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Abstract

This paper examines the relevance of Artificial Intelligence (AI) in the teaching and Learning of Philosophy of Education by exploring its potential in order to enhance critical thinking, analytical reasoning and personalized learning. In the study, the author investigates how AI – powered tools can facilitate interactive simulations, intelligence tutoring systems and natural language proceeding to improve students engagement and philosophical discussion. The study revealed that, AI can significantly support instructors and foster collaborative learning environment, ultimately revitalizing Philosophy of Education Instruction. However, the commitment to fostering genuine learning academic standards faces unprecedented challenges, which the paper examined suggestions made and conclusion drawn from the findings

Introduction

The integration of Artificial Intelligence Power tools, (AI) in education has revolutionized the teaching and learning landscape, transforming the way knowledge is disseminated and acquired. Philosophy of Education, a field that critically examines the nature, purpose and scope of education is no exception. As AI powered tools continues to advance knowledge, its relevance in the teaching and learning of philosophy of Education becomes increasingly evident. In recent years, AI has demonstrated its potential to enhance critical thinking, analytical reasoning and personalized learning – essential skills for philosophical inquiry. Artificial Intelligence (AI) powered tools can facilitate immense learning experiences, simulate complex ethical dilemmas and provide real time feedback on argumentation and critical thinking.

However, the intersection of Artificial Intelligence (AI) and Philosophy of Education raises fundamental questions about the role of technology in shaping educational values, ethics and epistemology. As AI assumes a more prominent role in educational settings, it challenges

traditional notions of teaching, learning and knowledge acquisition. This study explores the relevance of Artificial Intelligence in the teaching and learning of Philosophy of Education, examining its potential benefits, challenges and implications for educational practice. By investigating the intersection of AI and Philosophy of Education, this paper aims to contribute to a deeper understanding of how technology can enrich philosophical inquiry and foster more effective, inclusive and thought provoking learning.

Meaning of Artificial Intelligence

To have an in-depth understanding of the discourse, it is essential that the meaning of Artificial intelligence be explained. In a simple and straight forward way, Artificial Intelligence implies the study of how to make computers do intelligent things that people can do such as to think and make decisions. The world artificial intelligence means not real or not made of natural things but made to be like something that is real or natural.

Artificial Intelligence is the simulation of human intelligence in machines or artificial systems that are programmed to solve problems in the way and manner that human would. In the words of Rozario⁽¹⁾, artificial intelligence involves the development of man-made systems capable of carrying out certain tasks that typically require human intelligence, such as speech recognition, decision-making, problem solving and natural language processing. Artificial intelligence encompasses a wide range of technologies including machine learning, deep learning, neural networks, computer vision and robotics.

The goal of Artificial Intelligence is to create intelligent systems that can mimic human intelligence and perform tasks autonomously or with minimal human intervention possible.

The Nexus between Philosophical Foundations and Artificial Intelligence

Immanuel Kant's categorical imperative⁽²⁾. Kant's moral philosophy emphasizes the importance of treating individuals as ends in themselves, rather than as means to an end. Applied to AI in education, this principle underscores the necessity of respecting learners autonomy and dignity. This prompts scholars to raises philosophical issues such as can AI-driven educational systems prioritize students'/learner's interests and also facilitates their moral development.

John Staurt Mill's⁽³⁾ Utilitarianism: Mills Perspective evaluates actions based on their consequences, aiming to maximize overall happiness or utility. When applied to AI in education, utilitarianism prompts us to assess whether the benefits of AI-driven learning platforms outweigh potential harms. Moreover, it raises questions about the distribution of educational resources and the implications of AI algorithms perpetuation societal inequalities.

Aristotle's Virtue Ethics⁽⁴⁾: Aristotle's Virtue ethics focuses on cultivating moral character and flourishing as individuals within a community. In the context of AI in education, this framework encourages us to reflect on the development of virtues such as critical thinking,

empathy, and intellectual curiosity. It challenges us to consider whether AI technologies support the holistic growth of learners or hinder their moral and intellectual development.

Relevance of Artificial Intelligence in the teaching and Learning of Philosophy of Education

Man's insatiable quest to make life easy and better especially in the field of education, has brought about technological innovations and development to aid man in performing the teaching of Philosophy of Education. The motive of applying artificial intelligence in the teaching and learning of Philosophy of Education is to probably produce the best qualified manpower to operate in the Nigerian education sector.

One major area of educational relevance of Artificial Intelligence (AI) in the teaching and learning of Philosophy of Education is the enhancing of critical intelligence. Artificial Intelligence encourages students to question and analyze how technology affects knowledge, ethics and human interaction. This no doubt aligns with philosophy which major emphasis is on deep inquiry and critical reflections. For instance, AI's has ability to stimulate reasoning processes which can be used to examine concepts of knowledge, reality and ethics in education⁽⁵⁾.

Another area of educational relevance of AI in the teaching and learning of Philosophy of Education is ethical implications AI raises important ethical questions such as fairness, bias and accountability. In the Philosophy of Education, these topics are vital as they explore the moral responsibilities of education and the role of education in shaping a just society. Students can engage in discussion on the ethical implication of AI, particularly in automated decision-making and its potential influence on the future of education⁽⁶⁾.

Transforming of Pedagogy; Artificial Intelligence can personalize learning experience adopting content to individual needs and thus raises Philosophical questions about the purpose of education. At this juncture, one may be prompted to ask questions such as, should education focus on individualized learning or social learning? Can machines play meaningful role in teaching these core courses. Can Philosophical inquiry be explored by AI better than Humans do or is its merely mimicking intelligence. Who bears responsibility for artificial intelligence generated knowledges. How do artificial intelligence limitations and biases impact knowledge claims. As artificial intelligence increasingly contributes to human understanding, which epistemology needs to integrate artificial intelligence's capacities and constraints into its inquiry, expanding Philosophy of Education scope to encompass the complex interplay between human and artificial knowledge.

Educational relevance of AI to teaching and learning of Philosophy of Education is access or equity, that is, the use of AI in education can lead to discussion about access, equity and digital divide. Philosophy of Education examines who benefits from educational innovations and whether technology enhances or hinders equal opportunity or learning. Artificial Intelligence is relevant to the teaching and learning of Philosophy of Education, for it opens

critical discussions on ethics, learning theory or epistemology, human nature and the role of technology in shaping educational practices. It provides both practical and philosophical uses through which educators and students can explore the evolving landscape of education⁽⁷⁾.

Challenges of AI in the teaching and learning of Philosophy of Education

The application of artificial intelligence in the teaching and learning Philosophy of Education faces some challenges, which impedes its effectiveness and efficiency. One of such challenges is infrastructural limitations. Inadequate digital infrastructure such as unreliable electricity supply, poor internet connectivity and lack of advanced computing resources. Lack of constant and stable energy supply, maintaining knowledge of artificial intelligence systems which requires continuous operation becomes very difficult, if not impossible. In addition to that, internet access remains a critical limitation especially in rural and underdeveloped areas where broadband penetration is low.

To buttress the foregoing discussion is the shortage of cutting-edge technological resources such as high-performance computers, epistemology of artificial intelligence laboratories and advanced software tools. Some universities do not have the financial resources to invest in the knowledge of artificial intelligence infrastructure, thereby making it difficult for students and researchers to access the computational power for machine learning and deep applications.

Another obstacle to the teaching and learning of Philosophy of Education is the resistance of machine – generated knowledge. Teaching and learning in Nigeria has long been dominated by a human-centric approach to learning, where knowledge is largely transferred through direct human interaction, especially in the forms of lectures, discussions and textual analysis has always been the order of the day. The application of artificial intelligence by contrast introduces a new paradigm in which machine process vast amounts of data identify patterns, and generate insights without human intervention⁽⁸⁾. This shift posed a challenge to the analog authority of lecturers and scholars, leading to doubt of the reliability and validity of artificial intelligence knowledge. Many academics and students struggle to accept artificial intelligence knowledge as a credible source of knowledge, due to lack of depth context or the human intuition which is often essential for critical thinking and intellectual discussion⁽⁹⁾.

In addition to this, is the notion among Nigeria academia, which that knowledge should be built upon established theories and historical intellectual tradition. Therefore, knowledge of artificial intelligence, is believed disrupts the algorithmic pattern which prioritize empirical correction over theoretical foundations⁽¹⁰⁾. This knowledge disconnect according to Usman and Amina⁽¹¹⁾ makes it difficult for many educators to reconcile knowledge of artificial intelligence's data – driven approach with conventional methods of learning that emphasize critical reasoning, theoretical analysis and argumentation. For instance, take discipline such as philosophy, law, humanities where subjectivity and interpretative reasoning play a crucial role, knowledge of artificial intelligence's reliance on statistical models and machine learning

predictions may be perceived as reductive and in-adequate for complex knowledge production.

Another challenge in the teaching and learning of Philosophy of Education is the gap between knowledge of artificial intelligence literacy and traditional pedagogical practices in Nigeria universities. A good number of educators and students have been trained in a system where knowledge acquisition is largely based on memorization, rote learning and static information retrieval from textbooks and lecture notes. Knowledge of Artificial Intelligence on the other hand promotes dynamic learning through adaptive algorithms that personalize educational content based on a learner's progress and cognitive patterns. This according to Adeyemi⁽¹²⁾ requires a shift from passive absorption of information to an interactive and exploratory learning process which many Nigerians students and lecturers are not yet accustomed to. The reluctance to embrace knowledge of artificial intelligence as co-educator stems from the discomfort with the idea that learning should be adaptive and continuously evolving' rather than fixed and predefined.

Shortage of sufficient qualified Artificial Intelligence professionals is another abstacle. Lack of absence of sufficient artificial intelligence professionals such as researchers, educators and developers, that can effectively design, implement and maintain knowledge of artificial intelligence driven educational systems.

Most Nigerian universities lack Faculty members with specialized knowledge of artificial intelligence and there are limited opportunities for professional development in this area of specialty. Without trained lecturers, knowledge of artificial intelligence remains an abstract rather remains a far-cry than a practical tool for enhancing education.

To make it more difficult is the inability of the Nigeria's education system to fully integrate knowledge of artificial intelligence into its curriculum at the undergraduate and post-graduate levels, though some universities offer basic computer science courses, few provide specialized programmes in artificial intelligence, machine learning or data science. Thus Afolabi⁽¹³⁾ opined that, Nigeria faces a shortage of skilled professionals in knowledge of artificial intelligence and data science but there is growing interest, building local expertise will take time and investment. Much of the talent is focused on general software development rather than knowledge of artificial intelligence specific roles.

Conclusion

The conclusion of this paper is that, though Human Intelligence still supersedes Artificial Intelligence, AI powered tools can enhance critical thinking, analytical reasoning and personalized learning which are essential skills for philosophical inquiry. This paper deserved that, integration of Artificial Intelligence in the teaching and learning of Philosophy of Education has emerged as a transformative force, revolutionizing the way philosophical concepts are explored, analyzed and applied.

The findings of the study revealed also that AI powered tools can facilitate immersive learning experiences, thereby stimulating complex ethical dilemmas and fostering deeper understanding.

Consequently providing real-time feedback on argumentation and critical thinking, refining philosophical discourse which invariably support instructors on curriculum design, assessment and student evaluation.

Ultimately this study underscores the relevance of artificial intelligence in the teaching and learning of Philosophy of Education, thereby highlighting its potential to enrich philosophical inquiry and shape the future of education.

Recommendation

Artificial Intelligence powered tools can significantly enhance the teaching and learning of Philosophy of Education by offering personalized learning experience, improve access to resources support teaching – students interactions, it benefits need be maximize. The following recommendations are made thus: bridging the gap requires substantial investments in infrastructure development, education and research talent acquisition, policy framework regulation and collaboration with international partners. This is to enable Nigeria's education system keep with global artificial intelligence practices. For it seemed Nigeria's infrastructure, funding and expertise logged behind.

Nigerian teachers should be encouraged to use AI powered platforms to customized learning experiences for students, based on their Individual needs, leaving pace and interests. To leverage AI for personalized learning, students need be encourage to grasp complex philosophical concepts at their own pace in order to enhance understanding and retention.

Finally, when Artificial Intelligence powered tools are integrated, it will enhance critical thinking which will in-turn encourage debate, dialogue and critical analysis. Artificial intelligence need be use to assist Assessment and Feedback.

End Notes

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