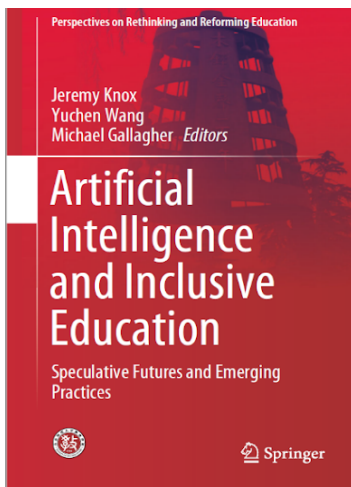


Artificial Intelligence and Inclusive Education: Speculative Futures and Emerging Practices

Knox, J., Wang, Y., & Gallagher, M. (2019). Springer. ISBN: 978-981-13-8160-7 Price: \$159.99, pp 206

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In *Artificial intelligence and inclusive education: Speculative futures and emerging practices*, Knox, Wang, and Gallagher (2019) frame key perspectives on the direction of the field, including opportunities and challenges at the intersection of artificial intelligence and inclusive education. As private industry in technology advances the opportunities for artificial intelligence in education, it often also shapes the narrative of its place, value, and effectiveness. The contributors to this book create space for the broader conversation, with the focus first and foremost on education and the nuanced ways AI can replace, enhance, or otherwise

influence the field.

Knox et al. (2019) organize this volume into three parts: 1) Artificial Intelligence and Inclusion - Opening a Dialog; 2) Emerging Practices; and 3) Critical Perspectives and Speculative Futures. With a compilation of chapters by various authors, the editors set a clear tone in the preface and introduction to the book. These chapters are in conversation with each other regarding the important considerations AI creates for inclusive education and the evolving discipline. In Part I, an overview of challenges and opportunities is laid out. Recognition of the need for diversity and inclusion in education and educational decision-making is not absent from issues related to AI. Ethics, bias, and cultural diversity are all relevant. Porayska-Pomsta and Rajendran (2019), in the chapter “Accountability in Human and Artificial Intelligence

Decision-Making as the Basis for Diversity and Educational Inclusion”, emphasize the need for diversity to combat bias that may be inherited by AI through the humans who design them.

In Part 2, the Emerging Practices section Serholt (2019) gives one example of a retrospective study on the experiences of students with an “empathic robot tutor.” This study is a snapshot of the many considerations when exploring emerging AI applications in education. For example, what are the long-term perceptions of those exposed to such technologies? What ethical considerations are present when utilizing AI with children? What is the importance of trust between humans and AI in education? While these chapters are not necessarily in conflict with each other, they are in dialog with each other to present the multilayered considerations of using AI. Other themes include how AI can help personalize learning for a variety of diverse learners, as well as whether “pedagogical agents,” such as robots, might supplement or fully replace human teachers.

The third section of this volume, Critical Perspectives and Speculative Futures, highlights issues including the widening gap in access to the technologies necessary for a modern education. While equity is a continuous concern in education, such injustices are being exacerbated as the use of AI and technologies grows in education. Not just in access to technology, but in who is being assessed, whose data are being collected, whose data are being excluded, and whose experience is the technology learning from and/or omitting. Gallagher (2019) points to issues outside of curriculum and education - considerations and concerns around data, privacy, surveillance, policies - as equally, if not more, formative to the field’s future direction. Regardless of the direction and where on the spectrum of support that AI may be, the role of teachers in the decision making and “training” of AI was a clear recommendation.

In many ways, the reader ends the book with more questions than answers. However, they are important questions that many education practitioners and scholars have not truly grappled with and must be true advocates for inclusive education. Educators must contribute to this dialog. Is AI the answer to equitable education, or does it increase the opportunity gap? That is for the reader to ask and decide. However, this book presents many of the key issues for AI and inclusive education in an accessible arrangement. At the conclusion of this volume, a reader may naturally wonder where we are now. Overall, the audience of this book is not just other experts in inclusive education and AI but also practitioners as a whole, namely, those who have overlooked the issues of AI facing the future of the field. This is an inviting volume to recruit all those invested in inclusive education to critically examine the direction of technology in the field.