



*Akademik Tarih ve Düşünce Dergisi*

*Academic Journal of History and Idea*

ISSN: 2148-2292

12 (1) 2024

*Derleme Makalesi | Review article*

*Geliş tarihi | Received: 19.10.2024*

*Kabul tarihi | Accepted: 03.02.2025*

*Yayın tarihi | Published: 25.02.2025*

**Mohammad Ekram Yawar**

<https://orcid.org/0000-0003-3198-5212>

*Asst. Prof. Dr. Dean of the Faculty of Law, International Science and Technology University, Warsaw, Poland, ekram.yawar@istu.edu.pl*

**Sameulhaq Amany**

<https://orcid.org/0009-0009-4681-2761>

*Master's student in Administration and Economics, Sabahattin Zaim University, Türkiye, sameulhaq.amany01@gmail.com*

**Atıf Künyesi | Citation Info**

Yawar, M. E. & Amani, S. (2024). The Use of Artificial Intelligence in Teaching History and its Effects on Community Leadership. *Akademik Tarih ve Düşünce Dergisi*, 12 (1), 319-332.

## **The Use of Artificial Intelligence in Teaching History and its Effects on Community Leadership**

### **Abstract**

*One of the most important educational phenomena that will be used more in the future is artificial intelligence, which has received a lot of attention due to its importance and application in education. The use of artificial intelligence in the education of history, society and healthy leadership of the administration will be necessary in the near future. Therefore, research in the field of applications, challenges and opportunities, as well as the correct way of using artificial intelligence, is considered one of the most important tasks of history researchers. In this research, while dealing with these issues, we are investigating the role of artificial intelligence in the education of history, society and healthy leadership. And according to the obtained results, it can be said that the use of artificial intelligence in teaching the history of society and healthy leadership of the department can be considered as a more appropriate substitute for teachers, because of some of the shortcomings of traditional teaching. Artificial intelligence alongside the teacher can significantly reduce the stress and pressure of the teacher and student and play a significant role in the effectiveness of history education.*

**Keywords:** Artificial Intelligence, History Education, Community Leadership



<https://dergipark.org.tr/tr/pub/atdd>

## Tarih Öğretiminde Yapay Zeka Kullanımı ve Toplum Liderliği Üzerindeki Etkileri

### Öz

*Gelecekte daha fazla kullanılacak olan en önemli eğitim olgularından biri, eğitimdeki önemi ve uygulaması nedeniyle çok fazla ilgi gören yapay zekadır. Yapay zekanın tarih, toplum ve yönetimin sağlıklı liderliği eğitiminde kullanılması yakın gelecekte gerekli olacaktır. Bu nedenle, uygulamalar, zorluklar ve fırsatlar alanındaki araştırmaların yanı sıra yapay zekanın doğru kullanım şekli, tarih araştırmacılarının en önemli görevlerinden biri olarak kabul edilmektedir. Bu araştırmada, bu konularla ilgilenirken, yapay zekanın tarih, toplum ve sağlıklı liderlik eğitimindeki rolünü araştırıyoruz. Elde edilen sonuçlara göre, geleneksel öğretimin bazı eksikliklerinden dolayı, toplum tarihi ve sağlıklı liderlik bölümünün öğretiminde yapay zeka kullanımının öğretmenlerin yerine daha uygun bir ikame olarak düşünülebileceği söylenebilir. Öğretmenin yanında yapay zeka, öğretmen ve öğrencinin stres ve baskısını önemli ölçüde azaltabilir ve tarih eğitiminin etkinliğinde önemli bir rol oynayabilir.*

**Anahtar Kelimeler:** Yapay Zeka, Tarih Eğitimi, Toplum Liderliği

### Introduction

The quality of education and the effectiveness of educational systems is one of the most important concerns of educational systems and development decision makers in every country. Information and communication technology has the ability to reduce costs, increase quality, and align the products of the education system with the needs of the society through a documented program and by changing the structure and methods of education. And align and in Take a step to apply the training.

The use of modern educational and training equipment and technologies in the direction of education and upbringing goals has been noted in the document on the development of education and upbringing foundations. The use of artificial intelligence as a type of new technology in education is worthy of attention. One of the neglected discussions among the history researchers is the study of history teaching methods for people of different ages. (Lashgarara et al., 1994). In other words, there is still no standard and accepted classification for the ages of history students, and the reason for this may be the lack of harmony and coordination between the authors of history lessons from childhood to adulthood. Meanwhile, the role of technology in history education in today's world has gained extraordinary importance. ( AI )A card (John McCarthy) was invented and created. The main goal of artificial intelligence is to imitate human cognitive function and perform activities that are usually performed by a human (Chen et al., 2020). Before the introduction of computers and other related technologies, teachers and students were engaged in teaching and learning mechanically or by using natural human effort. With the introduction of microcomputers and, by extension,

personal computers in the 1970s, which, according to Flamm, provided more computing power and marked an important transition to the electronic era, the development of computers Individuals make this possible for individuals and other institutions Non-governmental organizations used the computer for various reasons. These transfers heralded the expansion of computers in various sectors such as education and economy (Chen et al., 2020). Recent developments in the field of education around the world force teachers to update their teaching methods. Also, traditional methods and relying on rhetoric-based strategies have lost their use. The history lesson deals with the history of people and societies that do not exist in the present, so it is difficult for the student to understand it. To solve such problems, one can use new educational phenomena such as artificial intelligence. In this research, we are looking for practical proof of one of the newest phenomena in the field of education, that is, artificial intelligence, which is one of the valuable opportunities in history education.

### **1. Research Background**

Xiling Chen and colleagues (2022) in a research under the title of two decades of artificial intelligence in education: contributors, collaborations, research topics, challenges and future directions, on transparency regarding the use of learning data. Yarandeh to achieve personalized learning Increasing the acceptance of artificial intelligence by teachers by involving them in the system design and convincing them of the effectiveness of artificial intelligence by designing strong experiments and also moving towards "implementation" Emphasis on artificial intelligence in education for designing an educational system with higher generalizability. and promising areas in the field of artificial intelligence in education: personalized education, teaching robots, student performance prediction, classroom speech analysis, neural networks evaluation for Identifying how to teach; Emotional calculations are used to identify the feelings of the learner.

Bertram and his colleagues (2021) in their research entitled Artificial Intelligence in History Education, analyzing the linguistic content and complexity of student writings in the CAHisT (Computational Assessment of Historical Thinking) project, examine the challenges of exam evaluation. The students' assignments and assignments in the history course are completed and declared. that the use of standard test formats in the evaluation of historical competences has been criticized recently. Historical researchers have argued that open-ended items are more suitable for evaluation. However, providing large-scale evaluations of open answers is time-consuming and creates challenges regarding the objectivity, reliability, and repeatability of rankings, so to solve this problem, he suggests the use of a tool called artificial

intelligence. don't. Bertram et al. (2021) in a research titled artificial intelligence in education states that artificial intelligence affects education in different ways. Artificial intelligence has produced educational tools that have attracted attention due to its potential including: improving the quality of education and strengthening teaching and learning methods. As AI educational solutions mature, AI can help fill the gaps. The place of artificial intelligence in modern education and learning cannot be denied. With the presence of artificial intelligence, there will be many changes in the teacher's responsibilities. In the coming decades, artificial intelligence will transform education.

Hayat Abdi (2021) in a research entitled Artificial Intelligence in the Service of Education, including the number of successful countries' businesses in the application of Artificial Intelligence in education, considers one of the functions of Artificial Intelligence in the grading process and believes that although Artificial intelligence cannot This field completely replaces the human, but it performs the process very close to the human. Today, it is possible for teachers to automatically score almost all types of multiple-choice and blank questions, and of course, automatic scoring of explanatory questions is not far away and will be implemented in the near future.

Guan et al., (2020) in a study titled: Artificial Intelligence Innovation in Education: A Historical Analysis Based on Twenty Years of Data, states that in line with the changing role of artificial intelligence technology in education with the prevalence of distance education, Ahed We are increasing research outputs in the implementation and design of intelligent education in schools. This research also considers the use of artificial intelligence in education not only in technology, but also in the educational, cultural, social, economic, moral and psychological dimensions of education, and from this point of view, the research of artificial intelligence Artificial in education is research in nature between the fields of knowledge. The current research was done using library resources and the latest researches in the field of artificial intelligence in education and using the descriptive-analytical method.

## **2.Theoretical Concepts of Research**

### **2.1.The Concept of Education**

Education is said to be the activities that are planned by the teacher or the teacher with the aim of making learning easier and flows between the teacher and one or more students in the form of a reciprocal action (Sadeghi, 2017). Education is neither an institution nor a course, but education is a set of activities that are in the service of education and training, usually the activities that the teacher does alone or with the help of educational materials are called

education. He defines education in the following way: education is any pre-planned activity or arrangement whose goal is to create learning in students (Seif, 2011).

### **2.2.The Concept of History Education**

One of the important lessons in the education system of every country, including Afghanistan, is history. The history of any nation is a symbol of that nation's identity, which plays a major role in the formation of the personality and identity of its youth. The country of Afghanistan also has a very long history and the age of its civilization reaches several thousand years. The historical traces of this glorious civilization are very diverse and abundant. Knowing this vast historical world requires continuous and deep education and training (Khirandish, 2000).

### **2.3.The Concept of Artificial Intelligence**

Computer communication and information technologies have continued to evolve over the years and have led to the development of artificial intelligence. According to Capin, artificial intelligence is the ability of machines to adapt to new situations, deal with emerging situations, solve problems, answer questions, machine maps, and perform various other functions. It needs a level of normal human intelligence. Artificial intelligence is the pinnacle of computers, computer-related technologies, machines, and innovations and advances in information communication technology that gives computers the ability to perform close or human-like functions. In the direction of accepting and using new technologies in education, artificial intelligence has also been widely used in the education sector (Chen et al, 2020). We can describe artificial intelligence as the use of technology to automate tasks that "usually require human intelligence" (Nozad, 2019). In modern terms, artificial general intelligence refers to the ability of a machine to establish communication, reasoning and independent action in familiar and new scenarios in a similar way to a human (Kazemi, 2020). A common misconception in this regard is that existing artificial intelligence systems produce their results by engaging in a type of artificial computer cognition that matches or exceeds human-level thinking. Artificial intelligence systems can often produce useful and intelligent results without intelligence.

These systems do this work to a great extent in a heuristic way by identifying data patterns and using knowledge, laws and information that are specially coded by people, however, this data does not correspond to human thought (Nozad, 2019).

In general, artificial intelligence is defined in four categories:

- Systems that think like humans.
- Systems that think rationally.

- Systems that behave like humans.
- Systems that behave rationally.

The distinction between human and rational behavior is from the point of view that human beings are not necessarily perfect and are subject to errors in reasoning (Nekuifar, 2020). (AI), as a machine-based technique with algorithmic power for predictions, diagnoses, recommendations and decision-making, in the educational community due to its potential to support learning in various contexts over the years. The latter has become important (Chen et al., 2022) . The use of artificial intelligence in leadership training and Sarman Dehir. Actually, the innovation of artificial intelligence in training has changed from ideal laboratory scenarios to real learning contexts with more complexity. Companies in the educational technology (EdTech) industry have developed personalized adaptive learning systems that enable personalized learning, assistive learning systems that manage the classroom environment, grading, assessment, and homework. A second language helps and the management system of the institution that helps with the registration of students and questions and so on (Guan et al., 2020). It seems that education is fixed in terms of time, place and fixed activities. Learning is done continuously, especially for young people. Traditional educational systems have been known to be inflexible, but they are now changing to adapt to the technological advancements of today's world. One of the key technologies that is ready to change education is artificial intelligence (AI). It has an artificial intelligence implementation (Bertram et al., 2021). While artificial intelligence can never replace human teachers, it can play a big role in the classroom. Artificial intelligence can allow teachers to hand over all assignments and grading process to an artificial intelligence so that teachers can spend more time with students. Despite the cost and the need for the Internet, artificial intelligence is useful for teaching. Since teachers cannot always be available and students need a teacher along with them, working with an AI tutor can help students who have social or academic anxiety (Bertram et al., 2021).

### **3.The Role of Artificial Intelligence in Teaching History and Leadership**

The three roles assigned to artificial intelligence in teaching are: Providing applied teaching strategies: The goal of special teaching systems is to recommend educational content and provide assignments that are suitable for different educational needs. For example, Chen et al. (2022) used artificial intelligence systems using multimodal sensor data to identify the emotional state of students and help teachers determine the optimal content delivery, teaching methods, and communication strategies. They chose (Thomas et al., 2023). Increasing the ability of teachers to teach: a combination of computer-aided learning and artificial intelligence

technologies are used to help teachers manage their classroom teaching. Artificial intelligence technologies to support teaching in different subject classes (such as physical education, language and history) by uploading, assigning and distributing tasks and tasks and by expressing problems based on the text used. These programs have greatly improved the efficiency of classroom management for teachers (Thomas et al., 2023). However, most teachers do not have a proper understanding of how technologies work. Without understanding the mechanism of assignment determination and teaching strategy recommendations, teachers have felt that their control is reduced and they are working with a black box. The resulting decrease in self-efficacy may discourage teachers from using artificial intelligence to support teaching in their classrooms (Thomas et al., 2023). Support for teacher's professional development: artificial intelligence technologies have been used not only to support education, but also to support teachers' professional development. For example, the use of intelligent teaching evaluation models that are made from the data of the teachers' own teaching in comparison with human and objective evaluations makes the teachers less offended by criticism and encouraged to talk about the methods Think about your teaching (Thomas et al., 2023). A case study of the challenges and opportunities of artificial intelligence. Although the possibilities of artificial intelligence are exciting, a number of challenges prevent the full realization of artificial intelligence in various educational institutions. These challenges include:

1. The ability of artificial intelligence is limited: the abilities of artificial intelligence are limited in education.
2. Unanswered questions: There are many unanswered questions about the role of artificial intelligence and how to manage it in higher education.
3. Trust: It may be difficult for parents and school administrators to trust artificial intelligence technologies that are used to influence or make decisions about student learning.
4. Ethical problem: It is a situation that a person is faced with, on the one hand, with morals or conscience and on the other with life. Another moral problem that today's society is facing is the "humanism" of man (Bertram et al., 2021).

#### **4.Opportunities**

Artificial intelligence tools are gradually changing the way of education. They can help make global classrooms accessible to all. Nowadays, artificial intelligence applications in education (AIED) are widely used by language learners and teachers. Although artificial

intelligence provides many benefits for students and teachers, it cannot replace teachers. The advantages of artificial intelligence for students, teachers and schools include:

1. Education at any time: artificial intelligence affects how children learn and from where. Applications based on artificial intelligence allow students to study in their free time and receive feedback from teachers in real time.

2. Virtual tutors: Artificial intelligence-based platforms provide virtual tutors to follow the progress of students.

Artificial intelligence has shown promise as a tool for monitoring students' performance.

3 Better interaction: Modern technologies such as VR and gamification help students participate in the learning process and make it more interactive and personal.

4. The opportunity to find a good teacher: educational institutions have many teachers, so the student has the opportunity to establish a relationship with other specialists.

5. Helping the teacher: Artificial intelligence can be a great ally for a teacher.

Artificial intelligence can help the teacher to reduce the burden of administrative tasks such as grading exams, grading students' assignments, planning, etc. and save a lot of time.

6. Training for teachers: artificial intelligence makes public information available to teachers at any time of the day.

7. Connecting everyone: Artificial intelligence tools can help make global classrooms accessible to everyone and foster greater collaboration, communication, and cooperation between schools and countries.

8. Cost reduction: Artificial intelligence can accelerate and reduce the cost of learning.

9. Improves efficiency: Artificial intelligence reduces the burden of repetitive tasks that teachers and schools have to deal with on a daily basis.

For example, students can use tools equipped with artificial intelligence to learn pronunciation, meaning and correct use of words. From classroom interactions, lesson learning, and management processes, artificial intelligence makes everything better and more efficient (Bertram et al., 2021).

### **5.The Use of Artificial Intelligence in Providing Feedback in History and Society Education**

Another of the frequent applications of artificial intelligence has been providing guidance and feedback to students by analyzing and analyzing their work and learning process. For example, Bonneton-Botte et al. (2020) used an artificial intelligence program for offices to recognize and analyze students' handwriting and then analyze its spatial and temporal features



(such as shape, order, and direction of sections). This program gave feedback to the students at the end of each writing session (Thomas et al. 2023). Students in traditional educational environments rarely receive preferred or required formative feedback (Nazrovi et al., quoted from Moline). Considering the fact that the time for presenting the history lesson in education and upbringing is very limited compared to the volume of the book, especially in the field of humanities as one of the specialized courses, and the number of students present in the class is generally high; Other teachers do not have enough time to provide feedback and constructive feedback due to overloaded assignments or busy classes.

Also, without grades, teachers may not have the ability to evaluate students' progress. One of the most important aids of artificial intelligence in history education and meaningful learning is to give students instant feedback on learning progress. To some extent, delayed return, denied return. In order to strengthen student participation, improve progress, motivation and self-regulation (Sohrablo., citing Zimmerman and Labuhn), constructive feedback should be immediate. With the help of artificial intelligence, the best feedback can be provided in the shortest possible time (Sohrablo., 2020). Open-ended assignments, such as those that require short written answers, are essential tools in assessing students' independent thinking skills. They may also be used as valuable indicators of students' specific competencies in humanities subjects (eg, history) that require independent thinking skills. (Bertram quoted from Smith). However, history education researchers have acknowledged that creating an objective and reproducible assessment of students' writings is challenging.

It is also a very time-consuming job. Machine learning methods (for example, algorithms that make predictions on unseen data based on a sufficiently large training sample) provide new possibilities for assessing what students in They have written about history, they present it (Bertram et al., 2021).

### **7.Application of Artificial Intelligence in Presenting Virtual Reality in History Education**

Due to the unavailability of the events and societies discussed in the history lesson, as well as the generational difference, the understanding of historical topics is difficult for students in comparison with other lessons. Therefore, to solve this problem, you can think of a measure so that the students can learn better by being in the taught situations. Using virtual reality technology is one of the ways to solve this problem.

## **8.Using Artificial Intelligence to Produce Intelligent Content**

One of the effects of using artificial intelligence in education is the production of intelligent content; Artificial intelligence and training together create new techniques; This support can be all that is needed to ensure that all students achieve academic success. The production of intelligent content also includes virtual content such as conferences and video lectures.

For example, in the history lesson, different intelligent contents can be produced by means of Adobe Flash Professional CC software. Nowadays, the use of electronic tools such as mobile phones and computers has increased. A very useful feature of the Flash software is that it can create different outputs for Android, IOS, Windows and Flash devices from the created content, which helps teachers and students to create content. themselves in smart mobile phones and computers and Tablets and virtual spaces can be easily used in the form of teaching methods such as reverse learning. In this way, the order of Sassanid kings can be designed for students (Sohrablo, 2020).

## **9.The Use of Teaching Robots in the Teaching of History and the Evening of the Day**

Robotics is an interdisciplinary branch of engineering that develops physical devices that can be used as substitutes for humans. In popular culture, we often see robots as a revolutionary technological fix or as a threat, perhaps by replacing teachers (Mostofi, 2022). The goal of new educational programs is to involve, encourage and activate students. The teaching robot is one of the newest uses of artificial intelligence in education. In a primary school in Finland, they use a teaching robot named "Ilyas" to teach language and a robot named "Obot" to teach children math. These robots are equipped with software that can detect the level of students' understanding and understand their needs. As a result, they behave in ways that encourage students to learn and at the same time inform the teacher about problems (Kazemi, 2020). One of the advantages of using robots in education is that students can practice points over and over again without fear of making mistakes and being ridiculed. These teaching robots do not get tired of repetition. Of course, it should be noted that despite the ability of these robots in teaching, they are not able to establish order in classrooms with busy and talkative students. Therefore, the presence of teachers in such classes is also mandatory (Kazemi, 2020). In the history lesson, robots can be used to evaluate students in class, because these robots greatly reduce the stress of students during the evaluation of oral evaluations; They also encourage students to learn more and give a more accurate result at the discretion of the teacher. The

potential of artificial intelligence to evaluate students' writings in the history course is more suitable for understanding students' historical thinking skills than standard test formats.

However, the challenge of evaluating these types of writings still remains. Open-ended assignments may be feasible in classes where teachers grade a manageable number of student assignments, but in large-scale studies, assessing open-ended assignments is time-consuming and costly. The qualitative psychometric criteria of objectivity, reliability and validity are also applied in the open-ended exam formats. This means that in order to evaluate students' writings with qualitative methods (that is, qualitative content analysis), the evaluation and ranking criteria should be clear and transparent. Therefore, the existence of a distinctive coding system and evidence of inter-rater reliability is necessary.

This manual assessment based on a coding system is double the discrimination and accuracy, time-consuming and expensive, so that experimental studies based on open-ended measurements (including the need for bimetric reliability) Lips are limited to relatively small samples (Bertram et al., 2021).

The vital advantage of artificial intelligence is that the computer, assuming that it has learned the right patterns in advance, can evaluate a large amount of qualitative data without the cost of human resources. It even enables the use of open-ended tasks in large-scale evaluations and large-scale intervention studies. In the field of education, there are digital approaches to education in the form of math tutoring systems such as Bettermarks. And in the field of language learning, there are online language learning programs such as Babbel and Duolingo.

Recently, intelligent language learning systems providing personalized feedback have also started to appear: language learners receive automatic feedback according to their individual needs, and this feedback opens up new opportunities in the design of workbooks. offers online. Therefore, artificial intelligence of this potential has the ability to open new ways to evaluate students' writings about history (Bertram et al., 2021). The ability of artificial intelligence to provide personalized learning is not flexible in the history of traditional education. Artificial intelligence enables personalized or adaptive learning. Artificial intelligence can provide a level of differentiation that personalizes learning specifically for a student.

Artificial intelligence helps to create a personal study plan for each student and as a result adjusts the studies based on the special needs of the student. This opens up new ways to interact with students with learning disabilities. Personal training increases efficiency, improves access

and measures productivity (Mostofi, 2022). Based on this and considering the difference in the level of historical information of the students and the difference in the level of interest and learning of the students in the course of history, with the use of artificial intelligence, personalized training methods can be used for each student separately. Designed and implemented. The use of face recognition technology has wide applications in China, and China has become one of the pioneers in the use of face recognition in social control.

This country has been using facial recognition cameras for many years to identify and control citizens in the country. But this time, this technology has been opened to schools. This system has the ability to recognize students' facial expressions. In the mentioned system, the camera sends the information to a computer to show by processing it that at any moment the students are really enjoying the lesson or their attention is distracted. The computer of this system can detect seven different emotions in students, including neutral, happy, upset, hopeless, angry, scared and excited.

After the system detects that another thought has distracted the student from the lesson, by sending a message to the teacher, it informs him of this so that he can change his teaching method if necessary (Hayat Abdi, 2022).

### **Conclusion**

Considering the important role of history education in the development of societies and its influence on national identity, it is necessary to reconsider the ways and methods used in the field of history education and teaching, and the current strategies and possibilities at the world level. He used it for this purpose. Artificial intelligence is the most emerging phenomenon in the field of technologies related to education. Although this phenomenon cannot replace the original teacher, but by using it along with the training of specialized teachers, it can attract the maximum participation of students and at the level of community leadership in the teaching process, reduce the stress caused by evaluation, and provide appropriate feedback by the teacher and personalization of the process. The teaching of various subjects, especially the history lesson, which today relies on traditional methods including lectures, which causes students to become inactive in the classroom, is dated and suffers from many shortcomings in the teaching process. Also, with the help of artificial intelligence, the mental and emotional state of the students and their level of readiness to receive the concepts can be found, and according to these issues, the most appropriate strategies and methods for teaching the best possible date can be found. Showed In order to make this research more effective, the following suggestions are announced:

1. Although the use of artificial intelligence still has limitations, history teachers can improve their knowledge by participating in different classes in accordance with global developments and learn ways to use this phenomenon. They are
2. Using artificial intelligence and programs such as: Adobe Flash Professional CC and producing content by means of such pre-coded programs, in addition to providing easy access to teachers unfamiliar with the process of coding in content design and production He becomes intelligent; It motivates students to learn more.
3. Informing students and their parents about the opportunities and challenges of using artificial intelligence is one of the most important stages of using this technology, which will attract more and better cooperation from them.
4. Allocation of the related budget for the use of artificial intelligence in the leadership schools of the organization, considering the cost of its use, both in the field of education and in the field of providing its equipment, is considered one of the most important proposals of the current research. be
5. Improper use of artificial intelligence may lead to the violation of human rights, so it is necessary to create the necessary legal awareness for the people before this phenomenon spreads.
6. The use of any new technology requires the promotion of the correct culture of its use, so before using artificial intelligence, the complete readiness of the target society must be ensured.

### References

- Bertram, C. et al. (2021), Artificial intelligence in history education, Linguistic content and complexity analyses of student writings in the CAHisT project, *Journal Pre-proof*. <https://www.sciencedirect.com/science/article/pii/S2666920X21000321>
- Chen, L. et al. (2020). Artificial Intelligence in Education: A Review:IEEE access . <https://ieeexplore.ieee.org/document/9069875>
- Chen, X. et al.(2022). Two Decades of Artificial Intelligence in Education. *International Forum of Educational Technology & Society* . [https://scholars.ln.edu.hk/ws/portalfiles/portal/41220986/25\\_1\\_03.pdf](https://scholars.ln.edu.hk/ws/portalfiles/portal/41220986/25_1_03.pdf)
- Guan, C. et al. (2020). Artificial intelligence innovation in education: A twenty-year data - driven historical analysis. *International Journal of Innovation Studies*, 4 134-147 . <https://www.sciencedirect.com/science/article/pii/S2096248720300369>
- Kazemi, F. K. (2020). The use of artificial intelligence in teaching and learning Publisher: *Educational Technology Growth Monthly*, 35, 7, 6-7. Tehran. <https://tinyurl.com/29fkn3tm>
- Khirandish, A. R. (2000). History teachers of Iran's borders of history and culture. *History Education Development Magazine*. 6. 2 pages - 2 to 3. <https://tinyurl.com/2d4dp66n>

Lashgarara, F. et al. (1994). Comparison of the viewpoints of art students and art students of agricultural schools in Tehran province regarding the needs and challenges of using technology. *Information and communication, chapter of management research Agricultural Education*, 31 37-45. [https://itvhe.areeo.ac.ir/article\\_101381.html](https://itvhe.areeo.ac.ir/article_101381.html)

Mostofi, S. (2022). *Performance of Artificial Intelligence in Learning and Education, Seventh National Conference on New Approaches in Education and Research*. Civilica.

Nozad, M. A. (2019). Examining how to use information technology in history education. *National Conference of Future Schools*, first period. 20-45.

Sadeghi, A. (2017). The role and importance of field visits in geography and earth sciences education. *Poish Quarterly in Humanities Education*, 8, 79 – 87. <https://tinyurl.com/2vd2w2vv>

Seif, A. A. (2011). Book of *Measurement and measurement in educational sciences*. Payam Noor University Publications. [https://press.pnu.ac.ir/book\\_28326.html](https://press.pnu.ac.ir/book_28326.html)

Sohrablo, M. (2020). Production of teacher-made and interactive electronic content for teaching geography. *Rashad*, 35 (2), 3 pages - from 7 to 9. <https://tinyurl.com/4z6pwbee>

Thomas, K.F. et al. (2023), Systematic literature review on opportunities, challenges, and future research recommendations of artificial intelligence in education. <https://tinyurl.com/3przxwpe>