

# Chapter 5

## Navigating AI Biases in Education A Foundation for Equitable Learning

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### **ABSTRACT**

*There is revolutionary potential when artificial intelligence (AI) is used into education. The use of AI in educational systems holds promise for individualized instruction and evaluation. It has, nevertheless, also made clear several serious biases and shortcomings. This chapter critically investigates the biases—such as cultural biases and socioeconomic disparities—that are ingrained in AI algorithms used in education. It looks at how inadequate AI is at meeting a range of student needs, including socioeconomic understanding and complicated emotional states. A framework is put forth to address these problems: data-driven diversity, ethical AI design, transparency and accountability, human-AI collaboration, and ongoing assessment and improvement. By putting these tactics into practice, stakeholders can minimize prejudices and fully utilize AI's promise, creating fair and productive learning environments for all students.*

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## 1. INTRODUCTION

During the past few years, the use of Artificial intelligence (AI) has raised a lot of enthusiasm in education community as well as some disputes, and so many opportunities for learning and assessment have been provided. AI technology can be a game changer for the way education is carried out by allowing for individualization of processes, completing administrative chores and providing educational managers with useful data. But at the same time, while we witness the excitement created by AI, we cannot forget about the similar risks and shortages accompanied by the AI-based education that need to be dealt with.

The merger of AI and education in education is a multilevel array of new opportunities. Among the most powerful advantages is providing learners with opportunities for one's experiences personalized learning in keeping with each student's individualized needs and tastes. With the aid AI-driven adaptive learning systems that can analyse the big data to find not only students' strengths but also students' weaknesses as well and thus can provide personalized learning ways and resources to the maximum. Again, AI systems can do so by automating the formerly repetitive tasks (like grading assignments or the course enrolment management). This way the time of educators can be focused on the individual instruction and mentoring.

Additionally, the AI could be used to add value to the assessment process through allowing for real-time feedback and disclosure of student performance insights. Mechanized assessment systems, with the aid of AI system of algorithms, examine students' answers to tests, quizzes and assignments in order to provide immediate feedback and identify zones for enhancement. This prompt feedback could show students the gap between achieved knowledge and the aim for learning and thus take timely measures to fill in the gaps.

Proceeding from these perspectives, the merits of AI in education are not unblemished with the inevitable difficulties which crop up. The most important issue is the integration of the biases and deficiencies of artificial intelligence algorithms into the operation of AI. AI systems play with historical information that is a product of socially proven biases which mirror the discrimination and cultural stereotypes that are available in the society. Bias may in many ways appear which for examples could be an instance of gender bias, race bias and or socioeconomic bias and have far reaching effects in the in the field of education with regard to equity and inclusivity.

The gap in providing unique and personalized learning solutions for students with diverse needs like the management of emotions, individual learning styles, and socio-economic contexts also remains a challenge for AI systems. Although AI technologies are highly effective when dealing with large volumes of the structured data, they may become unable to cope with the hard-to-identify emotions of learners, or understand complex socio-economic circumstances, which are of great impor-

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