


Chapter 2

Impact of Artificial Intelligence on Teaching Learning Among Lecturers in Special Education

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ABSTRACT

This study investigated the impact of Artificial Intelligence on teaching learning activities among lecturers in special education. Three research questions guided the study. A quantitative research design was adopted. The population comprised 20 academic staff in the field of special education. A self designed questionnaire tagged Impact of Artificial Intelligence (IAI) were used to collect data from the respondents. The reliability and validity of the instrument were established (0.75-0.89). The descriptive statistics of frequencies, percentages, means, and standard deviations were used to analyze the data collected. The findings revealed that the current level of impact of AI on teaching/learning among lecturers in special education, and usage was not encouraging enough. It is therefore recommended that training and retraining of lecturers on the use of AI and technological devices should be organized periodically through conferences, workshops and seminars in order to enhance the impact and usage of AI generally among lecturers and those in the field of special education.

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INTRODUCTION

Artificial Intelligence Software is becoming pronounced and worldwide appreciated, especially in the field of special education. It is an embodiment of instructional and communication Technological devices and gadget that improves the effectiveness and work in such a way that add value to life. AI are seen as disruptive technological devices that can significantly improve special education practices. They serve as interface between teachers and learning and creates an opportunity for improvement in individualized learning. This emphasizes its usefulness and relevance in the field of special education. Whether we believe it or not, we are all making use of AI in one way or the other. This shows that there is a need for constant usage and development in line of its appropriate usage in any field we find ourselves, especially among students with special education needs and disability. Lametti (2022) opined that several people across the world are making use of Artificial Intelligence. Every individual utilizes AI daily either by surfing the net, shopping or travelling Mathew et al (2023). Artificial Intelligence can be defined as systems of machines and computers that collaboratively work together in order to logically follow the pattern of human cognition (Tai 2020). Artificial Intelligence is defined as computers that are utilized and subjected to performance of mental activities and assignment that are often performed by human beings in education (Baker and Smith 2022).

The impact of Artificial Intelligence (AI) on teaching/learning among special education teachers vary widely based on several factors, including access to technology, training opportunities, and the specific educational environment. Artificial Intelligence (AI) is one of the fast-growing technologies that brings about improvement in lectures and teachers' performance in teaching learning activities (Cleopas 2023). Research indicates that while many teachers acknowledge the potential of AI, their level of proficiency and comfort with these tools often depends on prior training, institutional support, and the availability of resources (Al-Azawei, Serenelli, and Lundqvist 2017). Artificial Intelligence (AI) has emerged as a transformative force across various sectors, including education, with notable potential in Nigeria (Eze, -Nwankwo, Akintoye, and Ogbu 2021). Its capacity to personalize learning, automate administrative tasks, and support diverse learning needs offers significant opportunities to enhance educational practices in the country (Adebayo, 2022). In special education, (AI) could play a pivotal role in providing customized educational resources, improving communication, and promoting an inclusive learning environment (Ogunyemi, Adeyemi, Bello, & Yusuf 2023).

However, the successful integration of AI in Nigerian educational settings largely hinges on educators' knowledge and their ability to effectively utilize these technologies (Ibrahim and Sulaimon 2023). Artificial Intelligence has the potential to enhance teaching learning, especially in the field of special education. It has the

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