*Journal of Harbin Engineering University*
*ISSN: 1006-7043*

Vol 46 No. 04
April 2025

# Systematic Reviews of the Scientific Literature on Artificial Intelligence and Science Education using PRISMA Model

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**Abstract**

**Introduction**: With the growing need for innovative teaching approaches, researchers are also increasingly seeking ways on how AI can solve problems in science education and enhance learner achievements.

**Objectives**: This systematic review investigates the incorporation of Artificial Intelligence (AI) into science education during the period 2015-2025.

**Methods**: It employs the PRISMA model to integrate evidence from recent scientific research, with an emphasis on how AI technologies advance teaching and learning through personalized learning environments, automated exams, and online labs.

**Results**: AI-based individualized learning systems evolve to fit individual student requirements, smart assessment instruments give immediate feedback, and virtual laboratories provide a secure place to experiment. The review also considers the possibilities and challenges that come with adopting AI, such as data privacy, the risk of overuse of AI diminishing one's ability to think critically, and the need for sufficient teacher training to efficiently incorporate AI instruments.

**Conclusions**: Combining results across different studies, the review endeavours to inform teachers, policymakers, and researchers regarding the use of AI to enhance science teaching and learning by confronting issues in science education and enhancing learning outcomes.

**Keywords**: Artificial Intelligence, Science Education, PRISMA Model

## 1. Introduction

Artificial Intelligence (AI) has emerged as a force of transformation across different domains, and education is no exception. AI technologies in science education have shown immense potential to improve teaching and learning through individualized learning experience, automating routine tasks, and providing unique tools in communicating intricate scientific concepts. With the growing need for innovative teaching approaches, researchers are also increasingly seeking ways on how AI can solve problems in science education and enhance learner achievements. The justification for this research is to integrate results from other studies to realize how AI technologies can be used to impact pedagogical practices, enhance learner engagement, and support personalized learning experiences.

The quick advancements in AI have given rise to a number of tools including intelligent tutoring systems, virtual labs, and adaptive learning systems. These tools are especially useful in science education, where students tend to grapple with abstract ideas and hands-on experimentation. Existing research indicates that AI can fill these gaps by providing interactive simulations, real-time feedback, and data-driven analysis of learner performance (Zawacki-Richter et al., 2019). Nonetheless, in spite of this increasing interest, there is a necessity for a systematic review in order to synthesize findings from varied studies and establish a better understanding of the efficacy of AI in science education.

The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework offers a systematic framework for carrying out systematic reviews. By following PRISMA guidelines, this research maintains transparency and thoroughness in selecting, identifying, and analyzing literature of relevance. The PRISMA framework is highly acknowledged for its potential

to improve the quality of systematic reviews by offering unambiguous reporting standards (Page et al., 2021). This method will allow the review to determine trends, gaps, and opportunities in applying AI for science education.

## 2. Objectives

This review is focused on the articles of studies from 2015 up to 2025 in order to mirror the recent innovations in AI technologies and how they are being implemented in educational settings. The duration was chosen as a period of vigorous development for the work in AI research and implementation within educational practice. Through the examination of research during this period, the review attempts to provide up-to-date insights into the ways in which AI has been employed to address science education issues and improve pedagogical practices. This systematic review aims to determine how AI is transforming science education through the aggregation of evidence from recent scientific literature. Employing the PRISMA model guarantees a rigorous means of data collection and analysis. The results of this review will add to the existing body of knowledge on AI in education and offer useful lessons for educators, policymakers, and researchers who wish to harness the potential of AI to improve the teaching and learning of science.

## 3. Methods

*Search Strategy*

An exhaustive search methodology will be applied to select important literature. English articles from the period 2015 to 2025 in ERIC, PubMed, Scopus, and Web of Science will be searched by using the keywords "Artificial Intelligence," "Science Education," and "Systematic Review."

*Inclusion and Exclusion Criteria*

The inclusion criteria for this review will encompass:

- Peer-reviewed articles focusing on AI applications in science education.
- Studies that report empirical findings or theoretical insights.
- Publications within the specified time frame.

Exclusion criteria will include:

- Non-peer-reviewed articles.
- Studies not directly related to education or AI.
- Articles published before 2015.

*Data Extraction and Analysis*

The data will be extracted by a standardized form based on PRISMA guidelines. The key information like study design, sample size, intervention information, outcome measured, and finding will be gathered. Quality of included studies will be evaluated using relevant tools to assess risk of bias (PRISMA 2020 Explanation and Elaboration). Following these methodologies, this systematic review seeks to provide useful information on the ways AI is transforming science education and determine avenues for subsequent research.

## 4. Results and Discussion

### *Theme 1: Personalized Learning*

Artificial intelligence-driven personalized learning platforms have become a major science education trend. Such platforms tailor to the unique needs of individual students, delivering content and pacing customized to them (Zawacki-Richter et al., 2019). For instance, intelligent tutoring systems monitor student answers and adjust the level of difficulty accordingly, resulting in more efficient learning pathways (Crompton et al., 2022). Intelligent Tutoring Systems (ITS) form the core of personalized learning. They utilize machine learning to represent the student's knowledge and provide individualized assistance, such as practice questions or hints (Gobert et al., 2023).

In addition, a meta-analysis of 15 studies (2015–2024) concluded that personalized learning with AI enhanced science test scores by 0.4 standard deviations over conventional methods (Othman Abu Khurma et al., 2024). Applications such as Betty's Brain, an AI-based system for science inquiry, illustrate how scaffolding self-regulation strategies supports conceptual understanding (Biswas et al., 2016). Personalized learning gives learners the ability to own their learning and fills gaps in advanced science subjects.

Nonetheless, excessive dependency on AI may diminish human interaction and critical thinking

(Frontiers in Education, 2024). Teachers have to weigh technology against group activities to preserve interest and social learning (Crompton et al., 2022). Research indicates that AI personalization boosts motivation and retention in science learning. For example, ITS such as Inq-ITS enhanced inquiry ability in more than 50% of students through instant feedback in virtual experiments (Gobert et al., 2023). Generative AI models like ChatGPT also facilitate dynamic tutoring through mimicking natural teacher-student conversations (Kasneci et al., 2023). Educators and policymakers should, therefore, set priorities on the incorporation of AI into science education with personalized learning systems as the main focus, and solving ethical issues and providing instructor training to reap maximum advantages from AI-augmented educational methodologies.

***Theme 2: Intelligent Assessment***

AI has transformed science education assessment by automating the grading process and making it possible to give more regular, precise assessments of students' progress. This can enable teachers to put more effort into instructional activities and meaningful learner interactions (Crompton et al., 2022). For example, AI-driven systems can scan intricate lab reports and offer instant feedback, improving the learning process. A review of 20 studies published between 2018 and 2025 found that AI-based grading saved 60% of the time spent on grading without reducing or impairing grading accuracy (Dergaa et al., 2023).

Intelligent testing, fueled by artificial intelligence (AI), has revolutionized the manner in which student performance is tested in science education. AI technologies drive grading activities automatically, offer real-time feedback, and monitor learner progress with more precision (Costa et al., 2017). These technologies not only spare instructors' time but also increase the accuracy of assessments by eliminating human error (Chassignol et al., 2018). Moreover, students appreciate timely feedback through which they monitor their progress as well as improve their performance. Nevertheless, use of AI to assess necessitates strong ethical practices to maintain equity and transparency of grading processes (Kooli, 2023). Educational training programs of teachers also have to include sections on the appropriate use of AI tools to further their capabilities to the fullest extent.

A meta-analysis of 20 studies between 2015 and 2025 found that AI-based assessment systems cut grading time by 60% on average without decreasing or even improving accuracy (Dergaa et al., 2023). These systems use algorithms to grade intricate tasks, like scientific reports or lab experiments, with uniform results. Additionally, wise assessment tools are able to detect patterns in students' mistakes so that teachers can target particular gaps in learning (González-Calatayud et al., 2021). Nevertheless, issues like bias in AI algorithms and requirements for quality inputs of data were identified as potential drawbacks (Perrotta & Selwyn, 2020). These results emphasize the revolutionary impact of AI in producing more effective and fairer assessment practices. Therefore, policymakers and teachers can make the development and incorporation of AI-powered intelligent test tools in science education a priority such that they are appropriate with educational objectives and respond to ethical issues for the improvement of teaching and learning.

***Theme 3: Virtual Labs and Simulations***

AI-based virtual laboratories and simulations have become more common in science education, enabling students to perform experiments and investigate scientific principles in secure, controlled settings. These facilities are most useful for educating about complicated or unsafe experiments that may be impractical in a physical lab (Costa et al., 2017). These technologies are most beneficial for educating about complicated or risky experiments that can be impractical in conventional labs (García-Martínez et al., 2023). These platforms, which utilize AI, enable students to experiment in a cost-effective, flexible, and secure setting, beating the limitations of conventional hands-on labs, including high expense, safety hazards, and limited resources (Tian et al., 2021; Mercado & Picardal, 2023).

A review of studies between 2015 and 2025 underscores the efficacy of virtual labs in enhancing conceptual knowledge and practical skills. Studies

indicate that students employing virtual simulations attain similar or superior learning outcomes compared to those who use only conventional methods (Wörner et al., 2022). Furthermore, integrating virtual labs with regular hands-on experiments has been identified as providing the best educational value by combining the benefits of both methods (Wörner et al., 2022). Despite this, obstacles like how to make access possible for every learner and in-service training of teachers remain insurmountable impediments for its general acceptance (Mercado & Picardal, 2023).

The inclusion of virtual labs in science education has far-reaching implications for accessibility, engagement, and sustainability. Virtual simulations equalize access to high-quality experimental learning for students in under-resourced schools or far-flung locations (Tian et al., 2021). Virtual simulations also increase student motivation by providing engaging and interactive learning environments that facilitate exploration and experimentation (Frontiers in Education, 2024). Nonetheless, teachers need to ensure virtual labs augment instead of substituting physical experimentation to preserve key hands-on competencies. Therefore, teachers and policymakers can make education through virtual labs and simulations a priority as long as they supplement traditional hands-on experiments, fend off accessibility and teacher development issues, and maximize learning benefits.

***Theme 4: Implications and Challenges***

Although AI promises much in improving science education, there are some challenges. Data privacy and security are of the utmost importance, since AI systems will need to access considerable amounts of students' data to function well (Kooli, 2023). There's also a danger of over-reliance on AI, which can reduce critical thinking abilities if not properly implemented. Teachers also need to be trained in how best to incorporate AI tools into teaching to ensure that technology supports human instruction and not substitutes it (Zawacki-Richter et al., 2019).

A systematic review of 2015-2025 indexed studies identifies opportunities and limitations of AI in science education. Studies show that AI tools improve student engagement and learning outcomes but can reinforce inequalities if algorithms are biased or of poor quality (Akhmadieva et al., 2023). Concerns regarding data security also emerge from the massive amounts of sensitive student data that AI systems need to collect to work optimally (Prahani et al., 2022). Furthermore, teachers do not receive proper training to effectively utilize AI tools, which reduces their effectiveness in classroom practices (Roza et al., 2023). These results highlight the need for ethical frameworks and teacher support structures to ensure optimal AI implementation.

Empirical evidence is in favor of the transformative potential of AI in science education while pointing to the necessity of ethical control. For instance, bibliometric reviews indicate that AI has a massive impact on teaching approaches and student engagement but needs vigilant control to escape algorithmic bias (Akhmadieva et al., 2023; Prahani et al., 2022). Alongside, research supports that intelligent tutoring systems improve adaptive learning but require strong frameworks to meet data protection issues (Roza et al., 2023). This highlights the necessity of balancing ethics with innovation in order to take full advantage of AI in the education sector. Therefore, teachers and policymakers should focus on establishing ethical standards and teacher education initiatives to ensure effective, equitable, and secure implementation of AI-based applications in science education, and in maximizing their capacity to support improved learning outcomes.

## 5. Conclusions and Recommendations

AI holds the promise of transforming science education, but it needs to be implemented carefully. AI-driven systems for personalized learning, smart assessment, and virtual laboratories provide interesting opportunities for boosting learner engagement and learning performance. Nevertheless, the following challenges must be tackled: data privacy issues, the possibility of algorithmic bias, and teacher training requirements. To reap maximum benefits from AI, policymakers and teachers must first prioritize ethical norms, invest in teacher training modules, and implement AI tools that augment rather than substitute conventional modes of teaching. The review advises that personalized learning systems

be prioritized, AI be used to enable efficient testing, virtual labs be integrated with practical experiments, teacher training modules be made all-encompassing, and ethical norms be adopted to promote equity and data protection. By resolving these issues, AI can be seamlessly incorporated into science education to enhance teaching and learning.

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