

A Comprehensive Review of Literature on the Functions, Values, Research Strategies and Behavioral Implications of Rewards in Artificial Intelligence Era

Adenan Ayob

Faculty of Education and Liberal Arts, INTI International University, Persiaran Perdana BBN Putra Nilai, Negeri Sembilan, Malaysia

Zhang Bo

Faculty of Education and Liberal Studies, City University, Petaling Jaya, Kuala Lumpur, Malaysia

Hai Lin

Inner Mongolia College, China

Abstract:

This study aims to review the literature on rewards in Artificial Intelligence (AI) era. Rewards are positive evaluations of students, primarily based on their behavior and performance. Rewards can provide psychological satisfaction to students, motivating them to strive for excellence. Some scholars argue that rewards represent the 'compensation' received after completing a task. Researchers have categorized rewards differently based on various perspectives. In Christopher's study, rewards are classified into two types: material (external) rewards and non-material (internal) rewards. Some scholars identify five types of rewards: direct economic, indirect economic, relational, professional, and content-based. Others categorize rewards into four types: edible, tangible, activity-based, and social rewards. The first objective of this study is to identify the functions and values of rewards. The second objective is to analyze the research strategies and behaviors of rewards. Text analysis method was used to achieve the objectives of this study. The qualitative data was analyzed on the platform of thematic coding. From the first objective, the finding shows that the functions of rewards are based on two major categories according to their nature and impact on students. The finding from the second objective shows that behaviors of elementary school teachers during Chinese language classes identifies common issues: primarily, the orientation of praise is results-focused, lacking personal orientation; there is an overemphasis on material rewards in the early grades; and teachers' verbal praise lacks authenticity and specificity. The implication from this study stated that rewards in AI era motivate the student receiving it to continue the behavior or action that got them their prize, but some students will want a piece of the action as well.

Keywords:

Review of literature, the functions of rewards, the values of rewards, research strategies and behaviors of rewards in Artificial Intelligence era.