5th Global Conference on Innovations in Education
12 - 14 November 2026
Nottingham, UK

Artificial Intelligence in Education: Transforming the Way Students Learn and Develop Future Skills

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Abstract

Artificial intelligence (AI) is moving from the margins of educational technology to the centre of everyday teaching and learning. This paper presents a narrative review of selected evidence syntheses, experimental studies and policy documents to examine how AI is changing the way students learn and which future skills it may help or hinder them to develop. The reviewed evidence suggests that step-based intelligent tutoring can approach the effectiveness of human tutoring, and that carefully designed generative AI tutors can raise learning gains. However, unguarded use of general-purpose chatbots may improve performance during practice while weakening later independent performance. Employer forecasts point to growing demand for analytical thinking, creativity, adaptability and lifelong learning alongside technical skills, which are the capacities that careless AI use may erode. The paper proposes a conceptual framework linking AI affordances, pedagogical design conditions and ethical governance to learner outcomes, and identifies priorities for future research and practice.

Keywords: artificial intelligence in education; generative AI; intelligent tutoring systems; personalised learning; future skills; higher education