EDUCATION AND ARTIFICIAL INTELLIGENCE

International Scientific Conference

November 29/30, 2024

BOOK OF ABSTRACTS

ПЕДАГОШКИ ФАКУЛТЕТ · ВРАЊЕ ·

EDUCATION AND ARFTIFICIAL INTELLIGENCE

(EDAI 2024)

1st International Scientific Conference

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PLENARY LECTURES

TOPIC 1
SOCIAL AND THEORETICAL ASPECTS OF AI AND EDUCATION

ETHICAL DILEMMAS AND PSYCHOLOGICAL IMPACTS OF AI INTEGRATION IN SPECIAL NEEDS EDUCATION

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Abstract. This systematic review investigates the ethical and psychological implications of integrating artificial intelligence into special needs education. AI technologies, such as adaptive learning systems, speech recognition and chatbots hold promise for improving individualized support and inclusivity for students with special needs. However, these technologies also create ethical challenges, including privacy risks due to data collection, algorithmic bias that may strengthen stereotypes and psychological concerns related to student autonomy and social development. Following PRISMA guidelines, 28 studies were selected based on criteria focusing on AI's role in special education, ethical implications and psychological impacts. Findings reveal that, while AI tools can improve accessibility and personalized learning, they require careful implementation to avoid negative consequences on students' social skills and self-esteem. The review underscores the need for responsible AI frameworks that prioritize privacy, transparency and fairness, recommending balanced approach that includes human errors. Further research is recommended to explore long-term effects and develop guidelines that safeguard student well-being in AI-assisted educational environments.

Keywords: artificial intelligence in education, special needs education, ethical implications, psychological impact, inclusive learning.

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