

THE IMPACT OF EDUCATIONAL INNOVATION IN AI-DRIVEN INTELLIGENT TUTORING SYSTEMS ON TEACHING EFFECTIVENESS: THE MEDIATING ROLE OF TEACHER INSTRUCTIONAL ADAPTABILITY AND THE MODERATING EFFECT OF DIGITAL TEACHING RESOURCES

Lina Fu^{1*}

Weiwei Luo²

Racha Mahakuntha³

Wong Su Lee⁴

Ling Qian⁵

¹⁻⁵ Innovation College, North-Chiang Mai University

* **Corresponding Author, E-mail:** lina.Fu@northcm.ac.th

Abstract: The rapid integration of artificial intelligence (AI) in educational settings has fundamentally transformed traditional pedagogical approaches, with intelligent tutoring systems (ITS) emerging as a pivotal innovation in enhancing teaching effectiveness. This study investigates the complex relationship between AI-driven educational innovation and teaching effectiveness, specifically examining the mediating role of teacher instructional adaptability and the moderating effect of digital teaching resources. Through a mixed-methods approach involving 485 educators from 120 educational institutions across diverse contexts, this research employs structural equation modeling and hierarchical regression analysis to test the proposed theoretical framework. The findings reveal that AI-driven intelligent tutoring systems significantly enhance teaching effectiveness ($\beta = 0.67$, $p < 0.001$), with teacher instructional adaptability serving as a partial mediator (indirect effect = 0.23, CI [0.15, 0.31]). Furthermore, digital teaching resources demonstrate a significant positive moderating effect ($\beta = 0.18$, $p < 0.01$), strengthening the relationship between AI innovation and teaching outcomes. The study contributes to educational technology literature by establishing a comprehensive theoretical model that explains the mechanisms through which AI-driven innovations impact pedagogical effectiveness. Practical implications suggest that successful implementation of intelligent tutoring systems requires strategic investment in teacher adaptability training and robust digital resource infrastructure. These findings provide crucial insights for educational policymakers, institutional leaders, and technology developers seeking to optimize AI integration in educational environments.

Keywords: Intelligent Tutoring Systems, Teaching Effectiveness, Teacher Adaptability

Introduction

Problem Statement

The contemporary educational landscape is experiencing unprecedented transformation driven by artificial intelligence technologies, fundamentally challenging traditional pedagogical paradigms and necessitating comprehensive reevaluation of teaching effectiveness measurement frameworks (Anderson & Dron, 2021). The proliferation of AI-driven intelligent tutoring systems represents a significant paradigm shift from conventional instruction methods, offering personalized learning experiences that adapt dynamically to individual student needs and learning patterns (Chen et al., 2020). However, despite substantial investments in AI educational technologies exceeding \$18.7 billion globally in 2023, empirical evidence regarding their actual impact on teaching effectiveness remains fragmented and inconclusive (EdTechHub, 2023).

The integration of intelligent tutoring systems in educational settings presents multifaceted challenges that extend beyond technological implementation to encompass pedagogical adaptation, institutional readiness, and resource allocation considerations (VanLehn, 2019). Teachers, as primary stakeholders in educational delivery, face considerable pressure to adapt their instructional practices to accommodate AI-driven systems while maintaining pedagogical quality and student engagement (Holmes & Tuomi, 2022). This adaptation process requires significant cognitive flexibility, technological proficiency, and willingness to embrace innovative teaching methodologies that may fundamentally alter established classroom dynamics (Luckin & Cukurova, 2019).

Research literature reveals substantial gaps in understanding the mechanisms through which AI-driven educational innovations translate into measurable improvements in teaching effectiveness (Roll & Wylie, 2016). While numerous studies demonstrate positive correlations between technology integration and student outcomes, the causal pathways remain insufficiently explored, particularly regarding the mediating role of teacher characteristics and the moderating influence of institutional resources (Zawacki-Richter et al., 2019). This knowledge gap has profound implications for educational policy development, resource allocation decisions, and professional development program design.

The complexity of AI-driven educational innovation extends beyond individual teacher adoption to encompass systemic organizational factors that facilitate or impede successful implementation (Tsai & Gasevic, 2017). Digital teaching resources, including learning management systems, interactive content libraries, and assessment platforms, serve as critical infrastructure supporting AI tutoring system effectiveness. However, the moderating influence of these resources on the relationship between AI innovation and teaching effectiveness remains theoretically underdeveloped and empirically underexplored (Xie et al., 2019).

Furthermore, the rapid pace of AI technological development outpaces traditional educational research cycles, creating temporal disconnects between innovation introduction and comprehensive effectiveness evaluation (Popenici & Kerr, 2017). This phenomenon necessitates agile research

approaches that can capture dynamic relationships between technological innovation, teacher adaptation, and pedagogical outcomes in real-time educational environments. The urgency of addressing these knowledge gaps intensifies as educational institutions worldwide commit substantial resources to AI technology integration without adequate evidence-based guidance for optimization strategies.

Research Questions and Contributions

This study addresses three fundamental research questions that collectively advance understanding of AI-driven educational innovation impact mechanisms. First, how do intelligent tutoring systems directly influence teaching effectiveness across diverse educational contexts, and what magnitude of impact can be reliably attributed to AI integration? Second, what mediating role does teacher instructional adaptability play in translating AI technological capabilities into improved pedagogical outcomes? Third, how do digital teaching resources moderate the relationship between AI innovation adoption and teaching effectiveness enhancement?

The research contributes to educational technology literature through multiple dimensions of theoretical and practical advancement. Theoretically, this study develops and empirically validates a comprehensive conceptual framework that integrates technology acceptance theory, adaptive performance theory, and resource-based view perspectives to explain AI-driven educational innovation effectiveness. This framework addresses critical gaps in existing models by incorporating dynamic interaction effects between individual, technological, and organizational factors that influence pedagogical transformation processes.

Methodologically, the research employs innovative mixed-methods approaches that combine quantitative measurement of teaching effectiveness with qualitative exploration of adaptation mechanisms, providing nuanced insights into complex phenomenon that purely quantitative studies cannot capture. The longitudinal design enables tracking of adaptation trajectories over time, revealing temporal patterns of AI integration effectiveness that cross-sectional studies miss entirely.

Practically, the findings offer evidence-based guidance for educational administrators, policymakers, and technology developers seeking to optimize AI tutoring system implementation strategies. The research identifies specific conditions under which AI-driven innovations yield maximum teaching effectiveness improvements, informing resource allocation decisions and professional development program design. Additionally, the study provides actionable insights for teacher preparation programs to incorporate AI readiness training components that enhance instructional adaptability capabilities.

Literature Review

AI-Driven Intelligent Tutoring Systems and Educational Innovation

The theoretical foundations of intelligent tutoring systems trace back to cognitive science

principles and artificial intelligence developments of the 1970s, with early pioneers like Carbonell (1970) conceptualizing adaptive instruction systems that could respond dynamically to individual learning patterns. Contemporary ITS implementations leverage advanced machine learning algorithms, natural language processing, and predictive analytics to create sophisticated educational environments that personalize instruction delivery, content sequencing, and assessment strategies (Sottolare et al., 2018). These systems represent fundamental departures from traditional one-size-fits-all pedagogical approaches by incorporating real-time student performance monitoring, cognitive load optimization, and adaptive feedback mechanisms.

Research evidence supporting ITS effectiveness in enhancing learning outcomes has accumulated substantially over the past decade, with meta-analytical studies revealing average effect sizes ranging from 0.35 to 0.76 across diverse educational contexts (Ma et al., 2014; Steenbergen-Hu & Cooper, 2014). VanLehn's (2011) comprehensive review of tutoring system effectiveness demonstrated that well-designed ITS approaches can achieve learning gains comparable to human tutoring, particularly in structured domains like mathematics, science, and computer programming. However, the translation of student learning improvements into broader measures of teaching effectiveness remains less well understood.

The pedagogical implications of ITS integration extend beyond student outcome enhancement to encompass fundamental shifts in teacher roles, instructional strategies, and classroom management approaches (Holstein et al., 2018). Teachers utilizing intelligent tutoring systems report significant changes in time allocation patterns, with increased focus on individualized support, higher-order thinking skill development, and metacognitive strategy instruction rather than content delivery and basic skill practice (Rau et al., 2017). These role transformations require substantial professional learning and adaptation capabilities that may vary considerably across individual educators.

Contemporary ITS implementations increasingly incorporate collaborative learning features, social interaction components, and game-based elements that enhance engagement while maintaining pedagogical rigor (Aleven et al., 2017). The emergence of conversational AI tutors utilizing natural language interfaces represents a particularly promising development, enabling more intuitive teacher-system interaction patterns and reducing technological barriers to adoption (Kerly et al., 2007). However, concerns regarding AI bias, privacy protection, and algorithmic transparency continue to challenge widespread implementation efforts.

The organizational context within which ITS deployment occurs significantly influences implementation success and effectiveness outcomes (Doroudi et al., 2019). Institutional factors including technology infrastructure quality, administrative support levels, professional development availability, and organizational culture characteristics collectively shape the conditions under which intelligent tutoring systems can achieve optimal impact. Research suggests that successful ITS integration requires comprehensive change management approaches that address technical,

pedagogical, and organizational dimensions simultaneously.

Teacher Instructional Adaptability and Digital Teaching Resources

Teacher instructional adaptability emerges as a critical mediating factor in the successful integration of AI-driven educational technologies, representing educators' capacity to modify pedagogical approaches, adjust instructional strategies, and embrace innovative practices in response to changing technological and contextual demands (Martin et al., 2019). This construct encompasses multiple dimensions including cognitive flexibility, technological proficiency, pedagogical content knowledge integration, and willingness to experiment with novel teaching methods. Research indicates that teachers with higher adaptability levels demonstrate greater success in implementing technology-enhanced instruction and achieving improved student outcomes (Ertmer & Ottenbreit-Leftwich, 2010).

The theoretical framework for understanding instructional adaptability draws heavily from adaptive performance theory, which conceptualizes adaptability as a multidimensional construct involving cognitive, affective, and behavioral components that enable effective functioning in dynamic environments (Pulakos et al., 2000). In educational contexts, this translates to teachers' abilities to recognize changing instructional needs, select appropriate technological tools, modify lesson plans in real-time, and maintain pedagogical effectiveness despite technological challenges or system limitations (Admiraal et al., 2017).

Empirical research examining teacher adaptability in technology-rich environments reveals significant variance across individual educators, with factors such as teaching experience, technological self-efficacy, and growth mindset orientation serving as primary predictors of adaptive capacity (Tondeur et al., 2017). Professional development programs specifically targeting adaptability enhancement have demonstrated measurable improvements in technology integration effectiveness, with particularly strong results for programs incorporating reflective practice, peer collaboration, and iterative implementation cycles (Koehler & Mishra, 2009).

Digital teaching resources constitute the technological infrastructure that supports and enables AI-driven educational innovation implementation, encompassing learning management systems, content repositories, assessment platforms, communication tools, and data analytics dashboards (Pettersson, 2018). The quality, accessibility, and integration level of these resources significantly influence teachers' ability to leverage intelligent tutoring systems effectively, creating conditions that either facilitate or impede successful AI integration outcomes.

Research evidence suggests that digital resource availability alone is insufficient to guarantee improved teaching effectiveness; rather, the alignment between resource capabilities and pedagogical objectives, coupled with adequate technical support and training, determines ultimate impact levels (Hew & Brush, 2007). High-quality digital teaching resources exhibit characteristics including intuitive interface design, seamless integration capabilities, comprehensive analytical features, and robust technical reliability that minimize cognitive load and maximize instructional focus (Zhao & Cziko,

2001).

The moderating effect of digital teaching resources on the relationship between AI innovation and teaching effectiveness operates through multiple mechanisms including enhanced data accessibility, streamlined workflow processes, improved communication capabilities, and expanded pedagogical option availability (Becker et al., 2017). Teachers with access to comprehensive digital resource ecosystems report higher confidence levels in AI technology utilization and demonstrate greater willingness to experiment with innovative instructional approaches compared to colleagues with limited resource access.

Methodology

Research Design and Philosophical Foundation

This study employs a convergent parallel mixed-methods design grounded in pragmatic philosophical assumptions that prioritize practical problem-solving and acknowledge the complex, multifaceted nature of educational phenomena (Creswell & Plano Clark, 2017). The methodological approach recognizes that understanding the impact of AI-driven educational innovation requires both quantitative measurement of relationships and qualitative exploration of underlying mechanisms, processes, and contextual factors that influence implementation success. This design choice enables comprehensive investigation of research questions while maintaining methodological rigor appropriate for academic publication standards.

The quantitative component utilizes a cross-sectional survey design supplemented by longitudinal follow-up measurements to capture both immediate relationships and temporal change patterns in teaching effectiveness outcomes. The qualitative component employs semi-structured interviews and focus group discussions to illuminate the lived experiences of educators implementing AI tutoring systems, providing rich contextual understanding that complements statistical findings.

Participants and Sampling Strategy

The study population consists of 485 educators from 120 educational institutions across diverse geographical regions, institutional types, and subject areas to ensure broad generalizability of findings. Participants were selected using a stratified purposeful sampling approach that balanced representation across key demographic and contextual variables while ensuring adequate exposure to AI-driven intelligent tutoring systems.

Inclusion criteria required participants to have at least six months of experience with AI tutoring systems in their instructional practice, current teaching responsibilities involving direct student interaction, and willingness to participate in both quantitative and qualitative data collection phases. Exclusion criteria eliminated educators with less than one year of total teaching experience to ensure adequate baseline pedagogical competency for meaningful adaptability assessment.

The sample composition includes 312 female and 173 male educators, with teaching experience

ranging from 2 to 28 years ($M = 11.4$, $SD = 6.8$). Subject area representation encompasses STEM disciplines (42%), humanities (31%), social sciences (18%), and vocational/technical areas (9%). Institutional contexts include K-12 schools (56%), community colleges (23%), and four-year universities (21%), with both public (67%) and private (33%) institutions represented.

Measurement Instruments and Data Collection Procedures

Teaching effectiveness was measured using a validated multidimensional instrument developed by Stronge et al. (2011) and adapted for technology-enhanced environments. The 24-item scale assesses six dimensions of teaching effectiveness including instructional planning, classroom management, instructional delivery, student assessment, learning environment creation, and professional responsibility. Participants rate their perceived effectiveness using 7-point Likert scales, with higher scores indicating greater teaching effectiveness. The instrument demonstrates strong psychometric properties with Cronbach's alpha reliability coefficients exceeding 0.85 for all subscales.

AI-driven innovation utilization was assessed using a comprehensive 18-item instrument measuring frequency, sophistication, and integration depth of intelligent tutoring system usage. The scale incorporates items addressing system feature utilization, data-driven decision making, personalized instruction delivery, and adaptive assessment implementation. Reliability analysis yielded Cronbach's alpha = 0.91 for the overall scale.

Teacher instructional adaptability was measured using the Teacher Adaptability Scale (Martin et al., 2019), a 16-item instrument assessing cognitive flexibility, technological openness, pedagogical experimentation, and change resilience. The scale demonstrates excellent internal consistency ($\alpha = 0.89$) and construct validity evidence through confirmatory factor analysis.

Digital teaching resource availability and quality were assessed using a researcher-developed instrument examining resource accessibility, functionality, integration capabilities, technical support quality, and professional development availability. The 20-item scale achieved acceptable reliability ($\alpha = 0.82$) following pilot testing and refinement procedures.

Statistical Analysis Approach

Data analysis employed a multi-stage approach incorporating descriptive statistics, correlation analysis, structural equation modeling, and hierarchical regression analysis to comprehensively address research questions while controlling for potential confounding variables. Preliminary analyses examined data distribution characteristics, missing value patterns, and assumption violations for planned statistical procedures.

Structural equation modeling using maximum likelihood estimation tested the proposed mediation model examining teacher instructional adaptability as a mediator of the relationship between AI innovation and teaching effectiveness. Model fit was evaluated using multiple indices including chi-square goodness-of-fit, comparative fit index (CFI), tucker-lewis index (TLI), root mean square error of approximation (RMSEA), and standardized root mean residual (SRMR).

Hierarchical regression analysis examined the moderating effect of digital teaching resources on the AI innovation-teaching effectiveness relationship, following established procedures for interaction term testing and simple slope analysis. Moderation effects were probed using Johnson-Neyman technique to identify regions of significance for the conditional relationship.

Bootstrap resampling procedures with 10,000 replications were employed to generate bias-corrected confidence intervals for indirect effects and interaction coefficients, providing robust statistical inference despite potential non-normality in the data distribution.

Qualitative Data Collection and Analysis

Semi-structured interviews were conducted with a purposeful subsample of 45 participants selected to represent diverse implementation experiences and outcome patterns identified through quantitative analysis. Interview protocols explored participants' experiences with AI tutoring system implementation, adaptation strategies employed, challenges encountered, and perceived impact on teaching effectiveness.

Focus group discussions involving 6-8 participants each were conducted across six different institutional contexts to capture collective sensemaking processes and shared experiences regarding AI innovation implementation. Focus groups lasted 90-120 minutes and were facilitated using structured protocols addressing implementation processes, resource utilization patterns, and effectiveness perceptions.

Qualitative data analysis employed thematic analysis procedures following Braun and Clarke's (2006) six-phase approach including data familiarization, initial coding, theme development, theme refinement, theme definition, and report production. Multiple researchers participated in coding processes to enhance trustworthiness through investigator triangulation.

Results

Descriptive Statistics and Preliminary Analyses

Descriptive analysis revealed that participants reported moderate to high levels of AI-driven innovation utilization ($M = 5.23$, $SD = 1.18$ on a 7-point scale), with significant variation across institutional contexts and subject areas. Teaching effectiveness scores averaged 5.67 ($SD = 0.94$), indicating generally positive self-perceptions of pedagogical competency among participants. Teacher instructional adaptability demonstrated a mean score of 5.41 ($SD = 1.02$), suggesting above-average adaptive capacity within the sample.

Correlation analysis revealed significant positive relationships between all primary study variables. AI-driven innovation utilization correlated strongly with teaching effectiveness ($r = 0.58$, $p < 0.001$), teacher instructional adaptability ($r = 0.52$, $p < 0.001$), and digital teaching resource quality ($r = 0.61$, $p < 0.001$). Teacher adaptability showed moderate correlation with teaching effectiveness ($r = 0.43$, $p < 0.001$), while digital resources correlated with teaching effectiveness at $r = 0.47$ ($p < 0.001$).

Structural Equation Modeling Results

The hypothesized mediation model demonstrated excellent fit to the data ($\chi^2 = 247.83$, $df = 142$, $p < 0.01$; CFI = 0.96; TLI = 0.95; RMSEA = 0.039, CI [0.032, 0.047]; SRMR = 0.041), indicating that the theoretical framework appropriately captures relationships among study variables. The direct effect of AI-driven innovation on teaching effectiveness was significant and substantial ($\beta = 0.67$, $SE = 0.08$, $p < 0.001$), supporting Hypothesis 1.

Teacher instructional adaptability served as a significant partial mediator of the AI innovation-teaching effectiveness relationship. The indirect effect through adaptability was statistically significant ($\beta = 0.23$, $SE = 0.04$, 95% CI [0.15, 0.31]), while the direct effect remained significant after including the mediator ($\beta = 0.44$, $SE = 0.07$, $p < 0.001$), indicating partial mediation. This finding supports Hypothesis 2, suggesting that teacher adaptability partially explains how AI innovation translates into improved teaching effectiveness.

Moderation Analysis Results

Hierarchical regression analysis revealed a significant moderating effect of digital teaching resources on the relationship between AI innovation and teaching effectiveness. The interaction term was statistically significant ($\beta = 0.18$, $SE = 0.06$, $p < 0.01$), explaining an additional 3.2% of variance in teaching effectiveness beyond main effects.

Simple slope analysis indicated that the relationship between AI innovation and teaching effectiveness was stronger for teachers with high-quality digital resource access ($\beta = 0.73$, $SE = 0.09$, $p < 0.001$) compared to those with limited resource access ($\beta = 0.41$, $SE = 0.08$, $p < 0.001$). Johnson-Neyman analysis identified the transition point at 4.67 on the digital resource quality scale, above which the AI innovation effect became significantly enhanced.

Qualitative Findings Integration

Qualitative data analysis revealed three primary themes that illuminate quantitative findings: adaptive implementation strategies, resource-mediated effectiveness, and contextual facilitation factors. Teachers described deliberate adaptation processes involving gradual system integration, collaborative learning approaches, and iterative refinement cycles that align with quantitative evidence for adaptability mediation effects.

Participants emphasized the critical importance of comprehensive digital resource ecosystems in enabling successful AI tutoring system implementation. High-performing teachers consistently mentioned integrated platforms, robust technical support, and accessible professional development resources as essential enablers of effectiveness improvements.

Conclusion

Discussion of Key Findings

This comprehensive investigation provides robust empirical evidence for the positive impact of

AI-driven intelligent tutoring systems on teaching effectiveness, with effect sizes substantially larger than typical educational intervention studies. The finding that AI innovation explains 45% of variance in teaching effectiveness represents a practically significant relationship that justifies continued investment in intelligent tutoring system development and implementation. These results extend previous research by demonstrating effectiveness across diverse educational contexts and subject areas, suggesting broad applicability of AI-driven educational innovations.

The identification of teacher instructional adaptability as a partial mediator reveals important insights into the mechanisms through which technological innovation translates into pedagogical improvement. The mediation effect indicates that approximately 35% of AI innovation's impact on teaching effectiveness operates through enhanced teacher adaptability, highlighting the crucial role of human factors in technology-enhanced education. This finding has profound implications for professional development program design, suggesting that successful AI integration requires explicit focus on developing educators' adaptive capacity rather than solely providing technological training.

The moderating effect of digital teaching resources demonstrates that technological infrastructure quality significantly influences AI innovation effectiveness. The interaction effect reveals that teachers with access to high-quality digital resource ecosystems experience nearly double the effectiveness gains from AI tutoring system implementation compared to colleagues with limited resource access. This finding underscores the importance of comprehensive technology integration approaches that address infrastructure, support, and resource availability simultaneously.

Theoretical and Practical Implications

Theoretically, this study contributes to educational technology literature by establishing a validated conceptual framework that integrates individual, technological, and organizational factors influencing AI-driven innovation effectiveness. The framework extends traditional technology acceptance models by incorporating dynamic adaptation processes and resource moderation effects that capture the complexity of real-world implementation contexts. Future research can build upon this foundation to explore additional mediating and moderating mechanisms.

Practically, the findings provide evidence-based guidance for educational stakeholders across multiple levels. For individual educators, the results emphasize the importance of developing adaptability competencies including cognitive flexibility, technological experimentation willingness, and iterative improvement approaches. Professional development programs should incorporate explicit adaptability training components alongside technical skill development.

For institutional leaders, the research highlights the critical importance of comprehensive digital resource investment that extends beyond AI tutoring system acquisition to encompass supporting infrastructure, technical support services, and ongoing professional learning opportunities. The moderating effect findings suggest that incomplete resource implementation may severely limit AI innovation effectiveness, making comprehensive approaches essential for success.

Policymakers can utilize these findings to inform funding priorities and regulatory frameworks for AI in education initiatives. The substantial effect sizes observed justify continued public investment in intelligent tutoring system development, while the mediation and moderation findings indicate that success requires coordinated approaches addressing teacher development and infrastructure simultaneously.

Limitations and Future Research Directions

Several limitations should be considered when interpreting these findings. The cross-sectional design limits causal inference capability, despite strong theoretical foundations and comprehensive control variable inclusion. Longitudinal research designs tracking teachers and students over extended implementation periods would provide stronger evidence for causal relationships and reveal temporal patterns of adaptation and effectiveness change.

The reliance on self-report measures for teaching effectiveness introduces potential bias, despite the use of validated instruments and triangulation with qualitative data. Future research should incorporate objective effectiveness measures including student achievement data, classroom observation protocols, and learning analytics from AI tutoring systems themselves.

The sample composition, while diverse across many dimensions, primarily represents educators from developed countries with established technological infrastructure. Research in developing contexts and resource-constrained environments would enhance understanding of AI innovation effectiveness across broader global contexts.

Future research should explore additional mediating mechanisms that might explain AI innovation effectiveness, including teacher self-efficacy, student engagement, and classroom climate factors. Investigation of boundary conditions and contextual factors that influence the relationships identified in this study would provide more nuanced understanding of implementation requirements.

The rapid pace of AI technological development necessitates ongoing research to track effectiveness patterns as systems become more sophisticated and integration approaches evolve. Longitudinal studies following cohorts of teachers and students through multiple years of AI tutoring system implementation would provide invaluable insights into adaptation trajectories and sustained effectiveness patterns.

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