



**FACULTY OF LETTERS AND HUMANITIES BEN MSIK**  
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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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June 2024

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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.

### **ACKNOWLEDGMENTS**

I extend my sincere gratitude to my professor and supervisor Prof. Ayoub Loutfi, whose guidance has enlightened the path of modernity often overlooked in higher education. I also extend my appreciation to him as being an invaluable lens, enabling me to delve into profound knowledge and successfully complete this paper. Hence, I appreciate his support and mentorship throughout this academic year.

## **ABSTRACT**

This an abstract of my research paper.

# **Chapter 1**

## **INTRODUCTORY CHAPTER**

### **1.1 Problem statement**

Artificial Intelligence is revolutionized, and its potential to transform higher education is increasingly appreciated. However, despite the emergency of artificial intelligence and AI-driven tools like “ChatGPT” which has significant capabilities, there remains a gap in comprehending how effectively Ai can enhance learning experiences within humanities. While “ChatGPT” and similar AI-driven tools have gained prominence across various industries since its release in late November 2022, it has not been fully utilized in the field of education. Rather than serving users to accomplish their tasks for better productivity. As a result, questions have been raised about the results in fostering genuine education engagement and knowledge acquiring among a student with the existence of AI-driven tools. Therefore, the central problem of this study is How can Ai be harnessed in education to enhance learning experiences in the humanities.

## **1.2 The purpose of the study**

Focusing on the effective ways that Ai can enhance learning experiences within humanities. Hence, the study aims to explore the impact of Ai tools on students of humanities' productivity and performance.

## **1.3 The Rationale and significance of the study**

The epidemic accessibility and abundance of Ai shows that 73% of US companies have already implemented Ai in some businesses, according to PricewaterhouseCoopers (2024). Hence, the fame of using Ai in the last years prompted researchers to explore effective ways of utilizing Ai tools for enhancing humans' productivity, including education. This research paper tackles the AI-driven tools in a such framework that deals with the problem of harnessing it effectively for enhancing learning experiences in the humanities. Overall, this study will provide a more in-depth and detailed understanding of the use of Ai tools 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 utilize AI-driven tools for enhancing learning experiences in higher education, especially in the humanities?



- What is the impact of AI-driven pedagogical tools on university students' academic performance and engagement in the humanities?
- 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 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 with each chapter contributing to the study. To break it down: the first chapter serves as an overview of the study. It includes the study problem 1.1, the purpose of the study 1.2, its rationale and significance 1.3, and the study's questions and hypotheses 1.4. The second chapter is a review of literature. It focuses on studies conducted on the use of AI in education to showcase current trends, challenges, and effective strategies for utilizing AI-driven tools. The third chapter is made up to provide a comprehensive explanation of data-collection. It describes the research design, participants, instrument, and relevant procedures

adopted for analysis. As progressed to the findings chapter will analysis, interpret, and discuss data-collection in depth. Additionally, the chapter aims to either validate or reject the hypotheses of the study. Lastly, in the concluding chapter, the attention will be directed towards summarizing research objectives, methodology, employed and key findings. Furthermore, this section will address the limitations and implications of the study while also providing suggestions for further studies.

# REFERENCES

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