



**Open Universiteit**

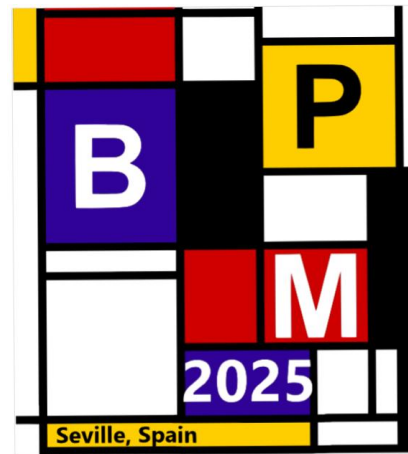
Hi! I am **ART**;  
Your Augmented Reality Tutor.  
I can assist your students 24/7.

# AI Tutors in Practice: Lessons learned from the field

ART: Augmented Reality Tutor

**Deniz Iren**

Associate professor  
Department of Information Science  
Faculty of Science  
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BPM 2025

2 September 2025, Seville



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Education Product of the  
Year Award



# Speaker

## Deniz Iren, PhD, PMP

Associate Professor

Department of Information Science

Open Universiteit, Netherlands

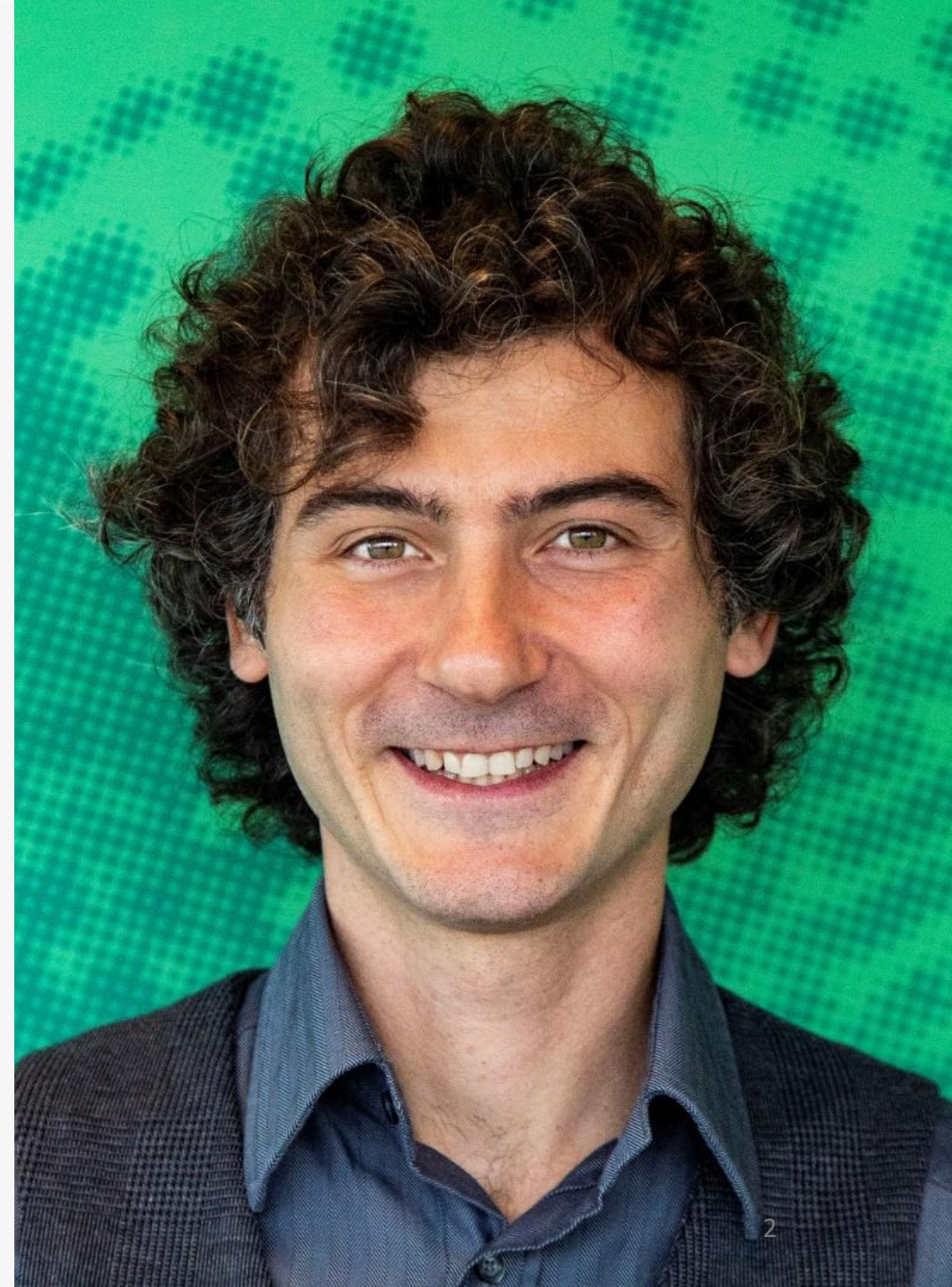
[deniz.iren@ou.nl](mailto:deniz.iren@ou.nl) | [www.deniziren.com](http://www.deniziren.com)

### Background

- **BS**, Computer Engineering, BU
- **MSc**, Software Management, METU
- **PhD**, Information Systems, METU

### Research Interests

- Affective computing
- AI in education
- Intelligent Virtual Agents





# **The State of Education in the Age of AI**



Current State





**An Ideal learning scenario  
(not scalable)**







Learning from alternative  
sources  
(neither high-quality nor safe)

Quality education is not scalable (yet)





**Does GenAI offer a viable solution?**



# **Technical Background: GenAI, LLM, RAG, Agentic AI**



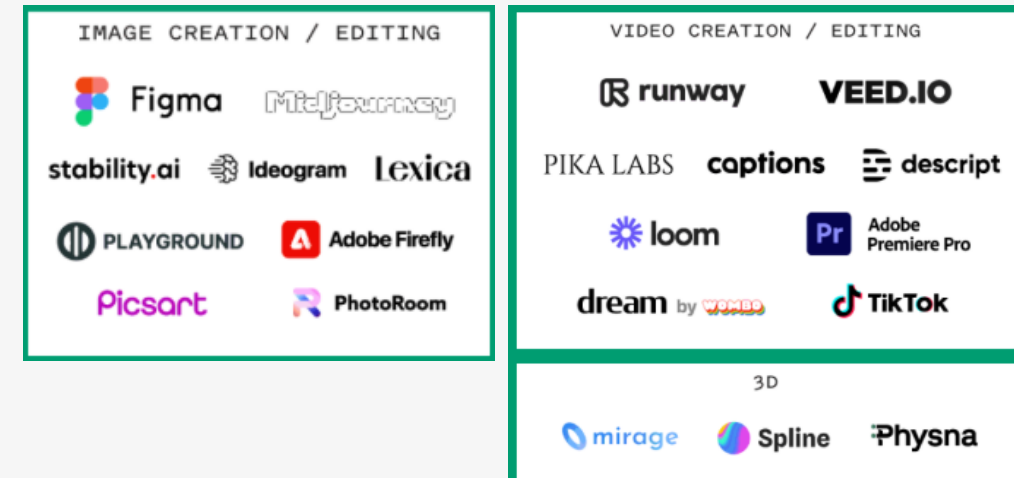
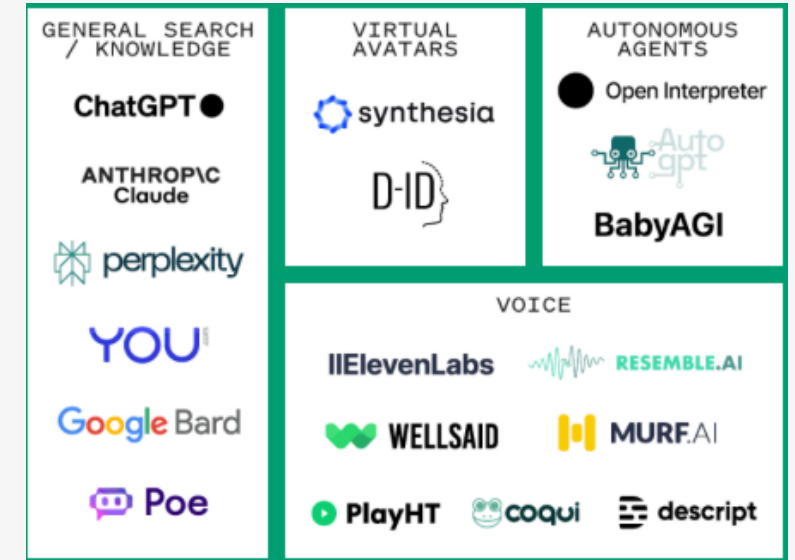
# What is GenAI?



**Generative AI** refers to artificial intelligence systems capable of creating new content such as *text*, *images*, *audio*, *video*, or *code* based on patterns learned from data.

## Examples of GenAI in Practice

- **Text:** *ChatGPT, Bard* – generating essays, summaries, lesson plans
- **Images:** *DALL-E, Midjourney* – creating visual content and graphics
- **Code:** GitHub Copilot – assisting in software development
- **Audio/Video:** *Synthesia, ElevenLabs* – creating synthetic voices and avatars

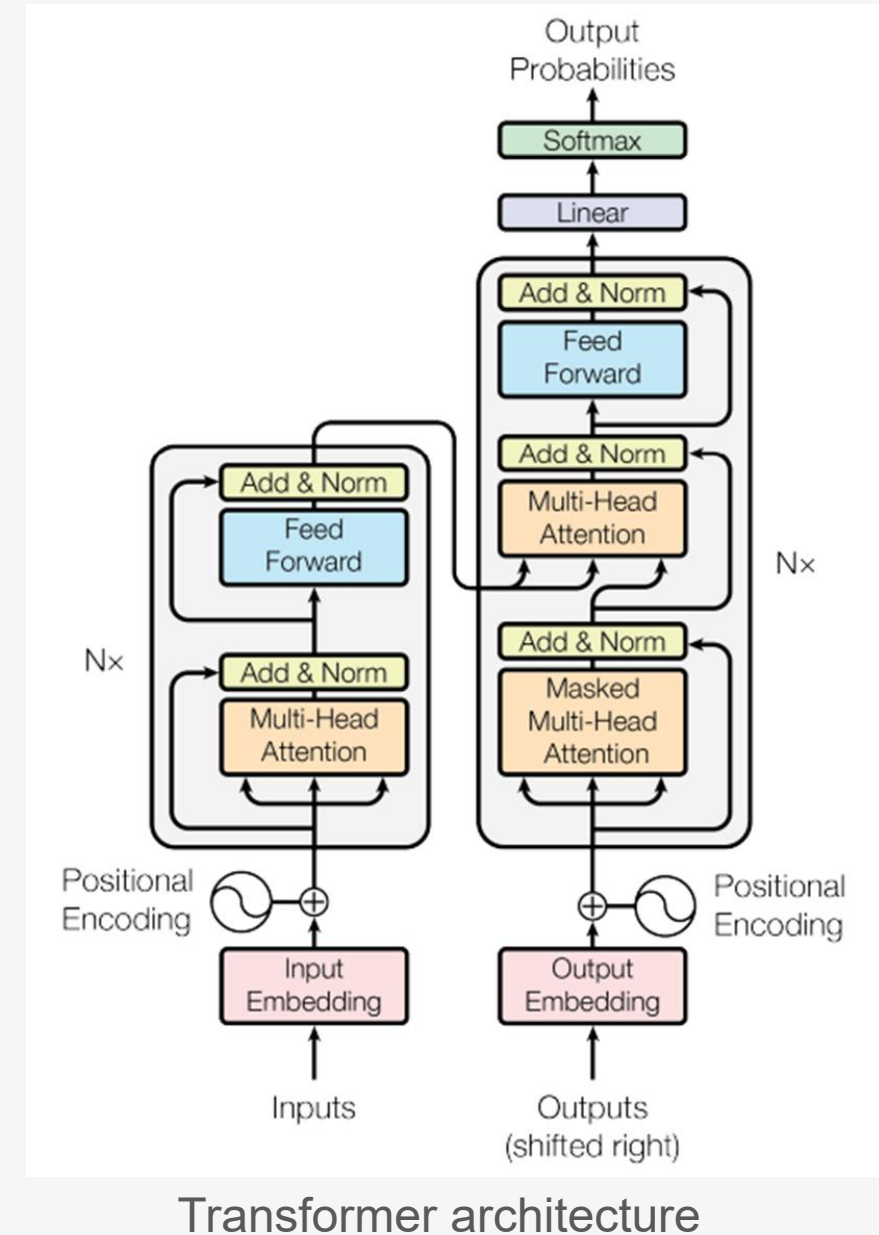


Source: <https://www.sequoiacap.com/article/generative-ai-act-two/>

# What are **LLMs**?

- **Deep learning models**
- with billions of parameters
- captures the underlying patterns of the language
- trained on **large-scale datasets**.

Task: given an input of a series of words, predict most likely sequence of words that comes next.



Transformer architecture



# How do LLMs work?



*The best thing about AI is its ability to*

learn	4.5%
predict	3.5%
make	3.2%
understand	3.1%
do	2.9%

```
In[ ]:= NestList [StringJoin [ #, model [ #, "Decision" ] ] &,
               "The best thing about AI is its ability to", 7]
```

```
Out[ ]:= { The best thing about AI is its ability to,
           The best thing about AI is its ability to learn,
           The best thing about AI is its ability to learn from,
           The best thing about AI is its ability to learn from experience,
           The best thing about AI is its ability to learn from experience.,
           The best thing about AI is its ability to learn from experience. It,
           The best thing about AI is its ability to learn from experience. It's,
           The best thing about AI is its ability to learn from experience. It's not }
```

# Limitations & Risks of LLMs in Education



## Technical

- **Hallucination and non-factuality:** The generated text appears plausible but can be inaccurate.
- **Traceability and information source attribution:** No ability to verify sources or to check the validity of the produced text.
- **Algorithmic transparency:** Black-box neural networks. Neither the process, nor the outcome is explained.

**In 2025, these technical limitations are becoming less relevant!**

## Societal

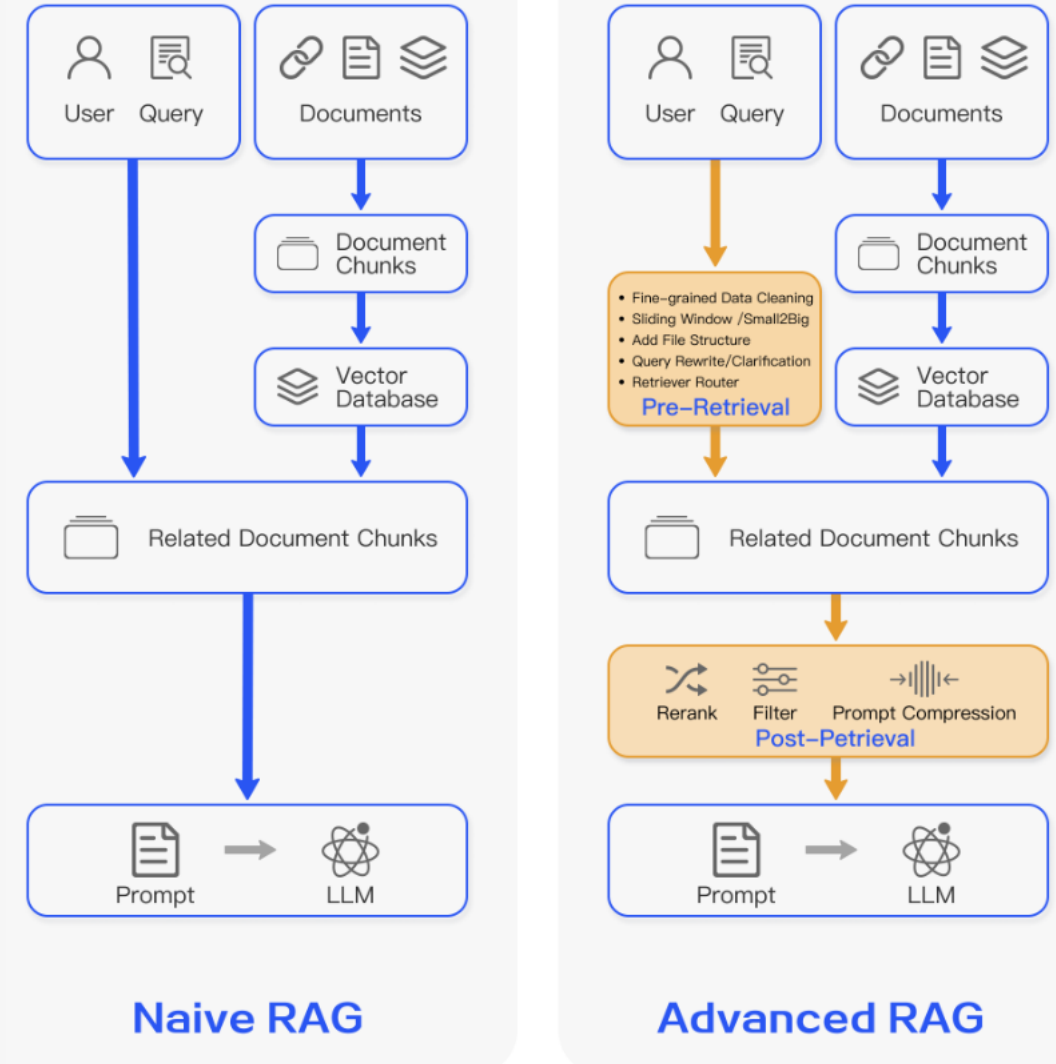
- **Non-curated information:** LLMs are general-purpose; they are not curated for a purpose.
- **Privacy & IP Protection:** LLMs has access to vast student data, which might include sensitive information.



# What is **RAG**?

**Retrieval-Augmented Generation (RAG)** is an AI architecture that combines two components:

- **Retrieval:** Fetches relevant documents or facts from an external knowledge base
- **Generation:** Uses an LLM to generate responses based on those retrieved documents



Gao, Y., Xiong, Y., Gao, X., Jia, K., Pan, J., Bi, Y., ... & Wang, H. (2023). Retrieval-augmented generation for large language models: A survey. *arXiv preprint arXiv:2312.10997*, 2(1).

# What is **Agentic AI**?



**Agentic AI** refers to systems that can autonomously plan, make decisions, and take actions toward a goal, often over multiple steps, rather than just responding to single prompts.

## Key Characteristics

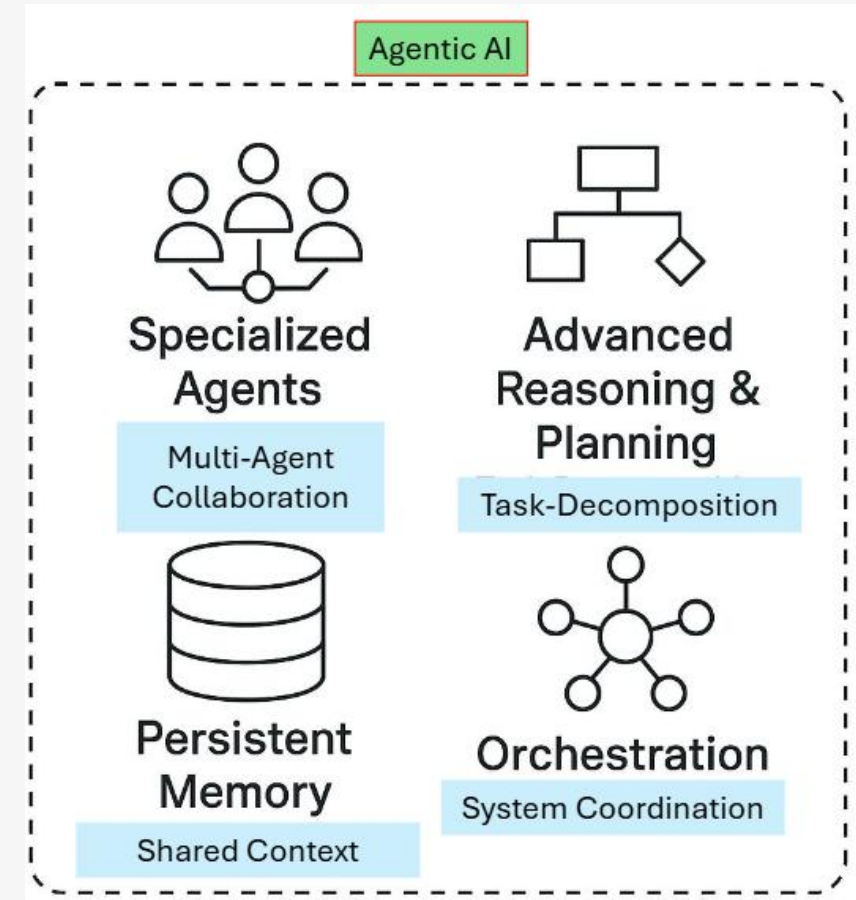
- **Goal-Oriented:** Operates with a defined objective or task
- **Multi-Step Reasoning:** Can break down tasks and sequence actions
- **Memory and State Awareness:** Remembers past steps or context
- **Tool Use:** Can call APIs, retrieve documents, or trigger other software

## Relevance to Education

- Can empower adaptive learning agents that *tutor*, *quiz*, and *progress* over time
- Supports *workflow automation* (e.g., *grading*, *content generation*, *feedback loops*)
- Enables agents that *reason* through *educational goals*, not just one-off questions

## Agentic AI ≠ Chatbot

It's AI that can *reason*, *plan*, and *act* responsibly and purposefully.



Sapkota, R., Roumeliotis, K. I., & Karkee, M. (2025). Ai agents vs. agentic ai: A conceptual taxonomy, applications and challenge. arXiv preprint arXiv:2505.10468.





# **The Case of ART – Augmented Reality Tutor**

# Challenges

of education in the age of AI



Teachers are **overburdened**  
**Uncontrolled AI** threatens education quality  
Concerns of **AI** taking away jobs

Teachers are a **scarce resource**  
Institutions must keep an **innovative profile**  
Must protect student **privacy** and content IP

**EDUCATION  
INSTITUTION**

Students have **limited access** to teachers  
Motivation challenges of **self-paced** learning  
**Non-curated AI** in education has risks

**STUDENT**



# ART for Students



The screenshot shows the AR Tutor interface. At the top, there's a header with 'AR Tutor', 'My Courses', and a user email 'deniziren@gmail.com (Logout)'. The main content area is titled 'Text Analytics: NLTK'. It shows a chat conversation where a student asks 'Wat is stemming. Vertell in Nederland.' and the tutor responds with a detailed explanation in Dutch, including references to 'Slides and Notes (p. 58)' and 'Slides and Notes (p. 139)'. Another question 'Stemming nedir? Turkce cevapla.' is shown. The tutor's response explains stemming and lemmatization, with references to '[Book] Text Analytics with Python (p. 8)' and 'Slides and Notes (p. 40)'. Below the chat, there's a 'Send' button and a 'chat\_openai' label. At the bottom, there's a navigation bar with icons for 'course information' (TXT), 'quiz bank' (quiz icon), 'rubric' (X icon), 'lecture recordings' (YouTube icon), and 'course book' (book icon). A 3D avatar of the tutor, a woman in a red hoodie, is visible in the center-right of the interface.

ART answers student questions in a conversation.

- *Both about the course content and administrative*
- *Cites the source of the information*

Suggests **follow-up** questions.

Gets to **know the students**.

Challenges students with **customized quizzes**.


Provides **real-time feedback**.

- *Not the direct answers, but clues and learning activities*

**Simplifies** complex topics.

**Summarizes** videos and book chapters.



 **AR Tutor** [My Courses](#) deniziren@gmail.com (Logout)

### Text Analytics: NLTK

Wat is stemming. Vertell in Nederland.

Stemming is het proces waarbij woorden worden afgekapt tot hun basisvorm. Dit helpt bij het identificeren van de basisbetekenis van woorden.

Slides and Notes (p. 58)  
Slides and Notes (p. 139) 2.7s 2266t


Stemming nedir? Turkce cevapla.




Stemming, kök kelimeyi elde etmek için kelime sonlarındaki ekleri atma işlemidir. Lemmatization ise kelimenin kökünü bulma ve kelimeyi sözlük anlamında doğru biçimde yazma işlemidir.

[Book] Text Analytics with Python (p. 8)  
Slides and Notes (p. 40) 3.0s 2556t

fast\_v1  
chat\_openai Send

Ask me a question



Multilingual

# ART for Students: Quiz Mode



When did the Netherlands become independent?

The Netherlands became independent from Spain in 1648, confirmed by the signing of the Treaty of Westphalia.

Dutch Canon (p. 103,117) History of the Netherlands (p. 17) 👍 🗨️

**Go to question mode**

Question Mode

Here is a question: What was the impact of the Dutch Revolt on the formation of the Dutch Republic?

🗨️ Question Mode

Any clues?

Think about how the revolt changed the political landscape and what it meant for Dutch sovereignty.

🗨️ Question Mode

more clues

Send

☰ 👤 🗨️





# ART for Students: Follow-up Questions



How did the Vikings impact the Netherlands?

The Vikings had a significant impact on the Netherlands in several ways:

**Raids and Attacks:** From the late 8th century to the 11th century, the Vikings conducted raids on coastal and river towns, targeting defenceless Frisian and Frankish settlements. Notable raids occurred between 834 and 863, particularly affecting the trading center of Dorestad.

**Establishment of Bases:** Although they did not settle in large numbers, the Vikings established long-term bases in the region and were sometimes acknowledged as local lords.

**Local Resistance:** The Viking incursions led to the rise of local nobles who organized resistance against the raids, increasing their power and influence in the region.

**Cultural Exchange:** The interactions between the Vikings and local populations facilitated cultural exchanges, influencing trade and local customs.

**Political Landscape:** The Viking presence coincided with a period of weak control by French and German lords over the Netherlands, which shaped the political dynamics of the region during the 10th and 11th centuries. These factors contributed to the historical development of the Netherlands during the Viking Age.



History of the Netherlands (c. 800-1050) ⚠️ Hallucination 📌

Can you tell me more about the Viking raids specifically?

What other regions did the Vikings impact during their raids?

How did the local population respond to the Viking presence in the Netherlands?

Go to question mode

Send



# ART for Students: Student Model



## Your Profile

Allow unapproved questions ☐

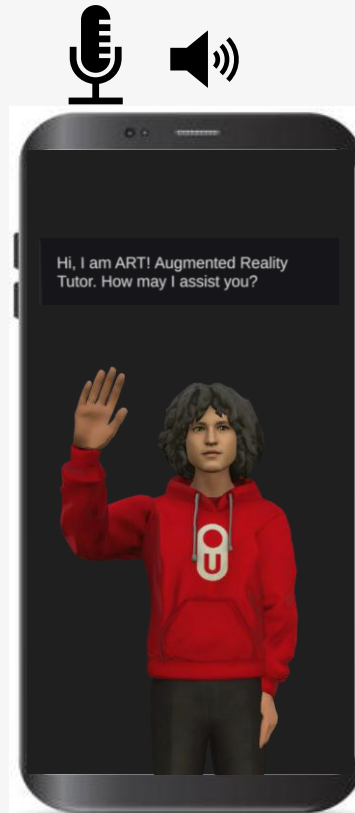
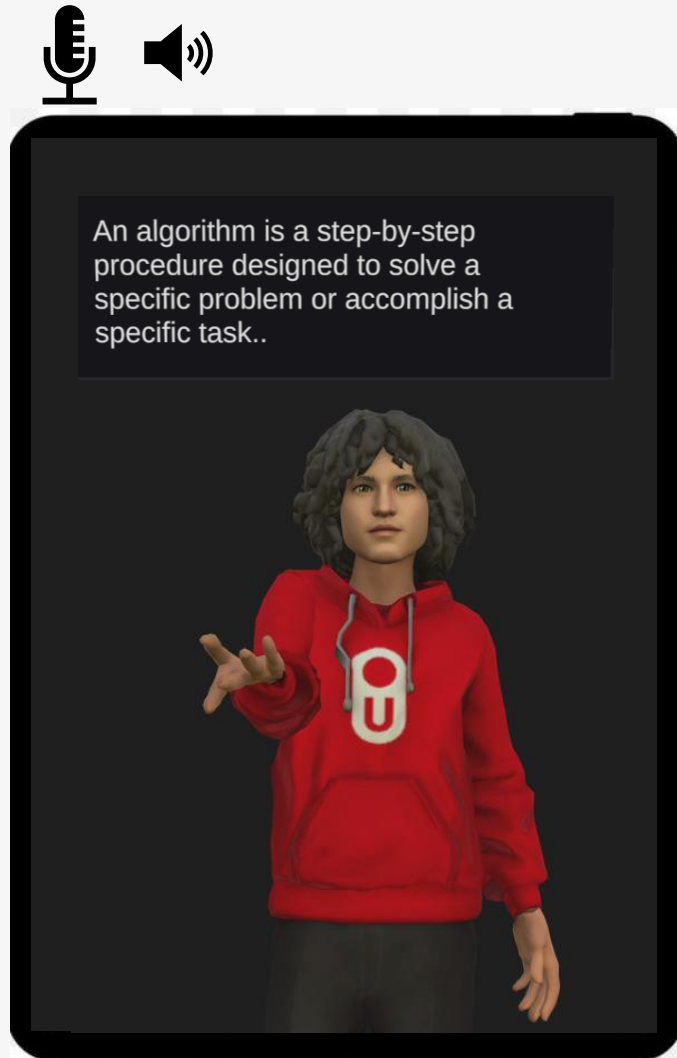
Language: GB English ▼

Student model:

- **Background**: Has a background in statistics and computer science.
- **Course progress**: Struggling in Dutch History questions.
- **Topics of struggle**: Difficulty finding relevant course material or resources for study; currently seeking assistance in locating appropriate materials; faced challenges in finding quiz-related content; expressed a desire to engage in quiz mode but encountered a lack of relevant information; currently in "Help mode" indicating ongoing struggles with course material.
- **Motivation**: Loves reading and watching documentaries.
- **Next learning activity suggestion**: Focus on Dutch History. Read the chapter on Dutch History, and come back to the quiz.

Save

# Meet **ART**: Augmented Reality Tutor



- **Model agnostic**
- Natural interaction by **speech** (and text)
  - Language support
- **Platform independent**
- Works on any device with a browser. **No app** required!
  - Laptops, tablets, phones, even VR/XR
- **Ethics-by-design**
  - Sensitive data can stay within the education institution
    - Intellectual property of courses
    - Student data

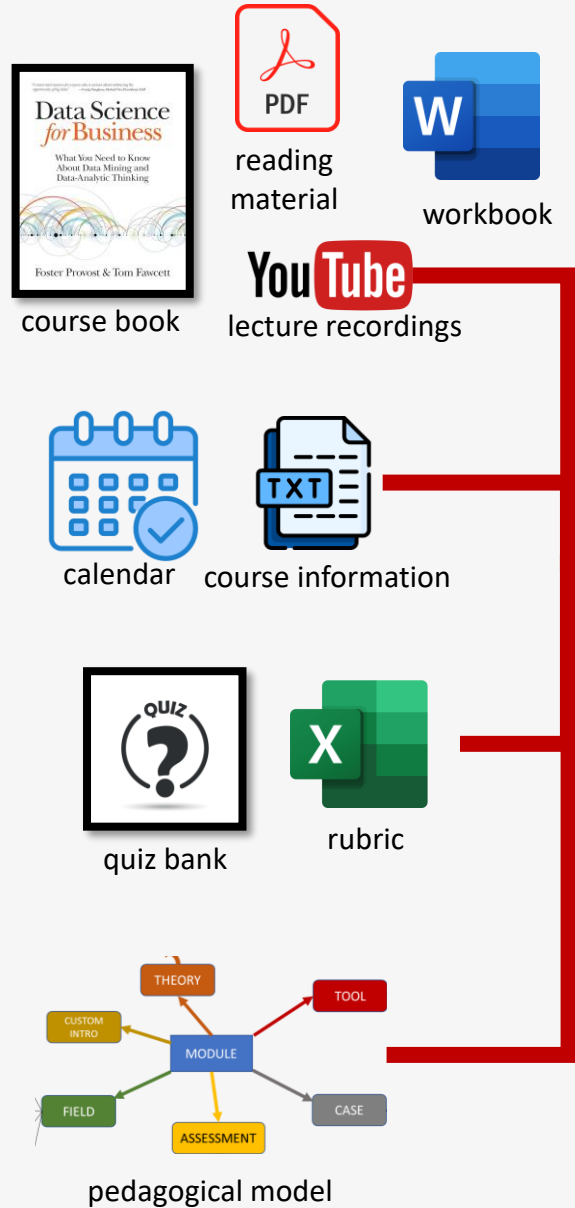




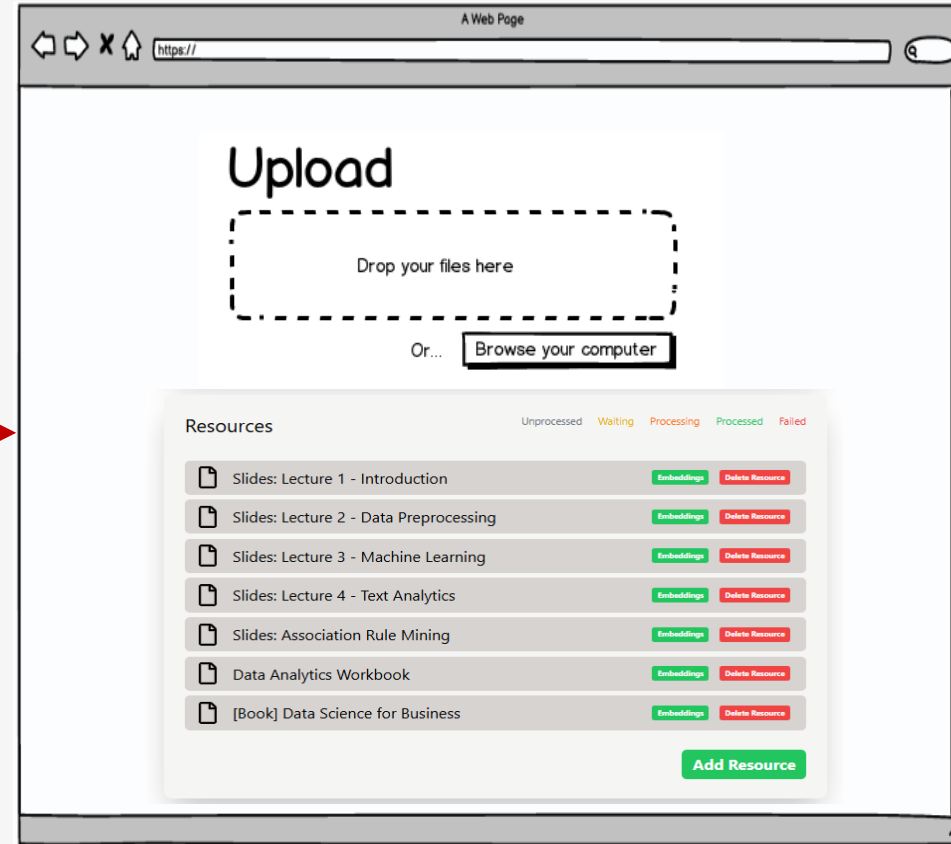
# ART for Teachers



COURSE CONTENT  
COURSE INFO  
ASSESSMENT & FEEDBACK  
PEDAGOGICAL APPROACH



## ART: Teacher Portal



ART  
Customized  
for a Course



# ART for Teachers: Quiz Curation



### Add Question

Manual questions are automatically approved.

Question

Answer

Add

### Questions

Approved: 2 Deactivated: 0 Total: 90

**Approved: What was the impact of the Dutch Revolt on the formation of the Dutch Republic?**

It led to the establishment of an independent Dutch state free from Spanish rule.

Deactivate

**Approved: How did the geography of the Low Countries influence its political and economic development?**

The geography, characterized by rivers and low-lying land, necessitated advanced water management and influenced trade routes.

Deactivate

**What was the role of the Dutch in the Atlantic slave trade from 1600 to 1815?**

They were significant participants in the transatlantic slave trade, transporting enslaved Africans to the Americas.

Approve Deactivate

**What was the impact of Viking raids on the Low Countries?**

Viking raids destabilized the region but did not lead to large-scale settlement.

Approve Deactivate

**What significant event marked the founding of the modern Kingdom of the Netherlands?**

The defeat of Napoleon in 1815.

Approve Deactivate

**What were the economic consequences of the Treaty of Cateau-Cambresis for the Netherlands?**

The treaty allowed Spain to reposition its army and reduced military presence in the Netherlands, fostering economic growth.

Approve Deactivate

## Teacher has full control

- ART generates candidate quiz questions and answers
- The teacher can approve/reject/edit/add questions
- Students have access to these questions in the quiz mode

# ART for Teachers: Reports



## Learning Progress & Engagement

- Completion status of learning tasks
- Time spent on activities

## Assessment & Feedback

- Quiz performance and score trends
- Common misconceptions or errors
- Levels of question complexity handled (e.g., factual vs. analytical)

## Flags for Attention (Optional & Configurable)

- Signs of confusion, frustration, or disengagement
- Requests for help outside content scope

## Note on Privacy

- Reports are **pseudonymized** and grounded in learning—not surveillance.
- Teachers see what helps them teach, **not personal behavior profiles**.

# WORK IN PROGRESS





# ART: Course Page



### Resources

Unprocessed Waiting Processing Processed Failed

Slides: Lecture 1 - Introduction	<a href="#">Embeddings</a>	<a href="#">Delete Resource</a>
Slides: Lecture 2 - Data Preprocessing	<a href="#">Embeddings</a>	<a href="#">Delete Resource</a>
Slides: Lecture 3 - Machine Learning	<a href="#">Embeddings</a>	<a href="#">Delete Resource</a>
Slides: Lecture 4 - Text Analytics	<a href="#">Embeddings</a>	<a href="#">Delete Resource</a>
Slides: Association Rule Mining	<a href="#">Embeddings</a>	<a href="#">Delete Resource</a>
Data Analytics Workbook	<a href="#">Embeddings</a>	<a href="#">Delete Resource</a>
[Book] Data Science for Business	<a href="#">Embeddings</a>	<a href="#">Delete Resource</a>

[Add Resource](#)

### Data Analytics

Course ID: 3e2fbb9-2807-4c77-8e65-00d2922807d

### Quiz

### Course Management

Users

deniz.iren@ou.nl yeni@yeni.com to.staes@student.ou.nl oudkerkf@outlook.com yael-gabay@outlook.com  
qhpdejonge@ziggo.nl carolien.vermeiren@student.ou.nl

[Pipeline settings](#)

[Delete Course](#)

# ART for Teachers: Tutor Behavior & Pedagogy



Start Presets Mode Change Translation Retrieval **Generation** Hallucination

Harm Helpfulness Student Model Message Suggestions

### Generation

The generation step is the step that generates the actual answer. If answer grading is enabled, it will use all documents that were graded as relevant. If grading is disabled, it will use all documents which were retrieved.

If enabled, ART will take into account information it has learned about the student. For example, ART may reference the student by name, explain applications of the course content which align with student interests, use language which aligns with their age and educational background, etc. However, this step might introduce explicit or implicit discrimination. It is recommended to use with caution.

Should ART use the student model?  
Use student model ☒

ART can generate text in markup format. This means it can display tables, formulas and format text using text styles. It is recommended to use this setting when using the chat mode. The avatar does not support this format, so it is not recommended to use when using the avatar.

Should ART format text using Markup?  
Use Markup **Only in text mode**

For Q&A tasks, it is recommended to use a general language model, such as GPT-4o-mini. For multi-hop and transfer knowledge, as well as for tasks that involve maths or logic, it is recommended to use a model tuned for reasoning tasks, such as deepseek-r1.

What model should be used for response generation?  
Generation Model **OpenAI GPT-4o Mini**

- OpenAI GPT-3.5 Turbo
- OpenAI GPT-4o Mini**
- Meta Llama 3 (offline)
- Google Gemma2 (offline)
- Mistral AI mistral (offline)
- Microsoft Phi-4 (offline)
- Deepseek DeepSeek-R1 (offline)

Cancel Save

## Tutor Behavior

- Every aspect of the agentic workflow is configurable
- The teacher can select what happens in various cases
  - E.g., info not found in curated documents

## Pedagogy

- Teachers can indicate pedagogical preferences
  - E.g., when and how feedback is given
- Teachers can select pedagogical models
  - E.g., adaptive learning, problem-based learning

# ART for Institutions: Privacy and IP Protection



Start Presets Mode Change Translation Retrieval **Generation** Hallucination  
Harm Helpfulness Student Model Message Suggestions

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Cancel

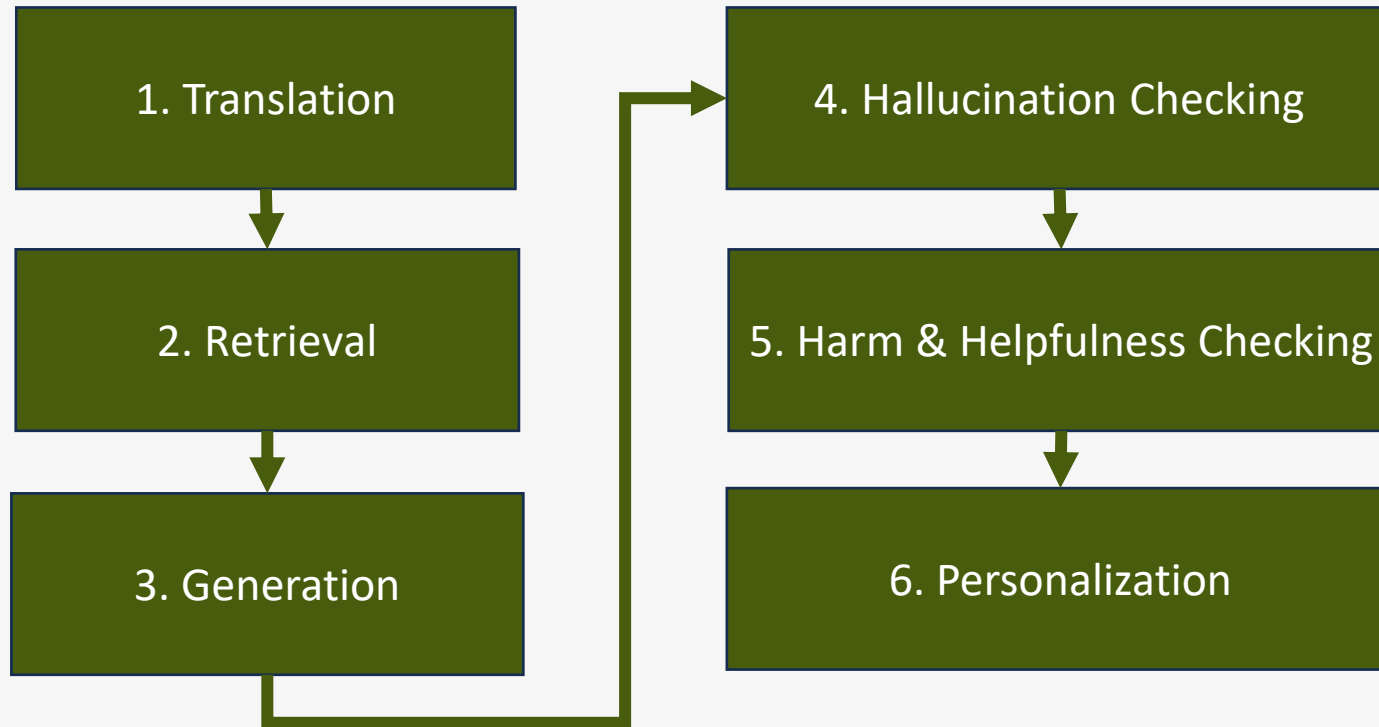
Save

## Online vs. Offline Models

- ART offers online and offline language models
- Online models use API to connect 3<sup>rd</sup> party models
  - E.g., ChatGPT
  - Fast but information travels to 3<sup>rd</sup> parties
- Offline models live on ART server
  - E.g., llama, Gemma, Phi, and Deepseek
  - Slower (due to our current server capacity)
  - Offer privacy and IP protection



# ART: Agentic AI Workflow



**Overrides**  
Disable memory ☐

**Translation**  
Enable ☐  
Translation Type LLM  
Translation Model OpenAI GPT-4o Mini

**Retrieval**  
Vector DB ☒  
Fetch 5  
Grade Results ☒  
Multithreading (will disable token counting for retriever) ☒  
No Document Consequence Continue, but show a warning for final message  
Grading Model OpenAI GPT-4o Mini

**Generation**  
Generation Model OpenAI GPT-4o Mini  
Allow Markup Responses Only in text mode

**Hallucination Checking**  
Enable ☒  
Hallucination Consequence Continue, but show a warning for final message  
Hallucination Model OpenAI GPT-4o Mini

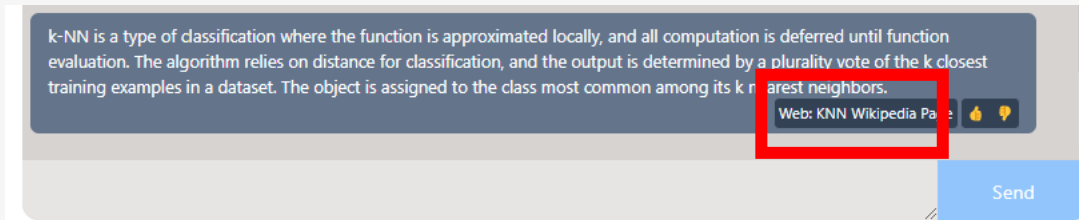
**Harm Checking**  
Enable ☒  
Harm Consequence Continue, but show a warning for final message  
Harm Model OpenAI GPT-4o Mini

**Helpfulness Checking**  
Enable ☒  
Helpfulness Consequence Continue, but show a warning for final message  
Helpfulness Model OpenAI GPT-4o Mini

**Personalization**  
Enable ☐  
Personalization Model OpenAI GPT-4o Mini

Cancel Save

# ART: Explainability



### Tracing

Message ID: 2179824e-8918-47a7-9999-ad5027e9b3d2  
Pipeline: CUSTOM

Steps:

- ▶ retrieve\_documents [2.49 s] [0 t]
- ▶ generate\_response [1.19 s] [0 t]
- ▶ check\_hallucination [1.41 s] [0 t]
- ▶ check\_harm [0.94 s] [0 t]
- ▶ check\_helpfulness [3.23 s] [0 t]
- ▶ suggest\_messages [1.1 s] [0 t]

Documents:

k-NN is a type of classification where the function is only approximated locally and all computation is deferred until function evaluation. Since this algorithm relies on distance for classification, if the features represent different physical units or come in vastly different scales, then feature-wise normalizing of the training data can greatly improve its accuracy.[3]

KNN Wikipedia Page Relevant

Not to be confused with k-means clustering. In statistics, the k-nearest neighbors algorithm (k-NN) is a non-parametric supervised learning method first developed by Evelyn Fix and Joseph Hodges in 1951,[1] and later expanded by Thomas Cover.[2] It is used for classification and regression. In both cases, the input consists of the k closest training examples in a data set. The output depends on whether k-NN is used for classification or regression:

KNN Wikipedia Page Relevant

Explanation:

I retrieved 5 results from the vector store using the query what is the working principle of knn. I generated a response using documents. I checked the response for hallucination. I checked the response for harmful content. I checked if the response is helpful. I generated some suggestions for what to ask next.

Close



# **Pilot Implementations & Lessons Learned**



# ART: Observations from Education Practice

Actual use

2023/24

2024/25

2025/26



Netherlands

1 course | N=70

1 course | N=51

5 courses | N=200

2 courses | (Sep., 2025)  
*pending pilot*

2 courses | N=70  
*ongoing pilot*



Germany

1 course | N=46

1 course (May, 2025)  
*ongoing 2<sup>nd</sup> pilot*

1 course | N=372

1 course (May, 2025)  
*ongoing 2<sup>nd</sup> pilot*



Austria

1 course | N=56

1 course (May, 2025)  
*ongoing 2<sup>nd</sup> pilot*

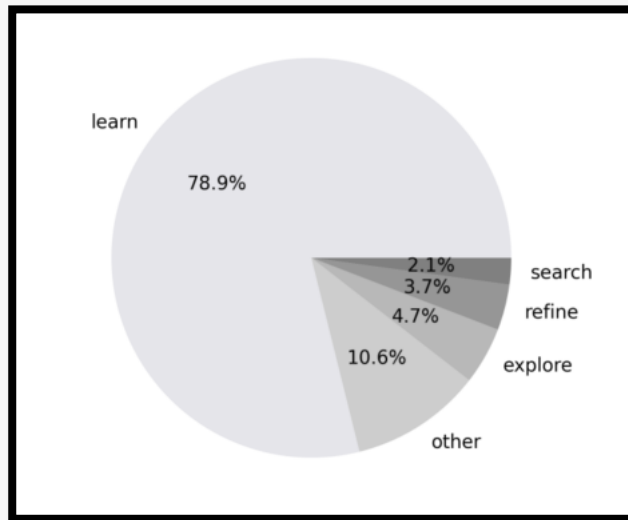
# ART: Observations from Education Practice

Purpose of use, and facilitation of higher-order thinking



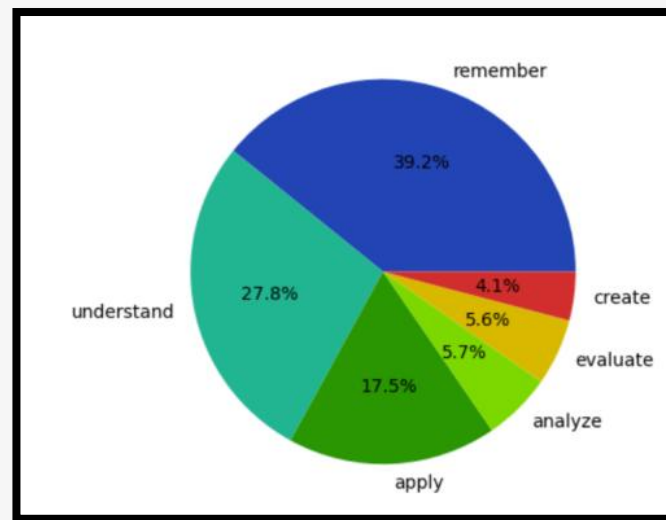
## Research questions

- What are the students' actual usage patterns of AR Tutor?
- Which levels of learning objectives do the students' questions correspond to?



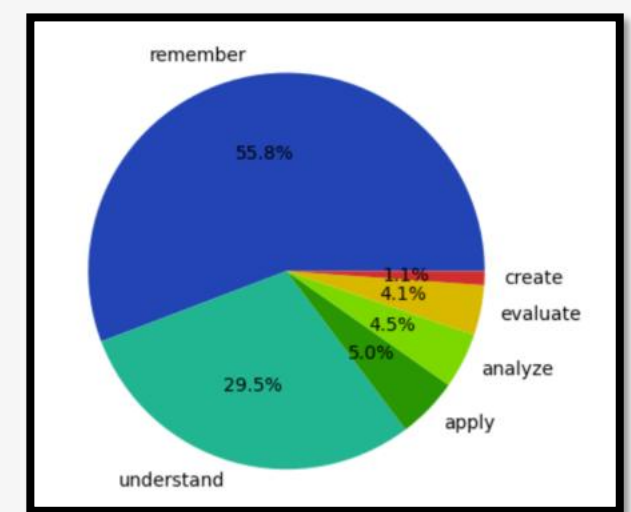
Messages categorized by  
user intention

N=838



Messages, categorized  
according to (revised) Bloom's  
Taxonomy

N=661



...without quiz and  
homework questions

N=440

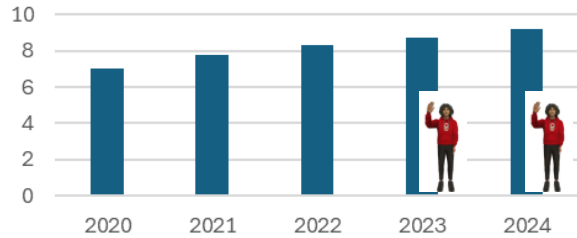
# ART: Observations from Education Practice

Course grades, student grades, and student dropout

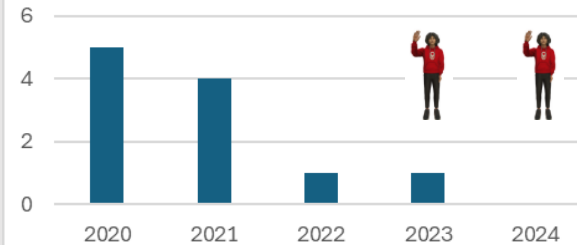


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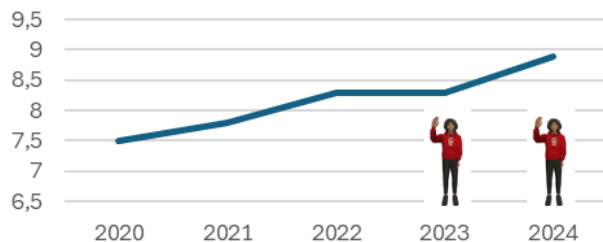
Average Grade



Failed Students



Feedback from Students



*"ART was of added value, Interesting assignments and good feedback."*

*"The meetings were well structured and being able to look back up the sheets with the help of ART was also very nice."*

*"I love ART!"*

*"for me ART was a big addition"*

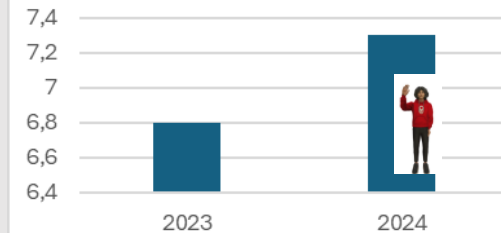


Philipps

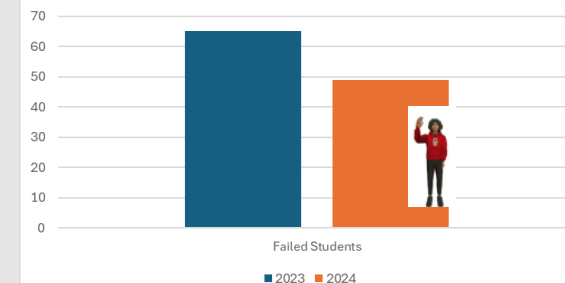


Universität  
Marburg

Average Grade



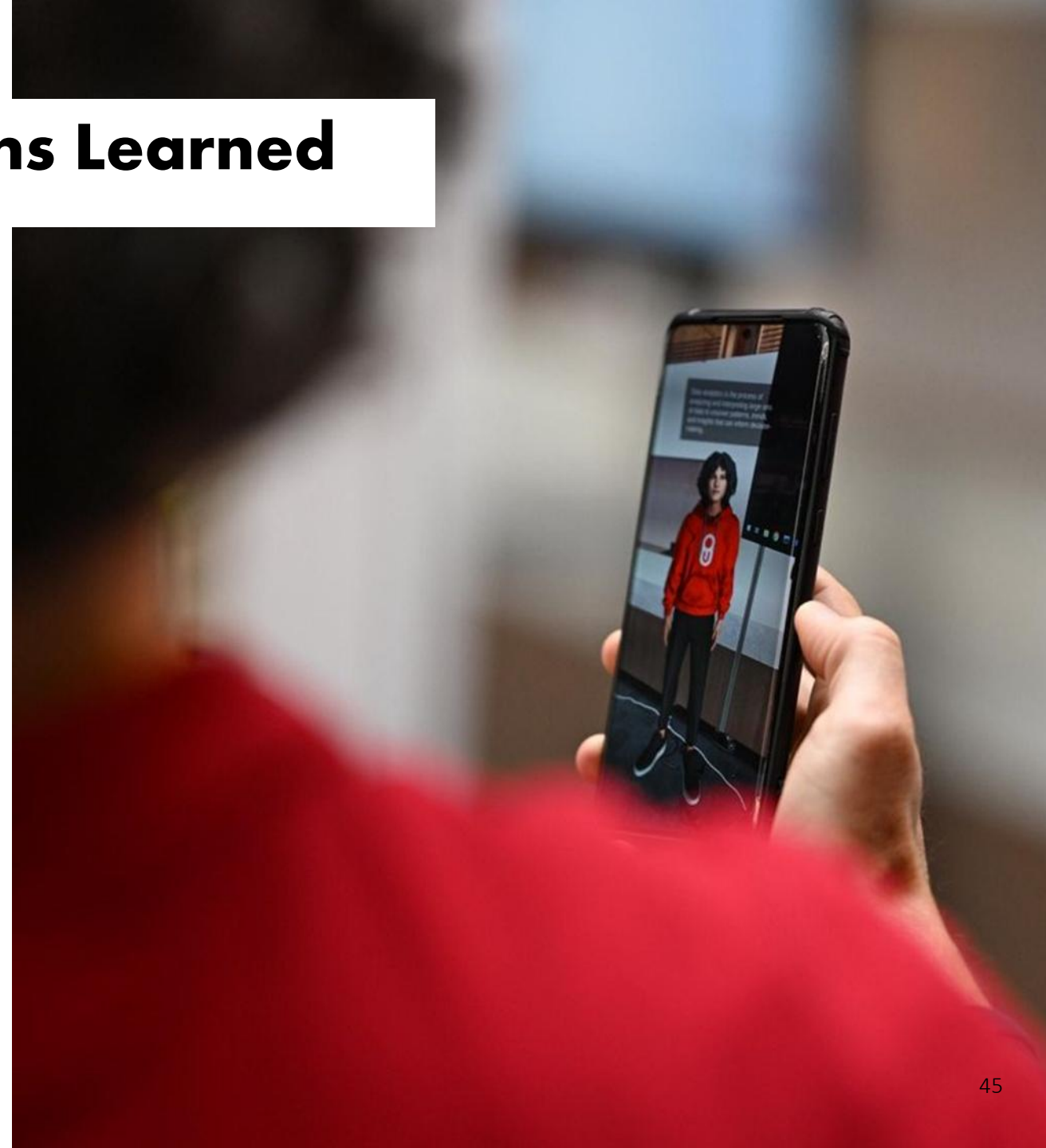
Failed Students



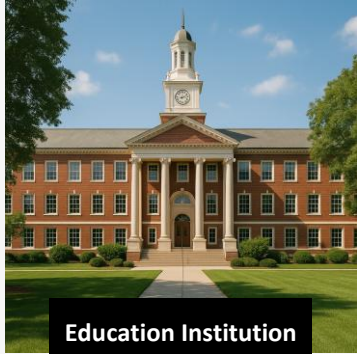


# ART: Good Practices & Lessons Learned

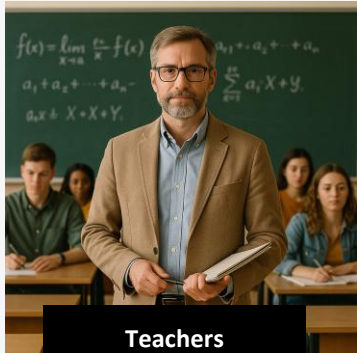
- Merely answering student questions is not sufficient.
- Focus on learning activities
- Do not replace the “thinking” process. Foster higher-order thinking
- Pedagogy first, technology later
- Consider the roles of a teacher, then use technology to enhance meaningful roles and replace tedious ones
- Actionable, meaningful feedback is more important than summative feedback
- Responsible AI: Regulations, privacy, data processing, and data security
- Continuously innovate or go extinct



# Discussion: Attitude toward GenAI in Education



Education Institution



Teachers



Students

## Questions we **are** asking

- Should we allow or ban GenAI use?
- How do we prevent misuse?
- How do we comply with regulations, e.g., AI Act and GDPR?
- Should we update policies and honor codes?
- Which tools are "safe" to use?

- How do I prevent cheating?
- How can I detect AI-generated work?
- Will GenAI replace me?
- Which tools should I allow/block?

- Can I use AI to write my essay?
- How do I get away with using ChatGPT?
- What's the quickest way to pass this course?
- Will using AI be considered cheating?

## Questions we **should be** asking

- Are traditional models of teaching and assessment still valid?
- Are our KPIs (e.g., test scores, attendance) still meaningful?
- How can we redesign learning ecosystems to reflect a world where AI is ubiquitous?
- How can we shape GenAI use to align with our institutional mission and pedagogy?

- How can GenAI **enhance** student learning and motivation?
- How can I **co-create** knowledge with students using AI?
- How do I design assessments that reward understanding over output?
- How can GenAI help me give faster, deeper feedback?
- Can GenAI free me from repetitive tasks to focus more on mentoring and engagement?

- How can I use GenAI to **better understand** difficult concepts?
- What does it mean to learn and grow in an age of AI?
- How can I stay curious, not just efficient?



**Try ART Yourself**

# ART: Hands-on (as a Student)



## Text Analytics

<https://stable.artutor.art/courses/join?c=9ac3974b-45e3-4dda-b492-36166aef0bf0>





# ART: Hands-on (as a Student)



## History of the Netherlands

<https://stable.artutor.art/courses/join?c=aa4189ea-bb64-4c72-95d6-2892cbedbe2b>



# ART: Hands-on (as a Student)



## Dutch Painters

<https://stable.artutor.art/courses/join?c=19d45f75-a35c-45e5-bbea-322e70ff7741>





# ART: Augmented Reality Tutor

Future of distance education

Thank you!

Please reach out for collaboration in  
**research** and **education** use cases.

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