# Article information:

Adaptive learning, AI in teaching and explainable AI | by Peter Thomas | Medium  
<https://medium.com/@peterjthomas/adaptive-learning-ai-in-teaching-and-explainable-ai-d1c6b5bd0802>

# Article summary:

1. The use of technology in education, including AI and adaptive learning, has been increasing in K12 schools, with a 16% average increase in the past five years.

2. Adaptive learning aims to provide personalized learning experiences for students through adaptive pathways, feedback, and content that adjusts to individual needs.

3. Trust and involvement of educators are crucial in ensuring the ethical and effective use of AI in education, and efforts are being made to address issues such as bias and transparency through Explainable AI (XAI).

# Article rating:

Appears strongly imbalanced: The article is written in a biased or one-sided way, and the information it provides is not trustworthy enough to be considered a reliable source. You should consult other sources to find reliable information on the presented issues.

# Article analysis:

The article titled "Adaptive learning, AI in teaching and explainable AI" discusses the potential of artificial intelligence (AI) in education, particularly in the context of adaptive learning. While the article provides some interesting insights into the benefits and challenges of using AI in teaching, it also exhibits certain biases and lacks a comprehensive analysis of the topic.

One potential bias in the article is its overly optimistic view of AI in education. The author highlights the potential benefits of adaptive learning and how it can personalize education for individual students. However, there is limited discussion on the potential risks and limitations of relying heavily on AI in teaching. For example, there is no mention of concerns regarding data privacy, algorithmic bias, or the ethical implications of using AI to make educational decisions.

Additionally, the article presents a one-sided perspective by primarily focusing on the positive aspects of AI in education. It mentions that teachers are viewed as seeing AI as an existential threat but fails to explore their concerns or provide counterarguments to address them. This lack of balanced reporting undermines the credibility of the article and leaves readers with an incomplete understanding of the topic.

Furthermore, while the article briefly mentions some companies working on adaptive learning technologies, it does not provide sufficient evidence or examples to support its claims about their effectiveness. The author mentions companies like Smart Sparrow but does not delve into specific case studies or research findings that demonstrate their impact on student learning outcomes.

Moreover, there is a promotional tone throughout the article when discussing certain companies and initiatives. For instance, Century's Institute for Ethical Artificial Intelligence in Education is mentioned without critically examining its approach or considering potential conflicts of interest. This promotional content raises questions about objectivity and whether there may be undisclosed affiliations between the author and these organizations.

Overall, while the article touches upon important topics related to AI in education, such as adaptive learning and explainable AI, it falls short in providing a comprehensive analysis. Its biases towards the positive aspects of AI, lack of counterarguments, unsupported claims, and promotional content undermine its credibility and limit its usefulness as a reliable source of information.

# Topics for further research:

* Concerns about data privacy in AI education
* Ethical implications of using AI in educational decision-making
* Algorithmic bias in adaptive learning systems
* Teachers' perspectives on AI as an existential threat in education
* Case studies on the effectiveness of adaptive learning technologies
* Critiques of Century's Institute for Ethical Artificial Intelligence in Education

# Report location:

<https://www.fullpicture.app/item/33909442236dd6024f06c7d61b0d886d>