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Applied Language Studies

Transforming Higher Education: Harnessing Artificial Intelligence for Enhanced Learning Experiences in the Humanities

A Research Paper Submitted in Partial Fulfilment of the Requirement of a Licence Degree

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DEDICATION

With the guidance and blessing of ALLAH SWT, I embark on the journey of completing this research paper. I wholeheartedly dedicate this work to my cherished family—a source of unconditional love, inspiration, motivation, and support throughout my life. Their steady belief in my attempts has been a beacon of strength and hope. To my dearest family, your unshakable faith in me is the mainspring of my achievements. Therefore, I am eternally grateful.

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ABSTRACT

This the abstract of my research paper.

Chapter 1

INTRODUCTORY CHAPTER

1.1 Problem statement

Artificial intelligence has taken all over the industries and become a revolutionized technology. It potentially transforms various industries to be more productive (Czarnitzki et al., 2023). However, the emergence of similar AI-driven tools like "ChatGPT", which have significance capabilities, there remains a massive gap comprehending how to effectively interact with it, especially that these tools have gained prominence across sectors since their launch in late November 2020 (Marr, 2023); their full potential has not yet been used within the realm of education to foster genuine engagement and knowledge acquisition among humanities students. This has arisen questions about practical ways of integrating these tools in this context. Therefore, the key focus of this study lies in exploring how AI can be effectively integrated into education to enhance learning experiences within the humanities. The significance of this problem goes beyond implementing technology; it involves transforming education practices and methodologies. Using AI in higher education, especially in humanities, can potentially revolutionize it. Facilitating personalized learning, encouraging critical thinking skills, and en-

hancing engagement during lectures (Baskara, 2023). Addressing this gap is vital for improving the quality and effectiveness of humanities education ensuring that students have the skills to succeed in an increasingly digital and interconnected society. Therefore, exploring ways to use AI in education is an effort with significant implications, for the future of learning and acquiring knowledge.

1.2 The purpose of the study

This study examines practical ways of integrating artificial intelligence (AI) into the humanities. It also investigates effective AI-driven tools for improving learning experiences in higher education. To better understand students' perceptions and experiences, this study explores students' attitudes toward their academic performance using AI-driven tools. Furthermore, this study examines the challenges and opportunities associated with the use of AI in higher education, specifically in the humanities. By addressing these objectives, this study aligns with the goal of enriching learning experiences in humanities disciplines.

1.3 The Rationale and significance of the study

The widespread accessibility and prevalence of AI shows that 73% of US companies have already implemented AI into some aspects of their businesses as (PricewaterhouseCoopers, 2024) reports. Consequently, the fame of using AI in recent years prompted researchers to investigate practical ways of using AI tools for enhancing human productivity across various fields, including education. This study delves into AI-driven tools within a framework aimed at addressing how they can be effectively used to enhance learning experiences within humanities.

1.4 Research questions and hypotheses

1.4.1 Research questions

The study seeks to investigate the potential ways of harnessing Artificial Intelligence for Enhanced Learning Experiences in the Humanities. Hence, the following research questions will be addressed in this paper:

- What are the most effective ways to use AI-driven tools for enhancing learning experiences in higher education, especially in the humanities?
- What are students' attitudes toward their academic performance while using AI-driven tools?
- What are the challenges and opportunities associated with using AI in higher education in Morocco, specifically in the humanities?

1.4.2 Hypotheses

Following intended objectives, these hypotheses have been developed:

- Students who use AI-driven tools reveal better learning outcomes compared to those who do not in higher education, specifically in the humanities.
- AI-driven tools are significantly improving academic performance and engagement in the humanities.
- There are challenges and opportunities are associated with using AI in higher education in Morocco, specifically in the humanities.

1.5 The Organization of the paper

The monograph comprises five chapters, each serving a purpose within this study. The first chapter gives an overview of the study discussing its problem, purpose, rationale, significance, questions and hypotheses. The second chapter review of relevant literature. It reviews the most existing studies on AI in education to highlight current trends, challenges, and potential strategies for using AI-driven tools. This chapter explores emerging trends, challenges, and practical approaches for using AI-driven tools. The third chapter is designed to provide a comprehensive explanation of data-collection. It describes the research design, participants, instrument, and relevant procedures adopted for analysis. The finding chapter will analysis, interpret, and discuss data-collection in depth. The chapter also aims to either validate or reject the hypotheses of the study. Finally, the concluding chapter will focus on a summary of research objectives, methodology, and findings. Furthermore, this chapter will address the study's limitations and implications while offering suggestions for further studies.

Chapter 2

LITERATURE REVIEW

2.1 Introduction

Before discussing the study of "Harnessing Artificial Intelligence for Enhanced Learning Experiences in the Humanities", it is imperative to first include a review of the most important observations and viewpoints on the topic. This chapter provides an overview of the implementation or integration of AI in high education, focusing on practical ways of using AI-driven tools to enhance academic performance and productivity. Additionally, this chapter addresses the challenges and opportunities associated with the use of AI in higher education institutions in Morocco and abroad. Finally, the chapter concludes with users' perceptions, which are consolidated with statistics and studies conducted by researchers. The aim is to clarify what has been uncovered about this topic through the vivid opinions of users.

2.2 Defining Key Concepts

- **Artificial Intelligence (AI)** refers to the ability of a computer system to perform human tasks that can be accomplished by human Intelligence(Sadiku et al., 2021).

- **AI-driven tools in education** encompass the application of AI tools like “ChatGPT” to assist students, educators and administration in an education process. These AI-driven tools are used for planning and reactive execution of educational phases, such as student admission, lesson planning, knowledge delivery and performance evaluation(Mallik & Gangopadhyay, 2023). Additionally, it serves as an extension of human intelligence, enabling increased productivity in the educational sphere by performing tasks such as problem-solving, learning, and decision-making(Cheng, 2023).

- **Learning experience in higher education** refers to designing and implementing educational activities to create positive and foster engaging student learning experiences (Ebner et al., 2023). it involves comprehending and assessing the students’ educational experience, including their satisfaction, self-efficacy, engagement, and self-regulated learning experience(Lyz’ et al., 2022). The focus is on improving the quality of education by enhancing students’ academic success, readiness for self-education and self-development, and subject well-being (Iordache-Platis, 2018).

- **Intelligent Tutoring Systems**

2.3 The use of AI in Higher Education

Artificial intelligence has been increasingly integrated into various aspacts of higher education, transforming traditional eduction (Wang et al., 2023). This section explores some ways that AI can be used to enhance learning experiences and increas the academic studens’ performance by focusing on personalized learning, intelligent tutoring, and administrative tasks automation.

2.3.1 Personalized Learning

The use of AI technologies in higher education for personalized learning has been shown to enhance academic performance and engagement by providing tailored learning experiences for students. Through algorithms and data analysis, AI can identify patterns in student performance and preferences, enabling personalized content and activity recommendations. This, in turn, improves the student's learning experience, motivation, and engagement. Additionally, AI can provide tailored resources based on specific needs and learning styles and track real-time progress, identifying areas requiring more support and adjusting the learning materials accordingly (Guerrero-Quiñonez et al., 2023) and (Lecturer, Department of Computer Science Akshara First Grade College, Anekal et al., 2023).

Intelligent Tutoring Systems (ITS) as module of Perosnalized learning

Intelligent Tutoring Systems (ITS) offer a promising approach to enhance online learning with the help of AI. ITS provides personalized support, instant feedback, and continuous monitoring for more effective and autonomous learning. It uses AI algorithms to analyze students' data, enabling personalized experiences. These systems adapt to each student's needs, offering relevant content and personalized feedback. According to (Lecturer, Department of Computer Science Akshara First Grade College, Anekal et al., 2023), these systems improve adaptiveness and leverage personalized learning by considering the individual needs of each student. (Bradáč et al., 2022) also support this approach of leveraging personalized learning to enhance students' learning experience.

2.3.2 ChatBots "ChatGPT" as a module

hello

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