

Positive Artificial Intelligence in Education (P-AIED): From Intelligent Tutoring Systems to Intelligent Caring Systems

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Abstract: The unprecedented global movement of education systems to find technological and intelligent solutions to keep the learning ecosystem working is not enough due to learning-related challenges, but also due to the rise of mental health issues, such as frustration, anxiety, and risk of burnout, among others. In other words, there is a disconnect between what Intelligent Tutoring Systems (ITS) could be and what they are. John Self claimed that ITSs' philosophies and technologies changed over time, but the essential and distinctive nature of ITS did not change: ITSs care!. Therefore, despite focusing only on the learning system's inefficiencies and on the hegemony of solutions to tackle the learning gap, we also need to shed light on the strengths and the positive aspects of the learning process to promote wellbeing. This foundational notion of "what we should care" gave rise to P-AIED, which formalizes and deepens this orientation by intentionally integrating wellbeing, motivation, and human flourishing into the core design of intelligent educational systems. The emerging research agenda on P-AIED focuses on the design, development, and deployment of multi-agent conversational ecosystems capable of promoting learning and wellbeing. Ultimately, this agenda aims to advance P-AIED as a scientific field by proposing the shift from Intelligent Tutoring Systems (ITS) to Intelligent Caring Systems (ICS).

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