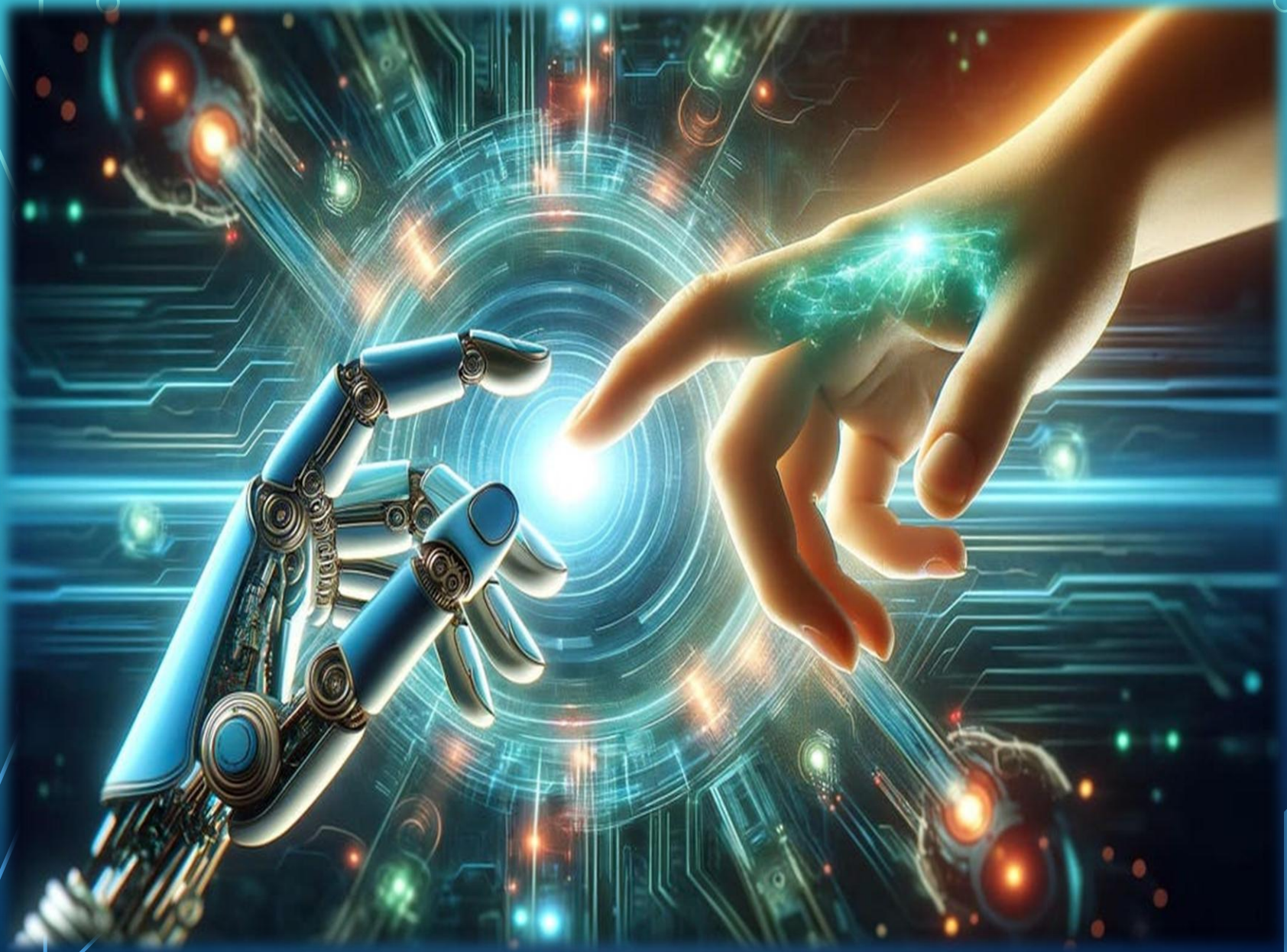


AI IN STUDENT WELL-BEING: BALANCING INNOVATION AND EMPATHY

EXPLORING ETHICAL AND PRACTICAL APPROACHES TO SUPPORTING STUDENT MENTAL HEALTH

By:Adiona Llukmani

INTRODUCTION

1.What is artificial intelligence?

2. AI in education and child development

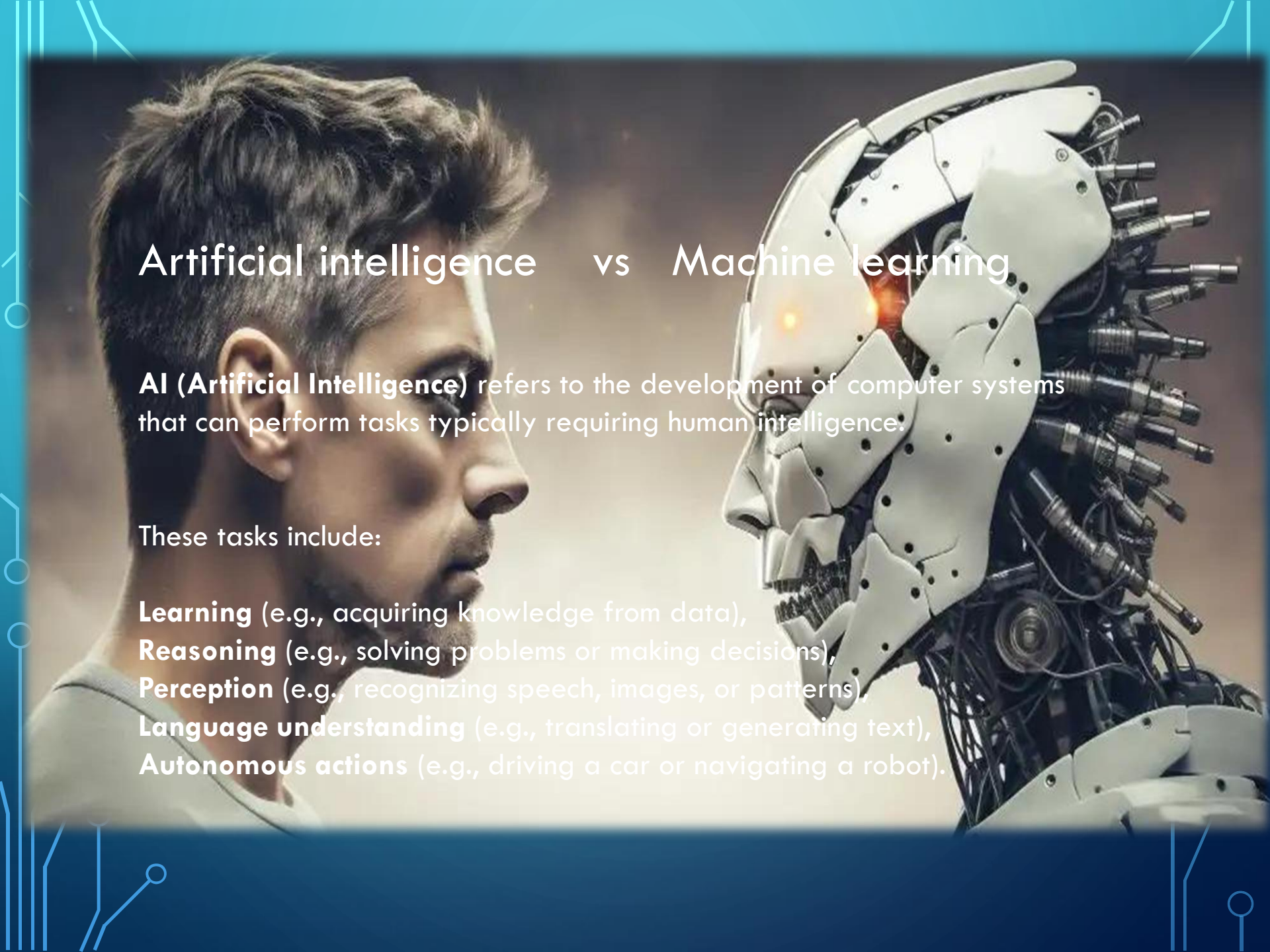
3.Understanding the impact of AI on children

4. Ethical consideration

5. Risks in AI application

6. Case study

7. Summery



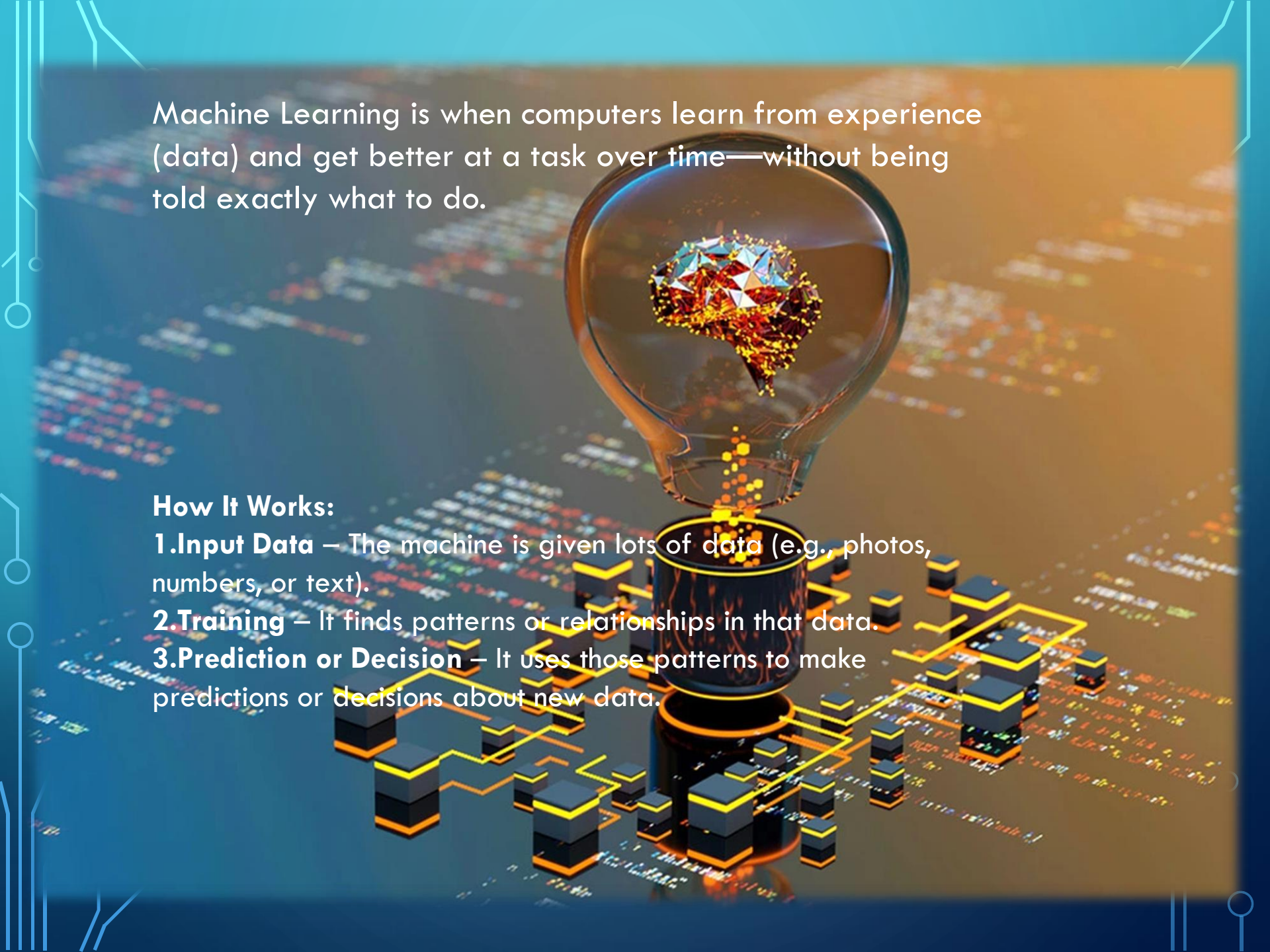
Artificial intelligence vs Machine learning

AI (Artificial Intelligence) refers to the development of computer systems that can perform tasks typically requiring human intelligence.

These tasks include:

Learning (e.g., acquiring knowledge from data),
Reasoning (e.g., solving problems or making decisions),
Perception (e.g., recognizing speech, images, or patterns),
Language understanding (e.g., translating or generating text),
Autonomous actions (e.g., driving a car or navigating a robot).

Machine Learning is when computers learn from experience (data) and get better at a task over time—without being told exactly what to do.



How It Works:

1. **Input Data** – The machine is given lots of data (e.g., photos, numbers, or text).
2. **Training** – It finds patterns or relationships in that data.
3. **Prediction or Decision** – It uses those patterns to make predictions or decisions about new data.

HOW ARE STUDENTS USING THE AI

- Kids (7–11): Early adopters via kid-safe AI platforms; usage primarily educational.
- Teens (12–17): Over half have tried AI. Creative and school-use is high, yet daily AI use remains modest.
- Young adults (18–24): Nearly half use AI weekly, especially for learning, work, and creativity. A growing number use AI daily—particularly in education and career contexts.

AI IN EDUCATION AND CHILD DEVELOPMENT

- What AI can do:

reduce workload, freeing up administrative time to deliver high-quality teaching • help support teaching practice • aid in personalized learning • improve efficiency and creativity • aid in self-directed study.

- What AI can't do: Replace human empathy, provide deep emotional connection

UNDERSTANDING THE IMPACT OF AI ON CHILDREN

- Data concerns
- Inappropriate content
- Positive and negative
- Phycological impact

EXAMPLES OF AI IN ACTION

- AI chatbots for mental health check-ins
- Predictive analytics to identify at-risk students
- •Apps that help students develop SEL skills
- Insights from schools using these tools

ETHICAL CONSIDERATION

- Ensuring emotional safety
- Data privacy and consent protocols
- Involving students in the design and feedback process
- Equity in access and outcomes

SUMMARY/SUGGESTIONS

- Build cross-functional teams (educators, IT, counselors)
- Pilot with transparency and clear goals
- Provide training and ongoing support
- Evaluate impact regularly

CONCLUSION

- AI can support well-being, not replace human care
- Ethical and intentional design is critical
- Empathy and inclusion must guide innovation

CASE STUDY 1
"EMMA AND THE CHATBOT"

- Emma is 13 and has been feeling anxious lately — especially before exams and when speaking in front of others. Sometimes her heart races, her hands feel sweaty, and she overthinks everything she says afterward. She hasn't told her parents or teachers because she's worried they'll think she's overreacting.
- One day, Emma hears about an AI chatbot that can talk like a real person and answer questions. She starts chatting with it late at night. She asks things like:
- "Why do I feel nervous all the time?"
- "Am I broken?"
- "How can I make the scary thoughts go away?"
- The chatbot gives her information about anxiety and some calming techniques like breathing exercises and journaling. Emma feels relieved — finally, someone (or something) is "listening." But soon, she finds herself relying on the chatbot more than talking to friends or adults. She even hides this habit from her parents.

🧩 CASE STUDY: "NOAH'S VOICE"

- Age: 12
- Setting: International school, inclusive classroom 👩
- Background: Noah is a bright, creative 12-year-old student who has been diagnosed with Autism Spectrum Disorder (ASD). He excels in reading and has an incredible memory for facts. However, Noah finds verbal communication and social interactions challenging. During group work, he often shuts down or becomes overwhelmed when conversations move too fast. Noah has difficulty: Expressing how he feels, especially in emotional situations Understanding social cues and facial expressions Participating in class discussions without feeling anxious Despite this, Noah is curious and highly motivated to learn—especially when it involves technology.

QUESTIONS /REFLECTION

- In what ways can algorithms support student mental health, and where do they fall short compared to human empathy?
- Can a machine truly understand emotions, or is it simply mimicking emotional responses based on data?
- How might over-reliance on AI tools in education impact our ability to build authentic human connections in schools?

Q&A SESSION

- Open floor for questions and reflections
- Sharing insights and concerns