards since 2007, which aims to develop a new network system independent of the existing Internet by using the method of "Clean Slate Design" and new architecture. IPV9 was proposed in 1998 by Shanghai Decimal Network Information Technology Co., Ltd. in China, also known as the Future Network. The full name of IPV9 is "the method of assigning addresses to computers using full digital encoding", which is completely independent intellectual property rights and a network space of 2^{256} addresses established based on full decimal digital codes. It has autonomous control, a huge amount of addresses, distributed resolution, fast speed, security, and is compatible with IPv4, IPv6, geographic information, country numbers, region numbers, mobile phone numbers, etc.

5.1 IPV9 Network Address Composition. The default IP address for a decimal network is 256 bits, divided into 8 bits, with each segment consisting of 32 bits, separated by a single square bracket symbol "[" or "]", both of which can be used, but cannot be mixed.

For example, 0[1[2[3[4[5[6[7 and 0]1]2]3]4]5]6]7 are equivalent and legal, but 0[1[2[3[4]5]6]7 is not allowed, and the simultaneous use of left and right symbols has special meanings. Continuous 0 fields in an address can be replaced by a pair of "[]". For example, 0]0]0]0]0]0]1 can be abbreviated as []1 or [7]1. However, in address abbreviation, "[]" can only be used once to represent all 0 fields, as using "[]" multiple times will cause ambiguity in the address. In each address segment, multiple consecutive zeros on the left can be omitted, but all zeros in decimal are represented by at least one 0.

If there is a continuous and identical segment of Arabic numerals within an address, in order to further simplify the address, the segment of Arabic numerals can be replaced by a parenthesis, and the number to be omitted, separator, and number of omitted digits should be indicated from left to right within the parentheses. For example, 9800980000 can be abbreviated as 980098 (0/4).

In the address allocation process of networked computers and intelligent terminals, it is necessary to make the external address correspond to the internal binary address. Therefore, a fixed-length unfixed-position method is needed to make the two correspond to each other. For example, for external address [7]19, it will correspond to internal binary address [7] (0/251) 10011.

The address can be assigned to a network interface, and if it can be assigned to a single network interface, this identifier serves as a unicast address. Messages with the destination address of the unicast address will be sent to the unique network interface identified by it.

In order to achieve compatibility with IPv4 and IPv6 addresses, the complete 32-bit IPv4 and 128-bit IPv6 addresses are kept at the end of the IPv4 address segment, and the value of the first

segment is used as an identifier to point to IPv4 or IPv6. The mapping relation between IPv4 and IPV9 addresses is shown in Table 3.

Table 3. The mapping relation between IPv4 and IPV9 addresses

| Bit number | Legnth (bit) | Mapping relation |
|------------|----------------|------------------|
| 1-96 | 96 | 0[0[0 |
| 97-128 | 32 | 0 |
| 129-224 | 96 | 0 |
| 225-256 | 32 | IPv4 address |

The address mapping relation between IPv6 and IPV9 is shown in Table 4.

Table 4. The mapping relation between IPv6 and IPV9 addresses

| Bit number | Legnth (bit) | Mapping relation |
|------------|----------------|------------------|
| 1-96 | 96 | 1[0[0 |
| 97-128 | 32 | 0 |
| 129-256 | 128 | IPv6 address |

For IPV9 nodes in tunneling technology, they should be assigned IPv4/IPv6 compatible addresses to communicate with other nodes in the corresponding network. The mapping table for this is shown in Table 5.

Table 5. The mapping relation of IPV9 compatible IPv4/IPv6 addresses

| Bit number | Legnth (bit) | Content |
|------------|----------------|---------------|
| 1-10 | 10 | Prefix |
| 11-29 | 19 | Reserve |
| 30-32 | 3 | Sign |
| 33-96 | 64 | 0 |
| 97-128 | 32 | Scope |
| 129-224 | 96 | IPv6 specific |
| 225-256 | 32 | IPv4 specific |

5.2 IPV9 Address Allocation Algorithm. The method of using full digital codes to assign addresses to computers accessing the internet (IPV9) is as follows: the address of a computer is composed of an access number, a phone number, and a classification number. The access number is

the numerical number of the website specified by the country and region, and the phone number includes the international direct dial phone number of the user's country, the domestic direct dial phone area code of the user's region, and a combination of the phone numbers of the user's unit or individual. The classification number is the numerical number assigned by the country or region to a unified business category.

The IPV9 technical solution is to input addresses into computers through input from computers and intelligent terminals, such as scanning input devices such as keyboards, barcodes, QR codes, visual input devices, voice input devices, etc. It combines various computer software and hardware, and uses various transmission media such as optical cables, microwaves, and coaxial cables to address the external addresses of networked computers and intelligent terminals stored in the database corresponding to the addresses of internal computer operations.

The address allocation steps for networked computers are as follows.

(1) Define various external addresses of all networked computers and intelligent terminals as decimal values, which represent decimal integers in the range of 10^0 - 10^{256} , and input the addresses into the computer through the input ports of the computer and intelligent terminals, such as keyboards, voice input devices, etc;

(2) Define the internal addresses of all networked computers and intelligent terminals as binary values, which represent binary numbers ranging from 2^0 to 2^{1024} ;

(3) The address allocation algorithm can correspond to a binary internal address using a fixed-length unfixed-position method or a fixed-position unfixed-length random length method;

(4) In addition to storing external addresses, the database also stores top-level domain names applied for in various languages such as numbers, English, and Chinese, as well as existing communication numbers such as phone numbers, region numbers, city numbers, mobile phone numbers, MAC addresses, and the latest numerical domain names based on decimal encoding;

(5) The addresses in the database are directly corresponding to the binary addresses inside the computer, and the data flow is directed to the host through transmission media such as optical cables, microwaves, and coaxial cables through the gateway. Character domain names can be parsed to find their decimal addresses and point to the address of their host. Telephone numbers, mobile phones, and other communication numbers in the database are directly directed to the communication system to which the communication number belongs through the gateway.

6. Conclusions

This paper systematically explores the most commonly used IPv4 and IPv6 network addresses based on IP frameworks, and deeply analyzes the composition and structure, address types, address management and allocation mechanisms, address subnetting and aggregation, as well as the transition and interconnection technology from IPv4 to IPv6. With the advent of the Internet 4.0 era and the continuous emergence of emerging technologies, the traditional network is facing enormous challenges in scalability, security, reliability and other aspects. The development of the network in the future will become the next generation of national science and technology strategic innovation technology. This paper proposes a new type of network IPV9 based on decimal system, aiming to create an autonomous, secure, high-speed, and compatible future network. This paper provides a basic introduction to the composition of IPV9 network addresses, the compatibility of IPV9 addresses with IPv4 and IPv6 addresses, and address allocation algorithms.

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