ARTIFICIAL INTELLIGENCE (AI) AND THE FUTURE OF TEACHING AND LEARNING IN SOCIAL STUDIES IN KOGI STATE, NIGERIA

Akoh Ihiabe Mercy, Ph.D
Department of Social Studies
Federal College of Education Odugbo, Benue State.
E-mail: akohihiabemercy@gmail.com
Telephone Number: 0706595158

Abstract
The paper investigated Artificial Intelligence AI and the future of teaching and learning in Social Studies in kogi State, Nigeria. It explores the transformative force of AI tools in reshaping teaching and learning experiences, pedagogical approaches, and educational ecosystems in Social Studies, its potential, benefits and challenges. It examined how AI tools can enhance adaptive learning platforms, AI-powered tutoring, personalized learning paths, language learning tools and automated grading and feedback can improve the effectiveness of Social Studies instruction by promoting personalized learning, critical thinking and civic engagement and digital literacy among students. As AI technologies have begun to reshape Social Studies' instructional design, learner engagement, assessment strategies, and educational administration, they have the potential to enhance students' learning outcomes, improve teachers' efficiency, and bridge educational divides. However, AI's impact on Social Studies education is not problem free; there are some downside potentials such as over reliance on the AI tools, unequal access to technology etc. The paper concludes that AI has the potential to revolutionize the future teaching and learning of Social Studies in Kogi State but its implementation must prioritize equity, human values and transparency.

Keywords: Artificial Intelligence (AI), Social Studies education,

strategies, future teaching and learning, and transformation.

Introduction

The rapid advancement of technology in the twenty-first century has transformed virtually every sector of human society, including education and Social Studies which studies man in totality is no exception. Cai (2021) noted that, in the field of education, AI is rapidly redefining traditional models of teaching and learning by introducing intelligent systems capable of performing tasks that typically require human cognition such as reasoning, problem-solving, and adaptive decision making. Social studies describe the operation and interaction of man with his physical and social environments (Ali, 2025). It is pertinent to note that, as digital technologies become increasingly integrated into educational environments, AI is no longer a futuristic concept but a present reality influencing how knowledge is delivered, accessed and assessed. Strategies implies a teaching method, approach, basically it's about how educators, instructors or teachers design learning experiences to help students learn effectively (Abdu-Raheem, 2024). To Kabir (2024) there is a shift from the traditional pedagogical approaches, a more (teacher centred) to a modified (student centred) approach through the use of transformative AI tools. Artificial Intelligence AI in Kogi State is poised to play central role in shaping the future teaching and learning of Social Studies. AI is needed in Kogi State because the objectives for the inclusion of AI into Social Studies curriculum is far reaching in the state. This can be observed even by a casual observer. Its ability to personalized education, enhances teaching practices, and expands access to knowledge, presents significant opportunities for educational transformation (Olakulehin, 2023). Ali (2025) opines that, AI calls for thoughtful implementation and continuous reflection to ensure that education remains a fundamentally human endeavor, enriched but not overshadowed by intelligent technologies.

The justification for inclusion of any program in the curriculum is best found in the objectives of that program. Based on this, some of the main objectives of inculcating AI into Social Studies curriculum includes; Digital citizenship, understanding societal change, critical thinking and source evaluation, civic and ethical literacy, future readiness and career awareness etc. The Objectives behind this study is to prepare both Social Studies Educators and students to be acquainted with the use of AI tools so as to change from the traditional approach (teacher) centered to a personalized (student centred) approach to enable students to learn at their cognitive ability level. Moreover, the objectives aims to produce students who can use AI tools responsibly, question AI systems critically, and shape how AI is used in the ever changing increasing world. Experience has shown that there has been poor academic performance in Social Studies among students in Kogi State. For instance, the examiners reports in Basic Education Certificate Examination (BECE) between 2019 and 2024 shows that most students failed to score good marks in Computer related Studies in Kogi State (Olakulehin, 2023). In the opinion of Ihiabe (2024) social skills implies the sufficient training of a learner in the use of the whole range of study such as leadership, human interaction and intellectual skills. The study is anchored on two theories; Lev Vygotsky's Social Interaction Theory and Jean Piaget's Cognitive Development Theory.

Artificial Intelligence AI

In the opinion of Autor (2020) Artificial Intelligence refers to the development of computer systems that can simulate human intelligence processes, including learning from data, recognizing patterns, and making informed decisions. It is pertinent to note that, in Social Studies education, these capabilities are being applied through tools such as intelligent tutoring systems, personalized learning paths, language learning tools, adaptive learning technologies and automated grading and feedback etc. In the nutshell, these innovations enable a shift from the traditional "one-

size-fits-all" approach (teacher centred) of teaching and learning to a more personalized learning experience, where instructional content is tailored to the individual needs, pace, and abilities of each learner. According to Okafor (2022) the integration of AI into the teaching and learning of Social Studies implies transforming the role of educators, or teachers as well, rather than replacing teachers or educators. Similarly, Bisong (2021) observed that AI is increasingly seen as a supportive tool that enhances the future teaching and learning of social studies through automating routine task such as grading attendance tracking and allows educators to dedicate more time in interactive, creative, and student-centred activities. The author noted that this shift emphasizes the importance of human elements in teaching and learning of Social Studies such as mentorship, emotional support, Civic Education, and critical thinking, while using AI to improve teachers efficacy, students academic performance and acquisition of social skills or intelligent skills such as reading skills, writing skills, speaking skills, decision making skills etc. In the nutshell, AI in the future teaching and learning of Social Studies is like having a super smart helper, a game changer in Social Studies education. This is so because, it is designed to think, learn and talk like human, making decisions and solving problems.

Social Studies Education

Social Studies is a formalized, correlated or integrated study of man and his environments, which imbues the learners with the 'cognition' skills, values, attitudes, abilities and competencies that will enable him become an informed, rational, participative and functional citizen in his environment and beyond (Abdu-Raheem, 2024). Social Studies occupies an indispensable position in the Socio-cultural, political and economic advancement of any society. This is because of the important role it plays as a tool for social transformation, socialization, humanization, conscientization and mobilization of

citizens in Nigeria. The integration of AI into Social Studies education helps in a few real ways because of the abstracts involved, such as attitudes and skills, values, critical thinking, empathy etc. However, since Social Studies is about society, AI is perfect for teaching students to fact-check, spot bias, and question sources. Students learn the transformative tool of AI and the critical thinking at the same time. Since the goal of AI tool is not to replace thinking, but to give students more ways to explore "why people do what they do" (Ishaya, 2022). One of the objectives of Social Studies is to make students learn skills that help them succeed in the future teaching and learning as well as in digital society. The theory is anchored on two theories; Lev Vygotsky's Social Interaction Theory and Jean Piaget's Cognitive Development Theory. Social interaction theory by Lev Vygotsky in 1962 assumes that children learn through interaction with their surroundings. The theorist believes that learners benefits from an interaction with the More Knowledgeable Others (MKO). The MKO refers to anyone who has a higher knowledge level than the learner, with respect to a particular task or concept.

Piaget's propounded cognitive development theory in (1997). The theory assumes that knowledge is constructed by an individual from cumulative experiences. It is apparent from the theorist's notion that cognitive development theory explains individual behaviour in terms of interaction between cognitive behavioural and environmental influences. It is pertinent to note that the two theories highlighted on constructivism and connectivism.

Constructivism

Vygotsky's and Piaget's constructivism can be likened to learning in Social Studies; learning in Social Studies is about students constructing knowledge through strategies like inquiry, discussion, simulation games, and real life problem-solving. In this, AI can serve as a More Knowledgeable Others (MKO).

Connectivism

Both theorists believe learning behaviour should involve individual in a continuous reciprocal interaction with environmental influence. It is related to this study because in a digital age, learning in Social Studies is about making connections to information network. AI tools becomes nodes in that network for Social Studies content on governance, culture, citizenship and tolerance

The gap between the reviewed literature and the present study is that while the reviewed literature was conducted in different subject and location, the present study is on Social Studies and in Kogi State. It aldo highlight on social or intellectual skills.

Artificial Intelligence AI Reshaping Future Teaching and Learning in Social Studies.

Looking ahead, the future of teaching and learning in Social Studies in an AI-enhanced world is characterized by a hybrid model in which human expertise and technological intelligence converge, implying that, the future of teaching and learning in Social Studies in an AI-driven world is characterized by increased accessibility, interactivity, and lifelong learning opportunities unlike in the traditional approach (Adeyemi and Ajibade, 2021). According to the authors, AI-powered platforms can provide real-time feedback, facilitate, remote and inclusive teaching and learning in Social Studies, and support learners in developing social skills relevant to a rapidly evolving workforce. The future integration of AI into the teaching and learning of Social Studies in Kogi State may enable the State to achieve the rationale for integrating AI into educational courses, and will no longer lag behind. In the opinion of Ali (2022) Global initiatives, such as those led by international organizations, highlight the needs to develop AI competency frameworks for both Social Studies teachers and students, ensuring that individuals are equipped to thrive in an increasingly digital society. Edegbo (2023) listed various ways in which Artificial Intelligence AI may transform teaching and learning

in Social Studies making Social Studies education more personalized, efficient and accessible. Some of them are the following: AI adaptive learning platforms, AI-powered tutoring systems, personalized learning paths, language learning tools, and automated grading and feedback.

Adaptive Learning Platforms

One of the transforming tools as affirmed by Edegbo (2023) is adaptive learning platforms. Adaptive learning platforms according to the author are seen as super smart tutors that adjust to students' learning styles, space, and ability level. To the author, adaptive learning platforms can diagnose, if a student struggles with abstract words, it give targeted reading, quizzes or simulation, that such student can learn at his/her pace. To the author, it makes the past feel alive in the sense that instead of just reading about past events, the platforms simulate debates between historical figures, thereby making students to be active participants against passive listeners. Susskind and Susskind (2021) listed some examples of adaptive learning platforms which includes: Sano Labs, Decebo, Disco, Realizit, Axonity, to mention but a few.

AI Powered Tutoring.

Social Studies is often broad, History, Geography, Civics, Economics, Culture etc. Students all come from different background (Adedoja and Fakokunde 2022). According to Susskind and Susskind (2021) AI-powered tutoring implies a learning system that uses AI to provide one-on-one instruction, adapting to learners learning style and pace. It then means that, AI powered tutoring is like having a personal study mate or friend that is always on in Social Studies Education. This is fantastic! Similarly, Edegbo (2023) posit that AI powered tutoring is like a super-smart tutor in Social Studies education that adjusts topics and questions based on the learners cognitive/intellectual ability. An example, students can be asked to summarize 3 Nigerian news paper editorials from 1993 about June

12th and show the teacher where the papers disagree, AI powered tutoring can pull, simplify, and compare sources at a very good reading level. An example, the author reiterates that if colonial borders were drawn differently, by human intelligence, AI powered tutoring can model plausible scenarios to teach cause and effect, while teachers guide the critical thinking. For instance Nwakwo (2025) undertook a study in Geography in Zaria using google Gemini to generate bird poster in real time class. The study sought to find out effects of AI powered tutoring on students' academic performance. The result revealed that students' who were taught using AI powered tutoring had a significantly higher academic achievements and motivation in Geography than those who generated the bird poster with hand drawing. To the author, it is very interesting because of the expansion of knowledge in the use of AI transformative tools. Lots of people are talking about AI-powered tutoring systems/adaptive learning platforms and others. Like other Social Studies strategies, they have their challenges (Adedoja and Fakokunde 2022). In the opinion of Edegbo (2023) the problems associated with AI transformative tools cannot be over emphasized, such as over dependence on the transformative tools, data privacy concerns, limited human interaction which limits empathy, for example, if the teacher tells the students to avoid early pregnancy, they may simply nod in bored agreement, but let them watch a play about it, and you may have them in tears of sympathy. To the author, when learners depend solely on AI tools, and if the system crashes or isn't accessible, learning gets disrupted. Moreso, on data privacy concerns, handling such sensitive student data raises security questions since Kogi State is not financially buoyant. Furthermore, limited human interaction, to the author implies that, learners of Social Studies might miss out on the acquisition of social skills and or social aspect of learning and human (teachers') emotional support etc. On quality of content means that, the effectiveness of the future of teaching and learning of Social Studies depends on the quality of the AI's training data and algorithms not directly on human intelligence.

Personalized Learning Paths.

According to Kabir (2024) Personalized learning paths in the teaching and learning of Social Studies education, are tailored to fit students/learners' unique style, pace and academic goals, helping learners to attain their academic goals. It aid learners to master skills or the subject matter efficiently, improving their social skills. To the author, the more data AI processes the better they become at tasks, for example, an AI that recognizes faces learns by studying many images and identifying common features. According to Kabir (2024) personalized learning paths teach critical thinking in Social Studies by adjusting the Socratic approach such as "what", how fast, and how hard? For each learner, instead of using one-size-fits-all approach. This is so because; critical thinking grows, when it is slightly uncomfortable. In the nutshell, personalized learning paths are like customized road maps for learners learning journey in Social Studies.

Benefits:

The benefit of personalized learning paths in Social Studies according to (Okafor, 2022) is improved engagement.

Improved engagement, this implies that the teaching and learning of Social Studies is more relevant and interesting when it is tailored to learners' needs and aspirations. This means that, the learners will be actively involved.

Challenges

As laudable as the benefits of personalized learning paths may appear to be, there are some challenges attached to them (Ojotule, 2024). Ojotule (2024) has an opinion that there are some downside potentials to this commendable transformative tools strategies, some of them includes: Technical limitations, self-motivation needed, limited human interaction and bias in algorithms to mention but a few.

According to the author, technical limitations means that some platforms might not be advanced enough to truly personalized. Self motivation needed to the author implies that the learners stay driven without human (Social Studies teachers) and so there is no emotional feelings, acquisition of social skills is lacked. Limited human interaction implies, less face-time with Social Studies teachers or with their (students) peers might not suit everyone because of individual differences in the learner, some are introvert, and some are extrovert while some are ambivert. Bias in algorithms, this implies that systems might reflect biases if not carefully designed.

Language Learning Tools.

In the opinion of Bisong (2021) language learning tools are resources, software, or apps that help students to learn new language in Social Studies. According to the author, AI-powered apps help learners with language acquisition such as reading skills, speaking skills, pronunciation, and conversation practice. The author further stress the needs to engage Social Studies students in authentic automation tools for constant practice on social interaction for increased reading and understanding of abstract words in the subject matter. Ojotule (2024) laments that, today many students in Social Studies cannot read and comprehend materials meant for their level. Abakpa and Abo-Egwu (2024) are of the opinion that language learning tools such as Memrise, Babbel, and user-created content offer various features to support language learning and can lead to students' higher level of motivation and engagement (Student Centred) in Social Studies as well as increased speaking and reading skills. According to the authors, Memrise implies a language learning app that uses spaced repetition and gamification to entertain students while learning, It has spaced repetition since it uses flashcards where strange words or abstract are written boldly to be showing to students, it's full of fun because of the engaging activities such as games, challenges in pronunciation, and memes to the lesson, very interesting to students. The authors noted some concerns associated with the use of Memrise which include over reliance on spaced

repetition, this might not suit everybody because of the individual differences and also the neglect to the three domains by Benjamin Bloom's Taxonomy of Education.

Babbel

To Adedoja and Fakokunde (2022) like Memrise, Babbel is another language platform that focused more on conversational skills, such as pronunciation. An example, Short vowel sounds, these are vowels that are pronounced quickly, they're usually contrasted with long vowels and diphthongs like in "short a" Cat, Bat, Mad, mouth open wide, but tongue low and front. In "short e" bed, pen, head, get, hen, tongue mid-front, mouth slightly open etc. Social Studies students need to practice real life conversations and grammar to avoid mixing up conceptual words in Social Studies. To the authors, it is good for conversation skills, speech recognition and structured lessons. Though it is not great for very advanced learners, it is also based on subscription, not good for all contents. Moreso, AI can translate oral histories, Yoruba, Igbo, Hausa documents or global sources instantly, so students are not limited to English only materials.

User-created content, to the authors implies that the Social Studies teachers who regularly use flashcards, creates it by themselves and share on Quizlet. Implying that, such teachers can turn his/her class notes into practice quize and flash cards. An example, the teacher need not to buy anything, he/she can create sets, so basically, if a teacher made it, it's a user-created content. In the words of Adedoja and Fakokunde (2022) It has expert solutions to problems, because of the step-by-step approach. Nevertheless, it has little challenges or downsides potentials which includes, quality of user, meaning that, created content varies in the sense that some may be comprehensive or otherwise. Moreover, Quizlet limited speaking / listening practice.

Automated Grading and Feedback.

According to Adeyemi and Ajibade (2021) automated grading and feedback in Social Studies implies when AI systems handle the

assessment side of teaching and reading students work, scoring, and giving personalized comments without a human (teacher) doing every step. An example, Social Studies is about reasoning not memorization, if a student writes an argument about colonialism or federalism, and waits 2 weeks for marks, they have moved on. Instant feedback on claims, evidence, and reasoning keeps the thinking fresh and correctable. Moreover, automated draft scoring lets Social Studies students submit, get feedback, revise, and resubmit without teacher bottlenecks. To the authors, it's not just about replacing teachers' marking, it's about transforming how evaluation and guidance happen in Social Studies. Today, or presently, AI automated grading and feedback is transforming teaching and learning in Social Studies in the following ways; Objective grading, essay and short answer, just to mention but a few (Bisong 2021).

Objective Grading

In the opinion of Bisong (2021) objective grading in Social Studies means that AI already grades multiple-choice, fill-in-the blanks spaces and coding tests instantly, using platforms like Google Forms or Gradescope.

Essay and Short Answer.

The author further explain how models like GPT-4 and muse spark can evaluate Social Studies writing for thesis clarity, evidence, grammar, and even argument strength. They compare work against rubrics and give a score and rationale or reasons.

Challenges of using Artificial Intelligence AI in the future teaching and learning in Social Studies.

Artificial Intelligence AI's transformative force in modern teaching of Social Studies in Kogi State is not problem free, there are some downside potential, it brings real trade-offs (Bisong 2021). Here are some challenges almost everyone in educational field are flagging for future teaching and learning in social studies education.

To Curriculum Planners: There may be loss of curriculum integrity in Social Studies and quality due to over-standardization. AI-generated content tends to flatten into the most common denominator. If Social Studies curriculum designers lean on it, curriculum content may be at risk, losing local context, subject nuance, and disciplinary depth will be questioned. It should be noted that Social Studies is a dynamic subject not static that moves according to the needs and aspirations of the society (Kabir, 2024). Similarly, Madojemu (2021) observes that outdated content may be used without the curriculum planners. According to the author, AI can confidently present wrong facts, fake citations, an example; AI can produce pre-2026 knowledge as current. In such a case, curriculum designers become responsible for fact-checking for everything. In a nutshell, AI makes content generation cheap, but curriculum planning isn't about content, it's all about sequencing, assessment, values, and human development. The risk is letting the tool dictate the goals instead of humans.

To Educators/Teachers: To Social Studies teachers there may be over-reliance and skill atrophy due to educators/teacher deskilling instead of reskilling. Social Studies as a subject is full of big ideas such as migration, democracy, unity in diversity, cultural change, evolution of man etc. Social Studies teachers who ought to continuously be in search for upgrading of new knowledge are relying heavily on AI for lesson planning, grading, or content creation; this can erode educators/teachers pedagogical judgment over time, making Social Studies' teachers play as a judge instead of a coach in the classroom (Madojemu, 2022).To educators also, there may be learning and skill erosion, implying that, critical thinking, empathy and literacy may drop, Lickin (2021) posits that 70% of Social Studies teachers worry about how AI weakens critical thinking and research skills. Studies also link rising AI use to decline in reading comprehension. According to the author, U.S. adults reading at below 1st-grade level rose from 19% to 28% between 2017–2023.

To Students: Social Studies' teaching focuses on man. Since man is

the core of the study of Social Studies, it ought to involve studies like critical thinking, peace education, nation building, tolerance, unity in diversity, the do's and don'ts in the society, and emulation of worthy lives to enable students to stand the test of time in the future and others taught by human intelligence not artificial intelligence (Kabir, 2024).

Conclusion

This paper concludes that AI tools holds great promise for transforming Social Studies education, but its success depends on how it is implemented, equity, transparency and human values must be recognized. AI can become a valuable partner in shaping the future of teaching and learning of Social Studies. Assessment and curricula will pivot toward skills, AI cannot fake critical thinking, creativity, collaboration, asking knowledgeable questions, and verifying sources. "Cheating" becomes a less useful concept when the goal is to teach students how to work with AI tools responsibly, because that's exactly what their future jobs will demand. Equity is the real battle ground; AI could widen or narrow gaps. It's good if it gives every student a 24/7 tutor and gives under-resourced schools access to world-class content. It's not good when it entrenches a digital divide where only well-funded districts in Kogi State get good models, data privacy is ignored, and algorithmic bias goes unchecked.

Recommendations

The following recommendations were made based on the research:
Artificial Intelligence AI should be integrated in Social Studies education as a supportive tool rather than a replacement for teachers, because teachers play an irreplaceable role in fostering critical thinking, creativity, and emotional development.

AI can assist by automating routine tasks such as grading, generating lesson plans, and providing real-time feedback, thereby allowing Social Studies teachers to focus more on meaningful student engagement and mentorship. In addition, both Social Studies teachers and students must be equipped with digital literacy skills.

Teachers need proper training to effectively use AI tools, while students should learn how to critically evaluate AI-generated information and use these technologies responsibly.

Personalized learning should be a central goal in Social Studies education. AI systems can analyze individual student performance and adapt content to suit different learning styles, speeds, and needs. This can help bridge learning gaps, support struggling students, and challenge advanced learners, ultimately creating a more inclusive and effective educational environment.

Moreover, over-dependence on AI transformative tool can lead to neglect of Bloom's Taxonomy on Education. Bloom's Taxonomy on Education is a framework for classifying learning objectives by the level of thinking required. It was arranged as a hierarchy from simple to complete as each level builds one below. This needs human intelligence and not machine intelligence.

Finally, collaboration between governments, educators/teachers, technology developers, and communities is essential because investments in infrastructure, teacher training, and equitable access to technology will ensure that the benefits of AI in Social Studies education are widely shared, rather than deepening existing inequalities.

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