AI Chatbots in LMS: A Pedagogical Review of Cognitive, Constructivist, and Adaptive Principles

Brian Kamau Mungai[1], Professor Kelvin Kabeti Omieno[2], Dr. Mathew Egessa, PhD[3], Peninah Njeri Manyara[4]

[1]Department of Information Technology and Informatics (ITI), School of Computing and Information Technology (SCIT)
Kaimosi Friends University, Kaimosi, Kenya
[2]Department of Computer Science, School of Computing and Information Technology (SCIT)
[3]School of Business, Technical University of Mombasa, Kenya
[4]Independent Researcher, Eldoret, Kenya

ABSTRACT: The sudden growth of technology has profoundly shifted various sectors, notably education, where Artificial Intelligence (AI) chatbots are revolutionizing Learning Management Systems (LMS). LMSs are pivotal in the management of educational materials and engagements between educators and students. Traditional LMSs often encounter obstacles like limited interactivity and static content, which impact student engagement and overall effectiveness. AI chatbots can tackle these challenges by providing real-time, adaptable support, thereby enriching the educational process. This study explores the integration of these chatbots in LMS through the lens of three pedagogical principles: Cognitive Load Theory (CLT), Constructivist Learning Theory, and Adaptive Learning Theory. CLT strives to regulate cognitive load to enhance learning efficiency, with chatbots simplifying content and offering instant feedback. Constructivist Learning Theory advocates for active, contextual learning through interaction, a principle supported by AI chatbots engaging learners in conversations and problem-solving activities. Adaptive Learning Theory emphasizes the personalization of educational experiences, a goal achieved by AI chatbots tailoring content and adjusting to student performance in real time. This study presents AI chatbots' alignment with pedagogical principles, revealing their potential to enhance LMS environments and improve student engagement, comprehension, and achievements.

KEYWORDS: Artificial Intelligence, Chatbots, Integration, Learning Management Systems, Pedagogy

I. INTRODUCTION

The swift progression of technology has significantly transformed multiple industries, including education. Artificial Intelligence (AI) chatbots have surfaced as a notably promising tool for use within Learning Management Systems (LMS). These chatbots utilize Machine Learning (ML) and Natural Language Processing (NLP) to engage with learners, delivering tailored support and enriching the educational process (Wang, 2023). LMSs play a crucial role in modern education by functioning as centralized platforms for dispensing educational materials, overseeing assignments, and enabling interaction between instructors and learners. Nevertheless, conventional LMS encounter obstacles like limited interactivity, static dissemination of content, and tardiness in providing feedback, all of which may influence the engagement and efficacy of learners (Chanda & Prabhu, 2023; Wang, 2023).

Artificial Intelligence (AI) chatbots provide a new approach to these obstacles through the incorporation of sophisticated technologies that facilitate immediate, interactive assistance (Segovia-García, 2024). Such chatbots possess the capability to answer student questions, provide tailored guidance, and aid in the exploration of educational content, thus mitigating various constraints found in conventional Learning Management Systems (LMS) (Baskara, 2023). The capacity of AI chatbots to elevate academic achievements has captured considerable attention, leading to a more thorough evaluation of how these technologies correspond with established educational principles.

This study seeks to investigate the incorporation of Artificial Intelligence (AI) chatbots within Learning Management Systems (LMS) from the perspective of three prominent pedagogical theories: Cognitive Load Theory (CLT), Constructivist Learning Theory, and Adaptive Learning Theory. Each of these theoretical frameworks offers a basis for comprehending the mechanisms of learning and strategies for enhancing it. Through an analysis of the interaction between AI chatbots and these theories, this research aims to evaluate their influence on the processes and results of learning.

Cognitive Load Theory (CLT) delves into the constraints of working memory and the necessity of regulating cognitive load to improve learning effectiveness (Zhao, 2023). The theory classifies cognitive load into intrinsic, extraneous, and germane categories, each exerting distinct impacts on the

learning process (Clark & Kimmons, 2023). Artificial Intelligence (AI) chatbots have the potential to diminish cognitive load through the simplification of content delivery, provision of prompt feedback, and provision of contextual assistance, thereby augmenting learners' capacity to comprehend and retain information.

The Constructivist Learning Theory underscores the pivotal involvement of learners in the process of constructing knowledge via their interactions with the environment and peers (武, 2023). It calls for strategies that foster problem-solving, teamwork, and situational learning. Artificial Intelligence (AI) chatbots are per the principles of constructivism as they enable interactive conversations, assist in group tasks, and offer tailored guidance that aids learners in constructing and enhancing their comprehension (Grubaugh et al., 2023).

Adaptive Learning Theory centers on customizing educational experiences to align with the unique needs of individual learners (Liu et al., 2019). This entails modifying the delivery of content, the pace of learning, and the level of difficulty according to the performance and progress of each learner (Van Rossem et al., 2020). Artificial Intelligence (AI) chatbots exemplify the principles of adaptive learning through the provision of personalized content, real-time adjustments in instructional methods, and ongoing support customized to meet the specific needs of each learner (Zharmukhanbetov & Singh, 2023).

The subsequent sections of this study will delve into an extensive literature review, methodology, and analysis to uncover how AI chatbots are in line with these educational principles.

II. LITERATURE REVIEW

This chapter explores a review of the three pedagogical principles and the possible alignment of the integration of Artificial Intelligence (AI) chatbots with them. This chapter explores a review of the three pedagogical principles and the possible alignment of the integration of Artificial Intelligence (AI) chatbots with them.

A. Cognitive Load Theory

Cognitive Load Theory (CLT), formulated by John Sweller in the latter part of the 1980s, stands as a fundamental theory within the realm of instructional design, highlighting the constrained capabilities of human working memory and its influence on the learning process (Abkemeier, 2020). As earlier pointed out, CLT classifies cognitive load into three distinct categories: intrinsic, extraneous, and germane (Chanda & Prabhu, 2023; Clark & Kimmons, 2023).

Intrinsic cognitive load denotes the inherent complexity of the educational material and the level of expertise of the learner, determined by the intricacy of the information and the learner's prior knowledge (Clark & Kimmons, 2023). Extraneous cognitive load arises from how information is presented or the tasks demanded of the learner, impacted by

instructional design, and can be lessened through more efficient information delivery (Abkemeier, 2020). Germane cognitive load represents the cognitive effort dedicated to constructing schemas and automating processes, which contributes to learning and the retention of knowledge over the long term. Instructional designers should minimize extraneous load and optimize germane load to improve learning outcomes (Clark & Kimmons, 2023).

A research investigation into the influence of Cognitive Load Theory (CLT) on the effectiveness of microlearning in the context of India revealed a moderate presence of intrinsic and extraneous cognitive load, alongside a more pronounced level of germane load within the microlearning modules. The research underscores the significance of effectively regulating cognitive involvement and reducing extraneous load as strategies to enhance retention of knowledge, engagement levels, and overall learning achievements (Lopez, 2024). Through a simultaneous examination of the organization of data and the cognitive framework enabling individuals to analyze such data, cognitive load theorists have successfully developed distinctive and new instructional approaches and methodologies (Wasfy et al., 2021).

In the realm of Learning Management Systems (LMS) integration, Artificial Intelligence (AI) chatbots function as potent instruments for diminishing cognitive burden and promoting learning. These chatbots can dispense timely and pertinent information, personalized guidance, and interactive assistance to learners, thereby alleviating the cognitive strain associated with navigating intricate learning materials and grasping challenging concepts. Using features like personalized feedback, adaptive content delivery, and interactive aid, chatbots scaffold learning tasks and provide immediate clarifications, thereby contributing to a more profound understanding and retention of course content (Clark & Kimmons, 2023; S et al., 2023).

B. Constructivist Learning Theory

The Constructivist learning theory, rooted in the works of Jean Piaget and Lev Vygotsky, entails a pedagogical framework highlighting the active involvement of learners in the construction of their understanding and knowledge via experiences (武, 2023). Its foundation lies in the notion that learning is not a passive reception of information but an engaged process in which learners generate novel concepts drawing upon their existing knowledge and experiences (Chuang, 2021).

This theory places importance on several key aspects: active engagement in constructing meaning, promoting problem-solving, and reflective thinking to foster individual understanding within specific contexts. It underscores the interdependence of knowledge on environmental interactions, suggesting that what individuals comprehend is shaped by their learning environments (武, 2023). Additionally, the theory advocates for self-regulated learning, wherein learners take charge of their learning process by

setting objectives, monitoring comprehension, and evaluating outcomes independently. Collaborative interaction plays a pivotal role, as the theory posits that sharing ideas and working collectively enhances cognition. Moreover, the integration of prior experiences facilitates the assimilation of new concepts. Furthermore, the theory highlights the importance of reflection and scaffolding, proposing that contemplating past actions cultivates abstract principles guiding future behaviors (Chuang, 2021; 武, 2023).

Artificial Intelligence (AI) chatbots within Learning Management Systems (LMS) uphold the tenets of constructivist learning theory in various manners. For instance, by encouraging active learning via interactive discussions that stimulate learners to delve into concepts and uncover principles independently (Cao et al., 2023); by facilitating social engagement through simulated peer-to-peer interactions, enabling learners to cooperate and exchange ideas (Jain et al., 2024); by delivering contextual learning through customized responses based on the learner's specific circumstances, enhancing the relevance and significance of the learning process (Pasindu Gayashan & Samarasinghe, 2024); by promoting reflection through encouraging learners to contemplate their experiences and link new information with existing knowledge (Jain et al., 2024); and by providing scaffolding through timely support and guidance, progressively diminishing assistance as learners enhance their skills (Pasindu Gayashan & Samarasinghe, 2024).

C. Adaptive Learning Theory

Adaptive Learning Theory emphasizes tailoring education to cater to the specific requirements of each learner. This theory entails the utilization of data-driven methodologies to modify the substance, speed, and complexity of educational resources per the individual's achievements and inclinations (Gligorea et al., 2023).

The principal elements of Adaptive Learning Theory encompass personalization, whereby Adaptive Learning Systems (ALS) tailor educational experiences according to individual learning styles, preferences, and performance metrics in order to enhance potential and engagement (Medintsev, 2021); data-driven methodologies, utilizing Artificial Intelligence (AI) and Machine Learning (ML) to scrutinize student data and enhance learning trajectories, ultimately boosting academic achievement and retention (Gligorea et al., 2023); integration of technology, employing advanced digital technologies to create interactive platforms that respond to student queries and offer personalized assistance, thereby reducing cognitive strain (Sajja et al., 2023); and the various challenges and considerations, including high expenses, concerns regarding data privacy, and the intricate nature of AI technologies, that necessitate resolution for the efficient implementation in educational environments (Gligorea et al., 2023).

Artificial Intelligence (AI chatbots within Learning Management Systems (LMS) effectively implement Adaptive Learning Theory by individualizing educational encounters through data-informed interactions. A crucial element is the customized delivery of content, where AI chatbots assess personal learner data, including performance indicators and engagement levels, to tailor the information presented to each individual. This guarantees that learners are provided with materials that align with their current comprehension and proficiency levels (Gligorea et al., 2023). Furthermore, the ability of these chatbots to make real-time adjustments enables them to alter the speed and complexity of learning resources based on student reactions, offering extra support or simpler clarifications as necessary to support a more personalized learning journey (AbuSahyon et al., 2023; Gligorea et al., 2023).

Enhanced engagement and support play a pivotal role in the adaptive capacities of Artificial Intelligence (AI) chatbots. These chatbots facilitate interactive learning experiences through conversational interfaces, incorporating quizzes, feedback, and guidance to sustain student motivation and active involvement (Cao et al., 2023). The continuous availability of AI chatbots around the clock fosters self-directed learning, empowering learners to access assistance and clarification at any time, in line with the adaptive learning objective of delivering tailored support to learners at their specific educational stage (Pasindu Gayashan & Samarasinghe, 2024). Moreover, insights derived from data-driven performance tracking and feedback mechanisms empower educators to acquire a valuable understanding of individual and collective learning trends, which in turn inform instructional approaches and enhance the adaptive learning procedures embedded in the Learning Management System (LMS) (Cao et al., 2023).

D. Alignment of AI Chatbots with Pedagogical Principles

The incorporation of Artificial Intelligence (AI) chatbots into Learning Management System (LMS) presents numerous benefits that are in harmony with the principles of Cognitive Load Theory (CLT), Constructivist Learning Theory, and Adaptive Learning Theory. Through the provision of tailored, interactive, and adaptable assistance, AI chatbots have the potential to bolster the efficiency of LMS and enhance learner involvement and results. The table below summarizes this alignment.

Table 1. AI-Based Chatbots alignment with pedagogical principles

Principle	Key Features	AI Chatbot Features	Impact on Learning
Cognitive Load Theory (CLT)	Limited working memory, types of cognitive load (intrinsic,	Delivery of simplified content. Immediate feedback.	Reduced cognitive load enhances the efficiency of information processing.

	extraneous, and germane)		
Constructivist Learning Theory	Active learning, social interaction, contextual learning	Contextual assistance. Interactive dialogues. Collaborative problem-solving.	Increased involvement, heightened comprehension, and practical learning implementation.
Adaptive Learning Theory	Pace adjustment, real-time feedback, personalized content	Continuous assessment. Instant feedback. Dynamic content adaptation.	Enhanced individualized learning. Increased contentment. Enhanced results.

III. METHODOLOGY

This study utilized an extensive literature review to investigate the integration of Artificial Intelligence (AI) AI chatbots in Learning Management Systems (LMS) within the frameworks of Cognitive Load Theory (CLT), Constructivist Learning Theory, and Adaptive Learning Theory. This involved the selection of resources from scholarly journals, conference proceedings, and reputable online platforms. Pertinent details regarding the functionalities of AI chatbots and their compatibility with these educational theories were extracted. The analysis entailed thematic analysis, categorizing akin discoveries under the three pedagogical principles; a comparative analysis, which compared and contrasted findings from diverse studies to underscore consistent patterns and notable differences; and a critical assessment, evaluating the merits and constraints of extant studies, pinpointing research lacunae, and proposing avenues for future research.

IV. ANALYSIS, RESULTS, AND DISCUSSION

This section discusses the analysis of the alignment between Artificial Intelligence (AI) within Learning Management Systems (LMS) and Cognitive Load Theory (CLT), Constructivist Learning Theory, and Adaptive Learning Theory. The information presented is derived from the literature review, emphasizing the influence of AI chatbots on educational results and instructional efficiency.

A. Thematic Analysis

Thematic analysis entails the process of categorizing comparable discoveries and understandings derived from diverse studies within the realm of theoretical frameworks. This section aims to pinpoint crucial themes associated with each respective theoretical framework.

- *Cognitive Load Theory (CLT)*

Table 2. Themes on Cognitive Load Theory

Theme	Findings	Evidence
Reducing Cognitive Load	Artificial Intelligence (AI) chatbots assist in the reduction of cognitive burden through the simplification of intricate information and the provision of prompt feedback.	Research indicates that AI chatbots adeptly handle intrinsic and extraneous cognitive burdens (Clark & Kimmons, 2023; Lopez, 2024)
Enhancing Germane Load	AI chatbots facilitate the development of schemas and the automation of learning procedures, thereby augmenting germane cognitive load.	Effective regulation over cognitive engagement leads to enhanced retention of knowledge and improved learning outcomes (S et al., 2023).

- *Constructivist Learning Theory (CLT)*

Table 3. Themes on Constructivist Learning Theory

Theme	Findings	Evidence
Promoting Active Learning	Artificial Intelligence (AI) chatbots prompt learners to actively participate in the learning process by engaging in interactive conversations and problem-solving tasks.	AI chatbots motivate learners to independently and collectively delve into various concepts (Cao et al., 2023; Jain et al., 2024)
Facilitating social interaction and contextual learning	AI chatbots facilitate simulated interactions between peers and offer personalized contextual learning experiences.	Collaborative problem-solving and contextual support contribute to improved understanding and application of knowledge (Pasindu Gayashan & Samarasinghe, 2024)

- *Adaptive Learning Theory (CLT)*

Table 4. Themes on Adaptive Learning Theory

Theme	Findings	Evidence

Personalizing learning experiences	Artificial Intelligence (AI) chatbots customize educational content by utilizing individual learner data, preferences, and performance metrics.	The enhancement of engagement and learning results is achieved through customization and immediate adaptations (AbuSahyon et al., 2023; Gligorea et al., 2023)	
Providing continuous support and feedback	AI chatbots present a constant provision of assistance and immediate responses, adjusting the educational process in a live setting.	The provision of feedback in real-time and the customization of content contribute to the promotion of self-regulated learning and the improvement of student contentment (Cao et al., 2023; Pasindu Gayashan & Samarasinghe, 2024)	

B. Comparative Analysis of the Pedagogical Principles
Table 2. Pedagogical principles and their comparison

Approach	Similarities	Differences
Cognitive Load Theory (CLT) and Constructivist Learning Theory	Both strive to enrich the educational process by providing tailored assistance.	CLT places its emphasis on managing cognitive load, while the Constructivist approach prioritizes fostering engagement.
Cognitive Load Theory (CLT) and Adaptive Learning Theory	Both strive to enhance educational results by providing customized assistance.	CLT focuses on cognitive load, while Adaptive Learning focuses on personalization.
Constructivist Learning Theory and Adaptive Learning Theory	Both endorse the implementation of personalized learning and the provision of continuous feedback.	The Constructivist approach places particular emphasis on facilitating interaction, while

		Adaptive Learning focuses on making real-time adjustments.	

C. Critical Evaluation of the Pedagogical Principles

This involves the examination of the strengths and weaknesses present in reviewed studies, leading to the identification of research gaps and the proposal of areas for future exploration. The thorough alignment of Artificial Intelligence (AI) chatbots with pedagogical theories serves to deepen the comprehension of their influence on the process of learning. Additionally, these studies have provided evidence supporting the effectiveness of chatbots in decreasing cognitive burden and delivering personalized assistance. However, the existing studies are constrained by a lack of investigation into the prolonged effects of AI chatbots on educational outcomes.

V. CONCLUSION

This study delved into the integration of Artificial Intelligence (AI) chatbots within Learning Management Systems (LMS) from the perspectives of Cognitive Load Theory (CLT), Constructivist Learning Theory, and Adaptive Learning Theory. The primary objective of this study was to unveil the alignment of AI chatbots with these educational frameworks and their potential influence on augmenting academic experiences.

A. Summary of Key Findings
- **Cognitive Load Theory**

Artificial Intelligence (AI) chatbots have exhibited the ability to alleviate cognitive load through the simplification of content, provision of immediate feedback, and offering contextual support. This particular proficiency aids in diminishing intrinsic and extraneous cognitive burdens while enriching germane load, ultimately leading to enhanced information retention and educational achievements.

- **Constructivist Learning Theory**

Artificial Intelligence (AI) chatbots' alignment with Constructivist Learning Theory is demonstrated by their encouragement of active learning, social interaction, and contextual learning. Through the initiation of interactive dialogues, facilitation of collaborative problem-solving, and provision of personalized responses, chatbots cultivate a more dynamic and profound learning experience that is consistent with the principles of constructivism.

- **Adaptive Learning Theory**

In line with Adaptive Learning Theory, Artificial Intelligence (AI) chatbots tailor educational experiences according to individual learner data. They adapt the delivery of content in real time, offering ongoing assistance customized to the unique requirements of each learner. This method heightens engagement and promotes self-directed

learning, per the theory's focus on customization and flexibility.

B. Implications for Practice

The integration of Artificial Intelligence (AI) chatbots within Learning Management Systems (LMS) presents notable practical implications, including heightened learning efficiency by reducing cognitive burden and delivering tailored assistance, ultimately enhancing content dissemination and student understanding. AI chatbots also promote engagement by offering interactive and contextual aid that fosters active participation and collaboration, consequently enhancing motivation. Their adaptive capabilities allow for real-time modifications to support and content, meeting the unique requirements of individual learners and cultivating a more personalized educational environment. To fully capitalize on these benefits, educators and educational institutions should harmonize chatbot functionalities with pedagogical objectives and ensure that educators receive adequate training for proficient integration.

C. Recommendations for Future Research

From the breadth of literature reviewed, the researcher is putting forth the below recommendations:

- Long-term Influence: future studies should look at the effects of Artificial Intelligence (AI) chatbots on educational achievements, encompassing the aspects of retention and academic performance over prolonged durations.
- Varied Educational Scenarios: The efficacy of AI chatbots in diverse educational fields and among different learner populations should be studied to gauge their wider applicability.
- Technological Progressions: The potential of nascent technologies and sophisticated features, such as advanced Natural Language Processing (NLP) and refined adaptive learning algorithms, should be explored to enhance the efficacy of AI chatbots.

D. Closing

Artificial Intelligence (AI) chatbots possess the capacity to significantly enhance Learning Management System (LMS) environments through alignment with fundamental pedagogical principles. Their capability to diminish cognitive burden, stimulate active and contextual learning, and deliver tailored assistance renders them a valuable asset in contemporary education. Nonetheless, more research and advancement in technology are imperative to fully exploit their potential and tackle any obstacles in implementation. By incorporating insights derived from this study, educators and academic institutions can make well-informed decisions regarding the integration of AI-based chatbots into their instructional approaches, particularly concerning their alignment with the discussed pedagogical principles, thereby contributing to a more efficient and personalized learning milieu.

VI. ACKNOWLEDGEMENTS

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