



NIGERIAN JOURNAL OF EDUCATIONAL PHILOSOPHY

**PHILOSOPHY, ARTIFICIAL
INTELLIGENCE, AND DIGITAL
EDUCATION**

VOLUME 35 NO. 2, OCTOBER, 2025

**ISSN: 0794-0114
e-ISSN: 2971-5652**

Published by

PHILOSOPHERS OF EDUCATION ASSOCIATION OF NIGERIA (PEAN)
www.peanpapers.com.ng

Formatted & Printed in Nigeria by



www.timsmek.com | info@timsmek.com | +234-703-455-9895

EDITORIAL POLICY/GUIDELINES OF NIGERIAN JOURNAL OF EDUCATIONAL PHILOSOPHY (NJEP)

Nigerian Journal of Educational Philosophy (NJEP) is published two times a year, April and October by Philosophers of Education Association of Nigeria (PEAN). Although, NJEP provides an outlet for the discussion of most substantive issues in educational theory and practice, it draws specifically upon philosophical insights and welcomes articles presented within a philosophical frame of reference.

Editorial Policy Guidelines for contributions: Submission of Articles

- Manuscripts: The style of reference is mainly the TURABIAN method.
- Articles should not exceed 5000 words/15 pages (including abstract of not more than 250 words), typed on A4 paper with double line spacing using Times New Roman, Font size 12. Since Articles should be sent anonymously to consulting editors for assessment/peer review, the author's name, GSM's number(s), qualification, post and address should be typed on a separate detachable page.
- Quotations: Quotations that are 40 words and above should be properly indented with ½ inch margin to the left and right respectively.
- Articles submitted to any other body/Journal for publication or already published should NOT be sent to the Editor.
- On submission, three copies of the manuscript with the evidence of payment of vetting fee (N5000) should be sent to the Editor. This is only applicable to April version of the Journal.
- On the receipt of vetting article from the Editor, soft copy of the final manuscript after the necessary corrections should be submitted to the Editor with the publication fee.
- Information on the Journal volume where the article will appear will be communicated to the author(s) immediately the article is accepted for publication.
- Note that NO vetting fee is charged on article presented in the conference by the conference attendee or conference Edition of the NJEP Journal published in October every year (conference edition is published in October).
- Also, note that April edition of NJEP will attract vetting fee of N5000.
- Plagiarism: The author should ensure that he/she avoid high percentage level of plagiarism (preferable not more than 20%)
- NJEP Journal from 2022 will have both print and online editions (www.peanpapers.com)

All correspondence should be directed to:

Editor

Prof. S. D. Osaat

Department of Educational Foundations

University of Port Harcourt, P.M.B 5323, Port Harcourt, Rivers State, Nigeria.

Sunday.osaat@uniport.edu.ng

osaatsundan@gmail.com

+234 803 673 1057

+234 703 440 6894

EDITORIAL BOARD

Editor:

Prof. Sunday D. Osaat

Faculty of Education, University of Port Harcourt, Port Harcourt, Nigeria

Associate Editors:

Prof. Chris J. A. Onwuka

Institute of Education, University of Nigerian, Nsukka.

Prof. Abeke Adesanya

Adekunle Ajasin University Akwoba, Ondo State, Nigeria

Prof. A. Owan Enoh

Faculty of Education, Cross River University of Technology Calabar, Nigeria.

Prof. A.A. Bagudo

Institute of Education and Extension Services, Usman Dan Fodio University, Sokoto, Sokoto State, Nigeria.

Prof. Kolu Babarrinde

Faculty of Education, University of Ibadan, Nigeria.

Consulting Editors:

Prof. D.E. Denton

University of Kentucky, U.S.A.

Prof. Philip Rothman

Antioch College, U.S.A

Prof. J. Nelson Omatseye

Faculty of Education, University of Benin, Benin city, Nigeria

Prof. Joseph D. Okoh

Faculty of Education, University of Port Harcourt.

Prof. Orona Orokah

Faculty of Education, Delta State University of Abraka, Nigeria

Prof. Oluremi Ayodele-Bamisaye

Faculty of Education, University of Ibadan.

AI-POWERED PEDAGOGY: REVOLUTIONIZING EDUCATION FOR THE 21ST CENTURY IN NIGERIA

^{1*}Afarasimu A. I.,

²Sani Iyal A.

^{1,2}Department of Computer Science Education, Yusuf Maitama Sule Federal University of Education, Kano.

*Corresponding Author: Email: aai4sure@gmail.com; Phone: el.: +234 -8068974852
Afarasimu A. I; <https://orcid.org/0009-0007-6268-569X>
Sani Iyal A; <https://orcid.org/0009-0006-9167-4183>

Abstract

The paper examines how Artificial Intelligence (AI) is fundamentally changing the way that contemporary educational paradigms are perceived. Artificial Intelligence (AI) presents a viable alternative to enhance pedagogical practices and learning outcomes, as traditional teaching approaches struggle to meet the diverse needs of learners in a rapidly evolving digital context. This paper examines the transformative potential of AI technologies, including machine learning algorithms, natural language processing, and data analytics, in enhancing educational processes through an analysis of existing research and theoretical frameworks. Moreover, it looks into how curriculum design, assessment techniques, and teacher duties are affected by the integration of AI. This study intends to offer useful insights for educators, policymakers, and stakeholders aiming to harness the full potential of AI to cultivate 21st-century skills and prepare students for the future workforce by clarifying the opportunities and challenges associated with AI adoption in education.

Keywords: Artificial Intelligence (AI), Revolution, Education, Algorithm, Technology.

Introduction

Rapid technological improvements in the 21st century have drastically changed a number of industries, including education. AI-powered innovative pedagogical techniques are challenging traditional educational models, which are frequently teacher-centered and one-size-fits-all. The use of intelligent systems to improve teaching and learning procedures, customize curriculum to meet the needs of each student, and automate various duties is known as AI-powered pedagogy. This change signifies a profound revolution in education, which is becoming more and more important to satisfy the needs

of a knowledge-based, international economy.

One of the most promising areas of artificial intelligence (AI) is education. AI has become a disruptive force in many industries. The varied and changing requirements of pupils in an increasingly digital world have long posed a challenge to traditional teaching approaches. Innovative ways to improve pedagogical practices and learning results are provided by the use of AI technologies in education. The development of machine learning, natural language processing, and data analytics has the potential to completely change the way we think about education.

This study examines how AI is changing educational paradigms, with a particular emphasis on how AI technologies impact curriculum design, optimize educational processes, and reinterpret instructor responsibilities. Using theoretical frameworks and recent research, we hope to offer educators useful insights. Policymakers and other stakeholders should make the most of AI's potential to help students acquire 21st-century skills and get ready for the demands of the workforce of the future.

Concept of Artificial Intelligence AI

Artificial Intelligence (AI) involves creating computer systems and machines that can perform tasks usually requiring human intelligence. These include learning, reasoning, problem-solving, understanding natural language, and adapting to new situations. According to Russel and Norvig (2016), AI is “the study of agents that receive percepts from the environment and perform actions that affect that environment.” In simpler terms, AI allows machines to simulate human cognitive functions like thinking, analyzing, and decision-making.

AI encompasses a range of subfields, including Machine Learning (ML), Natural Language Processing (NLP), robotics, computer vision, and data analytics (Luckin, 2018). Among these, Machine Learning is the most widely used in education, as it allows computers to learn patterns from data and make predictions or decisions without being explicitly programmed. NLP enables machines to understand, interpret, and generate human language, making it essential for AI chatbots, virtual tutors, and automated grading systems (Holmes et al., 2019).

AI systems operate using algorithms that process large amounts of data to recognize patterns and make informed decisions. For example, an AI-powered educational system can analyze learners' performance data to recommend personalized learning content (Baker, 2016). This intelligence is often categorized as either Narrow AI or General AI. Narrow AI is designed to perform specific tasks such as language translation, facial recognition, or chat assistance. In contrast, General AI refers to systems that possess human-like cognitive abilities across multiple domains; however, it remains largely theoretical (Woolf, 2020).

In the context of education, AI is not merely a technological tool but a transformative force that has the potential to redefine how teaching and learning occur. It facilitates personalized learning experiences, automates administrative tasks, improves assessment methods, and

provides virtual learning environments (Holmes & Porayska-Pomsta, 2021). AI empowers educators to shift from traditional teacher-centered approaches to more student-centered, interactive, and data-driven methodologies (Heffernan & Heffernan, 2014).

Furthermore, AI promotes equity in education by providing access to quality learning resources for students in remote or underserved regions. AI-driven translation tools and accessibility technologies help bridge linguistic and disability-related barriers. As Selwyn (2020) noted, “AI is not just reshaping how learners access information but redefining the very nature of learning in the 21st century.”

In summary, AI represents the technological foundation for modernizing education through intelligent systems, data-driven insights, and personalized instructional strategies. Its applications extend beyond automation to include cognitive simulation, adaptive learning, and inclusive education.

The Role of AI in Education

AI's integration into education is multifaceted. It encompasses various technologies, including machine learning, natural language processing, and data analytics, that enable intelligent tutoring systems, personalized learning platforms, and administrative automation.

- **Personalized Learning**

One of the most promising applications of AI in education is personalized learning. AI-driven algorithms can analyze vast amounts of student data, including performance metrics, learning styles, and preferences, to create tailored learning experiences. This enables educators to move away from standardized instruction and toward individualized learning plans that cater to each student's strengths and weaknesses. For instance, AI platforms like Knewton and DreamBox are already leveraging adaptive learning algorithms to modify the content in real time, allowing students to progress at their own pace (Luckin, 2018).

- **Natural Language Processing (NLP)**

Natural language processing (NLP) technologies have made significant strides in creating more intuitive learning environments. Through chatbots and virtual tutors, AI can provide on-demand assistance, answering student questions, clarifying concepts, and guiding them through complex tasks. Virtual teaching assistants are already being implemented in various educational institutions to support teachers and reduce administrative workloads (Holmes & Porayska-Pomsta, 2021).

Additionally, NLP tools can facilitate language learning and improve writing

skills by providing grammar correction, suggestions for stylistic improvements, and language translations. These technologies foster greater independence and encourage students to explore learning at their own pace.

- **Data Analytics in Education**

The use of data analytics in education has opened new avenues for assessing student performance and enhancing curriculum design. AI-powered data analytics can process large datasets to uncover trends, predict student outcomes, and identify areas for improvement in both teaching and learning practices. Predictive analytics can help educators intervene early when students are at risk of falling behind, while also providing insights into effective teaching strategies (Baker & Siemens, 2014).

AI's ability to process vast amounts of educational data also supports institutional decision-making. By analyzing student data, schools and universities can make informed choices about resource allocation, curriculum revisions, and professional development for teachers.

- **Intelligent Tutoring Systems**

AI-powered intelligent tutoring systems (ITS) provide students with on-demand tutoring that mimics one-on-one human interaction. These systems are designed to guide students through learning materials, offer feedback, and adjust to their evolving needs. For example, systems like Carnegie Learning and Squirrel AI have demonstrated significant success in improving student outcomes in subjects like mathematics by offering personalized feedback and targeted instruction (Woolf, 2020).

- **Automating Administrative Tasks**

AI also has the potential to alleviate the administrative burden on educators, allowing them to focus more on teaching and mentoring. Tools such as automated grading systems, attendance tracking, and even AI-driven scheduling assistants are already being implemented in schools and universities (Kasinathan et al., 2020). AI's ability to manage routine tasks can reduce teacher burnout and improve the overall efficiency of educational institutions.

Impact of AI on Curriculum Design and Assessment

- **Curriculum Design**

The integration of AI into the educational process has significant implications for

curriculum design. AI tools can analyze market trends and job forecasts to recommend skills and competencies that should be included in the curriculum. This ensures that the curriculum remains relevant to the evolving demands of the workforce. Furthermore, AI can support the creation of modular curricula, allowing for flexible learning paths that can be customized based on student needs and industry trends.

AI can also facilitate the development of competency-based education, where students progress through the curriculum based on their mastery of skills rather than time spent in class. This approach prioritizes the acquisition of practical, applicable skills over rote learning.

- **Assessment Techniques**

Traditional assessment methods, such as exams and quizzes, often fail to capture the full scope of a student's abilities. AI offers alternative assessment techniques that provide more holistic and continuous evaluation of learning. For instance, AI systems can analyze student interactions within a digital learning platform to assess understanding and skill development in real-time. These systems can provide immediate feedback, allowing for prompt corrective actions.

AI-powered assessments can also be tailored to the individual learner, adjusting the difficulty and type of questions based on the student's performance. Moreover, AI can assist in automating grading processes, freeing teachers from repetitive tasks and enabling them to focus on more complex aspects of instruction and student support.

The Changing Role of Teachers

The integration of AI in education does not diminish the role of teachers; rather, it redefines it. AI technologies can handle administrative and routine tasks, such as grading and scheduling, allowing teachers to focus on more creative and human-centered aspects of education. Teachers will increasingly take on the role of facilitators and mentors, guiding students through personalized learning experiences and helping them develop critical thinking, collaboration, and problem-solving skills.

AI also provides opportunities for teacher professional development. By analyzing classroom data, AI can identify areas where teachers may need additional training or support. Moreover, AI can facilitate peer-to-peer collaboration among educators by connecting them with resources and colleagues from around the world.

However, the shift toward AI-assisted teaching also presents challenges. Teachers must be equipped with the necessary digital literacy skills to effectively integrate AI into their practices. Professional development programs must be restructured to help educators understand and leverage AI tools in ways that enhance rather than replace their expertise.

Enhancing Engagement and Interactivity

AI technologies can improve student engagement through interactive platforms and gamified learning environments. Virtual teaching assistants, chatbots, and augmented reality (AR) applications powered by AI can make learning more engaging, helping students retain information and stay motivated. Research shows that students who interact with AI-based systems tend to demonstrate higher engagement levels, as AI can adapt to their needs in real time, offering instant feedback and support (Zawacki-Richter et al., 2019).

Gamification, in particular, has become a key strategy in AI-powered education. Through AI-driven adaptive learning games, students can immerse themselves in interactive learning environments that reward them for completing tasks, thereby fostering a competitive yet supportive learning atmosphere.

Expanding Access to Education

AI-powered pedagogy holds great potential for expanding access to education, especially in underserved and remote regions. AI-enabled online learning platforms such as Coursera, Khan Academy, and edX offer students across the world access to high-quality educational content, often at a fraction of the cost of traditional institutions. Additionally, AI's ability to provide real-time translation and accommodate different learning disabilities opens doors for inclusive education (Holmes et al., 2019).

For instance, Microsoft's Seeing AI application assists visually impaired students by reading out text from printed documents or screens. Similarly, AI-based platforms like Duolingo employ machine learning to teach languages to students from diverse linguistic backgrounds, making education accessible to non-native speakers (Baker, 2016).

Challenges of AI in Education

Despite its potential, the integration of AI in education is not without challenges. One significant concern is the ethical use of AI, particularly regarding data privacy and security. AI systems rely on vast amounts of personal data, raising concerns about how this data is collected, stored, and used. Educational institutions must establish clear policies to protect student privacy and ensure transparency in the use of AI technologies.

Additionally, there is a risk of over-reliance on AI, which could lead to the marginalization of human judgment in education. While AI can enhance educational processes, it is essential to maintain a balance where human educators remain at the forefront of decision-making.

There is also a digital divide to consider. Not all students and institutions have equal access to AI technologies, which could exacerbate existing educational inequalities. Ensuring equitable access to AI-driven tools and resources must be a priority for policymakers and educators.

Ethical Concerns and Data Privacy

AI systems rely heavily on data, raising significant concerns about student privacy and the ethical use of personal data. Educational institutions must ensure that AI systems comply with data protection laws such as the General Data Protection Regulation (GDPR) in Europe. Moreover, there is a growing debate over algorithmic bias in AI systems, where poorly designed algorithms may reinforce existing social inequalities (West, 2019).

- The Digital Divide

While AI can democratize education by offering global access, it also risks exacerbating the digital divide. Students in low-income or remote areas may not have reliable access to the internet or the necessary technological infrastructure to benefit from AI-powered tools. This disparity highlights the importance of policy interventions to ensure equitable access to AI-driven educational technologies (Selwyn, 2020).

- Human Interaction in Learning

Another challenge of AI-powered pedagogy is balancing technological innovation with the need for human interaction in education. While AI can enhance learning, it cannot fully replicate the emotional and social elements of human teaching. Thus, the future of AI in education will likely involve hybrid models where AI complements, rather than replaces, human educators (Holmes et al., 2019).

The Future of AI in Education

Looking ahead, AI is expected to play an even greater role in shaping the future of education. Emerging technologies such as AI-powered virtual reality (VR) classrooms, blockchain-based credentialing, and AI-driven predictive analytics hold tremendous potential to further revolutionize the educational landscape (Heffernan, 2014).

As AI technologies evolve, educators will increasingly rely on data-driven insights to tailor learning experiences and predict student outcomes. Additionally, as AI systems become more sophisticated, they will enable greater collaboration among students and teachers across geographical boundaries, fostering a more connected and inclusive global learning environment (Luckin, 2018).

Conclusion

AI-powered pedagogy is transforming education in the 21st century, offering the potential for personalized learning, enhanced engagement, and expanded access to knowledge. While the integration of AI into education comes with challenges, including data privacy concerns and the digital divide, the benefits of AI—if implemented responsibly—far outweigh the risks. As we continue to develop AI technologies, educators and

policymakers must work together to ensure these tools are used ethically and equitably, paving the way for a more inclusive and effective global education system.

Suggestions

Based on the findings of this study, several recommendations are proposed to enhance the effective integration of Artificial Intelligence (AI) in the Nigerian education system:

1. Formulation of National AI in Education Policy

The Nigerian Federal Ministry of Education, in collaboration with NITDA, NERDC, and other relevant agencies, should develop a comprehensive policy framework to guide the ethical, inclusive, and effective deployment of AI technologies in schools and higher institutions. This policy should address issues of data privacy, digital equity, infrastructure, teacher training, and curriculum integration.

2. Capacity Building for Teachers and Educators

Teachers should be continuously trained on digital literacy, AI tools, and pedagogical integration strategies through workshops, professional development programs, and online courses. Teacher training institutions should revise their curricula to include AI literacy and technology-enhanced teaching methodologies to prepare future educators for AI-supported classrooms.

3. Integration of AI into Curriculum and Assessment Practices

Curriculum planners should incorporate AI-related content such as machine learning concepts, data ethics, digital citizenship, and computational thinking into existing subjects. Additionally, AI-driven assessment systems should be adopted to support continuous, adaptive, and competency-based evaluation rather than solely relying on traditional examinations.

4. Provision of Digital Infrastructure and Accessibility

Government and private stakeholders should invest in affordable internet connectivity, reliable electricity, and AI-enabled learning platforms, especially in marginalized and rural areas. Partnerships with technology companies can help deploy low-cost AI tools and learning management systems to bridge the digital divide.

5. Promotion of Ethical and Responsible Use of AI in Education

Institutions should adopt clear guidelines to ensure responsible data collection, fairness, transparency, and accountability in AI applications. Awareness programs should be designed to educate both teachers and learners on safe, responsible, and ethical use of AI technologies.

6. Strengthening Public-Private Partnerships

Collaboration between government, universities, technology companies, and NGOs is crucial for AI-driven innovation in education. Such partnerships can facilitate

funding, research, software development, and the establishment of AI-driven educational laboratories and innovation hubs in institutions.

7. Encouraging Research and Innovation in AI-Powered Pedagogy

Higher education institutions should promote research in AI and education by supporting grants, pilot studies, and innovation challenges. Research should focus on the impact of AI on learning outcomes, emotional intelligence, adaptive education, and student engagement in the Nigerian context.

8. Ensuring Inclusive and Personalized Learning

AI should be leveraged to support learners with disabilities, diverse learning needs, and language barriers. Tools such as speech-to-text, real-time translation, and AI assistants should be implemented to promote equity, inclusivity, and diversity in education.

9. Raising Awareness and Sensitization for Stakeholders

Awareness campaigns should be organized to demonstrate the benefits of AI in education to parents, institutions, policymakers, and educators. This will help reduce resistance to change and promote acceptance of AI-powered pedagogical transformation.

These suggestions, if implemented, will facilitate the responsible, efficient, and inclusive integration of AI into the Nigerian education system, ensuring that students are equipped with relevant 21st-century skills for the future workforce.

References

Baker, R. S. (2016). Stupid Tutoring Systems, Intelligent Humans. *“International Journal of Artificial Intelligence in Education”*, 26(1), 600-614.

Baker, R. S. (2016). Stupid tutoring systems, intelligent humans. *International Journal of Artificial Intelligence in Education*, 26(1), 600–614.

Heffernan, N. T., & Heffernan, C. L. (2014). The Assisments ecosystem: Building a platform that brings scientists and teachers together for minimally invasive research on human learning and teaching. *“International Journal of Artificial Intelligence in Education”*, 24(4), 470– 497.

Heffernan, N. T., & Heffernan, C. L. (2014). The Assisments ecosystem: Building a platform that brings scientists and teachers together for minimally invasive research on human learning and teaching. *International Journal of Artificial Intelligence in Education*, 24(4), 470–497.

Holmes, W., & Porayska-Pomsta, K. (2021). Artificial intelligence in education. In *Routledge international handbook of schools and schooling in Asia* (pp. 274–288). Routledge.

Holmes, W., Bialik, M., & Fadel, C. (2019). *“Artificial Intelligence in Education: Promises and Implications for Teaching and Learning”*. Center for Curriculum Redesign.

Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial intelligence in education: Promises and implications for teaching and learning*. Center for Curriculum Redesign.

Kasinathan, G., Kanmani, M., & Aruldoss, M. (2020). A Study on the Impact of AI on Teachers' Administrative Tasks. "Educational Technology & Society", 23(2), 45-56.

Luckin, R. (2018). "Machine Learning and Human Intelligence: The Future of Education for the 21st Century". UCL Institute of Education Press.

Luckin, R. (2018). *Machine learning and human intelligence: The future of education in the 21st century*. UCL Institute of Education Press.

Russell, S., & Norvig, P. (2016). *Artificial intelligence: A modern approach* (3rd ed.). Pearson.

Selwyn, N. (2020). Triage in Education: Data-Driven Decision-Making in the AI Age. "Learning, Media and Technology", 45(3), 317-330.

Selwyn, N. (2020). Triage in education: Data-driven decision-making in the AI age. "Learning, Media and Technology", 45(3), 317-330.

West, S. M. (2019). Racial Bias in AI Education Tools. "AI & Society", 34(4), 631-646.

Woolf, B. P. (2020). "Building Intelligent Interactive Tutors: Student-Centered Strategies for Revolutionizing E-Learning". Morgan Kaufmann.

Woolf, B. P. (2020). *Building intelligent interactive tutors: Student-centered strategies for revolutionizing e-learning*. Morgan Kaufmann.

Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic Review of Research on Artificial Intelligence Applications in Higher Education. "International Journal of Educational Technology in Higher Education", 16(1), 39-52.