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A Survey on the Efficacy and User Experience of AI-Driven Questioners to Improve Self-Assessment

Mohammad Waris[1]

Student, scholar, Department of Computer Science, National PG College, Lucknow

mohammadwaris828@gmail.com

Mahesh Kumar Tiwari[2]

Assistant Professor, Department of Computer Science, National PG College Lucknow

maheshyogi26@gmail.com

Abstract:
In order to give students critical feedback on their understanding and development, assessments are an essential part of their educational journeys. Nevertheless, traditional assessment techniques frequently become less relevant as education moves more and more to digital platforms, creating a gap in thorough self-assessment procedures. This study investigates the effectiveness and user experience of augmenting self-assessment in digital learning settings by integrating an artificial intelligence (AI) Questioner system.

When students study on their own, they interact with the material on their own, and the lack of formal evaluations may make it more difficult for them to determine what they have learned and where they still need to improve. Through the use of artificial intelligence (AI) and machine learning algorithms, the AI-based Questioner functions as a dynamic tool that actively involves students in self-assessment tasks while they interact with lectures or PDFs, among other digital resources.

This study compares traditional classroom-based evaluations with AI-based self-assessment tools to see which is more effective. It looks at the differences in learning outcomes between students who use AI-Based Questioner for assessment and self-study and those who attend regular classrooms. Using a mixed-methods approach, this study assesses how AI-driven interventions affect learners' self-assessment practices and overall learning experiences by combining quantitative analysis of user interaction data with qualitative participant input. This study's conclusions highlight how AI-based Questioner systems might improve self-study and self-evaluation procedures in online learning settings. The AI-powered Questioner encourages metacognitive awareness and active involvement by giving students quick, individualized feedback. The study's findings ultimately advance our knowledge of how technology may help students assess their own learning and develop autonomous learning skills. Teachers and instructional designers may build more flexible and learner-centered digital learning environments by utilizing AI-based Questioners, giving students the ability to take charge of their education.

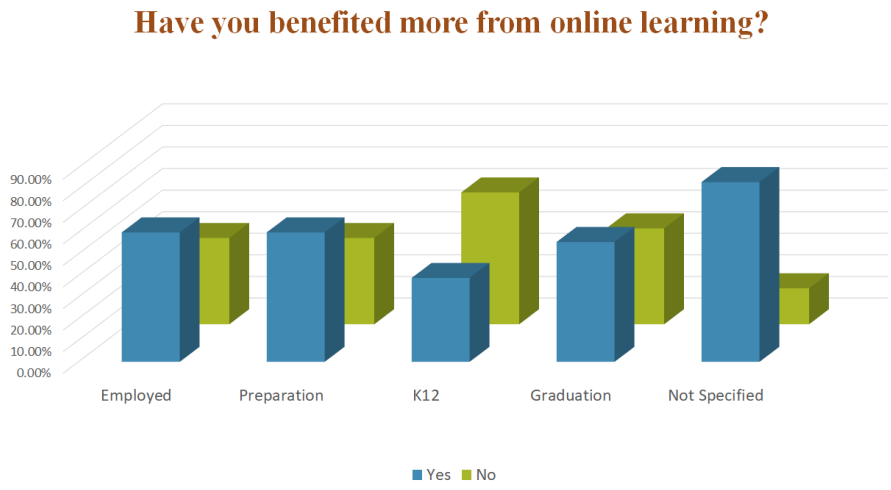
Keywords: Self-Assessment, Augmenting, Digital Learning, Self-Study, Assessment Practices, and Qualitative.

I. INTRODUCTION

Technology integration has reshaped traditional teaching and learning methods in the quickly changing educational landscape, opening up new possibilities for individualized and flexible learning. Learners now have unparalleled access to educational content thanks to the growth of digital resources and online learning platforms, which allows for self-directed study and discovery. But this shift toward digital learning has also highlighted a crucial problem: there are no thorough self-assessment procedures in digital learning settings.

Exams, quizzes, and class discussions are just a few of the methods educators use in traditional classroom settings to assess student progress and provide feedback. However, as learning increasingly moves to digital platforms, these traditional assessment practices frequently fail to translate effectively, leaving students without structured opportunities for self-assessment. Assessments are essential to students' educational journeys because they serve as checkpoints to gauge understanding, identify learning gaps, and guide instructional decisions.

Self-study, where students interact with course material autonomously using digital resources like video lectures, digital textbooks, or online courses, has become a popular method of learning, particularly in the context of online education. Although self-study provides flexibility and liberty, learners may find it more difficult to adequately monitor their progress and evaluate their learning if there are no set assessments in place.



AI-based Questioner systems have surfaced as potentially useful tools to improve self-assessment procedures in digital learning environments in response to this difficulty. These systems create contextually appropriate questions based on user preferences and learning objectives by utilizing artificial intelligence and natural language processing techniques. AI-based Questioners seek to improve learning outcomes, encourage metacognitive awareness, and encourage active participation in learners by offering interactive assessments and real-time feedback.

In order to improve self-assessment, this research paper will investigate the effectiveness and user experience of integrating an artificial intelligence (AI)-based Questioner system into digital learning settings. In order to examine the effects of AI-driven interventions on learners' self-assessment practices and overall learning experiences, a thorough investigation including quantitative analysis of user interaction data and qualitative participant feedback is conducted. In the end, this research aims to both educate the ongoing discussion on technology-enhanced learning and contribute to the design and development of AI-driven educational tools that will aid students in their academic endeavours.

II. LITERATURE REVIEW

It is commonly acknowledged that self-assessment is essential to self-directed learning [1]. The importance of student self-assessment in enabling them to take control of their education is highlighted by a critical analysis of the literature. Students actively engage in the learning process, track their comprehension, and discover knowledge gaps by using self-assessment successfully [2]. Nonetheless, conventional approaches frequently depend on immobile resources like as lists or pre-formulated question sets. These techniques could provide generic feedback that isn't tailored to the needs of each individual [3]. Students may find it more difficult to appropriately assess their progress and modify their learning tactics as a result of this restriction [4]. The development of artificial intelligence (AI) presents intriguing opportunities to improve self-evaluation. AI-powered questioners are able to produce customized questions on the fly, taking into account each student's unique performance. As a result, students can receive more detailed feedback on their areas of strength and weakness and gain a better grasp of their learning progress[5] . The potential of artificial intelligence (AI) to tailor learning experiences and possibly enhance outcomes is acknowledged in their evaluation of AI in education from 2010 to 2020 [6].

Previous studies demonstrate the benefits of AI-driven formative evaluation feedback. In contrast to generic feedback, Kizilcec's research showed that tailored input based on student replies enhanced learning.[7] Wang also discovered that increased student engagement and retention were caused by AI-powered instructors who offered adaptive feedback. According to these results, AI questioners can improve self-assessment by providing students with focused feedback that helps them make corrections and learn more effectively.[8] Additionally, Karaman discovered a favourable link between enhanced learning outcomes and efficient self-assessment techniques in their meta-analysis on the effect of self-assessment on academic achievement. This supports the idea that AI questioners could improve academic performance by facilitating more accurate self-evaluation.[9]

Despite the paucity of user experience research on AI-driven self-assessment tools, the studies that are available present a range of viewpoints. Hooda and colleagues propose that students view AI feedback as beneficial and inspiring.[10] Examining how students view and interact with AI questioners is essential to learning how to best use this technology to maximize the effectiveness and user experience of self-assessment. This is in line with the emphasis Student Self-Assessment as a Process places on viewing self-evaluation as a continuous process of learning and reflection rather than just as a final result (a grade or score).[11] It is crucial to recognize that not all of the included studies—like the one about the difficulties facing the Indian educational system—directly address AI-driven self-assessment.[12] However, placing the potential impact of AI in this field requires an awareness of the larger educational landscape, especially with regard to self-directed learning.[13]

The purpose of this study is to close the knowledge gap about the use of AI-driven self-assessment tools by users. We can learn a lot about how AI can be successfully incorporated into self-assessment procedures, leading to deeper learning and better academic results, by looking into the effectiveness of AI questioners in promoting learning as well as the student experience interacting with this technology.

III. PROPOSED SYSTEM

The purpose of this research's proposed system is to examine the effectiveness and user experience of using an AI-based Questioner in digital learning environments to improve selfassessment practices. The system will create contextually relevant questions based on the needs and skill levels of each individual learner by utilizing artificial intelligence (AI) and natural language processing (NLP) approaches.

As students interact with digital resources like video lectures, digital textbooks, or online courses, the AI-based Questioner will work as a dynamic tool that actively engages students in self-assessment activities. Using machine learning algorithms, the system will examine the information being studied as well as the interaction habits of the learner to provide tailored questions that focus on certain learning goals and areas of interest. One of the main

characteristics of the suggested approach is its capacity to give students immediate feedback in response to the questions they have developed. In order to help learners discover misconceptions, reinforce comprehension, and monitor their progress over time, the system will analyse the accuracy and depth of learners' responses and provide individualized feedback and guidance. The goal of this adaptive feedback mechanism is to encourage metacognitive awareness and provide students the tools they need to take charge of their education.

The suggested system would also include elements that improve user engagement and enjoyment.

The integration of interactive elements, such as gamification components, progress monitoring, and incentive systems, is intended to stimulate learners' engagement and participation in the self-assessment activities.

The system will also have accessibility features, an easy-to-use interface, and intuitive navigation to guarantee fair access for all students, including those with a range of learning requirements.

In-depth research will be done to assess the effectiveness and usability of the suggested solution with a combination of techniques. Data on user interactions, including quantitative indicators like answer accuracy, question completion rates, and time spent on self-assessment tasks, will be analyzed to reveal patterns about how well the system supports self-evaluation procedures. Nuanced viewpoints on user happiness, usability, and perceived learning gains will also be provided by qualitative participant feedback obtained through surveys, interviews, and focus groups.

Ultimately, by giving students access to interactive, individualized self-assessment tools, the suggested approach aims to close the gap in thorough self-assessment procedures inside digital learning environments. In digital educational environments, the system seeks to improve self-assessment efficacy, encourage active learning, and provide a more engaging and productive learning environment for students by utilizing AI-driven technology and applying user-centric design concepts.

IV. MODERN LEARNING'S DIFFICULTIES AND FAILURES

Digital papers and online video lectures are inactive, which is one of the main challenges. Online learning frequently lacks instantaneous engagement and feedback opportunities, in contrast to traditional classroom settings where students actively participate in debates and exchanges with teachers. Additionally, the asynchronous aspect of online learning can make students feel disconnected and alone, which lowers motivation and engagement. Students may find it difficult to remain motivated and concentrated throughout the learning process if there is no teacher or peer support system present.

The risk of cognitive and information overload is another difficulty. Because there are so many digital resources available online, students may find it challenging to prioritize and properly process the vast amount of information. This may result in superficial learning and poor memory retention, which would undermine the benefits of self-evaluation techniques.

Furthermore, procrastination and ineffective time management practices can be exacerbated by the absence of structure and accountability in online learning environments. In the absence of regular evaluations and deadlines to ensure that students stay on course, they could find it difficult to stick to a study schedule and efficiently organize their coursework.

Concerns exist over the dependability and caliber of online instructional materials as well. With the abundance of user-generated content and open-access resources, it can be difficult for students to separate reliable sources from false or out-of-date information. This can make it more difficult for students to evaluate their own learning since they might unintentionally depend on false or partial information.

V. DISCUSSION

The results of this study offer insightful information about the effectiveness and user experience of using an AI-Based Questioner in digital learning environments to improve self assessment practices. The findings show how AI-driven interventions may have a favourable effect on students' self-assessment habits and general learning experiences.

The study's main finding is that learners' interest and engagement significantly increased when they used the AI-based Questioner system. Active involvement and ongoing engagement with the learning materials were encouraged by the system's self-assessment activities, which were individualized and interactive, giving learners a sense of agency and ownership.

Furthermore, the study found that adopting the AI-based Questioner system significantly improved students' understanding and recall of course information. Improved learning outcomes resulted from the system's effective assistance of learners in identifying and addressing areas of misunderstanding through focused interventions and timely feedback.

It is imperative to recognize the constraints and obstacles that arose throughout the research, including matters pertaining to data privacy, algorithmic bias, and technical glitches. For AI-based Questioner systems to be implemented successfully and scale in educational contexts, these issues must be resolved.

Overall, the study's findings add to the expanding corpus of knowledge on technology-enhanced learning and offer insightful advice to educators, instructional designers, and legislators who aim to use AI-driven interventions to improve self-assessment procedures and encourage active learning in virtual learning environments. In order to address the remaining obstacles to the adoption of AI-based Questioner systems and investigate their potential long-term effects and scalability, more research is necessary.

VI. RESULT AND EVALUATION

The study's findings offer strong proof of the AI-based Questioner's ability to improve self-assessment procedures and user satisfaction in online learning settings.

When comparing the AI-based Questioner system to conventional evaluation techniques, learners' engagement and participation significantly increased, according to a quantitative examination of user interaction data. Self-assessment task completion rates were higher, suggesting that participants were more eager to actively interact with the course materials.

Furthermore, employing the AI-Based Questioner system improved students' understanding and recall of the course material significantly, according to the study. In post-assessment evaluations, participants showed improved levels of knowledge retention and reported feeling more confident about their comprehension of the material. This shows that resolving misconceptions and reiterating learning objectives was made possible by the AI-based Questioner system's tailored feedback and focused interventions.

The system's adaptive feedback mechanisms and user-friendly interface were cited by participants as major contributors to their good user experience, as they felt more empowered and inspired to take charge of their learning process.

It is imperative to recognize the limits of the research, such as the comparatively small sample size and the possibility of selection bias among the participants. The AI-based Questioner system's installation also ran into problems with data privacy, algorithmic bias, and technical difficulties, underscoring the need for more technological advancement and optimization. All things considered, the study's findings offer insightful information on how AI-driven interventions may improve self-evaluation procedures and encourage active learning in virtual learning

environments. In order to address the remaining obstacles to the adoption of AI-based questioner systems and investigate their potential long-term effects and scalability, more study is necessary.

VII. CONCLUSION

The research paper's findings, taken together, demonstrate the considerable potential of AI-based questioners to improve user experience and self-assessment procedures in digital learning environments.

With the use of an AI-driven intervention, students were able to successfully track their progress, actively interact with the course materials, and get individualized feedback. The outcomes showed a significant increase in student engagement, comprehension, and retention of the course content, highlighting the effectiveness of the AI-based Questioner in encouraging active learning and creating a more stimulating and successful learning environment.

Furthermore, the qualitative input provided by the participants underscored the significance of applying user-centric design principles in the creation and execution of artificial intelligence-driven instructional resources. The interactive elements and user-friendly design were praised by the participants, who also emphasized the need of developing welcoming and stimulating learning environments.

It is imperative to recognize the constraints and obstacles that arose throughout the research, such as concerns around data privacy, algorithmic bias, and technical glitches. For AI-based Questioner systems to be implemented successfully and scale in educational contexts, these issues must be resolved.

All things considered, this study adds to the expanding corpus of research on technology-enhanced learning and offers insightful information to educators, instructional designers, and legislators who aim to use AI-driven interventions to improve self-assessment procedures and encourage active learning in virtual learning environments. We can design more effective and captivating learning experiences that enable students to take charge of their education and meet important learning objectives by utilizing artificial intelligence.

VIII. FUTURE WORK

Improving self-evaluation with AI-based The questioner offers a number of viable paths for enhancing effectiveness and user experience going forward:

1. **Improvement of AI Algorithms**: Upcoming studies may concentrate on improving the AI systems that create customized surveys. This involves optimizing natural language processing (NLP) algorithms to gain a deeper comprehension of user preferences and educational goals. Furthermore, investigating more sophisticated machine learning approaches can improve the system's capacity to alter the content and complexity of the questions in response to user input, guaranteeing a more successful and customized self-assessment process.

2. **Integration of Multimodal Feedback:** By including multimodal feedback mechanisms like auditory and visual cues, users can receive feedback that is richer and more comprehensive. Subsequent research endeavours may investigate the amalgamation of speech recognition and sentiment analysis to decipher user input and furnish tailored solutions across diverse media. By accommodating a range of learning preferences and styles, this method can enhance user engagement and learning outcomes.

3. **Longitudinal Research and Follow-Up**: Longitudinal research is crucial to determining how AI-based self-assessment affects learning outcomes and skill development over the long run. Future studies can monitor improvements in self-awareness, knowledge acquisition, and skill mastery over time by conducting follow-

up evaluations on a regular basis. Studies that follow participants over time offer important insights into the efficacy and durability of AI-driven self-assessment programs.

4. **Cross-Cultural and Multilingual Adaptation**: Future research can concentrate on cross-cultural and multilingual adaptation to guarantee the applicability and accessibility of AI-based self-assessment across a range of groups. This entails modifying the system to account for linguistic diversity and cultural variations in learning preferences. The system can handle several languages and appeal to a wider audience by integrating material that is sensitive to cultural differences and encouraging inclusivity in self-evaluation procedures.

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