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Opportunities and Challenges of Artificial Intelligence in Mathematics Education: A Systematic Review

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Abstract: Teaching and Learning mathematics have been considered as a great challenge for many students and teachers. An artificial intelligence (AI) provides an opportunity to manage this problem by identifying individual problems. It helps teachers and students to solve and improve teaching and learning performances at all levels of education. In this research explore opportunities and challenges of AI to analyze systematic review of teaching and learning mathematics education. Moreover, by referring to the several dimension of AI in mathematics education such as the application domains, learning issues, adopted technologies and the role of AI are considered. The types of themes for AI in mathematics education were categorized into advantages, and disadvantages, conceptual understanding, factors, role, idea suggestion, strategies and effectiveness.

Keywords: Artificial intelligence, mathematics education, systematic review

1. Introduction

The idea of Artificial intelligence (AI) can be traced back to ancient times, but it becomes a formal field of studying the mid 20th century, with the development of the first digital computers. The term “Artificial intelligence” was first invented in 1956 during the Datmouth conference’ making the beginning of systematic research in the field. Since then, AI has progressed from symbolic logic systems and rule-based engines to advanced methods such as machine learning, deep learning and language processing. In recent years, Artificial Intelligence (AI) has begun to significantly influence the field of mathematics, offering new ways to approach both theoretical and applied problems. These tasks include reasoning, learning, problem-solving, perception, language understanding, and decision making. AI is basically about making machines that can think and work like humans and sometimes even do better in certain areas.

The current study indicates various research of AI in different context [Chen at al., 2020a; Cope at al.,2020; He at al.,2019; Schiff, 2021; Vashya et al.,2020]. The use of AI can enhance our abilities in living life covered in increasingly sophisticated technology. According to Gao (2020) [7], based on the development of computer technology, AI continues to expand innovate. AI enables to students to develop and enhance more mathematical skills cognitive skills on learning. It helps students in finding answers faster and easier. All information of the subject can be easily accessed by the students using this intelligence software. Cope et al. [2020] indicate, however, the role of AI will never ‘take over’ the study of educator in any way. Again, the development of these technologies for teaching, learning, students’ assistance, and administration faces various hurdles [Popenici & Kerr, 2017].

Mathematics education has been identified as a complex and challenging task aiming to foster learners’ problem-solving competence [2]. Several previous studies have reported that students generally feel that it is difficult to complete mathematics tasks, particularly those which need to be resolved with multiple steps [3,4]. Therefore, researchers have made attempts to develop various learning strategies and tools to enhance students' mathematics learning outcomes [1]. They have also pointed out the importance of identifying the factors affecting students' mathematics learning performance such as insufficient prior knowledge and lack of personalized supports for individual students [5,6]. A pedagogical agent is a type of educational software that has human characteristics and /or appearances and are designed to support learners in online learning environments [Song, 2017]. AI machines or systems can also handle complex tasks that are beyond the capabilities of the human brain. AI has various perceptions in society. They felt that this AI was wrong because these machines were believed to take over human tasks. A portion of this public awareness refers to the anticipation of likely negative consequences related to the variety of applications of AI as a technology, known as the public perception of risk of AI or merely the risk perception of AI [Neri & Cozman, 2020]. Recently, Voskoglou and Salem [2020] summarized the benefits of using AI machine in teaching and learning. The current finding of studies discussed the use of robotics in learning and teaching mathematics [Casler-Failing,2018; Harper et Copyright c 2022 by Author/s and Licensed by Modestum] Learning programming and problem solving at a young age is very challenging for them. Francis and Davis [2018], for example, also indicate that the learning process has become more interactive using the AI approach.

2. Historical Context of AI in Mathematics

The intersection of artificial intelligence (AI) and mathematics has developed over many decades, drive by progress in both computational methods and mathematical logic. Its origin can be traced to early work in symbolic computation preset reasoning, which provided the foundation for today's advanced applications of AI in Mathematics.

- **Early Foundations (1950s-1970s)**

The origins of AI in mathematics began with the development of symbolic logic and theorem proving. The introduction of the logic theorizer in 1956 by Allen Newell and Herbert A. Simon is often considered the first artificial intelligence program, capable of proving mathematical theorems from Principia Mathematica. Around the same period, early symbolic algebra systems like MACSYMA and Reduce were developed to manipulate algebraic expressions and solve equations.

- **Development of Expert Systems (1970s-1990s)**

Over the next several decades, expert systems were created to encode and apply mathematical knowledge in ways like human reasoning. Notable advancements include the introduction of proof assistants like Mizar (1970) and Coq (1984), which allowed mathematics to formally verify proofs. However, these tools were primarily limited to highly structured problems and required significant human oversight.

- **Advancements in Machine Learning and Theorem Proving (1990s-2010s)**

The rise of faster computing and machine learning shifted AI in mathematics from rule-based methods to more autonomous systems. Automated theorem provers like Vampire, E, Prover9 solved complex problems, proving the potential of machines in rigorous reasoning. The integration of symbolic logic with data driven learning marked a major turning point, leading to hybrid models that continue to shape modern mathematical discovery.

- **Deep Learning and Formal Proof Systems (2015-Present)**

The surge in deep learning technologies and large language models has led to remarkable progress in applying AI to mathematics. DeepMind's AlphaGo (2016) demonstrated the potential of reinforcement learning, later expanded to scientific challenges like AlphaFold (2020) and mathematical problem solving with Alpha Geometry (2024). Formal proof assistants such as Lean and Isabelle have increasingly been adopted to rigorously formalize mathematical knowledge.

AI models including Open AI's, Codex and Meta's LLaMA have further pushed boundaries by automating proof generation, solving advanced mathematical problems, and assisting with conjecture discovery. These hybrid systems effectively blend neural pattern recognition with formal logical reasoning.

- **The Present and Beyond**

Today, AI supports mathematicians by automating proof verification and even proposing original conjectures. The Ramanujan Machine exemplifies this by independently formulating new equations for mathematical constants. As AI continues to advance, it holds immense potential to become a creative partner in research, revolutionizing mathematical methodologies, education, and discovery process.

3. Formal proof Assistants and Automated Theorem Proving

The domain of theorem proving (ATP) has evolved rapidly in recent years, largely due to the integration of advanced of AI techniques such as reinforcement learning (RL) and transformer-based language models. These approaches have significantly improved the ability of machines to autonomously discover formal mathematical proofs often for problems that have never been seen before, there by pushing the boundaries of what AI can achieve in formal logic and mathematical reasoning.

3.1 Reinforcement learning in theorem proving

Reinforcement Learning (RL) is a framework in which an learns to take optimal actions by interacting with an environment and receiving feedback in the form of rewards. In the context of theorem proving, the environment can be seen as a proof state, while the agent's actions involve selecting inference steps, axioms or tactics to advance proof.

In 2018, Kaliszyk et al. made a significant breakthrough by demonstrating how Monte Carlo Tree Search (MCTS) a strategy commonly used in game AI (like AlphaGo), could be combined with reinforcement learning to guide automated proof search. Their system was trained to explore vast proof efficiently and to focus on the most promising paths. This marked a major shift-from rigid, rule-based automated theorem proving (ATP) to flexible, data driven systems that can learn and generalize through experience.

3.2 Transformer Models and GPT-f

Another major rise came with the introduction of transformer-base architecture, particularly those inspired by models like GPT-f, a deep learning-based system trained to generate formal proofs in the Metamath framework. Unlike experimental methods, GPT-f was trained on vast datasets of existing proofs and learned to follow human-like reasoning patterns in formal logic. GPT-f demonstrated several key achievements like

- It could generate short, valid proofs for theorems that were previously unproven or not formally verified.
- Some of these proofs were reviewed and accepted into the official Metamath library, making GPT-f the first AI system to contribute accepted theorems to a formal mathematics community.
- The model demonstrated strong generalization abilities through trained theorems to create novel yet valid proof steps, showing a deep grasp of formal logic.

4. Cutting-Edge AI System at Olympiad Level

- **Alpha Geometry and Alpha Proof**

Alpha Geometry and Alpha Proof are advanced AI systems developed by Google DeepMind to tackle automated theorem proving, particularly in geometry and formal mathematics, respectively. Alpha Geometry combines neural language models with symbolic logic reasoning and solves geometrical problems that often appear in high-level math contests like the International Mathematical Olympiad (IMO). It developed to mimic human problem solving trough AI. It helps to reduce the effort required in formal proofs and moved towards automated verification of published mathematical results.

5. AI in Mathematics Education and tutoring

AI is revolutionizing mathematics education by transforming how students can learn, how teachers teach, and how institutions deliver personalized instruction. AI based educational tools are not just supplementary aids, but they are becoming central to adaptive learning, intelligent tutoring systems, automated assessments, and enhanced engagement in mathematics classrooms. There are distinct ways of education and tutoring,

- Personalized learning Paths
- Intelligent Tutoring Systems
- Natural Language Interaction and Chatbots
- Automated Problem Generation and Assessment
- Visual and Interactive Learning
- Support for students with Learning Disabilities
- Teacher support and Classroom Integration
- AI and Mathematics Curriculum design

6. Challenges, Limitations and Ethical Consideration

AI offers transformative potential in the field of mathematic research, education, problem-solving and curriculum design. It brings with it a range of challenges, technical limitations and ethical concerns. These issues must be addressed to ensure that the integration of AI into mathematics remains responsible, equitable and aligned with human values. Some Challenges, limitation and ethical consideration as:

6.1 Educational Challenges:

The use of AI in mathematics education tutoring presents unique pedagogical concerns:

- **Over-Reliance on AI Tutors**

Students may become dependent on AI for solving problems, skipping critical steps in developing reasoning and problem-solving skills. This can lead to mechanical learning.

- **Lack of Conceptual Feedback**

AI can provide solutions, but it may not always explain why particular method works,which makes it harder to understand and absorb the concept.

- **Teacher Displacement Fears**

Educators worry that AI might diminish the the role of teachers but its purpose should be to support and enhance teaching, not replace it.

6.2 Technical Limitations

Although the rapid advancement of AI, the system of AI still faces important technical barriers in mathematical domain as:

- **Lack of True Understanding**

Most AI models including large language models (LLMs) do not possess genuine understanding or consciousness. The apparent mathematical reasoning exhibited by AI systems is frequently a result of pattern recognition rather than genuine logical deduction or deep conceptual understanding.

- **Error sensitivity¯**

Mathematics requires accuracy but AI system can:

1. Produce possible yet incorrect solutions
2. Misinterpret symbols or notation
3. Fail silently (i.e. generate confident but wrong answers)

6.3 Ethical Considerations

- **Equity and Access**

AI enhanced math education often depends on digital infrastructure and devices. Students in underprivileged or rural areas may lack:

1. Internet access

2. Smart devices
3. Exposure to AI enhanced platform

This creates a **digital divide**, where only some learners benefit from advanced AI tools.

- **Privacy Concerns**

AI powered educational systems often require:

1. Personal data
2. Learning behavior
3. Performance analytics

If the data could not handle with strict privacy controls, it could be misused or exploited. Ethical AI requires compliance with data protection laws (e.g. GDPR, FERPA).

- **Transparency and Explainability**

Many AI models are "black boxes". In mathematics where the clarity and transparency are essential, it is difficult to:

1. Verify how the AI arrived at a conclusion
2. Audit reasoning process
3. Trust AI generated proofs without human oversight

This raises questions about the accountability of AI decisions in formal mathematical settings.

- **Academic Integrity**

AI tools like ChatGPT, MetaMath and MathGPT can be misused by students for:

1. Copying answers
2. Avoiding authentic problem-solving
3. Submitting AI generated work as their own

This poses a challenge to conventional assessment practices and redefining evolution strategies in math education.

Discussion

Many studies show that using AI in mathematics education can improve students learning performance and support for higher order thinking. AI not only helps diagnose individual learning problems and give quick feedback to students but also provides useful information for teachers to improve their teaching methods. Based on the research, many important findings and implications can be noted.

1. Most research on AI in Mathematics Education (AIME) has been published in journals related to education and education technology. This shows that the mathematics education researcher is less involved and more participation from them is needed in future studies.
2. Most of the AMIE studies were done in areas like discrete mathematics and algebra. This suggest that AI use in mathematics education is still at an early stage, focusing on basic learning challenges.
3. Most studies used quantitative methods such as test scores and questionnaires while fever studies used qualitative methods. Although quantitative data is important and it could give deeper insights into student's experiences and AI supported learning.

In the future, it is important to use more qualitative approaches to understand students' perspectives. Collaboration between mathematics educators, educational technologists, and computer scientists can help create better adaptive learning environments. New AI techniques such as deep learning could also bring innovations, for example, by providing tools for visually impaired learners. Finally, research should not only focus on learning performance but also consider other factors such as cognitive load, collaboration, communication, and learning anxiety to better understand how AI impacts mathematics education.

Conclusion

Artificial Intelligence is fundamentally reshaping the discipline of mathematics and moving beyond its traditional role as a computational tool to emerge as an active collaboration in reasoning, innovation and education. Advanced systems such as GPT-f, AlphaGeometry and AlphaProof highlight the powerful interaction of deep learning and formal proof assistants. It demonstrating AI's capacity to engage with rigorous logical frameworks and address complex problems once thought to be the exclusive domain of human experts. In spite of these advances, significant challenges remain in ensuring correctness, fostering genuine creativity, managing costs and embedding AI responsibly within human workflows. Before replacing mathematics, AI is set to reshape their role for shifting emphasis towards conceptual innovation, problem decomposition and critical oversight of machine-generated results. In education, AI tools responsibly design to hold promise for personalized learning, equitable assess and enhanced students engagement.

The trajectory ahead is unmistakable: AI is involving from a calculational assistant into a true reasoning partner. Over the coming decade, its contribution are likely to extend into automated proof generation, meta-mathematical exploration and transformative educational practices. The integration of AI into mathematics does not signify a conclusion but a new chapter where human creativity and machine intelligence converge to advance the frontiers of mathematical knowledge.

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