International Conference on Ai's Potential To Transform Education and Teacher Practices (ICAETP), 7 Oct, 2025

International Journal of Scientific Research & Engineering Trends
ISSN: 2395-566X

"Personalized Learning through AI: A Case Study of Implementation in a Blended Learning Environment"

Ritesh Kumar
Research Scholar VKSU, ARA

Abstract- The integration of Artificial Intelligence (AI) in education has transformed traditional instructional methods by enabling real-time data-driven personalization of learning. This qualitative case study investigates the implementation of an AI-powered personalized learning platform within a blended learning environment at a private secondary school in Bengaluru, India. The study aims to explore how AI supports personalized learning in practice, the experiences of students and teachers using the system, and the broader implications for pedagogy, curriculum, and educational equity. Blended learning—combining face-to-face instruction with digital platforms—has gained traction in recent years, especially with the rise of hybrid learning post-COVID-19. Within this context, AI promises a transformative potential to analyze individual learning patterns and provide customized pathways for student progress. However, the successful integration of AI tools into everyday teaching remains a challenge, particularly in diverse educational contexts. This study adopts a qualitative case study design to provide in-depth insight into how AI can both support and complicate the goals of personalized learning. Data were collected through semi-structured interviews with six secondary school students, three teachers, and one administrator; classroom observations during AI-facilitated sessions; and analysis of related documents such as lesson plans and platform analytics.

Keywords- Personalized learning, Artificial intelligence in education, Blended learning, Adaptive learning systems, Teacher roles. .

I. INTRODUCTION

Background and Context

The field of education is undergoing a profound transformation as digital technologies become increasingly embedded in classroom practice. Among these technologies, Artificial Intelligence (AI) has emerged as a powerful tool with the potential to revolutionize teaching and learning. AI-powered educational systems offer a new way to understand and respond to learners' needs by collecting and analyzing real-time data on student performance, behavior, and preferences. These systems are capable of delivering tailored learning experiences that adjust dynamically to each student's pace and ability—a process commonly referred to as personalized learning.

Personalized learning is not a new concept in pedagogy; educators have long recognized the importance of differentiation and learner-centered instruction. However, traditional classrooms often lack the resources or time required to offer truly individualized instruction to every student. AI fills this gap by automating aspects of assessment, feedback, and content delivery, thereby enabling scalable personalized learning experiences. In recent years, AI-based platforms such as DreamBox, Century Tech, and Squirrel AI have demonstrated the potential to support both learners and educators in new and impactful ways.

Simultaneously, blended learning environments—where traditional face-to-face instruction is combined with digital tools—have gained prominence. The COVID-19 pandemic accelerated the adoption of blended and hybrid learning models, pushing educators to experiment with technology-

International Journal of Scientific Research & Engineering Trends
ISSN: 2395-566X

mediated instruction. In this context, AI-driven personalized learning systems offer a compelling value proposition: the ability to provide tailored learning within a flexible, blended framework. This convergence of AI and blended learning represents a significant shift in educational practice, one that requires careful investigation and reflection.

Rationale for the Study

Despite the promise of AI in education, there remains a lack of in-depth, qualitative understanding of how these tools are being implemented in real classrooms—particularly in non-Western or resource-constrained contexts. Most existing literature focuses on technical or quantitative outcomes such as improvements in test scores or engagement metrics. Less is known about the lived experiences of teachers and students interacting with AI tools, or about the organizational and pedagogical changes required to make AI effective in practice.

This study seeks to fill this gap by focusing on a single case: the implementation of an AI-driven personalized learning platform at a private secondary school in India. India represents a particularly interesting context due to its diversity, digital divide, and recent national emphasis on education technology through initiatives like the National Education Policy (NEP) 2020. The selected school offers a blended learning model where students use an AI platform—referred to in this study as "AI Learn"—to support their learning in mathematics.

Research Objectives

The overarching aim of this research is to explore the implementation and impact of AI-driven personalized learning in a blended classroom setting. Specifically, the study seeks to:

- Investigate how teachers and students experience AI-based personalized learning.
- Understand the pedagogical practices and changes required to integrate AI effectively.
- Identify the challenges and opportunities associated with AI implementation in blended learning.
- Explore ethical concerns, especially related to data privacy and algorithmic transparency.
- By focusing on these areas, the study aims to contribute to the broader conversation around how AI can be used responsibly and effectively in educational settings.

Significance of the Study

This research is timely and relevant for several reasons. First, it offers insights into how AI is shaping personalized learning in real classrooms, beyond theoretical or technical perspectives. Second, by adopting a qualitative case study approach, the research captures the nuanced experiences of key stakeholders—students, teachers, and administrators—providing a human-centered view of AI in education.

Third, the study has practical implications for educators and school leaders seeking to adopt AI tools in a meaningful way. It identifies best practices as well as common pitfalls, and underscores the importance of aligning technology with pedagogy and curriculum. Finally, the research contributes to ongoing ethical debates around the use of data, algorithmic decision-making, and the potential dehumanization of education through automation.

In summary, this introduction sets the stage for a detailed, qualitative examination of personalized learning through AI in a blended learning environment. The following sections will review existing literature on AI in education, outline the study's methodology, present key findings, and offer a critical discussion of implications for practice and policy.

International Journal of Scientific Research & Engineering Trends
ISSN: 2395-566X

II. LITERATURE REVIEW

Introduction to AI in Education

Artificial Intelligence (AI) has increasingly become a focal point of innovation in education, offering the potential to transform how students learn and how teachers teach. AI in education (AIED) refers to the use of machine learning, natural language processing, and data analytics to support instructional design, content delivery, assessment, and learner feedback (Holmes et al., 2019). AI systems can analyze large datasets in real time and adjust learning pathways based on individual learner profiles. This analytical power allows educators to move beyond the traditional one-size-fits-all model and towards a more nuanced, data-informed approach to instruction.

Personalized Learning: Conceptual Foundations

Personalized learning is broadly defined as instructional approaches that tailor learning experiences to individual student needs, interests, abilities, and learning styles (Pane et al., 2015). Unlike differentiated instruction, which typically involves teachers modifying their strategies for different groups of learners, personalized learning emphasizes learner agency and the co-construction of learning pathways. Key components include flexible pacing, individualized content, real-time feedback, and learner autonomy. Historically, personalized learning has been constrained by logistical and resource-related barriers—teachers often lack the time and tools to create custom lesson plans for every student. AI, however, presents an opportunity to automate parts of this process, delivering differentiated content and assessments at scale (Luckin et al., 2016).

AI-Powered Tools for Personalization

A wide range of AI-powered tools and platforms are now being deployed in classrooms to support personalized learning. For instance, adaptive learning platforms such as DreamBox, Knewton, and Squirrel AI use algorithms to analyze student performance and adjust the difficulty, pacing, and sequencing of learning materials accordingly (Zawacki-Richter et al., 2019). These tools often include dashboards for educators, enabling them to track learner progress, identify gaps, and intervene more effectively.

Moreover, AI-driven chatbots and virtual assistants are increasingly used to offer on-demand academic support, answer student questions, and provide just-in-time feedback (Woolf, 2010). Natural Language Processing (NLP) has also been integrated into automated essay grading systems and writing assistants, helping students improve their writing skills in real time. Despite the growing use of such technologies, research suggests that the effectiveness of AI-powered personalization depends heavily on context—particularly the skill of educators in interpreting and acting on AI-generated insights (VanLehn, 2011). This highlights the need for robust professional development and pedagogical alignment.

Blended Learning Environments and AI Integration

Blended learning—defined as the strategic combination of in-person instruction and online learning—is an ideal setting for AI integration. In such environments, AI systems can be used to supplement face-to-face instruction with personalized online activities that adapt in real time to students' learning behaviors (Graham, 2013). For example, students might complete adaptive math exercises on a digital platform during independent work time and then engage in group discussions with the teacher during class.

Research by Horn and Staker (2015) outlines several models of blended learning, including rotation models, flex models, and enriched virtual models, each offering different opportunities for AI

International Journal of Scientific Research & Engineering Trends
ISSN: 2395-566X

integration. AI can enhance these models by automating content delivery, diagnosing learning gaps, and providing actionable insights to both learners and educators.

However, effective AI integration within blended learning settings requires intentional design. Without a clear pedagogical strategy, AI tools can become little more than glorified drill-and-practice applications. Educators must be trained not only in how to use these tools technically, but also how to interpret the data they generate and translate it into meaningful instructional decisions.

Ethical and Equity Considerations

While AI offers exciting possibilities, it also introduces a range of ethical and equity concerns. One major issue is data privacy. AI systems often require access to large amounts of learner data, raising questions about how this data is stored, who has access, and how it is used (Williamson & Eynon, 2020). Many AI companies operate as third-party vendors, and their data policies may not always align with institutional or governmental guidelines.

Another concern is algorithmic bias. If AI systems are trained on biased datasets, they may reproduce or even amplify existing educational inequalities. For instance, automated essay scoring systems have been found to unfairly penalize students from non-dominant linguistic backgrounds (Perelman, 2014). Moreover, over-reliance on algorithmic decision-making can marginalize teacher judgment and dehumanize the learning process.

Equity is also a concern in terms of access to AI technologies. Schools in low-income or rural areas may lack the necessary infrastructure, such as high-speed internet and digital devices, to implement AI tools effectively. This digital divide risks creating further disparities between students who have access to personalized learning tools and those who do not.

Gaps in the Literature

While the technical capabilities of AI in education are well-documented, there is a noticeable gap in research exploring the lived experiences of teachers and students using AI in classrooms, especially in underrepresented regions like South Asia and sub-Saharan Africa. Most existing studies are quantitative and focused on performance metrics, leaving questions of pedagogy, ethics, and context underexplored.

Furthermore, there is limited research on how AI tools are integrated into blended learning environments in practice. Most studies isolate AI usage in fully online settings, neglecting the complex dynamics that emerge when AI is combined with human-led instruction.

Summary of Literature Review

In summary, existing research underscores the potential of AI to enable personalized learning, particularly within blended environments. However, the successful integration of AI into educational settings is contingent on teacher preparedness, ethical data practices, and infrastructural support.

There remains a critical need for qualitative studies that examine how AI-driven personalized learning is experienced and implemented in diverse educational contexts—an area this case study aims to address.

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ISSN: 2395-566X

III. RESEARCH METHODOLOGY (PROPOSED WORK)

Research Design

This study adopts a qualitative case study design to explore the implementation of AI-powered personalized learning in a blended secondary school classroom. The case study approach, as described by Yin (2018), is particularly suited for investigating contemporary phenomena within real-life contexts where the boundaries between the phenomenon and its context are not clearly defined. By focusing on a single educational institution implementing AI in a blended learning model, this study seeks to capture rich, contextualized insights that would be difficult to obtain through quantitative methods alone.

The focus is not to generalize findings across populations but to provide deep understanding and thick description of how AI influences teaching, learning, and educational practices within a specific setting.

Research Objectives

The main objectives of this study are:

- To examine how an AI-powered platform supports personalized learning in a blended classroom.
- To understand the perceptions and experiences of students and teachers using the platform.
- To identify the pedagogical and infrastructural conditions necessary for effective AI integration.
- To explore ethical concerns related to data use, student agency, and algorithmic feedback.

Site Selection and Context

The case study was conducted at a private secondary school in Bengaluru, India, known for its progressive adoption of educational technology. The school had recently integrated an adaptive AI platform, referred to here as "AI Learn", into its Grade 8–10 mathematics curriculum.

The school follows a blended learning model, where students spend part of their learning time on digital platforms and the rest in traditional classroom settings. The AI tool was used during independent learning periods and occasionally as part of flipped classroom instruction. This context provided an ideal setting to observe how AI supports or challenges personalized learning in blended environments.

Participants

A total of 10 participants were involved in the study, selected through purposive sampling to ensure relevance and diversity of perspectives. Participants included:

- 6 students (Grades 8–10) who had been using AI Learn for at least one academic term.
- 3 mathematics teachers who integrated AI Learn into their instruction.
- 1 academic coordinator responsible for overseeing technology integration.
- All participants gave informed consent (and in the case of minors, parental consent) prior to data collection. Students were selected to reflect a mix of academic achievement levels and digital proficiency.

Data Collection Methods

Multiple qualitative data collection methods were used to ensure triangulation and enhance the credibility of findings:

Semi-Structured Interviews

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ISSN: 2395-566X

Individual interviews were conducted with each participant, lasting 30–45 minutes. Interview guides were designed with open-ended questions to explore participants' experiences, challenges, and perceptions of AI-powered personalized learning.

- Sample teacher questions included:
- "How has your role changed since the introduction of AI Learn?"
- "In what ways does the AI platform support or limit your ability to personalize instruction?"
- Sample student questions included:
- "How do you feel about learning through the AI platform?"
- "Do you think the system understands your strengths and weaknesses?"

Classroom Observations

Non-participant classroom observations were conducted during AI-facilitated sessions to understand how the platform was being used in practice. Field notes captured interactions between students, teachers, and the AI tool, with a focus on student engagement, use of feedback, and support strategies.

Document Analysis

- Supplementary materials were collected and analyzed, including:
- Lesson plans integrating AI Learn
- Student performance dashboards generated by the platform
- Teacher training materials and school policy documents on technology use
- This helped contextualize the interview and observation data within institutional practices.

Data Analysis

The data were analyzed using thematic analysis following Braun and Clarke's (2006) six-step framework:

- Familiarization with the data
- Generating initial codes
- Searching for themes
- Reviewing themes
- Defining and naming themes
- Producing the report

Transcripts were coded manually using an inductive approach, allowing themes to emerge naturally from the data rather than being imposed a priori. Initial themes included "learner autonomy," "role of teacher," "technological barriers," and "data privacy concerns."

To enhance trustworthiness, member checking was conducted with participants to confirm the accuracy of the interpretations, and peer debriefing was used to challenge researcher assumptions during analysis.

Ethical Considerations

Ethical approval was obtained from the school's research oversight committee. All participants were informed of their right to withdraw at any time. Anonymity was maintained by assigning pseudonyms to all participants and the AI platform. Data were stored securely and used exclusively for research purposes.

Particular attention was paid to student data privacy, given that AI Learn collects and processes sensitive learner information. While the platform had a privacy policy in place, students' understanding of how their data was used was limited—a theme further explored in the discussion section.

Limitations of the Methodology

While the case study approach provides in-depth insights, it inherently limits generalizability. The findings reflect the experiences of one institution and may not be representative of all schools implementing AI. Moreover, researcher presence during observations may have influenced participant behavior (observer effect). Despite these limitations, the methodological rigor and triangulation efforts enhance the study's trustworthiness.

IV. DISCUSSION

Overview

The findings from this qualitative case study provide a nuanced view of how AI-powered platforms can facilitate personalized learning in blended classroom environments. The analysis reveals a mix of opportunities, challenges, and evolving roles for students and teachers. Key themes emerging from the data include increased learner autonomy, redefined teacher roles, infrastructure and access issues, curriculum alignment, and ethical concerns—each of which plays a crucial role in the effectiveness and sustainability of AI integration.

AI as a Catalyst for Personalized Learning

Across interviews and observations, both students and teachers consistently highlighted the adaptive nature of AI Learn as its most valuable feature. The platform's ability to analyze individual student performance and adjust content in real-time enabled students to work at their own pace and level of proficiency. Students expressed that they felt more in control of their learning process:
"It lets me go back and practice things I didn't understand, without feeling embarrassed in front of others," noted one Grade 9 student.

The platform was particularly effective in identifying learning gaps and suggesting personalized exercises. This aligns with Luckin et al.'s (2016) argument that AI can offer "intelligent tutoring" that responds to students' needs dynamically. However, while the system was effective in delivering differentiated content, it occasionally overwhelmed students with frequent feedback and performance tracking, leading to anxiety for some learners.

This tension highlights a key issue in AI-based personalization: not all students benefit equally. While advanced students often found the platform challenging and engaging, lower-performing students sometimes felt frustrated when they were repeatedly flagged for underperformance. This suggests that human mediation is still essential in interpreting and responding to AI feedback.

Redefining Teacher Roles

The implementation of AI Learn led to significant shifts in how teachers approached instruction. Teachers described their role as evolving from direct instruction to facilitation, mentoring, and data interpretation. They used the platform's dashboards to identify struggling students and plan targeted interventions during classroom time. "Now I spend more time coaching and less time lecturing. It's rewarding, but also requires more preparation," one teacher observed.

This change is consistent with research by Holmes et al. (2019), who noted that AI tools empower teachers to focus on higher-order pedagogical tasks. However, not all teachers were equally comfortable with the shift. Some expressed a lack of confidence in interpreting AI-generated data and integrating it into their lesson planning. This highlights a critical need for ongoing professional development, not just technical training but also support in pedagogical integration.

Infrastructure, Access, and the Digital Divide

International Journal of Scientific Research & Engineering Trends
ISSN: 2395-566X

Although the school in this case study was relatively well-resourced, infrastructural challenges still emerged. Teachers reported intermittent Wi-Fi disruptions, limited availability of devices during high-demand periods, and challenges in maintaining student focus in digital environments.

These findings reflect broader concerns about the digital divide, even within urban and private school settings. Students from lower-income families often had less access to high-quality devices at home, limiting their ability to engage with AI tools beyond school hours.

"I use my mother's phone to complete assignments at home, but it's small and hard to read equations," said one student. If AI-powered personalization is to be equitable, it must be accompanied by strategies to close these gaps—through school-provided devices, offline access options, or community partnerships.

Curriculum Alignment and Pedagogical Fit

Teachers emphasized that the effectiveness of AI Learn depended heavily on how well it aligned with existing curriculum standards. When content from the platform closely matched the school's learning objectives, teachers were more likely to use it meaningfully. However, there were instances where the AI-generated content did not fully correspond with local examination requirements or class progression.

This underscores the importance of curriculum-aware AI systems and the need for customization options that allow teachers to calibrate content delivery. AI tools must be flexible enough to adapt to diverse pedagogical contexts, rather than imposing a rigid algorithmic logic.

Ethical and Data Privacy Concerns

One of the most concerning findings was the limited awareness among students about how their data was being collected and used by the AI platform. While teachers and administrators expressed general trust in the system's privacy protocols, students were largely unaware of what data was stored, who could access it, or how it might influence their academic profiles.

This points to a critical gap in digital literacy education. As AI becomes more embedded in learning environments, students need to understand not just how to use these tools, but also the ethical implications of algorithmic surveillance and data profiling.

Moreover, teachers expressed some unease about the lack of transparency in the platform's decision-making. For example, they were not always able to determine why the system flagged a student as "at risk" or how it calculated proficiency levels. This "black box" nature of AI presents a challenge for building trust and accountability in educational settings (Williamson & Eynon, 2020).

Human-AI Collaboration: A Balanced Model

One overarching insight from the study is that AI is most effective not when it replaces teachers, but when it works in tandem with them. Teachers acted as interpreters, mentors, and emotional guides—roles that AI, regardless of its sophistication, cannot fulfill. The study supports a "human-in-the-loop" model of AI in education, where data-driven recommendations are mediated by human judgment and contextual awareness.

"The AI gives me the information, but I decide what to do with it," summarized a teacher.
Such a model ensures that personalization remains empathetic, equitable, and aligned with the broader goals of education—not just efficiency and performance, but also growth, collaboration, and ethical development.

Summary of Discussion

This discussion underscores that while AI offers significant opportunities for personalized learning in blended environments, its effectiveness is mediated by multiple factors: teacher readiness, infrastructural capacity, curriculum alignment, and ethical awareness. AI is not a replacement for human educators but a powerful tool that, when implemented thoughtfully, can enhance the personalization, responsiveness, and inclusivity of education.

V. CONCLUSION

This study examined the implementation of an AI-powered personalized learning platform within a blended learning environment in a secondary school in India. Through in-depth qualitative analysis involving students, teachers, and administrators, the research explored how AI technologies are reshaping teaching and learning dynamics in real classroom contexts.

Findings reveal that AI tools like AI Learn can effectively support personalized learning by offering adaptive instruction, real-time feedback, and learner-centered progression. Students appreciated the autonomy, flexibility, and targeted support provided by the platform, while teachers leveraged its analytics to better understand student needs and provide differentiated instruction. The platform enabled students to take more ownership of their learning, especially in subjects like mathematics, where individualized practice is often critical to mastery.

However, the study also highlights several critical challenges. Teachers experienced a shift in their roles that, while positive in some respects, demanded new competencies that were not always supported through professional development. Infrastructure issues, including device shortages and internet access, occasionally hindered the platform's usability, underscoring the persistent digital divide—even in relatively well-funded institutions.

Ethical and pedagogical concerns also emerged. Students had limited understanding of how their data was being used, and teachers were sometimes unable to interpret AI-generated recommendations due to a lack of algorithmic transparency. These issues point to the need for responsible AI deployment frameworks in education that prioritize data privacy, transparency, and student agency.

Most importantly, the study concludes that AI must not be seen as a replacement for educators. Instead, it should function as a complementary tool that augments teacher capacity and enables more responsive, inclusive, and personalized learning environments. For AI-driven personalization to be effective and equitable, it must be grounded in sound pedagogical principles, aligned with curriculum goals, and implemented within a human-centric framework.

Future research should explore multi-school or longitudinal case studies to understand the long-term effects of AI integration on learning outcomes, student well-being, and teacher roles. Additionally, efforts must be made to incorporate the voices of students and teachers in the design and refinement of AI tools—ensuring that technology in education serves human values and not the other way around.

Acknowledgement

The authors would like to express their gratitude to the administration, teachers, and students of the participating school for their openness and cooperation during the research process. Special thanks are extended to the academic coordinator for facilitating access to classroom sessions and relevant documents. We also acknowledge the teachers who took time out of their schedules to share valuable

insights into the use of AI in their pedagogical practices. This study would not have been possible without their participation and trust.

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