



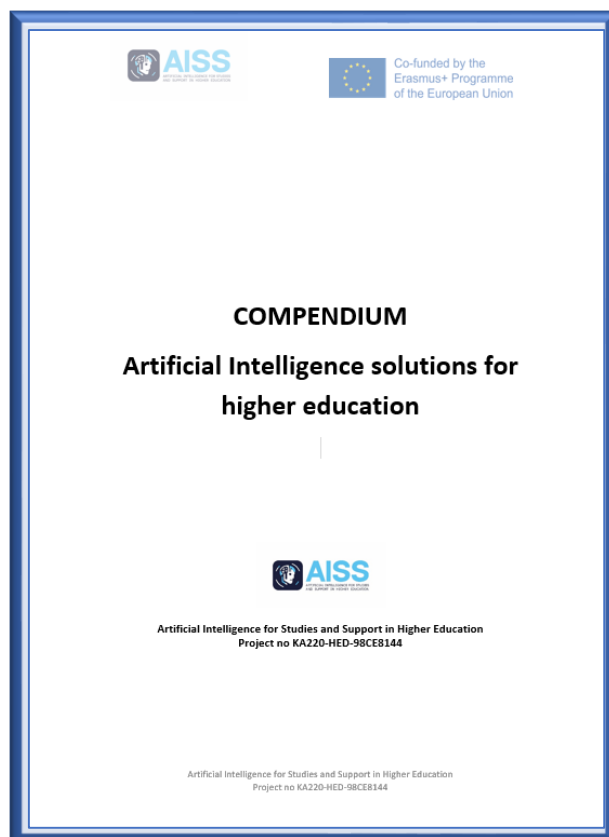
AISS Project implementation

Digital Learning Assistance System (DLAS) represents a modern paradigm in the realm of education, utilising innovations in technology to enhance and personalize the learning experience. This innovative system leverages artificial intelligence and machine learning algorithms to provide tailored support to students across various educational levels. Unlike traditional learning platforms, a Digital Learning Assistance System goes beyond mere content delivery, actively adapting to individual learning styles, preferences, and pace. By analysing a student's performance, engagement, and interactions with educational materials, DLAS identifies areas of strength and weakness, offering targeted assistance and personalized feedback. This not only fosters a more efficient learning process but also empowers educators with valuable insights to refine their teaching strategies and address specific student needs. Moreover, the Digital Learning Assistance System extends its impact beyond the student-teacher dynamic, fostering a collaborative and inclusive learning environment. With features like real-time analytics and interactive engagement tools, DLAS promotes active participation, communication, and knowledge-sharing among students. By fostering a sense of autonomy and personalization, this system aims to revolutionize the educational landscape, catering to diverse learning needs and maximizing the potential for academic success in the digital age. As the education sector continues to evolve, Digital Learning Assistance Systems stand at the forefront, ushering in a new era of adaptive, data-driven, and student-centric learning experiences.

In the sector of Higher Education, if technological advancements are applied appropriately within the institution, they can serve as a tool to enhance the quality of human resources in a number of ways. Online learning, or E-learning, is one of these development studies. The term "e-learning" refers to the process of creating learning experiences through the use of digital technologies. This allows for greater transparency in the learning process and greater freedom in the formulation, organization, and creation of learning experiences.

Moreover, teachers can apply artificial intelligence (AI) solutions in education for several reasons, i.e. the first one is personalization when AI can help personalize the learning experience for students by assessing their strengths, weaknesses, and learning styles. The use of AI aims to provide tailored instruction that meets the individual needs of each student. The next point is related with efficiency and AI can automate routine tasks such as grading assignments, analyzing student performance data, and generating lesson plans. By automating these tasks, teachers can save time and focus more on engaging with students and providing personalized instruction.

Several cases are described in the Compendium developed in AISS project.





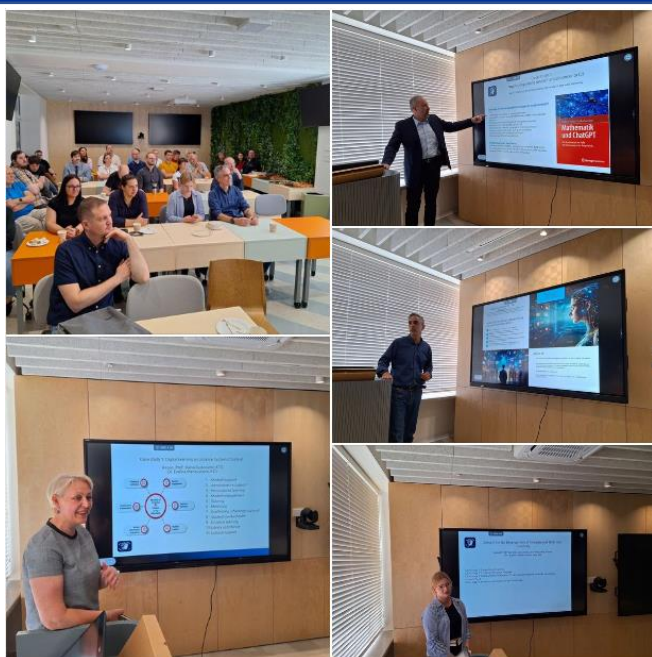
AISS meeting with targets

On May 23rd, a significant seminar for KTU teachers was held at the Faculty of Informatics. Researchers from the Florida Universit aria in Spain, the University of Bayreuth in Germany, and the Pontifical John Paul II University in Krakow, Poland, shared profound insights on applying artificial intelligence in studies and science.

The speakers and participants discussed the opportunities provided by these tools, their limitations, and the use of artificial intelligence to enhance technical skills and creativity



Partners meetings



The second partners meeting in Kaunas was organized on 23th and 24th May in Kaunas.

All partners of the AISS project met in Kaunas, Lithuania.

The aim of the second partners meeting was to discuss ongoing activities and to assure the quality of already developed Compendium.