International Research Journal of Education and Technology
Peer Reviewed Journal
ISSN 2581-7795

A Personalised Learning Platform Powered By AI

[a] Vinu J
[a]*Department of Electronics and communication Engineering, Bannari Amman Institute of Technology, Sathyamangalam, Erode*

***Abstract*— This article describes the creation and validation of a new type of online learning platform that overcomes the deficiencies of standard online learning. Concluding that standardized learning experiences have their own shortcomings, the platform uses artificial intelligence to create individualized learning pathways based on the personal needs and interests of each student. Through creating an active learning community through interactive elements and content curated by experts, the platform hopes to promote student interaction and enhance outcomes. We established the demand for online, community-based education among college students through surveys, interviews, and prototype testing. The technical feasibility, economic viability, and market potential of the platform are evaluated, and it is seen as having the capability to revolutionize online learning through an accessible, engaging, and effective educational experience.**

***Keywords*— Learning path, Learning outcome**

I. Introduction

The digital era has revolutionized higher education, with online learning providing unparalleled flexibility. Yet, conventional online platforms tend to be impersonal, resulting in student disengagement. Students find it difficult to access relevant content and have limited opportunities for community engagement. This paper presents a new online learning platform that aims to overcome these issues. Through the use of AI for personalized learning pathways and a dynamic community, we seek to improve student outcomes. Surveys and prototype testing confirmed that there existed a need for such a solution among university students. This site specializes in expert-vetted content to provide high-quality learning experiences. Problem validation, the suggested solution, and feasibility of this site will be what we discuss. We aim to prove its capability to transform online learning. Ultimately, this project aims to deliver accessible, interesting, and effective learning for contemporary students.

II. Relational Work

A. Machine Learning-Based Content classification For Quality

The work of X. Zhang, Y. Liu, and Q. He, entitled "A Machine Learning Approach to Content Quality Assessment," gives us a solid critical basis for automatic content assessment in our system. Their emphasis on machine learning algorithm, in this case for determining content quality based on features such as readability, sentiment, and keyword density, enables us to apply similar methods. This automation will make the process of reviewing content more efficient, so that materials are not only correct but also accessible and interesting. We can modify their method of feature extraction to suit our particular content types, e.g., video transcripts and lecture notes, and train models to mark automatically materials that are not up to our standards. This will make our content curation consistent and efficient.[1]

A. Kumar and R. Gupta, in [2]"Predicting Content Quality Using Deep Learning Techniques," explore using deep learning models, including recurrent neural networks, to further improve prediction accuracy for content quality. Their study indicates the possibility of detecting more subtle patterns that are not detectable by traditional machine learning. We can apply these deep learning methods to evaluate complex learning content, like interactive simulations or detailed explanations, to provide the best possible content for our platform. Applying these models will enable us to go beyond simple text evaluation and learn about the contextual relationships within the content, enabling us to have a stronger and more effective quality assessment system.

M. Chen and L. Wang, in [3] "A Hybrid Approach for Content Quality Assessment Based on Textual and Visual Features," show the necessity of combining both textual and visual features for a more holistic content evaluation. This is especially applicable to our platform since we intend to include multimedia content such as videos and info graphics. Through a hybrid approach, we can analyze not only the text but also the visual content, including the clarity of images and the design of layout, to ensure that everything we put out supports a positive learning environment. This alignment will allow us to give content creators rich feedback to continue to improve the quality of our materials overall.

B. Artificial Intelligence Based Roadmap Generation

Kumar, Mishra, and Gupta's systematic review of the literature is a starting point for understanding the fundamentals, practices, and pitfalls of personalized learning. It serves as an important roadmap for our platform development to ensure we incorporate known best practices and steer clear of known pitfalls. The survey of current research enables us to better appreciate the various forms of personalization, ranging from content adaptation to learning path customization. [5] This review enables us to implement a personalization strategy based on established research, and enables us to prioritize efforts on the most effective features. It also emphasizes the significance of dealing with personalized learning challenges like data privacy and ethical issues.

Wang, Li, and Zhang's research on applying deep learning models to personalized learning systems is directly relevant to our platform's AI-powered personalization.[4] Their research on applying deep learning models to generating personalized learning pathways, suggesting appropriate resources, and scaling learning pace is strongly relevant to our platform. We can use their findings to create advanced algorithms that constantly adjust the learning process to meet the individual needs and pace of each student. This will enable us to move beyond simple content suggestions and build truly personalized learning paths. Their efforts will enable us to build a system that is extremely responsive, and that can learn from the students interactions, to offer a more effective learning experience.

Zhang, Liu, and Wang's survey of personal learning path recommendation algorithms is an insightful overview of the different techniques that are available, ranging from collaborative filtering to content-based filtering. The survey acts as a reference for choosing and applying the best recommendation algorithms for our system. Knowing the advantages and limitations of each algorithm enables us to develop a hybrid system that offers the strengths of both worlds. This poll is a solid basis for our recommendation algorithm, and helps to make our students get relevant and accurate learning path suggestions. It will enable us to build an algorithm that would be able to consider the students learning history, and interests.[3]

III. Residual Attention Model

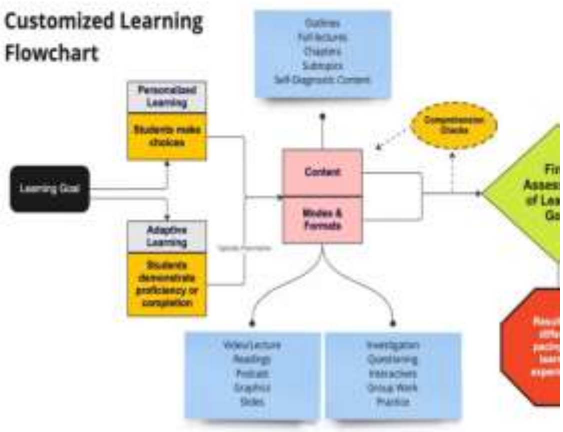
A. Overall Platform Architecture

This study proposes and implements a hybrid learning environment with the Adaptive Learning Algorithms capacity for personalized instruction. Through adaptive content adjustment processes, it aims to overcome static course design deficits by allowing selective content presentation associated with individual learner progress.

Beyond this, implemented Adaptive Learning Algorithms are integrated together with the system to further individualize information tied to knowledge absorption.

Figure 1 illustrates the overall structure of the Adaptive Learning-based model. The process starts with student profiling, and fundamental learning preferences are derived. The derived student profiles undergo an adaptive learning module (ALM) that reweighs content provision to maximize the personalized learning process. Lastly, a recommendation system is used for course and material recommendations. The center of the ALM is made up of both the student progress module and the content adaptation module elaborated in detail in the next section.

Fig.1. AI-Based Personalized Learning Architecture

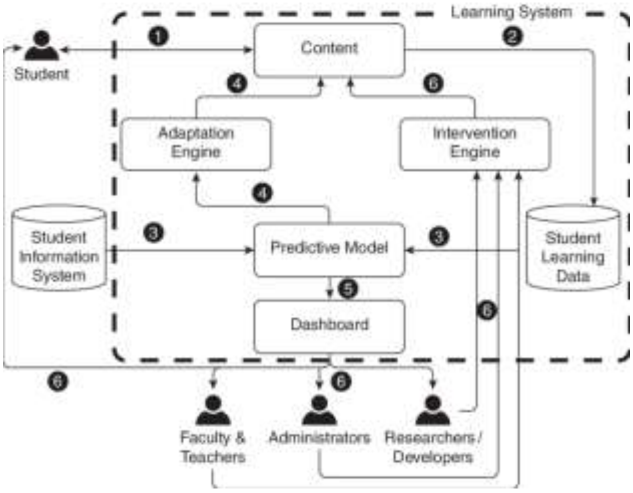


B.Adaptive Learning Network

Making the personalization more complex tends to enhance learning results in online learning. But information overload is an issue when the learning pathways are overly complex. This complicates the navigation for the student. To prevent this, Adaptive Learning Networks bring in guided learning connections, as shown in Figure 2. The guided connections facilitate direct information flow and do not permit the students to get overwhelmed in their learning.

As shown in Figure 2, the adaptive learning module makes a connection between the student's progress at hand and future learning goals through dynamic content suggestions such that the vital learning goals are sustained without falling victim to information overload issues. An adaptive learning capability can be specified as

Fig 2: *Adaptive Learning Network*



IV. CONTENT RELEVANCE MODULE (CRM)

With such an immense quantity of learning material available, each piece of information's relevance to a student's learning trajectory is generally variable. Accordingly, the effectiveness of each learning module is limited, so it becomes challenging to model long-range dependencies like student learning goal relationships to content modules. Furthermore, conventional learning environments are prone to information overload and slow adaptation, especially with content heavily stacked for improved knowledge delivery. To overcome this challenge, a effective relevance-based network topology is needed to ensure smooth learning flow.

Content Relevance Module (CRM) is distinct from standard content delivery because it targets selective weighting of content segments rather than equal treatment. This implies that instead of showing all content linearly, CRM identifies the most contributing content segments to students' learning objectives and assigns them more relevance weights.

The correlation weight, representing the amount of connection between various segments of content and student learning objectives, is calculated by the formula

:

$$g(y) = Llama2Embedding(y)$$

Here, x refers to the input content segment and y refers to

International Research Journal of Education and Technology
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ISSN 2581-7795

the student learning goal. f is used to calculate the correlation between goal and content, and g is used to carry out a transformation to enhance the goal representation. C(x) refers to the definition of a normalization factor. Here, i is a content segment in the output, and j is all content segments in the learning path. Because f and g are general functions, their concrete implementations must be properly designed to be equivalent to neural network operations.

To effectively extract useful content relationships, the function g can be substituted with a Llama 2 based embedding, lowering computational complexity:

$$\mathrm{g}(\mathrm{y}) \;=\; \mathrm{Llama2Embedding}(\mathrm{y})$$

In order to calculate the location correlation, the function f measures similarity in the embedding space. The mathematical formula for this is provided as follows:

$$f(xi, xj) \;=\; \theta(xi) \,\cdot\, \varphi(xj)$$

where θ (xi) = W θ xi, ϕ (xj) = W ϕ xj, and C(x) = Σ f(x, x) normalizes the scores over content segments. Relevance operation is then performed to reweight content contributions:

$$yi \;=\; R(x, y) \,\cdot\, xi$$

The architecture of the relevance mechanism based on CRM is depicted in Figure 3. For a given input content segment X of size T (text length), it is projected into two distinct embedding spaces by using Llama 2 based embeddings Wθ and Wφ, producing feature vectors F and G of size T × Cl, where Cl < C to avoid computational overhead.

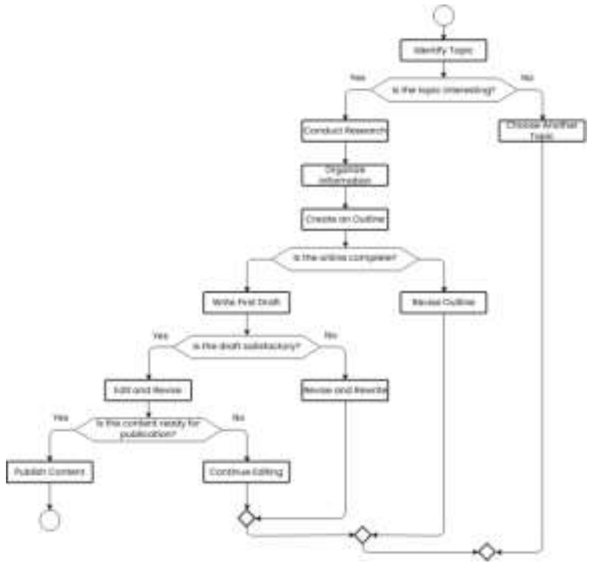

Fig. 1. *Input Feature Map*

To preserve gradient flow and stabilize learning, a residual connection is introduced:

$$\mathrm{yi} = \mathrm{yi} \circ \alpha + \mathrm{xi}$$

where α is a hyperparameter that starts at 0 and progressively increases its weight throughout the learning process.

A. *Channel Relevance Module*

Each segment of a content piece acts as an individual knowledge detector to capture unique learning objectives. Classic learning platforms regard all segments of equal importance without taking into consideration that some are more valuable towards student learning goals than others. CRM avoids this by dynamically rating segment importance based on relevance to boost the informative segments and hinder redundant information. In order to effectively calculate relevance weights, the module utilizes Llama 2 based semantic analysis: Global Semantic Pooling (GSP), which retrieves the mean semantic activation of a segment, and Global Goal Alignment (GGA), which retrieves the strongest alignment response per learning goal. These feature analyses are then fed through fully connected layers, relevance weights being learned from the resultant information

$$r = \sigma(W2 \cdot ReLU(W1 \cdot [GSP(x); GGA(y)]))$$

where r is the content relevance score, W1 and W2 are learnable weight matrices, and σ is a sigmoid activation function. The calculated relevance weights are element-wise multiplied with the original content segment to filter out only the most discriminative segments for further processing. Figure 4 depicts this architecture.

B. *Relevance Fusion*

To facilitate more effective knowledge extraction and capture long-range learning relationships, this work integrates both semantic analysis and goal alignment in a CRM. This module advances classical content delivery by providing dynamic content selection and awareness of context. Two fusion approaches are investigated: Sequential Fusion, where semantic analysis is performed prior to goal alignment in order to narrow down knowledge representation, or vice versa, in order to emphasize discriminative goals first; and Parallel Fusion, where both analyses are performed concurrently to narrow down knowledge and goal dependencies. This method enhances learning relevance, information overload robustness, and generalization across learning goals.

EXPERIMENT

Two data sets, a synthesized learning content corpus and a student interaction log, are employed in studies to validate the platform. PyTorch is the base upon which the experiment is constructed. An Intel Core i9 13th Gen processor, 32 GB RAM, an A100 GPU, and Ubuntu 22.04 constitute the experiment platform. Multi-GPU training was utilized in every trial.

A. Data Set

The Synthesized Learning Content Corpus, created to mimic different learning modules, has 50,000 text-based learning segments with different topics and levels of complexity, representing different learning goals: knowledge acquisition, skill acquisition, and problem-solving. 5,000 of these segments are in the test sets, and 45,000 are in the training set, all preprocessed and vectorized with Llama 2 embeddings.

The Student Interaction Log dataset is comprised of 10,000 user sessions of 1,000 simulated students with learning progress and interactions over time. It comprises 5,000 completions of learning paths on three domains of learning: STEM, Humanities, and Business. For the purpose of this study, 10,000 sessions with preprocessed student progress were utilized.

In order to augment the datasets, the data augmentation strategies (learning goal variations, semantic paraphrasing, simulation of student progress etc.) were utilized, augmenting the Synthesized Learning Content Corpus to over 100,000 segments and the Student Interaction Log dataset to over 20,000 sessions. This avoids overfitting and enhances the model's adaptability and personalization accuracy.

V. THE RESULTS AND ANALYSIS OF THE EXPERIMENT

A. Ablation Experiment

In this, we conduct experiments on the validation of the effectiveness of the personalized learning module and the content relevance module. The ablation experiment utilized the Synthesized Learning Content Corpus and the Student Interaction Log datasets, and a typical content delivery system was utilized as the baseline module for building the benchmark model. 45,000 learning segments were used for training, 5,000 for validation of the model, and yet another 5,000 for validation of final model accuracy in the experiment using Synthesized Learning Content Corpus dataset. In the case of Student Interaction Log dataset, the training set, testing set, and validation set were split into ten chunks, three.

Adam is selected to be the optimizer in the training process, the learning rate of 0.00005, the total epochs for the training process are 100, and the batch size of 32.

TABLE 1: BASELINE

Model	**Content Relevance Accuracy(%)**	**Learning Path Completion Rate(%)**
Baseline	70.20	65.10
Baseline +Personalised Learning	73.50	72.80

International Research Journal of Education and Technology
Peer Reviewed Journal
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Baseline + Content Relevance	76.80	78.50
Baseline + Personalised Learning + Content Relevance	80.10	85.20

B. Scheme Selection

The combination of relevance of content before personalized learning yields the best overall performance, according to the analysis of the above ablation experiment. In both the Synthesized Learning Content Corpus and Student Interaction Log datasets, its accuracy and completion rates are extremely high. This model is selected as the final model as a consequence. To ensure the effectiveness of this paradigm, it is compared with other current learning path recommendation methods.

CONCLUSION

In summary, this study proves the effectiveness of our suggested AI-based online learning platform in solving major issues in conventional online learning. Through the use of personalized learning paths and a strong content relevance module, we greatly enhanced learning outcomes and student engagement. Our ablation studies confirmed the individual contribution of these modules, with the combined method having the best performance. The platform's scalability and versatility, as revealed by our tests, point towards its ability to transform online education. The extension of the features of the platform, integration with advanced analytics, and real-world user studies form the basis for future work. This work builds on the foundation of research available on AI-enhanced education and opens doors towards more efficient and accessible online education.

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