

Abstract

This diploma thesis deals with the topic of artificial intelligence within the field of education in relation to differentiation. In the theoretical part, current approach to differentiation is described, and is complemented by the justification of the use of digital technologies within a classroom, including artificial intelligence. The practical part then suggests an alternative approach to the creation of differentiated tasks by utilising generative AI. Finally, the analytical part explores whether these AI generated differentiated tasks could potentially have any positive effect on the learning process. The research is done via a survey conducted amongst students of English language at both lower- and upper-secondary schools. The tasks and the process of their creation will also be introduced to English teachers and evaluated via interviews. Based on the results of the survey and feedback from the teachers, the thesis will assess the appropriateness of the use of AI for the stated purposes.

Keywords

Differentiation, Artificial Intelligence, Multiple Intelligences, Digital Technologies, GPT