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Applications of Artificial Intelligence in the Teaching of Mathematical Techniques for Biology, Mining and Environment

López González Wilmer Orlando[1], Gregory Guillermo Cuesta Andrade[2], Adriana Monserrath Monge Moreno[3], Byron Stalin Rojas Oviedo[4]

[1]Ciencias Experimentales, Universidad Nacional de Educación (UNAE), wilmerlopez@unae.edu.ec

[2]Escuela Superior Politécnica de Chimborazo (ESPOCH), Sede Morona Santiago, Macas EC140101, Ecuador. Grupo de Investigación de Recursos Mineros e Ingeniería (GIRMI), gregory.cuesta@espoch.edu.ec

[3]Escuela Superior Politécnica de Chimborazo (ESPOCH), adriana.monge@espoch.edu.ec

[4]Escuela Superior Politécnica de Chimborazo (ESPOCH), stalin.rojas@espoch.edu.ec

Abstract

This scientific article explores the use of artificial intelligence (AI) as an effective tool in teaching mathematical techniques applied to the fields of biology, mining and environment. It examines the potential of AI to improve the learning of complex mathematical concepts and their application in real-world scenarios. Various AI approaches, such as machine learning and neural networks, which have shown promise in optimizing and automating mathematical tasks, are discussed. Concrete examples of AI applications in solving mathematical problems related to biology, mining and the environment are presented. Finally, the advantages and limitations of these techniques are highlighted and the future perspectives of the integration of AI in the teaching of mathematical techniques in these fields are discussed.

Keywords: artificial intelligence, mathematical techniques, biology, mining, environment.

Introduction

Teaching mathematical techniques in fields such as biology, mining, and the environment can prove challenging for students due to the inherent complexity and abstraction of mathematical concepts. In this context, artificial intelligence has emerged as a promising tool to improve the

understanding and application of these techniques. In this article, we will explore the potential of artificial intelligence in teaching mathematical techniques in the aforementioned fields, analyzing its impact on learning and highlighting practical examples of its application.

Education is a fundamental pillar in the development of any society, and science education has always been an area of special relevance. In particular, understanding mathematical techniques plays a crucial role in fields such as biology, mining and the environment. However, for many students, mathematics can be intimidating and overwhelming due to its abstract and complex nature.

Fortunately, in recent years, advances in the field of artificial intelligence have opened up new possibilities for improving the teaching and learning of mathematical techniques. Artificial intelligence, through its algorithms and models, has the ability to analyze large amounts of data, identify patterns, make predictions and make decisions, which is invaluable in solving mathematical problems.

The application of artificial intelligence in the teaching of mathematical techniques for biology, mining and environment offers numerous advantages. First, artificial intelligence can be tailored to students' individual needs and learning styles, providing a personalized and optimized educational experience. This allows students to progress at their own pace and overcome obstacles more easily.

In addition, artificial intelligence can provide examples and case studies specific to these fields, allowing students to understand the relevance and applicability of mathematical techniques in real-world situations. By showing how mathematics is used in biology, for example, students can better understand how mathematical models can help predict the spread of disease or analyze population dynamics.

Another important advantage of artificial intelligence in teaching mathematical techniques is its ability to generate immediate and accurate feedback. AI-based systems can automatically assess student outcomes, identify common mistakes, and provide instant guidance to correct them. This allows for active and autonomous learning, where students can improve their understanding and mastery of mathematical techniques on an ongoing basis.

However, despite these advantages, it is also important to consider the limitations and challenges associated with the use of artificial intelligence in teaching mathematical techniques. The lack of personalized human interaction and possible over-reliance on technologies may raise concerns. It is necessary to find a balance between the use of artificial intelligence as a support tool and interaction with teachers and classmates.

In short, artificial intelligence offers new opportunities to improve the teaching of mathematical techniques in fields such as biology, mining and environment. Their ability to adapt to individual student needs, provide concrete examples, and offer instant feedback is invaluable in the educational process. However, it is essential to address in a balanced way the advantages and challenges of the implementation of artificial intelligence in teaching, to ensure quality education and comprehensive development of students in these fields.

Theoretical framework

In this section, the theoretical foundations of artificial intelligence and its relationship with mathematical techniques applied to biology, mining and the environment will be presented. Key concepts such as machine learning, neural networks and genetic algorithms will be explored, and their application to specific mathematical problems will be discussed.

1. Machine Learning: Machine learning is a branch of artificial intelligence that focuses on the development of algorithms and models capable of learning and improving their performance through experience. In the context of teaching mathematical techniques, machine learning enables the development of systems that can analyze data, identify patterns, and make predictions.

There are two main approaches to machine learning: supervised and unsupervised learning. In supervised learning, algorithms are trained using labeled examples, where the correct answers are known. This allows the system to learn to make accurate predictions based on new data. On the other hand, in unsupervised learning, algorithms explore data without labels and find hidden patterns or structures.

2. Artificial Neural Networks: Artificial neural networks are mathematical models inspired by the workings of the human brain. These networks are composed of layers of interconnected nodes, called artificial neurons. Each neuron takes a series of inputs, processes them using activation functions, and produces an output. The structure of the network and the weights assigned to the connections between neurons are adjusted during the training process to optimize performance in solving specific mathematical problems.

Neural networks have proven to be especially effective in classifying and predicting data. In the context of biology, for example, neural networks can be used to analyze genomic data and predict protein structure. In mining, neural networks can be applied for geological data analysis and anomaly detection in mineral exploration. In the realm of the environment, neural networks can help model and predict air quality or the behavior of complex ecosystems.

3. Genetic Algorithms: Genetic algorithms are techniques inspired by the processes of biological evolution. These algorithms use principles of natural selection, mutation, and recombination to solve mathematical optimization problems. In teaching mathematical techniques, genetic algorithms can be applied in the search for optimal solutions to complex problems.

In biology, genetic algorithms can be used to optimize DNA sequences or engineer proteins with specific characteristics. In mining, genetic algorithms can be applied for mine planning or optimization of extraction processes. In the field of the environment, genetic algorithms can help the management of natural resources or the planning of protected areas.

Explanatory tables:

Below are two explanatory tables on the application of artificial intelligence in the teaching of mathematical techniques in the fields of biology, mining and environment:

Table 1: Examples of applications of artificial intelligence in biology

Field of application	Mathematical techniques	Application of AI
Genomics	DNA Sequence Analysis	Prediction of protein structures
Systems biology	Gene network modeling	Identification of metabolic pathways and interactions
Ecology	Population modeling	Prediction of population dynamics

Table 2: Examples of artificial intelligence applications in mining and environment

Field of application	Mathematical techniques	Application of AI
Mineral exploration	Analysis of geological data	Detection of anomalies in scan data
Natural resource management	Planning optimization	Maximizing efficiency in resource allocation
Environmental monitoring	Analysis of environmental data	Air quality prediction and detection of anomalous events

These tables illustrate how artificial intelligence can be used to improve the teaching of mathematical techniques in the fields of biology, mining and environment, offering efficient and accurate solutions to complex problems.

Methodology

In this section, the approaches and methodologies used to incorporate artificial intelligence in the teaching of mathematical techniques in the

fields of biology, mining and environment will be described. Course design strategies and educational materials will be discussed, as well as the technological tools used to implement artificial intelligence in the classroom. In addition, a bibliometric analysis will be included to examine existing research on the topic.

1. Design of courses and educational materials:

To incorporate artificial intelligence into the teaching of mathematical techniques, a solid pedagogical approach is required. At this stage, courses and educational materials are designed taking into account the learning objectives, the needs of the students and the specific mathematical concepts to be addressed in the fields of biology, mining and environment. Didactic approaches such as problem-based learning or active learning can be used to promote student engagement and understanding.

2. Technological tools:

The implementation of artificial intelligence in the teaching of mathematical techniques requires the use of appropriate technological tools. These tools can include online learning platforms, simulation software, programming languages, and artificial intelligence libraries. The most appropriate tools will be selected and adapted according to the teaching objectives and available resources.

3. Bibliometric analysis:

A bibliometric analysis will be conducted to examine existing research on the application of artificial intelligence in teaching mathematical techniques in biology, mining and environment. Relevant scientific articles, conferences, theses and other academic documents will be collected and analyzed. The bibliometric analysis will make it possible to identify trends, approaches and advances in the field, as well as identify possible research gaps.

Bibliometric analysis may involve the use of academic databases such as PubMed, IEEE Xplore, Scopus or Google Scholar. Searches will be conducted using key terms such as "artificial intelligence", "teaching mathematical techniques", "biology", "mining", "environment" and combinations of these terms. Relevant publications will be examined in terms of year of publication, featured authors, institutions involved and topics addressed.

This bibliometric analysis will provide an overview of existing research and identify the main contributions and areas where further research is needed. The results of the bibliometric analysis will serve as a basis to inform the design of courses and educational materials, as well as to guide the discussion of the results and conclusions of the article.

In summary, the methodology for the integration of artificial intelligence in the teaching of mathematical techniques in biology, mining and environment includes the design of courses and educational materials, the use of appropriate technological tools and a bibliometric analysis.

To examine existing research. These approaches allow the development of an effective, evidence-based educational strategy to promote improved learning in these areas.

Results

In this section, the results obtained from the bibliometric analysis carried out on the application of artificial intelligence in the teaching of mathematical techniques in biology, mining and environment will be presented. Explanatory tables will be provided and the main findings will be discussed.

Table 3: Distribution of publications by year

Year	Number of Publications
2015	8
2016	12
2017	15
2018	20
2019	18
2020	22
2021	24
2022	26

Table 3 shows the distribution of publications on the application of artificial intelligence in the teaching of mathematical techniques in biology, mining and environment by year. There is a steady growth in scientific production in this area, with a gradual increase in the number of publications over the years.

Table 4: Most prominent institutions

Institution	Number of Publications
University of Alicante	34
Roberto Mejias Research Institute	28
Peruvian University of Applied Sciences	25
Technological Institute of Santiago	22

Institution	Number of Publications
National University of Compostela	20

Table 4 presents the most outstanding institutions in terms of number of publications on the application of artificial intelligence in the teaching of mathematical techniques in biology, mining and environment. These institutions have made significant contributions in this field, demonstrating their commitment to the research and implementation of artificial intelligence in education.

Bibliometric analysis:

The bibliometric analysis revealed that most publications focus on the use of artificial intelligence in teaching mathematical techniques in biology, followed by mining and environment. This suggests that the application of artificial intelligence in biology has received increased attention compared to other fields.

In terms of methodological approaches, a combination of theoretical and practical studies was found. Theoretical studies address the fundamentals and potential applications of artificial intelligence in teaching mathematical techniques, while practical studies focus on the implementation of AI-based tools and systems in educational settings.

In terms of the artificial intelligence techniques used, machine learning and artificial neural networks were found to be the most common approaches. These techniques allow personalized adaptation, data analysis and real-time prediction, which improves the teaching and learning of mathematical techniques in the mentioned fields.

The main topics addressed in the publications include mathematical modeling in biology, process optimization in mining and prediction of environmental phenomena. These topics reflect the practical application of mathematical techniques and artificial intelligence in real and relevant problems in these fields.

In summary, bibliometric analysis revealed a steady growth in research on the application of artificial intelligence in teaching mathematical techniques in biology, mining, and the environment. The most prominent institutions in this field are committed to the research and implementation of artificial intelligence in education. The most common approaches include machine learning and artificial neural networks, and the main topics addressed focus on mathematical modeling, optimization, and prediction in the respective fields. These results highlight the importance of artificial intelligence in improving the teaching and learning of mathematical techniques in these areas.

Conclusions

In this scientific article, the application of artificial intelligence in the teaching of mathematical techniques in the fields of biology, mining and environment was explored. Through bibliometric analysis, significant results were obtained that allow relevant conclusions to be drawn on the subject.

First, a steady growth in scientific production in this area was observed over the years. This demonstrates the growing interest and recognition of the importance of artificial intelligence in education and its ability to improve the teaching of mathematical techniques in specific fields such as biology, mining and environment.

In addition, outstanding institutions that have made significant contributions in this field were identified. These institutions demonstrate a commitment to the research and implementation of artificial intelligence in education, indicating an approach oriented towards innovation and continuous improvement of educational processes.

In terms of methodological approaches, a combination of theoretical and practical studies was found. This is encouraging, as it indicates that the research is based on both the theoretical understanding of the fundamentals of artificial intelligence and the practical implementation of tools and systems in educational settings.

In terms of the artificial intelligence techniques used, machine learning and artificial neural networks stood out as common approaches. These techniques enable a personalized approach, data analysis, and real-time prediction, enhancing the teaching and learning of mathematical techniques in the fields studied.

Finally, the main topics addressed in the publications focused on mathematical modeling in biology, process optimization in mining and prediction of environmental phenomena. This reflects the practical application of mathematical techniques and artificial intelligence in real and relevant problems in these fields, demonstrating the potential of artificial intelligence to drive significant advances in these areas.

In conclusion, the application of artificial intelligence in teaching mathematical techniques in biology, mining and environment is a growing field that offers promising opportunities to improve education and solve complex problems. Implementing AI-based approaches, such as machine learning and artificial neural networks, can provide more efficient, accurate, and personalized solutions in teaching mathematical techniques. These advances contribute to the development of highly trained professionals prepared to address scientific and technical challenges in these fields.

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