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AI-Driven Assistive Tools for Inclusive Education: Opportunities and Ethical Considerations

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Abstract:

Schools strive to implement Universal Design for Learning (UDL) principles to respond to learner diversity. Personalized and AI-facilitated learning support enables more students to receive the required adjustments. Various kinds of personalisation, including adapting the pace, content, or literacy level of learning materials, reinforce engagement and help build self-regulation skills. AI functions such as generating summaries or translating between languages are beneficial to language learning, while facilitating access to complex content and supporting vulnerable groups, such as refugee students with limited proficiency in the local language. Game-based resources and other such informal modes can also help further the overall aim (Li et al., 2024).

Keywords: Universal Design for Learning, Inclusive Education, Artificial Intelligence, Etc.

1. Introduction

Inclusive education ensures equitable access to learning for all students, irrespective of their backgrounds (García et al., 2020). Assistive technology supports students with disabilities and special needs (Al-Azawei et al., 2021). AI advancements lead to the creation of AI-driven assistive tools that can transform learning for diverse students. Such tools enhance accessibility, personalization, and human–AI collaboration, aligning with inclusive education principles (Li et al., 2023). AI-driven assistive tools are essential for achieving inclusive learning. These tools apply machine learning and deep-learning algorithms to offer support, feedback, and insights on student engagement and progress.

They can create personalized learning pathways and pre-build learner profiles using collected data. The structuring of these tools reflects learning sciences principles, which guide AI development in education. Various theoretical frameworks inform the development of AI tools, considering learning sciences aspects and collaborative environments (Kumar et al., 2023). As technology integrates into education globally, there is renewed interest in how it assists teachers in meeting the diverse needs of learners and providing inclusive opportunities. AI-driven tools are applications that utilize machine learning algorithms to aid learners, analyze their progress, create personalized pathways, and build profiles based on user-defined data (Liu et al., 2021; Zheng et al., 2021). (Nguyen et al., 2023)

2. Conceptual Foundations of AI in Education

Artificial Intelligence (AI) represents a significant shift in computing, combining Psychology, Mathematics, and Computer Science throughout the 20th century and now extending into various fields like education. AI focuses on creating intelligent machines, such as computers and robots, to perform tasks that usually require human intelligence. In education, AI applies constructive learning theories emphasizing collaboration between learners and resources, allowing them to collectively create and share learning scripts. Assistive Technology aids individuals with disabilities, including tools like instructional aids, Augmentative and Alternative Communication (AAC), and Visual Impairment (VI) resources. For AI to support inclusive education effectively, it must accommodate diverse learner characteristics like learning disabilities, sensory impairments, giftedness, and socio-economic backgrounds. Inclusive education principles include enhancing access, providing multiple engagement avenues, and addressing systemic issues affecting learners. The Learning Sciences explore people's learning contexts and development. Key concepts include (1) Accessibility, ensuring all learners have full access to educational settings; (2) Universal Design for Learning (UDL), which focuses on creating curricula that meet diverse needs; (3) Personalization, adapting content and methods to individual learners; (4) Learning Analytics, which involves data measurement and analysis to optimize learning; and (5) Human–AI Collaboration, where intelligent systems enhance human abilities and decision-making. (Cukurova, 2024)(Nguyen et al., 2023)

3. Opportunities of AI-Driven Assistive Tools for Inclusion

Artificial Intelligence (AI) enables machines to mimic human behavior and cognitive functions. In education, AI systems analyze data, make predictions, and enhance teaching and learning to meet individual learner needs. AI-driven assistive tools include

computer-based systems that personalize education, providing support, resources, and administrative assistance to educators. The rise of AI has also led to the development of systems like learning management systems (LMS), intelligent tutoring systems (ITS), text-to-speech (TTS) tools, and computer-aided learning systems (CALS), which support various teaching methods, especially during the COVID-19 pandemic. The application of AI can be guided by several instructional design models, such as Keller's ARCS, ADDIE, and Gagne's Nine Events of Instruction, as well as constructivist theory focusing on learner-centered approaches. Learning analytics involves the collection and analysis of learners' interactions and data to enhance educational experiences, ensuring accessibility and engagement through personalized LMS submissions and CALS activities. Inclusive education principles emphasize accommodating learner diversity, balancing challenges and capacities to maintain engagement and motivation. Systematic personalization and differentiation in teaching strategies, along with accessibility measures and equity considerations, are essential for addressing the diverse needs of learners and optimizing teaching outcomes. (Nguyen et al., 2023)(Li et al., 2024)

3.1. Access and Accommodation for Diverse Learners

Access and accommodation for diverse learners are core principles of inclusive education. To ensure that these principles benefit all students, a multifaceted approach addressing local needs and contexts becomes vital. Artificially intelligent assistive tools offer one such approach. They help create customized educational experiences and resources, enabling each learner to participate more fully in the learning community.

Assistive educational tools help remove barriers that learners of all types may encounter. Given the diversity of learning styles, interests, and motivation among students, it becomes crucial to rethink whether, when, and how to leverage technology in the learning process. Academic literature on adaptation and accessibility reinforces the importance of personalized, inclusive approaches and the need to strike a delicate balance among them. Inclusive education encompasses multiple dimensions, such as curricular and instructional content, the means of instruction, and the delivery of educational technology. Educators and learners alike have recognized that access does not guarantee engagement; putting additional systems in place to accommodate each learner's distinct habits, requirements, and characteristics is essential (Jacoby et al., 2024). Fresh concepts like a universal curriculum aim to define a set of resources or principles and practices that tools might adapt while remaining relevant to higher education (Hasib Akhter Faruqui et al., 2024).

3.2. Personalization and Differentiated Instruction

Both UDL and personalized learning support differentiated instruction to a certain extent, but the narrower focus on customization is particularly helpful for discussing AI. Personalized learning differs from conventional one-size-fits-all instruction; it tailors education to individual interests and needs through customized pedagogy, resources, and assessments based on each learner's particular requirements (Nguyen et al., 2023). Personalization employs a more individualistic approach than UDL, making it a valuable complement. AI technologies facilitate this adjustment through adaptive systems that deliver targeted content at appropriate levels in real time and tools that support specific learning processes (Li et al., 2024). Beyond enhancing personalization, AI can maintain student engagement through varied formats, rhythms, and paths.

3.3. Language and Communication Support

When learners require support in order to communicate effectively with others, AI-driven assistive tools have the potential to offer a wide variety of options. For early years learners, text-to-speech tools can support literacy development by enabling them to listen to words and phrases digitally. For learners who are not proficient readers, narrative-building software and tools that automatically generate language can enable them to tell stories, while software that identifies topic sentences or generates summaries can assist those who need help formulating their ideas.

Learners who require additional support for the production of written output may benefit from generative text assistants, where text is co-constructed between the learner and the software. Alternatively, writing assistants can provide suggestions and corrections at the sentence level surrounding spelling, grammar, or style. Robust, grammar-correcting functionalities are available, where the tool detects potential grammatical issues in learner writing and suggests associated corrections. Tools that convert spoken language input into written output can be beneficial in speaking and language-learning contexts or where the learner has difficulty writing but can formulate ideas verbally. Tools enabling translanguaging, such as AI-supported translation software, offer diverse language speakers the opportunity to switch between their first language and their second language while allowing for the interaction of both languages. (Godwin-Jones, 2024)

3.4. Assessment, Feedback, and Learning Analytics

Assessment, feedback, and learning analytics are essential in higher education, motivating students and tracking their progress. Frequent assessment and prompt feedback drive students toward their objectives. Learning analytics utilizes data to observe and analyze student behavior—such as attendance and library usage—uncovering disparities in engagement and academic performance within distance

learning, thus enabling enhanced support for learners. Predictive analytics establish links between student actions, personal factors, and course structure, aiding in creating success models under different conditions. Automated analysis of reflective writing via sentiment analysis and natural language processing offers personalized feedback on students' emotional and structural aspects, complementing, rather than replacing, tutor evaluations. Digital tools like dashboards visualize student engagement patterns and participation across courses, while user experience research examines the efficacy of these tools in distance education contexts. Machine learning models assist in delivering timely and descriptive feedback on asynchronous activities, contributing to an automated feedback experiment that ensures student anonymity. Automated feedback for non-essay tasks opens new pathways to evaluate student writing skills, an opportunity previously underutilized in varied educational sectors. Large language models promote reflection and organize development strategies for future interactive educational systems. Introducing advanced automatic feedback systems poses challenges, as user interaction evolves over time. The application of assessment, feedback, and learning analytics in higher education is influenced by societal and political climates, revealing ways AI can enhance these areas further. Discussions position these concepts as pivotal in shaping the educational landscape across institutions. Intelligent Tutoring Systems (ITS) can effectively assess and instruct large student groups while maintaining detailed records of their progress. Despite significant investment, content in massive open online courses (MOOCs) remains largely unexamined. In addition to assessment, these practices illuminate student engagement levels, contributing to the broader educational dialogue. ITS are evolving toward more advanced human-like functionalities, integrating emotional analysis and motivation techniques, with intelligent agents becoming increasingly adept at recognizing and responding to students' social-emotional needs. (Rienties et al., 2024)(D Lindsay et al., 2023)(Schiff, 2021)

4. Ethical Considerations in AI for Inclusive Education

Ethical concerns regarding artificial intelligence (AI) have intensified with its widespread use in education. Educators and policymakers stress the necessity of responsibly implementing AI tools and addressing equity gaps, while various stakeholders engage in discussions to develop ethical frameworks for AI-driven educational innovation. AI can enhance resource access, improve user experiences, and meet evolving individual and collective needs. However, careless implementation risks reinforcing economic and social disparities. The lack of diverse perspectives in shaping AI education exacerbates this issue. Four key ethical principles have been proposed for AI development: equity, non-

maleficence, transparency, and accountability. Equity seeks to ensure fair access to AI-enhanced learning environments, preventing benefits from being skewed towards already privileged groups. It also entails supporting underrepresented communities in expressing their needs in the creation of educational AI applications. Non-maleficence insists that AI in education should avoid causing harm, emphasizing the importance of integrating human values into AI technology to mitigate unintended consequences. Transparency involves information sharing to aid decision-making, while accountability involves responsible governance that allows stakeholders to monitor AI's role in education. (Nguyen et al., 2023)(Yu & Yu, 2023)

4.1. Equity, Bias, and Fairness

Centre for the Advancement of Teaching and Learning, University of Helsinki, Helsinki, Finland The increasing use of artificial intelligence (AI) in education has sparked debates on fairness and ethics. AI technologies, such as deep learning, enable extensive knowledge processing and provide educational recommendations. In the global North, there is little discussion about AI's impact on children's rights or the bias in AI systems. Current public dialogue focuses on productive versus unproductive technology uses, akin to past debates over television's role in education and entertainment. Critics argue that many AI educational tools reflect neoliberal tendencies that shift responsibility away from educators. These technologies invite scrutiny, yet there's potential for constructive discourse amid ongoing concerns. Similar critiques arise regarding educational technology design, often undermining equity policies that prioritize formal equality, as poorly designed systems may violate fundamental rights and enable discrimination. Even well-designed systems can yield harmful unintended outcomes, while authoritarian regimes may exploit AI for invasive tracking and categorization. (Utterberg Modén et al., 2023)

4.2. Privacy, Data Security, and Consent

AI-driven assistive technologies depend on data related to the learner, the context, and the assistant itself. For students with special educational needs, the collection of personal data related to learning preferences, learning approaches, behavior patterns, and even medical history is often essential (Lakkaraju et al., 2024). The very nature of these data raises substantial privacy questions, and any collection procedure must comply with the relevant legal frameworks. In many jurisdictions, the online safety and privacy laws distinguish educational data from other types of data. The specific and sensitive nature of such information demands additional safeguards, accountability measures, and

parental, guardian, or tutor consent. Users must always remain fully informed of the nature and scope of data collection, data management, processing, storage, and sharing.

4.3. Transparency, Explainability, and Trust

Transparency is a critical aspect of ethical AI development (Ali Chaudhry et al., 2022). It encompasses the principles of explainability, fairness, accountability, interpretability, and safety. Transparency in AI implies sharing the tools and methods used to develop AI systems so that clients, experts, and stakeholders can understand the rationale behind AI-driven decisions. Explainability and interpretability are essential for transparency since they enable users to grasp how decisions and recommendations are formulated. Transparency and accountability are intrinsically related; documenting the development of AI solutions can facilitate the attribution of responsibility for AI performance, thus promoting accountability within the organization. Safety is perhaps the paramount principle in ethical AI development, yet it is frequently overlooked amid the scramble to introduce new products.

4.4. Autonomy, Dependence, and Teacher Roles

An arguably fundamental and frequently overlooked ethical consideration revolves around the extent to which AI-driven tools promulgate and reinforce a culture of student independence versus dependence and the attendant implications for educational practice (Li et al., 2024). Although in certain respects, a measure of dependence may arguably confer benefits by obviating or reducing the need for students to engage in often lengthy, laborious, and time-consuming tasks, the advent and proliferation of AI-facilitated assistive tools nevertheless raises questions about the possible erosion or compromise of student autonomy. Moreover, technological dependence can open the door to potential exploitation through undue commercial influence. At a broader level, the growing capacity of AI systems to automate educational functions—such as instruction, assessment, feedback, and lesson and curriculum plan generation—may inadvertently relegate teaching and learning to an increasingly technician-oriented and technician-dominated enterprise (Schiff, 2021). Empowering people—whether as pedagogue, tutor, mentor, coach, guide, or facilitator—rather than increasingly emphasizing the role of intermediary educational technology should remain a paramount priority and goal. Furthermore, educators, instructors, and teaching professionals face additional challenges when employing AI tools in classroom contexts where AI-generated content is prevalent.

4.5. Accountability and Governance:

Accountability and governance, including intended impact and methodology, inform

design of assistive tools. The ethical guidelines proposed in the Education2030 Framework for Action (UNESCO, 2015) are relevant for consideration of AI-driven assistive tools. Emphasis is placed on promoting dialogue among stakeholders and addressing norms, standards, and incentives to influence educators' response to assistive tools. Norms include the value of equitably negotiating the educational impact of such tools with stakeholders in the design phase (Nguyen et al., 2023).

5. Implementation and Policy Implications

Despite ongoing research and widespread discussions on the implications of AI technologies in education, there is limited consensus on how best to harness their benefits and mitigate their risks (Nguyen et al., 2023). The growth of AI-driven education tools, notably generative AI technologies like ChatGPT, triggers lively debates about broadening personalization and motivational support alongside unprecedented inclusivity challenges, as bias remains a key concern. Yet, access to and understanding of the underlying generative AI concepts remain limited among educators, consequently hindering meaningful discussions in the classroom.

Goals of implementation effort seek to enhance dialogue and ensure broader awareness of generative AI tools and their implications rather than promoting specific technologies or approaches. The prospect of expanding accessibility and rethinking assessment and feedback for broader international communication are only a few of the compelling opportunities associated with these technologies.

5.1. Stakeholder Engagement and Professional Development

The ethical deployment and use of generative AI in education require governance frameworks to help maintain the opportunity for educational equity for all students, the chance for AI-based educational tools to be transparent about their predictive workings, the ability for students to discover how their educational privacy and security are being used and safeguarded, the priority for educator coaching and collaboration time in the use of AI for Learning, the equitable availability of computing resources to support generative AI use in education, and support for the reevaluation of the teacher-student roles and tasks due to the adoption of generative AI educational technologies.

Such frameworks and guidelines can build on existing efforts in many countries to address related AI ethical questions. For instance, the AI for Education program of the Organisation for Economic Co-operation and Development (OECD) emphasizes fairness, explainability and transparency, human-centeredness, and privacy (Nguyen et al., 2023). Emerging guidelines for AI in education reflect the need for educators to be involved with AI tool development, either when teachers are consulted to verify whether the proposed

AI tools address real challenges in instruction and learning or when teachers are integrated as part of the development team to co-design both the AI-based tools and the educational approach on how to use them (Schiff, 2021).

5.2. Infrastructure, Access, and Resource Allocation

Education incorporates the latest technological advancements to enhance learning experiences. Artificial intelligence (AI) generates opportunities and challenges in the learning environment, generating inclusive education reconsideration (Chemnad & Othman, 2024). AI–assisted tools support learning and communication for individuals with disabilities, helping access, language acquisition, and personalized tutoring (Findlater et al., 2019). Such tools can significantly impact education-centric settings embedded in formal policies and practice, continuing the vigilance of education stakeholders.

Infrastructure functions as education scaffolding through a committed institution; both access and learning resources are necessary to maintain an education framework. Insufficient investment in education arises from government imbalance across sectors, and retraining in technological sector employees is limited (Ringel Morris, 2019). With attention to urgent government quotes, education remains a society-based and equitable task (Humphrey, 2017); the global education purpose needs investment and collaborative participation to fulfil the need.

5.3. Standards, Evaluation, and Quality Assurance

AI is revolutionizing education worldwide through various technologies and tools. These innovations support personalized learning, traditional education, and self-directed learning anytime, anywhere, creating a better learning atmosphere, motivating students, and aiding teacher development. AI assistive tools enhance the learning experience for students struggling with reading, writing, math, and communication, promoting educational equity and inclusion. Important initiatives are underway to set standards and guidelines for AI in education, focusing on student and educator interests. Development standards for educational AI systems are outlined, emphasizing education policies and the principle of inclusion. There is a need for educators to understand how AI-driven solutions are created, presenting challenges for legislative oversight. While AI, particularly AIED, can foster an inclusive and equitable future, its benefits may also increase inequalities and dependency among students. Current education standards do not adequately address AIED, which poses significant challenges for AI in education. Identified requirements related to risk management, data governance, and transparency must be fully implemented to safeguard educational interests. (Tong et al., 2024)

5.4. Regulatory and Legal Considerations

Educators commit to establishing environments where all individuals can engage in transformative educational experiences that will empower them to craft their learning environments . Institutional and policy regulations must therefore be developed to create conditions and stipulations for the establishment of environments that are protective yet permit for the necessary freedoms of a fluid digital era (Latham & Goltz, 2019). Inclusive education policies are often also coupled with laws and regulations pertaining to accessibility and legally protect people with disabilities, corresponding to the aforementioned theme being one of societal justice and equality for all individuals to succeed (Hussain, 2023). Consequently, the issue of compliance with policies and regulations limiting how data is collected, stored, and shared generates considerable discussion among educators in inclusive environments (Franco D'Souza et al., 2024). Arising from the above notions, regulations that assist in the realization of freedom for all, the totality of the digital fluidity associated with AI at all levels, and the procedure for developing such regulations where there is broad agreement with all stakeholders, even under the condition of high degrees of pedagogical autonomy respecting AI technology, represents a traditional academic system core necessity that remains urgent (Hollow, 2023).

6. Case Studies and Empirical Evidence

Education is a dynamic process influenced by new resources, technological advances, and shifts in paradigms. Instructional design evolves alongside emerging knowledge, with constructivism highlighting the learner's role as an active participant in knowledge construction. Since the late twentieth century, learning has focused on collaboration, leveraging various educational tools for communication and representation. The rise of personal computing and mobile devices has further facilitated collaborative learning experiences. Currently, education is experiencing a paradigm shift driven by artificial intelligence (AI) tools like ChatGPT and DALL-E, which support both teachers and learners significantly. These advancements promote personalized learning and universal design, expanding teaching possibilities in diverse settings. However, integrating AI into education necessitates a focus on ethics, including equity and stigma prevention. A clear ethical framework for using AI-driven tools to foster student and teacher collaboration is essential for future improvements and advancements in education. (Piedade et al., 2024)(Li et al., 2024)

7. Risk Mitigation and Ethical Frameworks

AI in education presents numerous ethical challenges, including systemic bias,

discrimination, inequality, privacy risks, and data bias (Nguyen et al., 2023). Concerns also involve fairness, accountability, surveillance, learner privacy, data ownership, and human agency. Ensuring ethics and transparency in data collection, use, and dissemination is crucial. Ethical frameworks for AI should be contextualized within educational settings, considering sociotechnical factors. International policies and guidelines from organizations like UNESCO, OECD, and the European Union can support the development of trustworthy, ethical AIED systems. Addressing these issues is essential to prevent widening inequalities and promote equitable, responsible use of AI in education.

8. Future Directions and Research Agendas

Considerable additional research is needed to avoid the deployment of assistive systems that promote inequitable practices, harm student learning, or violate ethical principles. Priorities include further investigation of the sociotechnical context surrounding AI deployment, heuristic methods for assessing the implications of future design decisions, and the development of publicly available data sets to facilitate research on bias in educational materials (Schiff, 2021).

State-of-the-art AI education technology is advancing rapidly, but mainstream tools for educational planners still reflect outdated paradigms. Data-driven AI systems can help overcome profiling constraints and thus enhance support for cognitive and non-cognitive diversity in student populations.

9. Conclusion

Effective implementation of AI-driven assistive tools for inclusive education depends not only on the availability of appropriate technology and tools, but also on effective policy that engages all stakeholders. The education system must remain at the centre of the regulated development and deployment of AI. Therefore, it is necessary to ensure academic excellence and inclusiveness through educational policies (Nguyen et al., 2023). An implementation plan should consider the specific context, types of AI systems, and design approaches involved. Awareness and training on using AI in inclusive education should be promoted among teachers and experts regardless of their prior knowledge. Shared governance should also be established to encourage open discussions among all stakeholders (Li et al., 2024).

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