


Chapter 14

Artificial Intelligence in Education: Supporting Diverse Learning Styles and Addressing Ethical Considerations

Pi-Chi Han

 <https://orcid.org/0000-0001-9429-4967>

National Kaohsiung Normal University, Taiwan

ABSTRACT

This chapter explores the transformative potential of artificial intelligence (AI) in education, focusing on how AI technologies support diverse learning styles and foster inclusive pedagogy. Drawing on theories such as Gardner's multiple intelligences and Vygotsky's social constructivism, it examines the role of intelligent tutoring systems, adaptive learning platforms, and natural language processing tools in personalizing instruction and promoting learner autonomy. The chapter also addresses critical ethical concerns, including data privacy, algorithmic bias, and the evolving role of educators. Emphasizing alignment with Universal Design for Learning (UDL) and global AI ethics frameworks, it advocates for responsible integration of AI to enhance accessibility and equity in education while reaffirming the indispensable human dimension of teaching.

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INTRODUCTION

The integration of AI into educational ecosystems has ushered in a transformative shift in how learners with diverse cognitive needs and learning preferences engage with instructional content. Through AI-powered tools and platforms, educators gain unprecedented capabilities to design and implement personalized, inclusive, and dynamic learning experiences. These technologies address a wide spectrum of learning styles—including visual, auditory, reading/writing, and kinesthetic modalities—thereby supporting differentiated instruction and enhancing educational equity (Saffari & Khodayar, 2024).

AI's adaptive capabilities allow it to tailor instruction to individual learners by analyzing their behavior, performance, and preferences, thereby offering nuanced, real-time pedagogical support. This personalization is particularly impactful for students who may not thrive in traditional instructional environments, as it enables them to receive guidance aligned with their unique strengths and challenges (Saffari & Khodayar, 2024). In parallel, AI-driven educational technologies hold great promise for addressing educational disparities—especially in underserved communities—by democratizing access to high-quality resources and individualized feedback (Leon Jr, 2024; Roshanaei et al., 2023).

The convergence of AI with education is multifaceted. AI facilitates customized learning trajectories, streamlines assessment processes, and supports intelligent tutoring systems that evolve in tandem with each learner's development (Bulut et al., 2024). These innovations have the potential to create engaging, equitable, and effective educational experiences regardless of students' socioeconomic status or cultural background (Dey, 2024). However, alongside these benefits, AI introduces a range of ethical complexities. Chief among these are issues of data privacy, algorithmic bias, and the evolving role of educators. A thoughtful examination of these implications is vital for the responsible deployment of AI in education (Gligorea et al., 2023).

This chapter explores the dual promise and challenge of AI in education. It examines how AI aligns with contemporary pedagogical theories, its capacity to support a wide range of learning styles, and its potential to foster inclusivity—while also confronting the ethical questions that arise from AI's integration. Through an interdisciplinary lens, the chapter provides a critical overview of how AI-driven technologies are reshaping teaching and learning, and it outlines what educators and policymakers must consider to ensure equitable, ethical, and effective implementation.

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