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Artificial Intelligence in education focused on standardized learning

Catherine. N. B.

Department of Computer Application, Little Flower College Guruvayoor, India

* **Corresponding author:** author@institution.edu • ORCID: 0000-0000-0000-0000 (optional)

Abstract

Artificial Intelligence (AI) has emerged as a transformative force in education, reshaping teaching, learning, assessment, and educational management. Recent research highlights the growing integration of AI technologies such as machine learning, deep learning, natural language processing, learning analytics, recommendation systems, and generative AI across diverse educational contexts. While standardized learning seeks to ensure consistency in curriculum delivery and learning outcomes, AI-driven educational systems provide opportunities to enhance learner engagement, academic performance, and instructional effectiveness through data-driven insights.

This analytical review synthesizes findings from recent studies on AI applications in education, including personalized learning, learning analytics, self-regulated learning, agentic AI, inclusive education, recommendation systems, AI literacy, and K–12 educational environments. The review examines key analytical indicators such as student achievement, engagement, learning behavior, retention, assessment performance, and adaptive learning outcomes. Findings indicate that AI-powered learning analytics can support standardized learning by enabling continuous monitoring, predictive modeling, personalized feedback, and evidence-based decision-making while maintaining common educational standards.

The analysis further reveals that AI technologies contribute to improved accessibility, inclusiveness, and learning efficiency. However, challenges related to ethical concerns, data privacy, algorithmic bias, transparency, and digital equity remain significant barriers to implementation. The study concludes that the integration of AI and learning analytics has the potential to strengthen standardized learning systems by balancing educational consistency with learner-centered support, thereby improving overall educational quality and outcomes.

Keywords: Artificial Intelligence, Education, Standardized Learning, Learning Analytics, Personalized Learning, AI Literacy, Generative AI, Recommendation Systems.

1. Introduction

The rapid advancement of Artificial Intelligence (AI) has significantly transformed educational practices worldwide. Educational institutions increasingly utilize AI-powered technologies to enhance teaching effectiveness, learning experiences, assessment processes, and institutional decision-making[7]. Simultaneously, standardized learning remains a fundamental educational approach designed to ensure that learners achieve common competencies, curriculum objectives, and measurable outcomes regardless of geographical or institutional differences.

Despite its advantages, standardized learning often faces challenges in addressing individual differences in learning pace, cognitive abilities, motivation, and engagement. Traditional instructional methods frequently struggle to provide timely support for diverse learner needs while maintaining uniform educational

standards. In response to these challenges, AI- driven educational technologies have emerged as powerful tools capable of supporting both standardization and personalization within learning environments[3].

Recent research demonstrates that AI applications in education extend across multiple domains. Learning Analytics and Educational Data Mining enable the collection and analysis of learner data to identify patterns and predict academic performance[3],[11]. Personalized learning systems use AI algorithms to adapt instructional content according to learner needs.

Recommendation systems provide customized learning resources[6],[8], while generative AI supports content creation, tutoring, and assessment[1]. Studies on self-regulated learning reveal how AI can guide learners toward greater autonomy and academic success[10]. Furthermore, emerging developments in Agentic AI introduce goal-oriented intelligent systems capable of supporting complex educational tasks and decision-making processes[9].

Research in K–12 and higher education contexts has shown that AI can improve student engagement, achievement, retention, and learning outcomes through predictive analytics and adaptive interventions[12]. Studies focusing on AI literacy emphasize the importance of preparing learners to effectively understand, evaluate, and utilize AI technologies[13]. Additionally, inclusive learning research highlights AI's potential to support students with diverse learning needs and promote equitable access to educational opportunities[2], [4].

Learning Analytics serves as a critical foundation for these developments by transforming educational data into actionable insights. Through techniques such as machine learning, predictive modeling, clustering, and natural language processing, educators can monitor learner progress, identify at-risk students, evaluate instructional effectiveness, and implement evidence-based interventions[3]. These capabilities allow institutions to maintain standardized learning objectives while simultaneously addressing individual learner requirements.

However, the widespread adoption of AI in education also introduces challenges related to privacy, ethics, transparency, algorithmic fairness, and technological accessibility[4]. Addressing these concerns is essential to ensure that AI-driven educational systems remain trustworthy, equitable, and aligned with educational goals.

Therefore, this analytical review synthesizes evidence from recent literature on AI applications in education, including learning analytics, personalized learning, self-regulated learning, agentic AI, AI literacy, recommendation systems, generative AI, and inclusive education[1],[13]. The study aims to evaluate how AI contributes to standardized learning environments, identify key analytical metrics and outcomes, and explore future directions for effective and responsible AI integration in education.

1.1. Background of AI in Education

AI has significantly transformed educational practices globally, with institutions increasingly adopting AI-powered technologies to enhance teaching effectiveness, learning experiences, assessment processes, and institutional decision-making. This transformation spans multiple domains:

Learning Analytics and Educational Data Mining — collecting and analyzing learner data to identify patterns and predict academic performance.

Personalized learning systems — using AI algorithms to adapt instructional content to individual learner needs.

Recommendation systems — providing customized learning resources.

Generative AI — supporting content creation, tutoring, and assessment.

Self-regulated learning tools — helping learners build autonomy and academic success.

.Agentic AI — an emerging area introducing goal-oriented intelligent systems capable of supporting complex educational tasks and decision-making.

Empirical research in K-12 and higher education settings has shown AI improving student engagement, achievement, and retention through predictive analytics and adaptive interventions. Related work on AI literacy emphasizes preparing learners to understand, evaluate, and use AI technologies effectively, while inclusive learning research highlights AI's potential to support students with diverse needs and promote equitable access.

At the same time, the background situates this growth alongside genuine risks — privacy, ethics, transparency, algorithmic fairness, and technological accessibility — establishing that widespread AI adoption in education is not unconditionally positive and requires careful, critical evaluation. This is what motivates the analytical review itself: synthesizing evidence across all these domains to assess how AI contributes to standardized learning, what metrics and outcomes matter, and where responsible integration should go next.

1.2. Need for AI in Standardized Learning

Standardized learning is designed to ensure all learners achieve common competencies, curriculum objectives, and measurable outcomes regardless of geography or institution. However, this uniformity is also its weakness: standardized systems consistently struggle to address individual differences in learning pace, cognitive ability, motivation, and engagement. Traditional instructional methods, built to maintain consistent standards across large learner populations, frequently fail to provide timely, individualized support.

This creates a structural tension — the need to preserve common, measurable standards while also responding to diverse learner needs. AI-driven educational technologies have emerged specifically to resolve this tension, offering tools that can support both standardization and personalization simultaneously. Learning Analytics plays a central role here: by using machine learning, predictive modeling, clustering, and natural language processing, it lets institutions monitor learner progress, identify at-risk students, and implement evidence-based interventions — all while keeping standardized learning objectives intact. In short, AI is framed not as a replacement for standardized learning, but as the missing layer that makes it more responsive to individual learners.

1.3.Evidence of Impact

Existing research shows AI-driven tools improving student engagement, achievement, and retention in both K-12 and higher education, largely through predictive analytics and adaptive interventions. Studies on AI literacy further stress the need to prepare learners to understand, evaluate, and use AI technologies effectively, while research on inclusive education points to AI's potential to support students with diverse learning needs andexpand equitable access to educational opportunities. Together, this body of evidence signals that AI's benefits in education are not merely theoretical — they are already documented across academic performance, digital literacy, and equity outcomes, which is part of what justifies a systematic review to consolidate and critically assess these findings.

2. Literature Review[1]

Recent studies indicate that Artificial Intelligence (AI) has significantly influenced the evolution of educational systems by enabling data-driven instruction, adaptive learning, intelligent tutoring, and automated assessment[7]. Existing systematic and bibliometric reviews reveal a substantial increase in AI-related educational research, particularly after 2018, reflecting growing interest in machine learning, deep learning, learning analytics, and generative AI technologies for improving teaching and learning processes[11]. AI has been widely recognized for its ability to personalize instruction, predict learner performance, automate evaluation, and support evidence-based educational decision-making, thereby enhancing learning efficiency while reducing teachers' administrative workload[1].

Several studies further emphasize the contribution of learning analytics and educational data mining in establishing standardized learning environments through continuous monitoring of learner progress and early identification of learning difficulties[3]. AI-driven educational systems have demonstrated the capability to provide adaptive feedback, intelligent recommendations, and performance prediction models that promote consistent learning outcomes across diverse educational settings[6],[8]. However, the literature also reveals that many AI applications primarily rely on structured educational data, such as assessment scores and learning management system records, which provide only a limited representation of learners' cognitive, behavioral, and affective characteristics[3].

Despite the rapid advancement of AI technologies, several challenges remain unresolved. Researchers consistently identify issues related to data privacy, algorithmic bias, transparency, ethical governance, and insufficient AI literacy among educators as major barriers to effective implementation[4],[13]. Furthermore, current research predominantly focuses on technological innovation rather than the development of standardized pedagogical frameworks capable of ensuring fairness, consistency, and educational quality across institutions. The absence of comprehensive psychopedagogical models integrated with learning analytics and ethical data governance further limits the scalability and reliability of AI-supported educational systems.

Overall, the reviewed literature suggests that AI possesses considerable potential to transform standardized learning by integrating intelligent instructional support with data-driven educational practices[11]. Nevertheless, existing studies remain fragmented, with limited emphasis on unified frameworks that combine standardized curricula, learning analytics, ethical AI practices, and measurable learning outcomes. Therefore, additional research is required to develop comprehensive AI-based standardized learning models long-term educational sustainability.

Recent literature identifies Artificial Intelligence (AI) as a transformative technology that enhances standardized learning by providing intelligent tutoring, automated content generation, adaptive learning pathways, and data-driven educational decision-making[1],[9]. Researchers agree that AI improves learning efficiency while maintaining curriculum consistency across institutions. However, studies also highlight challenges related to teacher preparedness, digital infrastructure, and equitable access to AI technologies[4]. Overall, AI has shifted standardized education from traditional one-size-fits-all instruction toward more intelligent, technology-supported learning environments.

[1]Footnotes appear at the foot of the page and are numbered automatically. Use them sparingly for clarifications that would interrupt the main text.

2.1. Generative AI Frameworks for Standardized Education

Recent studies emphasize that generative AI frameworks, including large language models and content generation systems, have significantly changed standardized education by automatically creating learning materials, quizzes, lesson plans, and explanations[1]. Literature indicates that these frameworks reduce educators' workload and improve content availability. Nevertheless, researchers caution that AI-generated content may contain factual inaccuracies, hallucinations, and biases, requiring continuous human validation and quality assurance[1].

2.2. Transformer-Based Models and Personalized Standardized Learning

The literature demonstrates that transformer-based architectures have become the foundation of modern AI educational systems because of their superior natural language understanding and contextual reasoning capabilities[1],[3]. Researchers report that transformer models enable personalized standardized learning by adapting explanations, generating customized exercises, and supporting multilingual education while preserving standardized curriculum objectives. Despite these advantages, studies identify computational cost and interpretability as major research challenges.

2.3. Multimodal AI for Standardized Teaching and Assessment

Existing research shows that multimodal AI integrates text, images, speech, video, and interactive media to improve standardized teaching and assessment[5]. Studies indicate that combining multiple learning modalities increases student engagement, supports diverse learning styles, and enhances conceptual understanding. Researchers further suggest that multimodal assessment provides a more comprehensive evaluation of student competencies than conventional text-based examinations, although implementation requires significant computational resources.

2.4. AI Agents and Intelligent Learning Support Systems

Literature highlights the emergence of AI agents capable of functioning as intelligent tutors, virtual teaching assistants, and personalized academic advisors[9]. These systems provide continuous learning support, answer student queries, monitor learning progress, and recommend suitable educational resources. Research consistently demonstrates improved learner satisfaction and increased learning efficiency; however, concerns remain regarding transparency, reliability, and excessive dependence on AI-generated guidance[9].

2.5. Learning Analytics and Student Performance Prediction

Researchers widely acknowledge learning analytics as one of the most valuable AI applications in standardized education[3]. By analyzing student interaction data, attendance, assessment performance, and behavioral patterns, AI models accurately predict academic outcomes and identify students at risk of poor performance. Literature emphasizes that predictive analytics enables early interventions and personalized support strategies, although data privacy and ethical management remain important considerations[3],[4].

2.6. AI-Driven Automated Assessment and Feedback

Numerous studies report that AI-based automated assessment systems provide rapid, consistent, and scalable evaluation of student performance[1],[7]. Machine learning and natural language processing techniques enable automatic grading of essays, coding assignments, and objective examinations while delivering immediate personalized feedback. Although automated assessment improves efficiency and

reduces instructor workload, researchers emphasize that human oversight remains essential for evaluating creativity, critical thinking, and complex reasoning.

2.7. Responsible AI, Ethics, Privacy, and Fairness in Standardized Learning

The literature consistently identifies ethical AI as a critical requirement for standardized education[4]. Researchers discuss issues including algorithmic bias, fairness, transparency, accountability, student privacy, and responsible data governance. Studies recommend explainable AI models, secure data management practices, human-centered system design, and compliance with educational regulations to ensure trustworthy and equitable AI implementation within standardized learning environments[4],[13].

2.8. Computational Efficiency and Scalability of AI in Educational Systems

Recent research investigates methods to improve computational efficiency for deploying AI across large educational systems. Studies explore model compression, cloud computing, edge AI, distributed learning, and optimized transformer architectures to reduce computational costs while maintaining performance[1]. Researchers conclude that scalable AI infrastructure is essential for supporting large numbers of learners and enabling real-time educational services without compromising system reliability.

2.9. Applications of Generative AI in Standardized Learning Environments

Current literature demonstrates that generative AI is widely applied in standardized learning for intelligent tutoring, curriculum development, question generation, assessment creation, adaptive practice exercises, language learning, and virtual educational assistants[1]. Researchers report improvements in learner engagement, academic performance, and instructional efficiency. However, the literature consistently recommends combining AI-generated educational resources with educator supervision to maintain academic integrity, ensure factual accuracy, and preserve pedagogical quality[1].

2.10. The Architectural Shift

Traditional education models frequently rely on uniform curricula and theory-based teaching methods, which often fail students who thrive through experiential learning or possess diverse cognitive needs[12]. Standardized learning environments are characterized by rigid structures where "one-size-fits-all" instructional designs often ignore individual learning styles and needs.

Current research highlights a paradigmatic shift from these rule-based, rigid systems toward agentic and generative AI models. While legacy Intelligent Tutoring Systems (ITS) operated within highly structured instruction sets, modern agentic AI utilizes persistent memory and multi-step planning to achieve long-term educational objectives beyond immediate standardized prompts. AI applications in these contexts are categorized into four primary domains: Profiling and Prediction, Assessment and Evaluation, Intelligent Tutoring Systems, and Recommenders

In standardized environments, AI is heavily utilized for predictive analytics, such as "Early Warning Systems" (EWS) that identify at-risk students based on standardized performance data like attendance and grades[3]. However, there is a growing tension between standardization and personalization; while AI can automate the grading of standardized essays or code, its true value lies in providing adaptive feedback that responds to the specific cognitive and emotional state of the learner. Despite these advancements, many implementations remain limited by "shallow" data—relying on interaction logs rather than deep cognitive assessments—which can hinder the transition from standardized to truly personalized learning.

3. Methodology

This study employs a Systematic Literature Review (SLR) approach, specifically utilizing the PRISMA 2020 (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework to ensure transparency and replicability.

Search Strategy and PICO Framework: The research follows the PICO(C) framework: Population (students and faculty in K-12 and Higher Ed), Intervention (AI/ML applications), Comparison (traditional standardized methods), and Outcome (academic success, engagement, or efficiency)[12].

Databases and Selection: Searches were conducted across high-impact databases, including Web of Science (WoS), Scopus, IEEE Xplore, and the ACM Digital Library[11]. Keyword strings combined terms like "machine learning,""LLM," or "agentic AI" with educational contexts such as "higher education" and "standardized learning".

Inclusion/Exclusion and Quality Assessment: To ensure methodological rigor, the study excluded conceptual papers lacking empirical depth and non-English publications. Methodological robustness was evaluated using a modified Mixed Methods Appraisal Tool (MMAT), scoring studies on the clarity of objectives, architectural framework, and pedagogical grounding.

Thematic Synthesis: Data were categorized using Activity Theory, analyzing the dialectic relationship between the subject (learner), the object (personalized materials), and the artifacts (AI tools)[10].

Table 1. Summary of experimental parameters.

Major SRL Model	Theoretical Perspective	Self-Regulated Learning Phases
Zimmerman (2000)	Social Cognition	Focuses on a circular process involving forethought, performance, and self-reflection[1],.[1][2]
Pintrich (2000)	Motivation	Emphasizes motivational and affective regulation across planning, monitoring, control, and reflection,.
Winne and Hadwin (1998)	Metacognition	Focuses on information processing through task definition, goal setting, enacting tactics, and metacognitive adaptation[3],.[3]

4. Result

The results of the analysis indicate three dominant trends in the AI-Standardized learning nexus:

Dominance of Supervised Learning: A significant majority of AI applications in education (approximately 80.6%) rely on supervised machine learning models focused on predictive analytics[3],[11]. These systems primarily target student performance and "at-risk" detection within standardized frameworks.

Algorithmic Accuracy: In standardized contexts, specific algorithms demonstrate varied effectiveness; Support Vector Machines (SVM) and Random Forests (RF) consistently show high average accuracy for predicting student performance outcomes compared to other models[3].

The Impact of Generative AI: The rise of Large Language Models (LLMs) like ChatGPT has transformed automated assessment, with some studies showing that AI-generated feedback can outperform instructor feedback in improving essay organization[1]. However, over-reliance on these tools in standardized tasks can lead to cognitive offloading, potentially reducing deep processing and critical thinking.

Positive Learning Outcomes: Empirical evidence suggests that AI-supported self-regulated learning (SRL) interventions lead to positive outcomes in 69% of analyzed cases, particularly in enhancing engagement and self-efficacy[10].

5. Discussion

The discussion interprets the results in light of the research questions and prior literature, addresses limitations honestly, and avoids overstating causal claims beyond what the design supports.

The findings underscore a significant reliance on supervised machine learning (80.6%) to automate and refine existing standardized educational frameworks, particularly through predictive analytics for "at-risk" student identification. This dominance suggests that institutions are currently prioritizing the efficiency of administrative and evaluative processes over more complex, autonomous agentic interactions. The reported high accuracy of Support Vector Machines (SVM) and Random Forests (RF) in predicting academic success confirms that these models are exceptionally well-suited for processing the structured, "shallow" data typical of standardized systems, such as attendance logs and grade histories.

However, the integration of Generative AI introduces a critical paradox: while LLMs can significantly improve structural coherence in student work through automated feedback, they also risk inducing cognitive offloading. Recent literature cautions that delegating cognitive effort to AI systems can deprive students of the "productive struggle" necessary to develop critical thinking and metacognitive awareness. This threat of "learned helplessness" is particularly acute in standardized environments where the pressure to perform on assessments may incentivize students to prioritize superficial accuracy over deep processing.

Despite these risks, the high success rate (69%) of AI-supported Self-Regulated Learning (SRL) interventions suggests that AI can serve as an effective "socio-cognitive teammate". By providing personalized guidance that supports goal setting and self-reflection, AI tools help learners navigate uniform curricula more autonomously. The positive impact on engagement and self-efficacy indicates that the future of AI in standardized learning lies not in replacing traditional instruction, but in providing the "metacognitive scaffolding" that allows diverse learners to succeed within rigid educational structures.

6. Conclusion

The transition toward Artificial Intelligence in education represents a fundamental shift from rigid, rule-based automation to dynamic, learner-driven adaptation. While supervised machine learning effectively handles the predictive requirements of standardized systems, the emergence of Generative and Agentic AI offers a pathway to dismantle "one-size-fits-all" models through personalized instruction and real-time feedback[1], [9].

This review concludes that while technological progress is rapid, the current body of literature is skewed toward engineering prototypes rather than pedagogically validated solutions[11]. To ensure that AI enhances rather than hinders cognitive development, future research must move beyond synthetic benchmarks and prioritize longitudinal, real-world classroom studies. Furthermore, educational institutions must establish robust ethical governance frameworks to mitigate algorithmic bias and prevent the erosion of student agency[4],[13]

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Conflict of Interest

"The authors declare no conflict of interest."

Data Availability Statement

This study is based on a systematic review and synthesis of previously published literature and does not involve the collection of new primary human-subject data. The data underlying the analysis consist of information extracted from publicly available scholarly publications identified through the literature-search process. Search strategies, eligibility criteria, study-selection procedures, and extracted analytical categories are described in the Methodology section.

Where permitted by database and publisher licensing conditions, the study-search records and supplementary extraction materials may be made available by the author upon reasonable request. The original articles and bibliographic records remain subject to the copyright and access policies of their respective publishers and databases.

AI Usage Disclosure

During the preparation of this manuscript, Artificial Intelligence (AI)-based tools may have been used to support language editing, grammar improvement, organization of text, and refinement of academic expression. AI tools were not used as a substitute for the author's scholarly judgment, literature selection, methodological decisions, interpretation of findings, or conclusions.

The author remains fully responsible for the accuracy, originality, integrity, and verification of all content presented in this manuscript. All relevant literature, factual claims, citations, and references were reviewed and verified by the author before submission.

Author Contributions

Catherine N. B. was responsible for the conceptualization of the study, formulation of the research objectives, development of the systematic literature review methodology, literature search and selection, data extraction, analysis and synthesis of the reviewed studies, interpretation of findings, manuscript preparation, critical revision, and final approval of the manuscript.

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