

The Effect Artificial Intelligence-Based Self-Learning on Developing e-learning Skills for Students of Preparatory Year at University of Bisha, in The Kingdom of Saudi Arabia

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Abstract:

This study investigates the impact of Artificial Intelligence (AI)-based self-learning on enhancing e-learning skills among preparatory year students at the University of Bisha, Kingdom of Saudi Arabia. Employing a quasi-experimental design, the research involved both experimental and control groups to assess skill development effectively. Results indicated significant differences in mean scores of the experimental group between pre- and postapplication tests, with improvements favoring the post-application phase. Furthermore, significant enhancements were observed in the students' ability to design PowerPoint presentations for e-learning, again favoring post-application assessments. The findings underscore the substantial role of AI-based self-learning in cultivating e-learning competencies, particularly in presentation design. Based on these results, the study advocates for the integration of AI-driven self-learning methodologies in educational frameworks to foster e-learning skills among students in the preparatory year. This approach not only promotes improved learning outcomes but also prepares students for the demands of modern educational environments.

Keywords:

Artificial Intelligence, Self-learning, e-learning skills, Preparatory Year.