Chapter 11
Fostering Sustainable Education Through AI and Social Media Integration:
A New Frontier for Educational Leadership

Md Mehedi Hasan Emon
https://orcid.org/0000-0002-6224-9552
American International University-Bangladesh, Bangladesh

Most. Sharmin Ara Chowdhury
https://orcid.org/0009-0005-1050-8283
Uttara University, Bangladesh

ABSTRACT

This chapter takes a closer look at the powerful role that artificial intelligence (AI) and social media can play in shaping sustainable and inclusive education systems. It focuses on how educational leaders are essential in managing the tricky balance between embracing new technologies and addressing ethical concerns, especially around fairness and human values. Through several cross-cultural examples, the chapter shows how different regions approach AI integration, highlighting common challenges like digital gaps and biases in algorithms. It also explores how these technologies impact human capital growth, economic sustainability, and policy-making. By offering practical advice for policymakers and education leaders, the

DOI: 10.4018/979-8-3373-3616-9.ch011

chapter encourages leadership that is flexible, collaborative, and ethically aware, aiming to use AI and social media as tools to promote fair and meaningful change in education today.

INTRODUCTION

The rapid development of digital technologies has brought about significant changes across many areas of society, and education is no exception. In the current paradigm, the presence of Artificial Intelligence (AI) and social media in educational systems has become a political issue not only within the confines of prospects but also because of the intensities of future necessities in terms of sustainability and equal human progress. This chapter explores the possible role of educational leadership to take a transformative horizon, in which these technologies can be used to promote sustainable education. By doing that, it not only supports progress toward the Sustainable Development Goals (SDGs), especially SDG 4 on Quality Education, but also more general socioeconomic development. It is assumed that the functional area of educational leadership is not limited merely by the traditional administrative roles traditionally assigned to it. It is also increasingly recognised as the combination of strategic visioning, inclusive governance and ethical responsibility in understanding the complex interrelationship between technology and pedagogy in its management. The discussion starts with a focus on placing educational leadership within a sustainability perspective, showing how increasing demands are leading to a need for transformational, distributed, and digital models of educational leadership. Utilising the established tools, including the UNESCO guidelines on Education for Sustainable Development, one can realise that leaders who can define what needs to be changed and lead through cooperation of various stakeholders, collaboration, and adjustment of the management to the new conditions will achieve the most success. Artificial Intelligence, considered the next major frontier in technology, offers promising opportunities for personalising education and broadening inclusion. The chapter is a critical discussion of how artificial intelligence (AI) may be used to personalise instruction, diagnose individual learner needs, and provide marginalised populations with greater access to education through adaptive learning systems and predictive analytics. The discussion is based on empirical evidence in both developed and developing countries to show that there are still existing disparities in access and practical implementations. These results highlight why educational leaders are faced with the vital task of reducing these disparities. Moreover, added ethical issues related to data privacy and algorithmic bias are in focus, and one should address the integration of AI carefully and with a strict dedication to equality. At the same time, social media sites have become dynamic environments which mediate participatory

Sustainable Logistics Systems: A Conceptual Paper
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