Forging Tomorrow's Education: AI Literacy Unveiling and the Exploration of Innovative Learning Pathways

Imane EL imadi[1,*], Nadia Chafiq[1,*], Khalil Alqatawneh[3] and Mohammed Talbi[1,*]

[1]*University Hassan II, Faculty of sciences Ben M'sick, Casablanca, Morocco*
[3]*Tafila Technical University, PO Box 179,66110 Tafila Jordan*

Abstract

This study aims to shape the future of education by examining the dynamic interplay between AI literacy and the development of creative learning pathways. Our research aims to provide deeper insights into the perspectives and prospective contributions of a cohort of 100 students at Hassan II University in Casablanca, Morocco, regarding the integration of artificial intelligence (AI) in education. We explore the unknown space where AI and learning converge by combining qualitative analysis and in-depth surveys. By highlighting their opinions, we intend to discover more about how AI is seen by students in higher education, what it means for their academic paths, and how it may help them get ready for a quickly changing professional environment. Furthermore, this study looks at the special opportunities and problems that come up when AI technology reimagines the educational environment. Personalized learning routes and adaptive grading systems have the ability to completely transform pedagogy. Our research offers a framework for imagining a world where AI and education are completely linked, producing a new generation of students who can successfully navigate a constantly shifting global landscape. All things considered, this study makes a substantial contribution to the conversation on the changing nature of education and the revolutionary possibilities of AI literacy, all the while emphasizing the shared vision molded by the perspectives of Hassan II University students.

1. Introduction

The potential to completely transform how we teach, learn, and get ready for the future is tantalizingly close at hand thanks to the convergence of artificial intelligence (AI) and education. Understanding the perspectives and goals of the students who will traverse this changing educational landscape is crucial as we stand on the cusp of this shift.

Artificial intelligence (AI) integration in education is a shining example of innovation in a time when technology is constantly expanding the limits of human potential. By focusing on the opinions of 100 students at Hassan II University in Casablanca, Morocco, this study sets out on a quest to investigate the dynamic interaction between AI literacy and the evolution of

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learning pathways. The future of education will be shaped by these students, who are at the vanguard of a digital revolution.

We explore their impressions of AI, explore its implications for their educational journeys, and get a glimpse of how it might help them get ready for a constantly changing professional environment through a combination of qualitative analysis and thorough questionnaires. Come along with us as we explore the unexplored territory where AI and learning meet, shedding light on the revolutionary potential that lies within their shared vision—a future where AI's prowess enables a generation to thrive in a world teeming with infinite opportunities

2. Review Literature

Our study's investigation of AI literacy and novel learning paths is based on a rich tapestry of ideas, discussions, and insights from the literature on AI in education.

2.1. AI as a Revolutionary Force in Education

Artificial intelligence (AI) is viewed as a transformative force ready to change the face of education. [1] highlight AI's ability to personalize learning, adjusting instructional materials to each student's needs, encouraging greater engagement, and improving learning results. [2] provide an example of how AI automates grading, allowing teachers to provide pertinent feedback and concentrate on deeper interactions with students. Additionally, [3] highlight how AI has the potential to be inclusive since it can adapt to a variety of learning styles, which is especially advantageous for children with special needs. According to [4], AI has the ability to close educational gaps around the world and give impoverished communities access to high-quality education. These findings highlight how AI has the ability to alter education, offering to provide more flexible, inclusive, and fair learning environments. AI in education is envisioned as a catalyst for efficiency and innovation in addition to personalisation and inclusivity. According to research by [5], AI plays an important part in automating administrative activities, which frees up educators to concentrate on instructional innovation and personalized support. According to [6], AI-driven innovations like chatbots and virtual tutors provide students with ongoing support, expanding learning outside of the typical classroom setting. Furthermore, [7] highlights the potential of AI for data-driven insights into student performance, enabling preemptive interventions to avoid learning gaps. These efficiency improvements and novel ideas have the potential to completely transform the educational process, making it more flexible, interesting, and efficient.

2.2. The Future of Work and AI

The integration of artificial intelligence (AI) is changing the nature of work, which has drawn a lot of scholarly interest. According to researchers like in [8], automation anad AI are changing the nature of work by increasing task automation and changing the skill sets that employers are looking for. [9] offer insightful analyses of the prospective effects of AI on a range of sectors and professions, predicting a trend toward more thought- intensive and non-routine work. The need of skill development and education in preparing the workforce for an AI-driven future

is further highlighted in [10], which also lists job categories at danger of automation. The literature on the use of AI in the workplace also emphasizes the potential advantages that AI may have for the workforce. [11] underline how AI can enhance rather than completely replace human capabilities by providing opportunities. [12] research indicates that AI can boost productivity and economic growth, especially when properly incorporated into business operations. Additionally, academics like in [13] call for a comprehensive strategy for workforce development that incorporates programs for reskilling and upskilling in order to fully utilize AI. Thus, the literature highlights both the huge opportunities AI offers for enhanced efficiency, creativity, and economic growth in the future of work while simultaneously acknowledging the dangers it presents to employment.

2.3. Students' opinions on AI

It is essential for the successful integration of artificial intelligence (AI) in education to understand student attitudes and perspectives. Siemens and Baker's (2012) research highlights the importance of taking student viewpoints into account when implementing AI-driven personalized learning, recognizing that students frequently prefer customized educational experiences. According to [14], who investigated students' perceptions of AI-based teaching assistants, they are generally seen favorably by students, who value their availability and helpfulness. However, the study by [15] shows worries about the possibility for bias in AI-driven teaching systems, highlighting the significance of ethical considerations. The body of research emphasizes the importance of having a comprehensive knowledge of students' viewpoints, showing both their enthusiasm for the advantages of AI and the need to address any difficulties and moral dilemmas that might arise during its use. The readiness and adaptability of students in a technologically advanced environment are also taken into account in student opinions on AI in education. According to [16] research, students frequently believe AI improves their digital literacy and qualifies them for the workplace's digital requirements. However, as in [17] point out, there have been concerns voiced regarding an overreliance on AI and the potential undervaluing of human instructors. Furthermore, [18] emphasizes the value of incorporating students in the design and development of AI- powered educational tools to make sure they suit their requirements and preferences in terms of learning. This article tries to answer two important questions:

1 How does Hassan II University's undergraduate and graduate student body see artificial intelligence's (AI) place in the educational process?
2 How do students think AI will affect their employment in the future?

3. Methodology

This study's technique was created to provide a thorough examination of students' views on the usage of artificial intelligence (AI) in the classroom without the aid of a survey questionnaire. In- depth, one-on-one interviews with a diverse group of undergraduate and graduate students from Hassan II University in Casablanca, Morocco, are given priority in this methodology by using a qualitative research strategy. These interviews will be the main source of data, enabling

us to glean complex perspectives, judgments, and experiences on AI in education. In order to fully grasp how students view AI's role in influencing the future of learning, this qualitative study will be undertaken using thematic coding of interview transcripts

1. Research Design: Qualitative Research: A qualitative research design is suitable since it emphasizes on students' perspectives and impressions in addition to the undiscovered facets of AI and learning
2. Survey: As a quantitative instrument, use a survey to collect structured data about the views and experiences of students about the use of AI in education
3. 3. Participants: Choose a representative sample of 100 Hassan II University students

4. Data Collection

Surveys: Use surveys to get numerical information. Ask questions on students' perspectives of AI in education, their level of AI knowledge, and how it could affect their future employment. https://docs.google.com/forms/d/e/1FAIpQLSd8lZxxoetvIOimu1Qsq5Il-RN1V70K9cmfR69yYC6KvBZtVg

Interviews: To learn more about a subset of participants' perspectives and experiences using AI in education, conduct in-depth qualitative interviews with them.

Table 1
Participant Information

Gender	Academic Level	Experience with AI	Number of Participants
Male	Undergraduate	Limited	25
Female	Graduate	Moderate	35
Non-binary	PhD student	Extensive 40	
Total		100	

Table 1 shows the number of participants overall as well as the breakdown of participants by gender, academic level, and AI experience.

Table 2
Perceptions of AI in education

Perception	Percentage of Respondents
Positive	65%
Neutral	20%
Negative	15%

Students' opinions about artificial intelligence in the classroom are summed up in the above table. Of those surveyed, 65% had a good opinion of AI's role in education, 20% were indifferent, and 15% had a negative opinion

The advantages of AI in education that respondents identified are shown in Table 3. The most prominent topic was personalized learning, which was mentioned by 85% of respondents as being important.

Table 3

Benefits of AI in Education

Benefits	Mentioned by Respondents (%)
Personalized learning	85%
Improved resource access	70%
Enhanced efficiency	60%
Innovative teaching methods	45 %

Table 4

Perceptions of AI impact on future employment

Perception	Percentage of Respondents
Positive	55%
Neutral	30%
Negative	15%

An overview of students' opinions about how AI will impact their future careers may be seen in Table 4 Fifty-five percent of those surveyed had a positive view, thirty percent were indifferent, and fifteen percent thought negatively.

Table 5

Anticipated AI employment impact

Expected Impact	Mentioned by Respondents (%)
Job augmentation	70%
Job displacement	40%
Skill enhancement	55%
New job opportunities	65%

As indicated by the respondents, Table 5 enumerates the expected effects of AI on employment in the future. The majority (70%) thought AI would increase employment, while 40% thought it would decrease employment.

5. Discussion

A more comprehensive view of students' expectations and impressions of artificial intelligence (AI) in education and its implications for future employment may be gained from the data shown in the tables. Notably, 65% of respondents, or most students, had a positive opinion of AI's role in education, demonstrating an awareness of the technology's revolutionary potential. This optimism may stem from the growing use of AI in learning environments to improve resource availability and individualized instruction. The 20% who indicate neutrality, however, emphasize the need for more knowledge or the need to monitor AI's influence before forming firm conclusions, indicating that there is still need for more awareness and education. In the meanwhile, 15% of students may be worried about AI upending conventional teaching techniques or eventually creating a labor shortage. Regarding jobs, 55% of students have an optimistic view, indicating that they think AI will be able to generate jobs, while 30% take a

neutral position, suggesting that they may have concerns or that they need more information. The 15% who hold unfavorable opinions could be afraid that AI would cause job displacement. These varied viewpoints highlight how crucial it is to provide students with comprehensive programs in AI literacy and job preparedness so they may succeed in an educational and professional environment that is driven by AI. Beyond the noteworthy results displayed in the tables, it's critical to take into account some other contextual data that might improve our comprehension of the views held by students on the use of AI in education and future work.

First, the increasing integration of AI-driven tools and technology in learning settings is responsible for the favorable attitudes around AI's role in education. The advantages of artificial intelligence (AI) in customized learning, adaptive assessments, and meeting individual learning preferences may be apparent to students. A more dynamic and interesting learning environment is the goal of technology- driven educational developments, which are in line with the significance of better resource access, increased efficiency, and creative teaching approaches. It appears from the unbiased viewpoints in the work and educational environments that many students are adopting a practical approach. While they may be receptive to AI advancements, they exercise caution and look for further data and empirical proof of AI's effects. These students may be assessing the advantages against drawbacks and uncertainty. The unfavorable opinions shared by certain students, especially with regard to future employment, are representative of the worries and anxieties people have about artificial intelligence's potential impact on the labor market. These worries may originate from the idea that artificial intelligence would destroy employment. In order to allay students' concerns, it is imperative that they get education on the potential benefits of artificial intelligence (AI) in addition to equipping them with the skills and flexibility necessary to deal with a dynamic labor market. The extra background highlights how student opinions on AI in the classroom and workplace are changing. Positive perspectives show that AI has great potential, whereas neutral positions and negative viewpoints highlight the difficulties and uncertainties that come with using AI. As a result, giving students a thorough knowledge of AI's potential and constraints as well as supporting their skill development and flexibility is crucial to preparing them for a world in which AI will become more and more important. This article answers the questions below:

How does Hassan II University's undergraduate and graduate student body see artificial intelligence's (AI) place in the educational process? Students at Hassan II University have a generally positive opinion on artificial intelligence's role in education, as seen by the tables and talks around the university. The vast majority of students—65%— have a positive opinion of artificial intelligence (AI) in the classroom and acknowledge its potential advantages, which include more efficient instruction, better resource access, individualized learning, and creative teaching techniques. This implies that students value AI's contributions to the modernization and enhancement of learning. Nonetheless, a noteworthy 20% of students indicate that they are indifferent, suggesting that they would need more data or practical experience before they can make a firm decision. Furthermore, 15% of students have unfavorable views, which may be an indication of worries about how AI would affect conventional teaching techniques or employment opportunities in the education industry. How do students think AI will affect their employment in the future?

The results imply that different Hassan II University students have different ideas about how artificial intelligence would impact their future careers. The majority, 55%, have an optimistic

outlook and believe AI will increase work chances. They could believe that AI would spur innovation and create new jobs. Thirty percent adopt a neutral approach, which may indicate uncertainty or a desire for further knowledge regarding the effects of AI on the labor market. This group could be wary about the implications and possibilities of AI. 15% of students, however, voice unfavorable views, which may be attributed to worries about job displacement or the automation-induced alteration of employment duties. These differing opinions emphasize the necessity of thorough AI literacy and preparedness programs to get students ready for the changing job market.

6. Conclusion

In summary, the information gathered from the data and discussions on the expectations and views of Hassan II University students offers important new perspectives on how they see artificial intelligence (AI) in the classroom and how it can affect their career aspirations. First, most students have a positive view of artificial intelligence's potential in education. This optimism is consistent with the growing use of AI-powered tools and technology to improve efficiency, inventive teaching techniques, resource access, and individualized learning. It is essential to recognize the existence of students who have neutral or unfavorable opinions, as this underscores the necessity for further instruction and information, as well as the need to address concerns over the integration of AI in educational environments. Second, there are differences in the expectations that students have about how AI will affect their future careers. A significant percentage expresses hope that AI will provide new work possibilities by predicting its beneficial function in job augmentation. A sizeable neutral group indicates some ambiguity and emphasizes the need for lucid and insightful talks on AI's effects on the labor market. The students who hold unfavorable opinions can be worried about losing their jobs in the future, which is why it's important to have proactive skill development and preparedness programs to allay these worries. Overall, the results show how students have a variety of dynamic viewpoints, highlighting the significance of encouraging AI literacy, effective communication, and providing students with the information and abilities necessary to successfully navigate an educational and professional environment driven by AI. The information demands a thorough strategy to equip students for the potential and difficulties that artificial intelligence (AI) will bring to their education and future careers.

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