

Review of: "Artificial Intelligence and Digital Technologies in the Future Education"

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Potential competing interests: No potential competing interests to declare.

The author is sincerely complimented on his efforts to highlight the prospective role of AI and digital technologies in future education.

However, the manuscript suffers from a few shortcomings (listed below) and addressing these are likely to improve the quality of the paper.

1. The title of the paper is 'AI and digital technologies ...'; however, the article mostly discusses AI. The title and the content may accordingly be suitably amended.
2. The paper is heavy on theory – 4IR, IoT, Cyber-Physical Systems, APOS_ACE approach, flipped learning, CBR, fuzzy systems, Bayesian reasoning, AI subsystems and the different philosophies of learning, but hardly dwells on how AI could realistically be used in schools, colleges for the benefit of students and teachers in particular and also the society at large. Illustrative and explanatory examples would be appreciated.
3. The recent SARS-CoV2 pandemic-induced closure of educational institutions and the disruption of classroom-based and the resort to e-learning has thrown-up major gaps in learning and learning processes. These issues need to be highlighted and kept in mind when AI is incorporated into our learning processes. There are also likely to be major issues with the application of AI to education (as in other spheres) with respect to ethics, legal liabilities, educational standards, finances, accreditation, training, etc. The author is requested to dwell on these aspects in greater detail and with examples.

For a contemporary and still-evolving subject, out of a total of 63 references, only 22 were published in or after the year 2015. The author has self-cited 12 times (19% of the references) – this may not be appropriate.