

Integrating Artificial Intelligence in Science Education: Benefits and Challenges

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Abstract

This paper investigates the use of artificial intelligence (AI) in science education, focusing on the revolutionary potential of AI as well as the problems that associated with its implementation. Through the provision of individualized instructional materials and adaptive learning pathways, artificial intelligence technologies offer a multitude of advantages. Implementing artificial intelligence in educational settings, on the other hand, is riddled with difficulties, such as financial limits, issues regarding data privacy, and the possibility of becoming overly dependent on technology. The unequal distribution of access to artificial intelligence tools can further worsen existing educational inequities, and it is imperative that ethical concerns around prejudice and privacy be addressed in order to safeguard the rights of students. In this study, the importance of a well-rounded strategy is emphasized. This approach should incorporate ethical standards, technology improvements, and fair access, and it should be supported by professional development opportunities for educators and collaboration among many stakeholders.

Keywords: Artificial Intelligence (AI), Science Education, Personalized Learning, Ethical Considerations, Educational Frameworks

Introduction

The introduction of artificial intelligence (AI) into the field of science education ushers in a revolutionary era that has the potential to dramatically enhance the quality of the educational experience experienced by students. Educational environments are being reshaped by technological breakthroughs, which means that instructors are confronted with innovative tools and complicated issues. Personalized learning experiences can be offered through the utilization of artificial intelligence, which enables students to interact with content that is tailored to their specific requirements, preferences, and speed. The capacity for dynamic adaptation helps to cultivate a more profound understanding as well as an even greater excitement for scientific investigation. On the other hand, such integration is not without its challenges; concerns over data privacy, the requirement for sufficient training for educators, and questions of equity in access to technology commonly come up in conversations regarding the role that artificial intelligence plays in academic institutions. For the purpose of realizing the full potential of artificial intelligence, it is essential to negotiate these issues with careful consideration, assuring the appropriate and ethical integration of AI in science education. Despite these obstacles, artificial intelligence holds a considerable promise for the field of scientific education; therefore, it is vital that these issues be overcome. By fostering collaboration between educators, technologists, and policymakers, institutions can create a framework that not only addresses these challenges but also enhances the learning experience for all students. This collaborative approach can lead to the development of innovative curricula that incorporate AI tools, allowing students to engage with complex scientific concepts in interactive and meaningful ways. By prioritizing inclusivity and accessibility, educators can ensure that all students benefit from these advancements, ultimately preparing them for a future where AI plays an integral role in scientific discovery and innovation. This proactive strategy will empower students to not only understand the principles of science but also to harness AI as a tool for exploration and problem-solving,

equipping them with essential skills for their future careers. Emphasizing hands-on projects and real-world applications will further deepen their understanding, fostering a generation of learners who are not only knowledgeable but also adaptable to the rapidly evolving technological landscape.

The incorporation of artificial intelligence (AI) into educational processes marks a revolutionary shift in pedagogical techniques, which profoundly alters the manner in which knowledge is transmitted and assimilated. Machine learning, natural language processing, and adaptive learning systems are some examples of the technologies that fall under the umbrella of artificial intelligence (AI), which is defined as the emulation of human intelligence processes by computer systems. Using artificial intelligence, traditional teaching methods in education are improved, and learning experiences are personalized to match the needs of pupils. According to the findings of recent research (A. Nykonenko, 2023), artificial intelligence has the potential to dramatically optimize pedagogical processes and meet the budgetary and time constraints that are inherent in conventional educational models. This potential is enormous. According to Martín-Núñez et al. (2020), this highlights the revolutionary potential of artificial intelligence (AI) in the field of science education. It also highlights the crucial role that educators play in embracing these breakthroughs, which empowers them to create the ever-changing educational landscape. As educators adapt to these technological advancements, they can foster a more engaging and effective learning environment that not only enhances student outcomes but also prepares learners for the demands of a rapidly evolving world (Sadiku et al., 2021). By integrating AI tools and resources into their teaching strategies, educators can tailor instruction to meet individual student needs, thereby promoting inclusivity and maximizing learning potential for all. This tailored approach not only supports diverse learning styles but also encourages critical thinking and problem-solving skills that are essential for success in the 21st century..

Recent advancements in the field of science education are indicative of an increasing emphasis on individualized learning, which is done with the intention of catering to the various requirements of pupils. Traditional teaching methods have been revolutionized as a result of the incorporation of novel technologies, which has equipped educators with the ability to effectively personalize learning experiences. The possibility for improved individual instruction has dramatically grown since the emergence of artificial intelligence (AI). AI tools are able to assess student performance data in order to provide individualized learning materials that support a deeper level of comprehension and engagement. According to Yılmaz (2024), numerous research have highlighted the benefits of artificial intelligence (AI) in the creation of adaptable learning environments that assist in accommodating different learning styles and paces, ultimately leading to enhanced educational outcomes. For the purpose of efficiently utilizing these technologies, there are still challenges to be faced, including financial limits, inadequate infrastructure, and inadequate teacher preparation. It is essential to address these obstacles in order to fully realize the transformative potential of artificial intelligence in the field of science education and to guarantee equal access for all students.

When it comes to improving educational outcomes, particularly in the field of science education, the incorporation of artificial intelligence (AI) into educational frameworks holds tremendous promise. The program provides students with individualized and adaptable learning experiences that may fit a variety of learning styles and paces. This ensures that students receive training that is adapted to their specific requirements. According to research conducted by Hoelscher et al. (2024), artificial intelligence has the potential to enhance the delivery of educational services, simplify administrative procedures, and enhance resource allocation. Furthermore, the perspectives of stakeholders are essential for the successful implementation of artificial intelligence within K-12 settings. Their ideas can drive the design of curriculum that emphasize critical thinking and problem-solving abilities that are relevant to scientific investigation. According to Sanusi et al. (2024), it is of the utmost importance to

address issues regarding data privacy and ethical use of artificial intelligence (AI), as these aspects have a substantial impact on the successful integration of technology in classrooms. It is possible for the education system to create a learning environment that is both engaging and efficient by combining the input of stakeholders with cutting-edge artificial intelligence techniques. This will ultimately result in enhanced educational outcomes in the field of science. This research makes use of a combination of literature reviews and case studies in order to investigate the incorporation of artificial intelligence (AI) in science education and to determine the advantages and disadvantages of doing so.

Benefits of Integrating AI in Science Education

The implementation of artificial intelligence (AI) in the field of scientific education has a number of revolutionary advantages that have the potential to improve teaching strategies and increased student engagement. (Sharifuddin & Hashim, 2024) Artificial intelligence technologies, such as chatbots and bespoke learning platforms, offer students the opportunity to access personalized learning experiences. These technologies enable students to advance at their own pace while simultaneously obtaining fast feedback on their inquiries. By catering to students' inherent motives and their demand for competence, this direct engagement helps students develop a better comprehension of complicated scientific concepts, which aligns with the principles of Self-Determination Theory (Alasgarova & Rzayev, 2024). A deeper understanding of these concepts is fostered by this immediate interaction. Educators are able to detect individual learning patterns and preferences, which further refines educational tactics, thanks to the capability of artificial intelligence systems to evaluate huge volumes of data. As a consequence of this, artificial intelligence helps to make studying more interesting and prepares students for a future in which technical competency is essential across all scientific fields (Boratkar & Sambhe, 2024). Therefore, the incorporation of artificial intelligence into science education marks a big step toward the creation of learning environments that are more effective and adaptable.

Through the promotion of individualized learning experiences that are suited to the requirements of students, the introduction of artificial intelligence has transformed educational approaches. These systems, which are driven by artificial intelligence, evaluate large amounts of data, which includes learning styles, performance metrics, and engagement levels. This gives them the ability to alter the material, pacing, and instructional approaches in accordance with the findings. Teachers are able to discover and fix knowledge gaps in real time because to the ability of artificial intelligence to deliver instant feedback. This helps to build an environment that is more adaptable to learning. For example, as noted in recent studies, the shift toward individualized learning models enables educators to address the compelling requirements of a varied range of learners while simultaneously increasing student engagement and motivation (Prajapati, 2024). In addition, the incorporation of non-formal learning activities might be a useful complement to these artificial intelligence tools. This can enhance the educational experience by bridging the gap between formal curriculum and real-world applications, as well as promoting scientific literacy among students (de Lima et al., 2023). Through the use of such an integrated approach, students are better able to comprehend scientific principles and are more prepared to face future challenges in a world that is always changing.

It is possible that the incorporation of artificial intelligence (AI) into science education will significantly boost the level of engagement and motivation among students. AI has the potential to convert traditional educational approaches into ones that are interactive and adaptive, effectively capturing the attention of students. This can be accomplished through the utilization of personalized learning experiences that are suited to individual needs. In the process of interacting with intelligent tutoring systems or gamified learning platforms that are powered by artificial intelligence, students actively participate in their own learning processes,

which ultimately results in a more profound comprehension of intricate scientific concepts. The implementation of AI has the potential to simplify administrative work, which will enable teachers to devote more of their attention to interacting with their students and giving them with constructive criticism. This paradigm change is in line with the growing desire for novel teaching approaches, which was highlighted in a study that addressed the perspectives of education stakeholders on the incorporation of artificial intelligence into curricula (Sanusi et al., 2024). This kind of involvement inspires students and provides them with the vital skills they need to be successful in a world that is becoming increasingly driven by technology.

Assessment and feedback systems have been revolutionized as a result of the incorporation of artificial intelligence (AI) into educational procedures, which has led to a more individualized learning experience. Educators are able to acquire insights into the performance of individual students through the utilization of analytics driven by artificial intelligence, which allows them to identify areas that require targeted intervention. For example, computers are able to perform real-time analysis of replies, which enables quick feedback that is specifically suited to each student's level of comprehension. This is especially important in topics such as science, where comprehensive grasp of concepts is essential (Prajapati, 2024). In order to ensure that students are consistently pushed while still receiving help, artificial intelligence can provide adaptive assessments that modify the level of difficulty dependent on a student's competence. Because of this change, students are provided with constructive feedback that is tailored to their own learning methods, which in turn stimulates engagement and fosters a sense of ownership over one's educational journey. To put this into perspective, practical assessment and feedback mechanisms eventually improve educational results and fairness in science education, and they are precisely aligned with the requirements of a student population that is comprised of a varied range of students.

Challenges of Integrating AI in Science Education

The incorporation of artificial intelligence into science education presents a substantial number of problems that teachers need to overcome in order to guarantee successful learning outcomes. There is a huge problem with the unequal distribution of access to technology, which results in an uneven playing field where pupils are concerned. People who have limited access to artificial intelligence tools may have difficulty keeping up with their peers, which can exacerbate existing educational disparities. When students rely on artificial intelligence for research and learning, they may prioritize the retrieval of knowledge quickly rather than engaging deeply with the subject matter. This can lead to a superficial understanding of the material. In addition, the incorporation of AI necessitates the development of new pedagogical techniques and skill sets by educators, which may not be practicable for all members of the teaching team (Kenchakkanavar, 2023). There is a pressing need for curriculum to continuously adapt as artificial intelligence technologies continue to improve. This is to ensure that both teachers and students are able to effectively exploit these advancements, rather than allowing them to become mere diversions (Martín-Núñez & Díaz-Lantada, 2020).

Concerns regarding data privacy and substantial ethical problems are becoming more prevalent as the use of artificial intelligence (AI) in science education continues to expand. These concerns need to be addressed. The usage of technologies that are driven by artificial intelligence raises worries about the huge volumes of student data that are collected. If this data are not handled appropriately, it could result in violations of students' privacy and the inappropriate use of sensitive information. When the potential biases that are inherent in AI systems are taken into consideration, ethical concerns inevitably arise. Should these prejudices not be adequately managed, they may unintentionally contribute to the perpetuation of current educational disparities. According to the research that has been conducted, artificial intelligence has the potential to improve educational efficiency and

enhance individualized learning experiences. However, in order to safeguard student rights and privacy, its implementation requires a thorough examination of ethical frameworks (Mallikarjuna, 2024). According to Eden et al. (2024), the aforementioned problems are further complicated by the fact that educational institutions are required to develop transparent policies and make certain that applications of artificial intelligence do not undermine the confidence and safety of students. In order to successfully include artificial intelligence into science education, it is necessary to have a well-rounded strategy that places a priority on ethical principles.

In light of the fact that more and more teachers are turning to artificial intelligence (AI) to improve science education, it is essential to take into consideration the consequences of accessibility and equity in its deployment. Artificial intelligence technologies offer the ability to personalize learning experiences, making it possible to provide students with training that is personalized to fit their unique requirements. The disparities in access to technology have the potential to worsen the educational disparities that already exist. As an illustration, students who come from underprivileged families could not have access to the resources they need to benefit from AI-driven technologies, which would further widen the success gap. It is imperative that these equity concerns be addressed in order to guarantee that the benefits of artificial intelligence are distributed evenly among all pupils, irrespective of their socioeconomic standing. According to the findings that emphasize fairness and inclusivity (Askarkyzy & Zhunusbekova, 2024), it is of the utmost importance to generate ethical rules about the utilization of data and the protection of personal information. According to Umar (2024), a method that is committed to having an equal integration of artificial intelligence in science education promotes learning and champions social justice in the academic world.

Change frequently elicits resistance from educational institutions and educators, especially as a result of concerns regarding the unknown ramifications of emerging technologies such as artificial intelligence (AI). Because artificial intelligence has the ability to replace traditional teaching positions, many educators are concerned that they may lose their autonomy and the essential human connection that is essential to pedagogy. Furthermore, they have a low level of digital literacy, which makes it difficult for them to make good use of AI tools (Prajapati, 2024). This concern is heightened by the circumstance. In addition, educational institutions confront difficulties in matching the incorporation of artificial intelligence with pre-existing curricula, which some teachers consider to be a severe disturbance to practice that has been established. There are a number of reasons why people are hesitant to adopt artificial intelligence (AI), including a reluctance to change traditional methodology, ethical concerns around data protection, and the possibility of biases inside AI systems. As a consequence of this, it is essential to cultivate a culture of adaptation within educational contexts in order to overcome this resistance and make the most of the benefits that artificial intelligence may bring to science education.

Case Studies and Examples of AI in Science Education

The transformative impact of artificial intelligence (AI) in science education is illustrated by a multitude of case examples, which enhance both the teaching and learning processes. There are studies that have been conducted on all stages of education, including preschool education (Samara & Kotsis, 2024; Samara & Kotsis, 2025) and primary education (Kotsis, 2024a; Kotsis, 2024b; Kotsis, 2024c; Kotsis & Tsiouri, 2024). An example of this would be adaptive learning platforms, which allow for personalized training that is suited to the specific requirements of each individual learner, hence promoting a more profound comprehension of difficult scientific concepts. As stated by Yilmaz (2024), the incorporation of artificial intelligence technology not only encourages a higher level of involvement but also offers insights that are informed by data, so enabling educators to efficiently alter their instructional tactics. The research highlights the utilization of artificial intelligence-driven virtual assistants

that provide real-time feedback and support, thereby providing a learning environment that is more interactive and responsive. However, despite these benefits, there are still problems that need to be addressed, such as the financial demands of implementation and the requirement that teachers receive training in order to be able to use these advanced tools (Franqueira et al., 2024). Addressing these challenges is essential for optimizing the role that artificial intelligence plays in science education, ensuring that it increases educational equity and accessibility, and ensuring that it personalizes learning.

Innovative techniques to incorporate artificial intelligence into elementary, middle, and high school education have demonstrated a great deal of success, highlighting the potential benefits for student engagement and learning results. The implementation of artificial intelligence curricula in schools frequently results in improved interaction and relevance in science lectures, which in turn creates a more engaging learning environment. According to research, educators are able to successfully incorporate artificial intelligence (AI) principles into computer science education if they receive the appropriate professional development for teachers. This is something that can be observed in Bavaria, Germany. Based on the findings of Jetzinger et al. (2024), this program provides educators with the opportunity to acquire the essential material and pedagogical knowledge to facilitate student comprehension of artificial intelligence technology. Students' problem-solving abilities and preparation for the workforce can be improved via exposure to cutting-edge technology, as demonstrated by initiatives that connect students with real-world uses of artificial intelligence (AI), such as partnerships with organizations such as the European Spallation Source (Darve et al., 2021). AI's transformational potential in improving science education from kindergarten through high school is demonstrated by these successful applications together.

Higher education is experiencing a rapid transformation in the landscape of science education, which is being driven by innovations that harness modern technology, particularly artificial intelligence (AI). According to Albelo and McIntire (2024), transformative technologies such as ChatGPT provide learners with tailored learning experiences that have the potential to improve student engagement and comprehension. These experiences also enable learners to more effectively assimilate huge volumes of data. While educators are beginning to grasp the dual potential of artificial intelligence to streamline course design and facilitate interactive learning environments, they must also continue to be vigilant about the ethical implications of these technical breakthroughs. According to Fuller and Barnes (2024), participants in a recent survey voiced their worries over an excessive reliance on artificial intelligence (AI) and the necessity of holistic skill development. This highlights the need for a balance between innovation and traditional academic rigor at the same time. Consequently, the incorporation of artificial intelligence (AI) into science programs has the potential to bring about enormous educational gains; however, allowing students to mindfully navigate the accompanying hurdles guarantees that they develop critical thinking abilities in addition to technological ability.

A complex interplay of benefits and obstacles is revealed by the worldwide landscape of artificial intelligence (AI) integration in education. This is due to the fact that different countries choose different approaches, which are greatly influenced by cultural and infrastructure issues. According to Lu et al. (2024), educators in higher education have recognized the potential of artificial intelligence-generated content to improve innovative teaching methods and ensure that students are engaged in the learning process. Educators, on the other hand, confront challenges when it comes to its actual application, which calls for a deep understanding of both educational practices and technology capabilities. On the other hand, the path that Latin America has taken in the realm of distance education demonstrates how the development of information and communication technology has influenced the incorporation of AI. According to the historical research, there has been a delay in the utilization of technology as a result of social inequities and availability problems. It also

underlines the great achievements that have been made by institutions like as Tecnológico de Monterrey and Universidade de São Paulo in Mexico and Brazil, who are pioneers in the incorporation of sophisticated educational technologies (Miralrio, 2024). Therefore, it is essential to encourage international collaboration and the exchange of best practices in order to overcome obstacles and make the most of the benefits that artificial intelligence may bring to science education.

Discussion

While the incorporation of artificial intelligence into science education gives a tremendous opportunity to improve the efficiency of learning, it also brings a number of critical obstacles that need to be addressed accordingly. Cedeño et al. (2024) have established that artificial intelligence has the potential to enhance student engagement and performance by facilitating tailored learning experiences and streamlining assessment procedures. This idea is supported by the literature that has been evaluated. On the other hand, it is impossible to ignore the ethical problems that surround the employment of artificial intelligence, such as concerns around privacy and equitable access to resources. According to Askarkyzy and Zhunusbekova (2024), the findings of empirical investigations underscore the importance of establishing rigorous ethical norms that guarantee that all students will benefit from breakthroughs in artificial intelligence without being subjected to discrimination or having their privacy violated. In the end, it is evident that artificial intelligence has the potential to change science education; but, in order to accomplish this, educators, politicians, and researchers need to work together and build frameworks that enable ethical deployment possible. It is only via such concerted efforts that we will be able to fully exploit the capabilities of artificial intelligence while also protecting the interests of all educational stakeholders.

The implementation of artificial intelligence in the field of science education has a number of significant benefits, notably in terms of boosting tailored learning experiences and increases in student engagement. It has been demonstrated through research that artificial intelligence systems have the capability to offer individualized instructional materials and adaptive learning pathways, hence considerably enhancing the outcomes of individual students (Yılmaz, 2024). (Albelo & McIntire, 2024) Artificial intelligence makes it easier for students to gain access to a wide variety of information and interactive learning opportunities, which can enhance their academic experiences. There are significant obstacles that educators need to overcome in order to take advantage of these benefits. Concerns about data privacy, financial limits, and the possibility of over-reliance on artificial intelligence technology are all important obstacles that stand in the way of successful deployment (Yılmaz, 2024). Furthermore, although artificial intelligence has the potential to improve the effectiveness of learning, there are concerns surrounding the possible reduction in the importance of direct educator engagement, as well as the ramifications this may have for critical thinking and tailored instruction (Albelo & McIntire, 2024). It is essential for educational institutions that want to increase the benefits of incorporating technology into their teaching methods to strike a balance between the revolutionary potential of artificial intelligence and the obstacles that it presents. This balance requires a thoughtful approach that prioritizes human interaction and mentorship while leveraging AI tools to enhance educational outcomes. Achieving this equilibrium not only fosters a more enriching learning environment but also ensures that students develop essential interpersonal skills and critical thinking abilities, which are vital in today's rapidly changing world. Incorporating technology in a mindful way can lead to innovative teaching practices that inspire creativity and engagement among students, ultimately preparing them for future challenges. By integrating technology thoughtfully, educators can create personalized learning experiences that cater to the diverse needs of their students, fostering a deeper understanding and retention of knowledge.

The development and integration of artificial intelligence (AI) technologies into educational settings are poised to undergo a profound upheaval in the landscape of science education. According to Mohammed Almansour et al. (2024), the proliferation of AI-powered technologies has the potential to enhance individualized learning experiences by adjusting to the specific requirements and preferences of each student. This is similar to the gains that have been observed in higher education. As a result of providing students with resources that are closely aligned with their interests and talents, such individualized approaches have the potential to improve students' engagement and comprehension. The adoption of these technologies by educators brings with it the challenge of addressing ethical concerns around bias and equity in the context of artificial intelligence applications. Previous research has demonstrated that a complete educational framework is required in order to guarantee that science education continues to be successful and inclusive while simultaneously encouraging ethical standards in the application of artificial intelligence (Mohammed Almansour et al., 2024). In the future, the successful incorporation of artificial intelligence (AI) into science education will be contingent on striking a balance between maximizing the benefits of technology and preserving a strong ethical foundation in order to adequately prepare students for a world that is constantly evolving. This balance will necessitate ongoing dialogue among educators, technologists, and policymakers to ensure that AI tools are designed and implemented in ways that promote fairness, transparency, and accountability within educational settings. Achieving this goal will require robust training programs for educators, fostering a deep understanding of AI's capabilities and limitations while equipping them with the skills to teach students about responsible use in their future careers. Such initiatives can empower educators to not only integrate technology effectively into their curricula but also to inspire critical thinking and ethical considerations in students as they navigate the complexities of an increasingly digital landscape. By prioritizing these educational strategies, institutions can cultivate a generation of learners who are not only proficient in technology but also aware of its societal implications, ultimately leading to more informed and responsible citizens. This holistic approach to education will ensure that students are not just passive consumers of technology, but active participants in shaping its future, fostering innovation and ethical standards in the digital age.

Conclusion

Although incorporating artificial intelligence (AI) into scientific education gives an unprecedented opportunity for transformation, it is imperative that educators and policymakers take the initiative to participate in this endeavor. Not only must educators embrace new technologies, but they must also become advocates for the responsible application of these technologies in order to fully harness the potential of artificial intelligence. In order to provide educators with the knowledge and abilities they need to successfully incorporate artificial intelligence tools into their lesson plans, professional development programs ought to be designed. It is strongly recommended that policymakers give funding precedence to research and pilot initiatives that investigate the applications of artificial intelligence in a variety of educational contexts. It is possible for us to create an inclusive framework that solves ethical concerns and assures equal access if we encourage collaboration between researchers, technologists, and educators. To what extent we are able to successfully traverse the intricacies of artificial intelligence in education will ultimately be determined by the coordinated efforts of various stakeholders. This will ultimately result in improved learning outcomes and a revitalization of scientific discovery for students all around the country. Investing in such initiatives not only fosters innovation but also equips educators with the necessary tools to enhance teaching methodologies and create personalized learning experiences tailored to individual student needs. By prioritizing these collaborative efforts, we can ensure that the integration of artificial intelligence in education is both equitable and

effective, paving the way for a future where every learner has the opportunity to thrive. This vision will require ongoing research, investment in technology infrastructure, and continuous training for educators to adapt to the evolving landscape of AI-driven educational tools. Such a comprehensive approach will ultimately empower students to develop critical thinking skills and creativity, preparing them for the challenges of a rapidly changing world. As we move forward, it is essential to foster partnerships between educational institutions, technology developers, and policy makers to create an ecosystem that supports innovation while addressing the diverse needs of learners.

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