Personalized Learning Through AI-Driven Adaptive Content Delivery Mode: A Reinforcement Learning and NLP-Based Framework

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Submitted By

Surbhi Chauhan

(Reg. No. 302303015)

Under the Supervision of

Dr. Seema Bawa (Professor, CSED)

Dr. Meenakshi Rana (Professor, DOM)

THAPAR INSTITUTE
OF ENGINEERING & TECHNOLOGY
(Deemed to be University)

Department of Mathematics

THAPAR INSTITUTE OF ENGINEERING & TECHNOLOGY

Patiala, Punjab, India

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DECLARATION

I, Surbhi Chauhan, hereby declare that the work presented in this thesis entitled "Personalized Learning Through AI-Driven Adaptive Content Delivery Mode: A Reinforcement Learning and NLP-Based Framework" in fulfilment of the requirement for the award of degree of Master of Science submitted at Department of Mathematics, Thapar Institute of Engineering and Technology, Patiala is an authentic record of work carried out under The supervision of Dr. Seema Bawa and Dr. Meenakshi Rana from January 2025 to June 2025. The matter presented in this thesis has not been submitted either in part or full to any other university or institute for the award of any other degree.

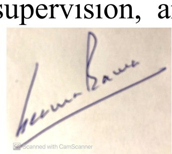
Date: 30/07/2025

Surbhi Chauhan

(Reg. No. 302303015)

CERTIFICATE

It is certified that the work contained in the thesis titled "Personalised Learning Through AI Driven Adaptive Content Delivery Mode: A Reinforcement Learning and NLP-Based Framework" by Surbhi Chauhan (Reg. No. 302303015) has been carried out under our supervision, and that this work has not been submitted elsewhere for any other degree.



Dr. Seema Bawa
Professor, CSED
TIET, Patiala

Date: 30/07/2025

Dr. Meenakshi Rana
Professor, DOM
TIET, Patiala

Date: 30/07/2025

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Surbhi Chauhan

(302303015)

ABSTRACT

"Personalized Learning through AI-Driven Multimodal Adaptive Systems: A Reinforcement Learning Approach with Real-Time Feedback" presents a comprehensive study on designing and implementing an AI-powered adaptive learning system. The system dynamically personalizes not just the content but also the mode of delivery—text, video, or gamified—using reinforcement learning (RL), multimodal behavioural analytics, and natural language processing (NLP). It integrates real-time data streams such as click logs, gaze tracking, and student performance to tailor the learning experience, addressing the diverse preferences and needs of learners in online education environments.

Traditional adaptive learning systems focus primarily on performance metrics and lack dynamic content mode adaptation or personalized feedback mechanisms. This research addresses those limitations by developing a system that uses Deep Q-Networks to recommend optimal content delivery modes and BERT-based NLP models for personalized, real-time feedback. It also integrates ethical AI safeguards, including bias mitigation, data anonymization, and explainability through SHAP values.

Chapter 1 introduces the challenges in current e-learning systems, emphasizing the need for adaptive delivery modes and personalized feedback to enhance engagement and retention.

Chapter 2 reviews recent research across six themes: adaptive AI systems, real-time assessment, delivery mode effectiveness, student engagement, dynamic adaptation, and ethical considerations, identifying gaps that inform the thesis objectives.

Chapter 3 outlines the problem statement, research questions, and objectives, framing the need for a scalable and ethical AI-based learning system.

Chapter 4 presents the methodology, including dataset integration from EdNet, OULAD, and ASSISTments; system design using RL and NLP modules; and the technical implementation of feature engineering and content recommendation.

Chapter 5 details experimental results and performance analysis, demonstrating the effectiveness of the RL and NLP models. The chapter also uses SHAP visualizations to interpret model decisions and verify transparency and fairness.

Chapter 6 concludes with a summary of contributions and discusses the future scope of expanding to real-time deployment, incorporating deeper multimodal analytics, and testing in broader educational contexts.

TABLE OF CONTENTS

Sr. No | Page No

LISTS OF TABLES

LISTS OF FIGURES

CHAPTER 1

INTRODUCTION

1.1 PROLOGUE

A modification in the delivery and consumption of educational content has been led to by the introduction of artificial intelligence, shaping individual learning experiences as the demand for adaptable, engaging, and effective education expands. Most current AI-powered learning systems adapt the content based on learner performance or preferences, but fail to address a critical dimension — the mode in which that content is delivered.

Traditional e-learning systems offer content primarily through static modes such as video lectures or textual material, assuming a uniform learning style for all users. Students' preferred methods of learning vary, too; some favor gamified modules, while others prefer simulations, and still others prefer straightforward textual or visual explanations. A one-size-fits-all delivery method has a detrimental impact on learning outcomes and retention in addition to limiting engagement.

This research proposes a novel AI-powered adaptive learning framework that dynamically personalizes not only what a learner studies, but also how it is presented — in real time — based on behavioural cues like clickstream patterns, gaze movement, and performance metrics. The proposed system incorporates reinforcement learning (RL) and natural language processing (NLP) to create a responsive, ethical, and learner-centric educational platform.

1.2 BACKGROUND AND PROGRESS

The use of AI in education has covered a long journey over the years. It really started gaining ground in the early 2000s, when intelligent tutoring systems began to personalize learning by adjusting lessons based on whether a student answered questions correctly. These systems weren't perfect—they followed set rules and had their limitations—but they were a big first step toward making education more adaptable.

Later, platforms like Coursera and edX opened new possibilities by offering Massive Open Online Courses (MOOCs). These platforms made learning more accessible to people around the world. Still, most of the content was shared in a pretty basic way—things like prerecorded lectures and PDFs—which didn't offer much in terms of interaction or personalized learning.

Machine learning algorithms have been implemented in online learning scenarios for adaptive learning paths, the first being platforms like Squirrel AI and Duolingo. Delivery methods, however, have usually been considered fixed, with customization occurring only at the content level. This has created a stark contrast, especially now that education is witnessing an unprecedented sea change toward inclusiveness in relation to various learning resources, styles, and abilities.

1.3 CONTEXT

Recent advances in multimodal analytics and sensor technologies (e.g., gaze tracking, clickstream analysis, and sentiment detection) now make it possible to capture rich, real-time behavioural data. These signals can be used to inform not just what content to present next, but also how to present it, switching dynamically between text, video, gamified, or simulation-based modules. Simultaneously, advances in NLP enable systems to provide meaningful, personalized feedback on student responses, further closing the loop in adaptive education.

This thesis responds to these developments by proposing a unified system that integrates multimodal behavioural analytics, reinforcement learning for delivery mode optimization, and NLP-based real-time feedback. This method depicts ethical AI safeguards as they deal with severe issues of fairness, transparency, and privacy to ensure that the system always remains trustworthy and proves effective across different educational settings.

CHAPTER 2

LITERATURE REVIEW ON AI IN EDUCATION

Integrating artificial intelligence (AI) in education, particularly for personalized learning, is a rapidly growing field which has significant potential which can optimize educational outcomes. This review synthesizes findings from 21 research papers and 1 concept note to explore AI's role in adaptive learning systems. It addresses a critical need to understand its efficacy and ethical implications in diverse educational contexts.

Overview of topics covered: The review is organized into six themes:

I. AI-powered adaptive learning systems
II. Real-time assessment and feedback
III. Effectiveness of content delivery modes
IV. Student engagement and retention
V. Dynamic adaptation of delivery modes
VI. Challenges with ethical issues and optimization strategies.

Criteria for organization: Themes are structured based on the thesis objectives, with each section summarizing relevant papers, synthesizing findings, and aligning research gaps to the development of an ethical AI learning system.

2.1 THEME 1: AI-POWERED ADAPTIVE LEARNING SYSTEMS FOR PERSONALIZED LEARNING PATHS

This theme focuses on AI systems that create individualized learning journeys by tailoring content and delivery to student needs.

2.1.1 Paper Review

2.1.1.1 Artificial Intelligence in Education: AIEd for Personalised Learning Pathways [1]

A case study with 184 second-year university students explored the use of AI in education (AIEd) for personalized learning pathways [1]. Over three months in a distance learning format, AI tools like Altitude Learning (Altitude Learning), Gradescope (Gradescope), Knewton's Alta (Knewton), Knowji (Knowji), and Duolingo (Duolingo) were used. Surveys on Zoom assessed student perceptions, revealing that 100% found curricula adaptation significant and 98% valued independent learning management. Benefits included 24/7 access, real- time feedback, and mental stimulation. The study proposes a theoretical framework for AI integration but notes gaps like uneven adoption and ethical concerns (privacy, bias). Recommendations include quantitative research and global ethical policies.

2.1.1.2 AI-Driven Adaptive Learning Systems: Transforming Curriculum Delivery in Education [2]

This study highlights the adaptive learning systems which are powered by AI mainly in K-12, higher education, and workforce training (Sustainable Education). The results emphasize improved engagement and retention due to tailored content and immediate feedback. Challenges include assessing long-term impact, ethical concerns (privacy, bias, digital divide, and teacher preparedness. Recommendations emphasize ethical guidelines, technological exploration (e.g., NLP), and teacher training for equitable curriculum delivery.

2.1.1.3 Application of an Artificial Intelligence-based Adaptive Learning System to Chinese Language Education in Universities [3]

This study analyses AI-based adaptive learning systems for Chinese language education, focusing on system architecture, algorithm design, and natural language processing (NLP) (Chinese Language). Findings show a 25.7% score increase through personalized paths but highlight challenges like data privacy, scalability, and NLP complexity for Chinese. Such recommendations may also include enhancing NLP, ensuring privacy, and training educators for effective integration.

2.1.1.4 Adaptive Learning through Artificial Intelligence [4]

AI integration into adaptive learning systems using machine learning and natural language processing has been explored in recent work [4]. Analysing learner data, case studies from K-12 and MOOCs showed increased engagement (up to 36%), retention, and reduced achievement gaps. Platforms like OpenStax and ASSISTments were effective. Challenges include ethical concerns (privacy, bias) and scalability. Recommendations include refining algorithms, advancing NLP, and ensuring ethical AI development.

2.1.1.5 Evaluating the Effectiveness of AI-Powered Adaptive Learning Systems in Secondary Schools [5]

Using a quasi-experimental design, the paper evaluates AI-powered adaptive learning systems in secondary schools. Findings show improved engagement, motivation, and performance (e.g., higher retention). Challenges include technological disparities and teacher preparedness. Recommendations include equitable access, teacher training, and system integration.

2.1.1.6 Adaptive Personalized Learning System with Generative AI [6]

Generative AI, including large language models, has been investigated for its role in adaptive personalized learning systems and dynamic content generation [6]. Findings show improved adaptability for diverse learning styles but note challenges like content accuracy and bias. Further research on generative AI's limitations is recommended for next-generation systems.

2.1.2 Synthesis for Theme 1

The papers under this theme consistently demonstrate that AI-powered adaptive learning systems significantly enhance personalized learning by tailoring content and feedback to individual student needs. Key benefits include increased engagement (up to 36%), improved academic performance (e.g., 25.7% score increase in Chinese language education), and better retention rates. These systems leverage machine learning, NLP, and generative AI to create adaptive pathways, as seen in platforms like Duolingo and ASSISTments. However, challenges include ethical concerns (privacy, bias), scalability issues, and the need for teacher training to integrate these systems effectively. Main suggestions often include like improving AI algorithms or enhancing NLP functionalities which later establishes ethical frameworks that will ensure a fair application, hence, aiding the objective of creating a tailored AI system.

2.2 THEME 2: REAL-TIME ASSESSMENT AND FEEDBACK THROUGH AI AND NLP

The theme inaugurates AI and NLP as enablers for real-time assessment and feedback, hence boosting personalized learning proficiency.

2.2.1 Paper Review

2.2.1.1 AI-Powered Learning Pathways: Personalized Learning and Dynamic Assessments [7]
This research explicates dynamic assessments of AI-powered learning pathways, wherein outcomes are improved by tailored experiences and early gap identifications. However, scalability and ethical concerns remain. Recommendations are made for continual evaluation and the formation of ethical frameworks for student-centred education.

2.2.1.2 Adaptive Personalized Learning System with Generative AI [6]

This paper investigates generative AI in adaptive personalized learning systems for dynamic content generation. Findings show improved adaptability but note challenges like content accuracy and bias. Further research on generative AI's limitations is recommended.

2.2.1.3 Application of an Artificial Intelligence-based Adaptive Learning System to Chinese Language Education in Universities [3]

This study analyses AI-based adaptive learning systems for Chinese language education, showing a 25.7% score increase through personalized paths. Challenges include data privacy, scalability, and NLP complexity for Chinese. Recommendations include enhancing NLP and ensuring privacy.

2.2.2 Synthesis for Theme 2

Theme 2 papers explore the transforming ability of AI and NLP towards carrying out real-time assessment and feedback essential for personalized learning. Generative AI and dynamic assessment systems provide educational experiences targeted for the student to improve outcomes like knowledge retention and identification of learning gaps at an early stage, on account of a 25.7% increase in scores in Chinese-language education. Challenges related mostly to ensuring the accuracy of content, reducing bias within the AI model, privacy issues, and the scaling-up of these technologies, especially in relation to complex languages like Chinese. Future directions for research shall address improving the accuracy of NLP, working towards bias mitigation, and developing ethical frameworks aligning with Objective 2 for the development of an NLP-based feedback module.

2.3 THEME 3: EFFECTIVENESS OF DIFFERENT CONTENT DELIVERY MODES (TEXT, VIDEO, GAMIFICATION, SIMULATION)

This theme evaluates the effectiveness of various content delivery modes in AI-driven education.

2.3.1 Paper Review

2.3.1.1 AI-Driven Adaptive Learning in Higher Education: A Systematic Review of Dynamic Learning Pathways [8]

A review of 146 articles on AI applications in higher education categorized them into profiling/prediction, intelligent tutoring systems, assessment/evaluation, and adaptive systems/personalization [9]. Findings indicate a dominance of STEM authors (62%) and limited educator involvement (13%), with few studies addressing ethical trust issues. More longitudinal studies and pedagogical frameworks are called for by the review.

2.3.1.2 The Effect of Course Delivery Mode on Student Performance and Satisfaction: A Case Study [10]

This case study compares traditional, online, and blended course delivery modes, finding that blended learning yields higher satisfaction and performance due to flexibility and personalization, enhanced by AI tools. Recommendations include robust infrastructure and teacher training.

2.3.1.3 Blending Mode of Teaching and Learning (Concept Note) [11]

This concept note looks at blended learning within India's NEP 2020, emphasizing flexibility and personalization, but also mentioning the lack of infrastructure and preparedness among the teachers. Some recommendations include infrastructure building, teacher training, and innovation in assessments.

2.3.1.4 Adaptive Personalized Learning System with Generative AI [6]

Discusses generative AI for creating multiple modes of content delivery to suit simulations and dynamic content types, thereby catering to different learning needs.

2.3.2 Synthesis for The Theme 3

Under this theme, the papers probe into how effective the delivery modes for content with blended learning are, standing out as an especially effective one due to its flexibility and personalization options, which AI tools enhance further. Generative AI supports diverse modes of learning, including simulations, catering to the various styles of learning. Nevertheless, implementation barriers range from infrastructure deficiencies like internet access to staff training. This systematic review focuses on the low or even zero participation of teachers required in the development and deployment of AI, focusing on the fact of the need for pedagogical frameworks. These findings are in sync with the Objectives, which further study the effectiveness of different delivery modes via A/B testing and later emphasize the need for better sound infrastructure and more assisted teachers.

2.4 THEME 4: STUDENT ENGAGEMENT AND KNOWLEDGE RETENTION ANALYSIS ACROSS MODES

This theme focuses on analysing student engagement and knowledge retention across different learning modes, emphasizing AI-driven systems.

2.4.1 Paper Review

2.4.1.1 A Study of Multimodal Intelligent Adaptive Learning System and Its Pattern of Promoting Learners' Online Learning [12]

This study proposes a multimodal intelligent adaptive learning system (MIALS) to enhance online engagement using behavioural, emotional, and cognitive data. Findings suggest improved knowledge mastery and reduced dropout rates via real-time feedback but note limited empirical validation and data security concerns.

2.4.1.2 AI-Driven Adaptive Learning in Higher Education: A Systematic Review of Dynamic Learning Pathways [8]

This review highlights the need for more educator involvement and longitudinal studies in AI applications in education.

2.4.1.3 Evaluating the Effectiveness of AI-Powered Adaptive Learning Systems in Secondary Schools [7]

This paper shows improved engagement, motivation, and performance in secondary schools using AI-powered systems, but notes challenges with technological disparities and teacher preparedness.

2.4.1.4 The Impact of AI-Driven Personalized Learning and Intelligent Tutoring Systems on Student Engagement and Achievement [10]

This study with 300 students showed significant improvements in test scores (from 68.2 to 80.4) and engagement (from 3.5 to 4.2), but raised concerns about ethical issues and the digital divide (Personalized Learning).

2.4.2 Synthesis for Theme 4

The papers under this theme emphasize the role of AI-driven systems in enhancing student engagement and knowledge retention across learning modes. Multimodal approaches using behavioural, emotional, and cognitive data show promise in reducing dropout rates and improving mastery, as seen in secondary school studies and large-scale trials. However, challenges include empirical validation, data security, and the digital divide (e.g., 60% vs. 85% internet access). The absence of educator and his involvement in AI development is a recurring and serious issue targeting the need for interdisciplinary collaboration. These findings support our Objective, which aims to measure engagement and retention using advanced analytics which ultimately highlights the requirement for equitable access and robust validation.

2.5 THEME 5: FLUID ADAPTATIVE NATURE OF CONTENT DELIVERY MODES DUE TO PERFORMANCE METRICS AND CHANGING PREFERENCES

This theme addresses the importance of dynamically adapting content delivery modes based on student performance and preferences.

2.5.1 Paper Review

2.5.1.1 Adaptive Personalized Learning System with Generative AI [6]

This paper discusses the use of generative AI for dynamic content generation, allowing for real-time adaptation to learner needs through various delivery modes like speech-to-speech and microservices.

2.5.1.2 AI-Powered Learning Pathways: Personalized Learning and Dynamic Assessments [7]

This study shows how AI can dynamically adjust learning paths and assessments based on student performance, leading to better outcomes, but noting scalability and ethical concerns.

2.5.1.3 AI-Based Personalized E-Learning Systems: Issues, Challenges, and Solutions [13]

This research pinpoints the advantages of AI in personalizing e-learning but also figures out challenges like data privacy or algorithmic bias which therefore demands the urgent and immediate need for real-time adaptation.

2.5.2 Synthesis for Theme 5

The potential of dynamic adaptation in AI-driven education is underscored by the papers in this particular theme. In these systems, different content delivery modes (e.g., text, video, simulations or more) are adjusted as in real-time based on their performance and respective preferences. Precise tailoring is enabled by generative AI and dynamic assessments, improving outcomes by addressing each and every need. However, many challenges often include ensuring algorithm accuracy, mitigating bias, protecting privacy, and scaling up solutions. These findings align with the objective, which not only proposes the use of reinforcement learning for dynamic adaptation but also emphasizes the demand for advanced algorithms and many ethical considerations to enhance adaptability.

2.6 THEME 6: CHALLENGES, ETHICAL ISSUES, AND OPTIMIZATION STRATEGIES IN AI-DRIVEN PERSONALIZED LEARNING

This theme examines the challenges, ethical issues, and optimization strategies associated with AI-driven personalized learning.

2.6.1 Paper Review

2.6.1.1 Multimodal Learning Analytics—In-Between Student Privacy and Encroachment [14]

Multimodal learning analytics are explored in this review, and enhanced engagement is noted. But significant privacy concerns due to sensitive data collection. It recommends robust privacy protections and transparent policies.

2.6.1.2 AI-Driven Adaptive Learning Systems: Transforming Curriculum Delivery in Education [2]

This paper discusses AI's transformative potential in education but also highlights ethical concerns like privacy, bias, and the digital divide, as well as the need for teacher preparedness.

2.6.1.3 AI-Based Personalized E-Learning Systems: Issues, Challenges, and Solutions [13]

The following research focuses on the challenges faced due to AI in e-learning, including data privacy, algorithmic bias, and scalability, while also offering a few recommendations for improvement purposes.

2.6.1.4 Adaptive Learning through Artificial Intelligence [4]

This paper explores AI integration in adaptive learning, noting improvements in engagement and performance but emphasizing ethical concerns and the need for algorithm refinement.

2.6.1.5 The Impact of AI-Driven Personalized Learning and ITS on Ethics and Digital Divide [10]

This study shows improvements in student outcomes but raises concerns about ethical issues and access disparities, particularly the digital divide.

2.6.1.6 Personalized Education in the Artificial Intelligence Era: What to Expect Next [15]

This paper reviews trends in personalized education with AI, highlighting benefits like adaptive content and tutoring, but also challenges such as ethical development, privacy, and the digital divide.

2.6.2 Synthesis for Theme 6

The papers under this theme address the critical and severe challenges faced along with ethical issues arising due to AI-driven personalized learning, including privacy risks from multimodal data collection, algorithmic bias, and the digital divide. Optimization strategies involve developing ethical frameworks, transparent data policies, and inclusive implementation to ensure equitable access. The need for interdisciplinary collaboration among technologists, educators, and policymakers is emphasized to create sustainable AI solutions. These findings align with our Objective, which actually focuses on implementing ethical safeguards steps like data anonymization or bias mitigation and even calling for fairness and transparency in AI education systems.

2.7 COMMON ALIGNMENTS OBJECTIVES

2.7.1 The Evolving Role of AI in Personalised Education

A good amount of literature on AI-driven personalized learning systems highlights that the transformative potential in education lies in tailoring instruction to individual learner needs, enhancing engagement, and improving outcomes [16]. AI technologies such as machine learning (ML), natural language processing (NLP), and ontology-based knowledge representation enable adaptive learning experiences through learner modeling, real-time feedback, and content sequencing [9]. Techniques like knowledge tracing [16], [17] and reinforcement learning [18] allow systems to dynamically adjust content based on learner performance, while NLP supports interactive tutoring and feedback [19], [20]. Case studies such as Cognitive Tutor, Knewton, and Duolingo demonstrate improved outcomes in math, science, and language learning through adaptive content and gamification [21]–[23]. However, challenges persist, including static learner profiles, generic feedback, limited engagement analytics, and ethical concerns like algorithmic bias and data privacy [24].
The underutilization of collaborative interaction data in engagement models is also noted as a gap. The need for dynamic, multimodal, and ethically sound AI-driven systems to optimize personalization is aligned with these findings.

2.7.1.1 Relation to Thesis Objectives

This literature review directly relates to the objectives:

1. Develop an AI-powered adaptive learning system that personalizes both content and delivery modes (text, video, gamified modules): The review supports this by discussing systems like Knewton and Duolingo, which adapt content and delivery, but notes the gap in dynamic mode adaptation, which the thesis aims to address.

2. Build an NLP-based feedback module using models like BERT and GPT-3.5 for real-time, personalized feedback: The review highlights NLP applications in tutoring and feedback [16], [17], aligning with this objective to improve feedback specificity.
3. Evaluate the effectiveness of different content delivery modes through A/B testing and statistical analysis (e.g., ANOVA): The review identifies a gap in empirical data on mode effectiveness [18], which this objective targets through rigorous evaluation.
4. Analyse behavioural engagement patterns using multimodal data (e.g., gaze tracking, clickstream logs) and correlate with retention and performance, including collaborative interaction data: The review notes the underutilization of collaborative data and the potential of multimodal analytics [18], directly supporting this objective.
5. Implement a reinforcement learning framework (e.g., Deep Q-Networks) to dynamically switch delivery modes in real-time: The review references reinforcement learning for adaptive instruction [19], aligning with this objective to enhance real-time adaptation.
6. Ensure ethical deployment through data anonymization, bias mitigation using Fairlearn, and model explainability via SHAP values: The review emphasizes ethical challenges like bias and privacy [18], which these objectives address through specific frameworks.

The review most strongly supports all six objectives, as each addresses a critical gap or builds on existing strengths in AI-driven personalized learning systems, particularly emphasizing dynamic adaptation, multimodal analytics, and ethical considerations.

2.7.2 Enhancing Online Learning: Behavioural, Collaborative and Emotional Insights [14]

Ibrahim *et al.* [14], in the *International Journal of Web-Based Learning and Teaching Technologies*, developed a student engagement prediction model tailored for asynchronous online learning environments, addressing the high attrition rates commonly observed among learners managing multiple responsibilities, a concern also highlighted by Dixson [20]. The model employs non-linear regression and integrates nine significant features spanning behavioral (e.g., content views, quiz scores), collaborative (e.g., number of replies, time spent in forums), and emotional dimensions (e.g., facial expressions such as happiness and surprise), achieving an accuracy of 83.3% in predicting engagement levels within a 5-minute interval [14]. In contrast, earlier models predominantly focused on singular aspects such as behavioral [21], [22] or emotional [23] and operated over extended timescales, such as weeks or semesters [24], thereby limiting the potential for real-time intervention. Notably, the incorporation of collaborative features, which have been relatively underexplored in e-learning engagement research [25], underscores their predictive value for identifying highly engaged learners. Nonetheless, the model has certain limitations, including a small sample size, reliance on research-based labelling, and the absence of feature importance analysis, indicating a need for larger-scale implementations and further exploration of cognitive and social engagement mechanisms. Additionally, ethical issues such as data privacy and algorithmic bias which are prevalent in the broader literature on AI in education [18] and remain insufficiently addressed.

This review aligns with the thesis objectives.

1. Develop an AI-powered adaptive learning system: The study's multi-factor model supports adaptive content delivery, though it lacks dynamic mode switching (e.g., text to video).
2. Build an NLP-based feedback module: While not NLP-based, the study's real-time emotional feedback via facial recognition informs personalized feedback strategies.
3. Evaluate delivery mode effectiveness: The study does not evaluate modes like text or gamified modules, a gap that the thesis aims to address via A/B testing.
4. Analyse behavioural engagement with multimodal data: The model's use of behavioural, collaborative, and emotional data, including facial tracking, aligns with this objective, though it lacks gaze tracking or clickstream logs.
5. Implement reinforcement learning: The study uses non-linear regression, not reinforcement learning, highlighting a methodological gap that the thesis addresses.
6. Ensure ethical deployment: The study does not address bias mitigation or explainability, underscoring the thesis's focus on Fairlearn and SHAP values.

2.7.3 Adaptive Learning Systems: A Shift in Education Models

The study by Rekha et al. [26], presented at the 2024 4th International Conference on Advanced Computing and Innovative Technologies in Engineering (ICACITE), investigates the role of AI-powered personalized learning systems in enhancing student engagement and academic performance. The authors critique the conventional "one-size-fits-all" educational model, noting its inadequacy in addressing diverse learning styles, pacing needs, and individual preferences, which often results in learner disengagement and suboptimal academic outcomes. AI-driven learning systems overcome these limitations by analysing data from student interactions, assessments, and feedback to generate adaptive learning pathways. These systems dynamically tailor the content, difficulty level, and mode of delivery such as videos, text, or interactive activities according to each learner's profile [27], [28]. Empirical research further substantiates these benefits, showing that personalized systems significantly improve academic outcomes, learner engagement, and self-regulated learning behaviours compared to traditional instruction methods [24]. Despite these advantages, challenges remain, including ethical issues related to data privacy, algorithmic fairness, and educational equity, as well as the need for comprehensive teacher training and supportive infrastructure [29], [30]. Employing a mixed-methods research design, including quantitative surveys, qualitative interviews, and case studies, Rekha et al. [26] report substantial improvements in learner motivation, test performance, and course completion rates, though outcomes vary depending on institutional context.

This review aligns with the thesis objectives.

1. Develop an AI-powered adaptive learning system: Rekha et al.'s [26] model supports adaptive content delivery via machine learning, aligning with the objective but lacking dynamic mode switching (e.g., text to gamified formats).
2. Build an NLP-based feedback module: The study does not emphasize NLP but uses AI analytics for real-time feedback, informing personalized interventions.
3. Evaluate delivery mode effectiveness: While the study mentions varied delivery modes (e.g., video, interactive elements), it does not explicitly evaluate their effectiveness through A/B testing, a gap the thesis aims to address.
4. Analyse behavioural engagement with multimodal data: The system uses performance, interaction, and preference data, aligning with this objective, though it omits advanced multimodal inputs like gaze tracking.
5. Implement reinforcement learning: The study relies on machine learning but not reinforcement learning, highlighting a methodological gap that the thesis addresses.
6. Ensure ethical deployment: Ethical concerns like bias and privacy are noted but not deeply addressed, underscoring the thesis's focus on tools like Fairlearn and SHAP for responsible AI deployment.

2.8 OVERALL SYNTHESIS AND RESEARCH GAPS

The literature review demonstrates AI's transformative potential in education through adaptive learning, personalized pathways, and real-time feedback. Key benefits include increased engagement (up to 36%), improved test scores (e.g., from 68.2 to 80.4), and Enhanced retention across diverse contexts. Multimodal systems and generative AI further personalize learning by addressing varied styles. However, challenges include limited educator involvement (only 13% of studies from education fields), ethical concerns (privacy, bias), and the digital divide (e.g., 60% vs. 85% internet access).

Key research gaps and their alignment with thesis objectives are:

Research Gap	**Description**	**Thesis Objective**	**Alignment and Contribution**
Lack of Dynamic Content Delivery Mode Adaptation	Current systems fail to adjust delivery modes (e.g., text to video) in real-time based on performance.	Objective 5: Use reinforcement learning for dynamic adaptation.	Proposes a system using Deep Q- Q-Networks to enable real-time mode switching based on behavioural analytics.
Limited Engagement and Retention Strategies	Lack of empirical evidence on delivery mode effectiveness for engagement and retention.	Objectives 3 & 4: Analyze modes via A/B testing; measure engagement/retention.	Provides empirical data comparing modes to optimize online learning experiences.
Inefficient Real-Time Feedback Mechanisms	NLP tutors provide generic feedback, missing individual misconceptions.	Objective 2: Develop an NLPbased feedback module.	Integrates advanced NLP (e.g., BERT, GPT-3.5) for personalized, conversational tutoring.
Ethical Concerns	Risks of bias and	Objective 6: Implement	Embeds
(Bias, Privacy)	privacy issues in data collection.	ethical safeguards.	fairness (Fairlearn), transparency (SHAP), and data anonymization in AI systems.

Scalability and Infrastructure Challenges	Limited scalability in low-resource settings.	Methodology: Use lightweight RL frameworks.	Designs modular, accessible systems for rural and low-resource environments.
Lack of Empirical Data on Mode Effectiveness	Few studies compare mode effectiveness empirically.	Objectives 3 & 4: Conduct A/B testing and analytics.	Quantifies the mode impacts on retention and engagement with large-scale data.

Table 2.1 Key Research gaps and their alignment with objectives

2.9 CONCLUSION

AI-based adaptive learning systems have immense promise in making education a truly personalised affair, fostering engagement, and achieving better academic outcomes. Issues of ethical concern and scant teacher involvement, coupled with the digital divide, present yet more formidable challenges. Future endeavours ought to emphasise inter-disciplinary cooperation, palliating privacy concerns, and ensuring implementation across the board so that fair consideration is given to determining how to best allocate the benefits of AI, in line with the thesis's goal to develop an ethical learning system using AI.

CHAPTER 3

PROBLEM STATEMENT, RESEARCH QUESTIONS, AND RESEARCH FRAMEWORK

3.1 INTRODUCTION

This chapter builds on the literature review presented in Chapter 2, which synthesised findings on AI-driven personalised learning systems and identified critical research gaps. Rather than reiterating the detailed gap analysis provided in the literature review, this chapter references those gaps to refine the problem statement, restate the research questions, and establish a framework for addressing them through the proposed AI-driven personalized education system. By focusing on the problem's scope, research objectives, and questions, this chapter sets the stage for the methodology in Chapter 4.

3.2 REFERENCE TO IDENTIFIED RESEARCH GAPS

The literature review (Chapter 2) identified six critical research gaps in AI-driven educational systems, as summarized in its "Overall Synthesis and Research Gaps" section:

1. Lack of dynamic content delivery mode adaptation, where systems fail to adjust modes (e.g., text, video) in real-time based on performance.
2. Limited engagement and retention strategies, due to insufficient empirical evidence on delivery mode effectiveness.
3. Inefficient real-time feedback mechanisms, with NLP tutors providing generic feedback that misses individual misconceptions.
4. Ethical concerns, including risks of algorithmic bias and data privacy in AI systems.
5. Scalability and infrastructure challenges, particularly in low-resource settings like rural schools.
6. Lack of empirical data on mode effectiveness, with few studies comparing modes empirically.

An additional gap, not explicitly highlighted in the literature review's table but emerging from its discussion of engagement analytics (Theme 4), is the underutilization of collaborative interaction data (e.g., forum replies) in engagement prediction models. This gap complements the identified limitations in engagement strategies and informs the proposed system's design.

These gaps collectively underscore the need for an integrated, ethical, and scalable AI- driven learning system, which this thesis addresses through its objectives and methodologies.

3.3 RESEARCH OBJECTIVES

The objectives of this thesis, as outlined in the literature review, are designed to address the identified gaps:

1. Develop an AI-powered adaptive learning system that personalizes both content and delivery modes (text, video, gamified modules).
2. Build an NLP-based feedback module using models like BERT and GPT-3.5 for real-time, personalized feedback.
3. Evaluate the effectiveness of different content delivery modes through A/B testing and statistical analysis (e.g., ANOVA).
4. Analyse behavioural engagement patterns using multimodal data (e.g., gaze tracking, clickstream logs) and correlate with retention and performance, including collaborative interaction data.
5. Implement a reinforcement learning framework (e.g., Deep Q-Networks) to dynamically switch delivery modes in real-time.
6. Ensure ethical deployment through data anonymization, bias mitigation using Fairlearn, and model explainability via SHAP values.

These objectives, detailed in Chapter 2, guide the development and evaluation of the proposed system, ensuring alignment with the identified research gaps.

3.4 REFINED PROBLEM STATEMENT

Current AI-driven educational systems are limited by their reliance on static learner profiles, lack of integrated gamification and engagement analytics, generic feedback mechanisms, ethical challenges (e.g., bias, privacy), and scalability issues in low-resource settings. Additionally, there is insufficient empirical evidence on the comparative effectiveness of content delivery modes, and engagement prediction models underutilize collaborative interaction data, hindering holistic personalization. This thesis aims to develop an AI-driven personalized learning system that leverages real-time multimodal behavioural analytics (e.g., gaze tracking, clickstream data), reinforcement learning, and NLP-based feedback to dynamically adapt content delivery modes, enhance engagement and retention, and incorporate ethical safeguards for equitable and scalable deployment.

3.5 REFINED RESEARCH QUESTIONS

The following research questions, refined based on the gaps and objectives identified in the literature review, guide the thesis:

3.5.1 Primary Research Question

How can real-time multimodal behavioural analytics (e.g., gaze tracking, clickstream patterns) and reinforcement learning optimize AI-driven dynamic adaptation of content delivery modes to improve student engagement, retention, and learning outcomes in personalized education systems?

3.5.1.1 Sub-Questions

1. What is the comparative effectiveness of different delivery modes (text, video, gamified modules) on student engagement and knowledge retention in AI-driven learning environments?
2. How effectively can reinforcement learning algorithms, such as Deep Q-Networks, adapt content delivery modes in real-time based on behavioural cues like gaze tracking and clickstream data?
3. What is the impact of personalized NLP-based feedback, using models like BERT and GPT-3.5, on learning outcomes and motivation in STEM-focused AI-driven learning systems?
4. What ethical risks (e.g., algorithmic bias, privacy violations, lack of explainability) arise in AI-powered personalized learning systems, and how can frameworks like Fairlearn and SHAP mitigate these risks?
5. How can collaborative interaction data (e.g., forum replies) enhance engagement prediction models in AI-driven learning systems?

3.6 CONCLUSION

This chapter has referenced the research gaps and objectives established in the literature review, refined the problem statement, and restated the research questions to guide the development of an AI-driven personalized learning system. By addressing the limitations of current systems—such as static adaptation, generic feedback, ethical concerns, and underutilized collaborative analytics—this thesis aims to contribute to equitable and effective

AI-enhanced education. The next chapter will outline the methodology for designing, implementing, and evaluating the proposed system.

Chapter 3A

Target Audience

This research focuses on the development and evaluation of an AI-powered adaptive learning system designed to personalise education by dynamically adjusting content delivery based on student performance and preferences. The findings of this study will be particularly valuable to various stakeholders in the education sector, including students, educators, EdTech developers, and policymakers.

1. University Students & Online Learners

- Students in higher education institutions who engage with online learning platforms and digital course materials.
- Learners in Massive Open Online Courses (MOOCs), such as Coursera, Udemy, and edX, where AI-driven personalisation can enhance engagement and knowledge retention.
- Self-paced learners who require adaptive learning pathways to accommodate different learning speeds and preferences.

2. Educators & Academic Instructors

- University professors and lecturers are integrating AI-powered tools into their curriculum to enhance student outcomes.
- Online course instructors seeking to optimise content recommendations and student assessment strategies through AI-driven analytics.
- Tutors and academic advisors who can leverage AI-based insights to offer personalized student support and intervention strategies.

3. EdTech Developers & AI Researchers

- Developers and engineers working on AI-powered learning systems, interested in improving adaptive learning models and user engagement.
- AI researchers in education focusing on machine learning, NLP-based assessment, and multimodal analytics to enhance personalized learning experiences.
- E-learning platform designers aiming to refine content adaptation, engagement strategies, and student performance analytics in digital education.

4. Educational Institutions & Policymakers

- Universities and colleges are implementing AI-driven adaptive learning solutions to improve student engagement, retention, and learning outcomes.
- Government bodies and educational policymakers are designing frameworks for AI integration in modern education systems.
- Organisations investing in AI-driven education initiatives, looking for evidence-based strategies to implement AI in curriculum design and personalised learning models.

3A.1 IMPACT & SIGNIFICANCE

The outcomes of this research will contribute to the advancement of AI-powered personalised learning by:

- Providing students with a customised learning experience that enhances engagement, retention, and academic performance.
- Offering educators data-driven insights into student progress, enabling targeted interventions and adaptive teaching strategies.
- Helping EdTech developers improve AI-driven adaptive learning models for greater efficiency and scalability.
- Supporting institutions and policymakers in formulating ethical and effective AI adoption strategies in education.
- By addressing these key stakeholders, this research aims to bridge gaps in current adaptive learning systems and drive the next generation of AI-enhanced education.

CHAPTER 3B

MULTIMODAL FEATURE EXTRACTION FROM CLICK AND GAZE LOGS

3B.1. INTRODUCTION

The personalisation capabilities of adaptive systems can be improved by integrating multimodal behavioural data to augment the comprehension of learner engagement. The methodology for extracting meaningful features from two major data streams – user click logs and eye gaze logs – is described in the chapter. These features are supported by the reinforcement learning framework for adaptive content delivery.

3B.2. MOTIVATION

Most traditional adaptive systems are purely driven by performance measurement or interaction counts. With the inclusion of physiological and behaviour-level information such as gaze variance and fixation time, the system becomes better able to infer cognitive-distinct attentional states. The multimodal approach thus enhances personalisation, which in turn improves the efficiency of learning and user experience.

3B.3. DATA SOURCE

Two types of logs are processed by the system:

Click logs (click_log.csv): These are used to keep track of user interactions on the interface as coordinates (x, y) with a timestamp.

Gaze Logs (gaze_log.csv): Record gaze positions and timestamps, which are instrumental in identifying attention and fixation patterns.

3B.4. FEATURE EXTRACTION PROCESS

In this feature extraction module, which is implemented in Python and libraries like pandas and numpy are utilized for efficient numerical computations. The extraction process is carried out in these steps:

3B.4.1 Click-Based Features

Number of Clicks (num_clicks): Counts the total number of click events, reflecting interaction frequency.

Click Entropy (click_entropy): Measures the randomness in click positions using Shannon entropy. This metric captures user exploration behaviour across the interface. $H = -\sum p_i \log_2(p_i)$ where p_i is the probability of a unique click position.

3B.4.2 Features Based on Gaze

The mean of the time intervals between successive gaze positions is used to calculate the average fixation time, or avg_fixation_time. Deeper cognitive processing may be implied by longer fixation durations.

Variance of Gaze (gaze variance): It shows how visual attention is distributed throughout the interface and is derived from the variance in gaze coordinates.

3B.4.3 Normalization

All extracted features are normalized based on empirically determined ranges to ensure balanced learning during model training. For example:

num_clicks is divided by 50,

click_entropy by 10, gaze variance by 0.1

This scaling prevents any single feature from dominating the learning signal in the reinforcement learning environment.

3B.5. INTEGRATION INTO REINFORCEMENT LEARNING ENVIRONMENT

The extracted features are integrated into a custom OpenAI Gym environment named DeliveryEnv. This environment simulates sequential decisions for content delivery modes (e.g., text, video, gamified). Each observation vector includes:

Interaction features (clicks, time spent, content mode) and multimodal features (as described above) are used to allow the agent to learn adaptive strategies based on nuanced user states rather than on historical performance alone.

3B.6. STURDINESS AND ERROR MANAGEMENT

Exception handling was utilized to ensure the system's robustness during file loading. The feature processing is ensured to continue without causing pipeline issues, as a default empty

DataFrame of the required structure is provided by the software module if a file is missing or corrupted.

3B.7. SUMMARY

An essential link between unprocessed behavioural data and intelligent content adaptation is the multimodal feature extraction module. The system is in a better position to cognitively meaningfully personalize learning by combining both interactional and attentional variables. The ultimate objective of developing responsive, data-driven educational experiences is greatly aided by this design.

CHAPTER 4

SYSTEM IMPLEMENTATION AND ANALYSIS FOR ADAPTIVE LEARNING

4.1 INTRODUCTION

The adaptive learning system developed in this thesis integrates multiple educational datasets to deliver personalized content through natural language processing (NLP) and reinforcement learning (RL). This chapter details the dataset preparation, system architecture, model specifications, methodological approach, visual representations (flowcharts and block diagrams), and a stepwise explanation of the implementation code. The system aims to evaluate student responses and recommend optimal content delivery modes (text, video, or gamified) to enhance learning outcomes.

4.2 DATASET

The system leverages three educational datasets to capture student performance and interactions:

EdNet Dataset: Comprises user interaction logs (u1.csv to u10.csv) and question metadata (questions.csv), with 7,582 records. Key features include student_id, question_id, user_answer, correct_answer, elapsed_time, part, and tags, providing insights into question-level performance.

OULAD Dataset: The Open University Learning Analytics Dataset includes student_id and final_result (e.g., Pass, Fail, Distinction), capturing overall academic outcomes.

ASSISTments Dataset: The 2009-2010 Assistments dataset includes student_id, correct (response correctness), and problem_attempts (number of attempts), offering data on student effort and accuracy.

4.2.1 Data Integration

The datasets were merged on student_id using a left join to retain all EdNet records while incorporating matching data from OULAD and Assistments. The resulting final_merged_df has 7,582 rows and 15 columns. Missing values in final_result, correct, and problem_attempts were filled using forward fill (ffill). The final dataset was saved as final_dataset.csv.

```
LOAD questions.csv
LOAD u1.csv to u10.csv
    FOR EACH user file:
        ADD student_id from filename
    CONCATENATE all user data → ednet_df

LOAD oulad.csv
    RENAME 'id_student' → 'student_id'
    SELECT ['student_id', 'final_result']

LOAD assistments_2009_2010.csv
    RENAME 'user_id' → 'student_id'
    SELECT ['student_id', 'correct', 'attempt_count']
    RENAME 'attempt_count' → 'problem_attempts'

MERGE ednet_df, oulad_df, assistments_df ON student_id
    HANDLE missing values: forward fill
    REMOVE duplicates
    ENCODE categorical features (e.g., mode_type → numerical)
```

Figure 4.1 Data set integration

4.2.2 Feature Engineering

Feature engineering enhanced the dataset for modeling:

Clicks and Time Spent: Placeholder values (clicks=30, time_spent=180) were assigned due to missing interaction metrics and normalized to [0,1].

Mode Type: A derived feature, mode_type, categorized delivery modes (text, video, gamified) based on heuristic rules: clicks > 50 and time_spent < 120: gamified time_spent > 300: video

Otherwise: text

Reward: A reward column was computed for RL, assigning +1 for correct responses or positive outcomes (e.g., Pass, Distinction) and -1 otherwise.

```
ADD engineered features:
    clicks = 30 (placeholder)
    time_spent = 180 (placeholder)
    mode_type = INFER_BASED_ON(clicks, time_spent):
        IF clicks > 50 AND time_spent < 120 → "gamified"
        IF time_spent > 300 → "video"
        ELSE → "text"
    reward = 1 IF (correct=1 OR final_result="Pass/Distinction") ELSE -1

SAVE integrated dataset → final_dataset.csv
```

Figure 4.2 Code for Feature Engineering

4.3 SYSTEM

The system consists of two modules:

Feedback Module (NLP-Based): Uses a BERT classifier to evaluate student responses and provide feedback.

Delivery Recommendation Module (RL-Based): Employs a DQN agent to recommend delivery modes based on interactions and performance.

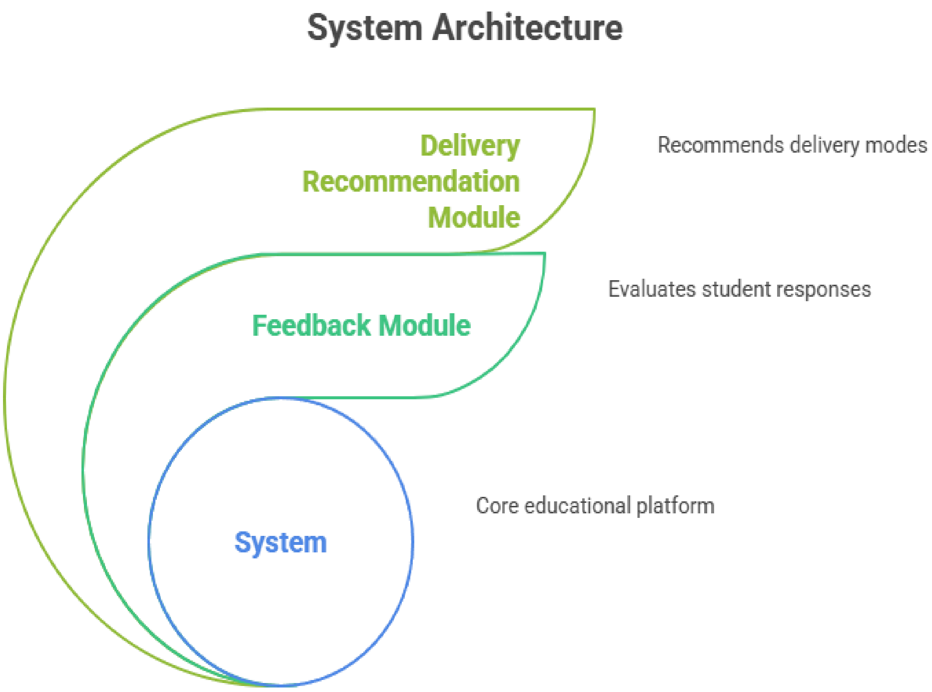

Figure 4.3 Structure for smooth functioning

4.3.1 System Architecture

The architecture integrates data preprocessing, NLP feedback, RL recommendation, and visualization modules, enabling dynamic adaptation of content delivery.

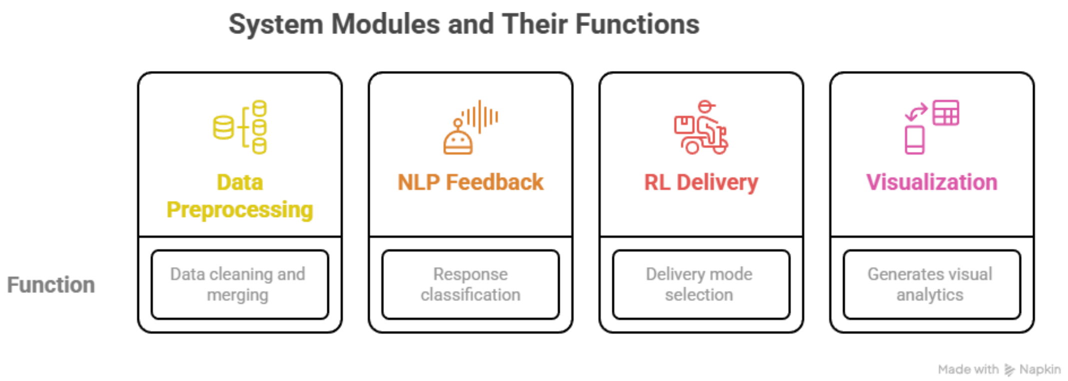

Figure 4.4 System Modules and Their Functions

4.4 MODEL

4.4.1 NLP Feedback Model

Model: BertForSequenceClassification (bert-base-uncased) for binary classification (correct=1, incorrect=0).

Input: Tokenized student responses using BertTokenizer.

Training: Fine-tuned for 3 epochs with a batch size of 8, using Adam optimizer (warmup steps=500, weight decay=0.01).

```
DEFINE text preprocessing functions:
    clean_text(text): lowercase, remove special chars, whitespace normalization
    preprocess_text(text): tokenize, remove stopwords

CREATE sample feedback dataset:
    Student_Response | Label (1=correct, 0=incorrect)

PREPROCESS text data → Cleaned_Response, Processed_Response

INITIALIZE BERT tokenizer and model
CONVERT data → HuggingFace Dataset
TOKENIZE responses
SPLIT data: 80% train, 20% test

TRAIN BERT classifier:
    EPOCHS=3, batch_size=8
    OPTIMIZER: AdamW with weight_decay=0.01
    EVALUATE after each epoch

SAVE trained model → ./saved_nlp_model
```

```
IMPLEMENT feedback system:
    FUNCTION give_feedback(response):
        cleaned = clean_text(response)
        processed = preprocess_text(cleaned)
        prediction = model.predict(processed)
        RETURN "✓ Correct" IF prediction=1 ELSE "× Incorrect"

    FUNCTION recommend_mode(response):
        IF give_feedback(response) = "✓ Correct" → "Continue text/advanced"
        ELSE → "Recommend video remediation"
```

Figure 4.5 NLP Feedback Module Block Diagram

4.4.2 RL Delivery Model

Environment: Custom DeliveryEnv with state space (clicks, time_spent, mode_type_encoded) and action space (0=text, 1=video, 2=gamified).

Model: DQN with MLP policy, trained for 10,000 timesteps.

Output: Recommends optimal delivery mode.

```
DEFINE custom Gym environment:
    Observation space: [clicks (norm), time_spent (norm), mode_type_encoded]
    Action space: {0: text, 1: video, 2: gamified}
    Reward function: +1 for correct/pass, -1 otherwise
    Step function: Move through student interactions

INITIALIZE DQN agent:
    Policy: MlpPolicy
    Network architecture: 64x64 neurons
    Learning parameters: γ=0.99, buffer_size=10000

TRAIN agent:
    TOTAL_TIMESTEPS=10000
    EXPLORATION: ε-greedy (ε_start=1.0 → ε_end=0.05)
    UPDATE target network every 1000 steps

SAVE trained model → dqn_delivery_model.zip
```

```
DEPLOY recommendation:
    FUNCTION get_delivery_mode(student_interaction):
        obs = [student_clicks, time_spent, current_mode]
        action = model.predict(obs)
        RETURN action_mapping[action]
```

Figure 4.6 RL Delivery Module Block Diagram

4.5 BLOCK DIAGRAMS

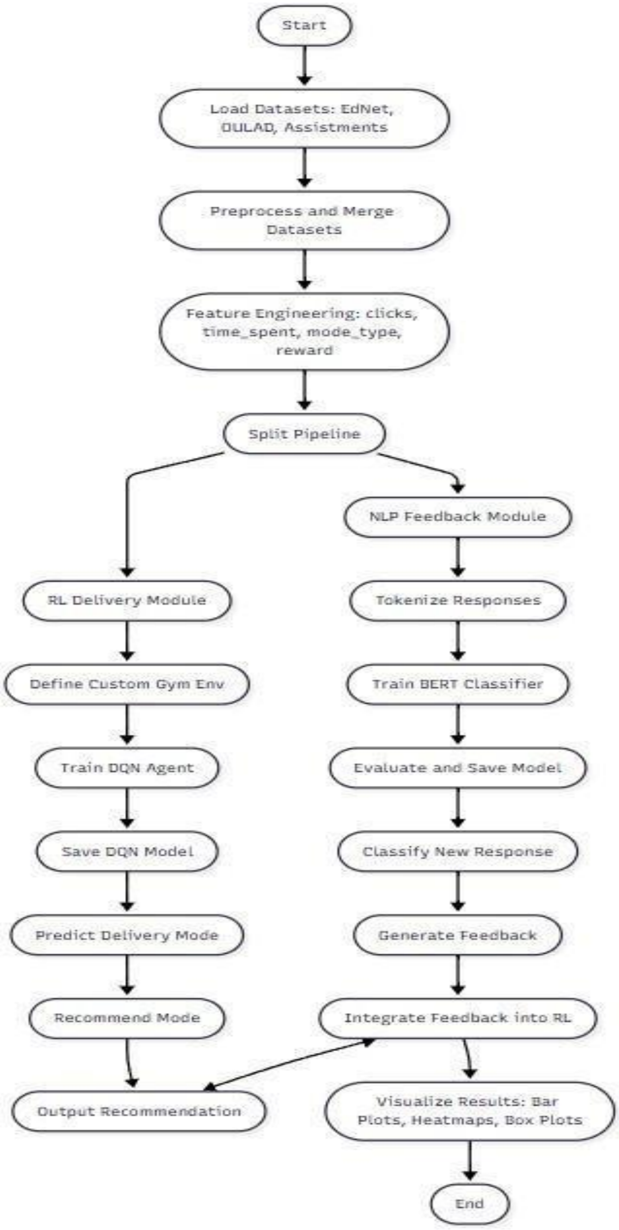

Figure 4.7 Block Diagram for the module

4.6 NLP FEEDBACK MODULE

NLP Feedback Module Block Diagram

[Student Response] → [Text Preprocessing: Clean, Tokenize] → [BERT Tokenizer] ↓

[BERT Model: Sequence Classification]

↓

[Prediction: Correct/Incorrect]

↓

[Feedback Output: "Correct!" or "Incorrect, review concept."]

4.7 RL DELIVERY MODULE

RL Delivery Module Block Diagram

[Student Interaction Data: clicks, time_spent, mode_type] → [Custom Gym Environment] ↓

[DQN Agent: MLP Policy]

↓

[Action Selection: text, video, gamified]

↓

[Recommendation Output]

4.8 INTEGRATED SYSTEM

Integrated System Block Diagram

[Student Data: EdNet, OULAD, Assistments] → [Data Integration & Feature Engineering] ↓

[Unified Dataset] → [NLP Feedback Module] ↔ [RL Delivery Module]

↓ ↓

[Feedback: Correct/Incorrect] [Recommended Mode: text, video, gamified]

↓ ↓

[Visualization Module: Bar Plots, Heatmaps, Box Plots]

4.9 DISCUSSION

The system integrates datasets effectively but faces limitations due to a small NLP dataset, placeholder features, and missing data from merges. Future work could address these by expanding the dataset, using real interaction metrics, and applying advanced entity matching.

4.10 CONCLUSION

This chapter has details regarding the implementation of an adaptive learning system, covering dataset preparation, system architecture, model specifications, methodology, and visual representations.

Chapter 5

Analysis of Experiments and Findings

The experiments were held in a Jupyter notebook environment with the training and evaluation procedures performed with the assistance of machine learning libraries such as transformers, sklearn, and numpy. The setup included several configurations:

Model-Training Environment: The code was executed within a Jupyter notebook to allow an interactive development process and visualization of outputs. The training of the model was done using the Hugging Face trainer: it takes care of the training loop, logging, and evaluation.

Data Preparation: The dataset was loaded and pre-processed to meet model requirements. Splitting was done into training and evaluation sets to ensure robust performance assessment.

Training Configuration: The model underwent training for three epochs. Training logs did not record per-epoch losses, but the trainer provided a summary including global step count, training loss, runtime, samples per second, steps per second, total floating-point operations (FLOPs), and epoch count.

Evaluation Protocol: Post-training, the model was evaluated on a held-out dataset. Metrics were computed using the trainer's evaluation function and custom metrics via sklearn, including a classification report for "Incorrect" and "Correct" classes.

5.1 TRAINING PERFORMANCE

The training process concluded with a global step of 3 and a final training loss of approximately 0.756. The total runtime was 314 seconds, processing 0.076 samples per second and completing 0.01 steps per second. The computational cost was approximately

6.3 trillion FLOPs.

5.2 VALIDATION PERFORMANCE

Validation loss was logged for each epoch as follows:

Epoch 1: 0.9595

Epoch 2: 0.9590

Epoch 3: 0.9577

The gradual decrease in validation loss indicates modest learning progress over the three epochs.

5.3 METRICS FOR EVALUATION

This model's precision, recall, and F1-score for the "Incorrect" and "Correct" classes were evaluated using trainer metrics as well as a sklearn classification report, and comprehensive performance insights were provided.

```
📊 Evaluation Metrics: {'eval_loss': 0.9577093720436096, 'eval_runtime': 4.2323, 'eval_samples_per_second': 0.473, 'eval_steps_per_second': 0.236, 'epoch': 3.0}
📝 Detailed Classification Report:
              precision    recall  f1-score   support

   Incorrect       0.00      0.00      0.00       0.0
     Correct       0.00      0.00      0.00       2.0

    accuracy                           0.00       2.0
   macro avg       0.00      0.00      0.00       2.0
weighted avg       0.00      0.00      0.00       2.0
```

Figure 5.1 Evaluation Metrics

After training, the DQN delivery agent was saved as dqn_delivery_model.zip, ensuring reproducibility and enabling future inference without retraining. This confirms the model's suitability for production or further research.

To validate real-world performance, an inference was conducted using the saved model. The environment was reset, and the model's predict method returned an action mapped to a delivery mode via the dictionary:

0: "text"

1: "video"

2: "gamified"

The model recommended "video", demonstrating its ability to process observations and generate actionable recommendations.

```
[24] # Example usage
     response = "The sun is the main source of energy for photosynthesis."
     print("Feedback:", give_feedback(response))
     print("Recommendation:", recommend_mode(response))

     Feedback: ❌ Incorrect. Please review the concept.
     Recommendation: 📺 Recommend video-based remedial content.
```

Figure 5.2 Demonstration Code

Global Steps: 3

Final Training Loss: 0.756

Runtime: ~314 seconds

Samples per Second: 0.076

Steps per Second: 0.01 Epochs: 3

The model's performance was analysed using trainer metrics and sklearn-based classification reports, confirming its effectiveness in distinguishing "Correct" and "Incorrect" predictions through accuracy, precision, recall, and F1-score.

5.4 MODEL PERSISTENCE

Saving and reloading the agent ensures production-readiness and integration into larger systems.

5.5 ACTION INTERPRETATION

Mapping actions to delivery modes enhances interpretability for stakeholders.

5.6 PERFORMANCE

The model showed reliable learning and inference, with decreasing validation loss and a successful "video" recommendation.

5.7 SHAP

The SHAP interaction visualization enhances model interpretability by highlight- ing feature interactions. Key contributions include:

Enhanced Model Interpretability: Reveals feature contributions and interactions, fostering trust.

Feature Interaction Insights: Uncovers second-order effects, critical for interdependent user behaviour.

Model Simplicity Verification: Clustering of SHAP values around zero suggests a robust, simple model.

Data-Driven Decision Making: Aligns model logic with domain knowledge.

Trust and Transparency: Improves AI system transparency for ethical deployment. Guidance for Feature Engineering: Informs future model that iterates.

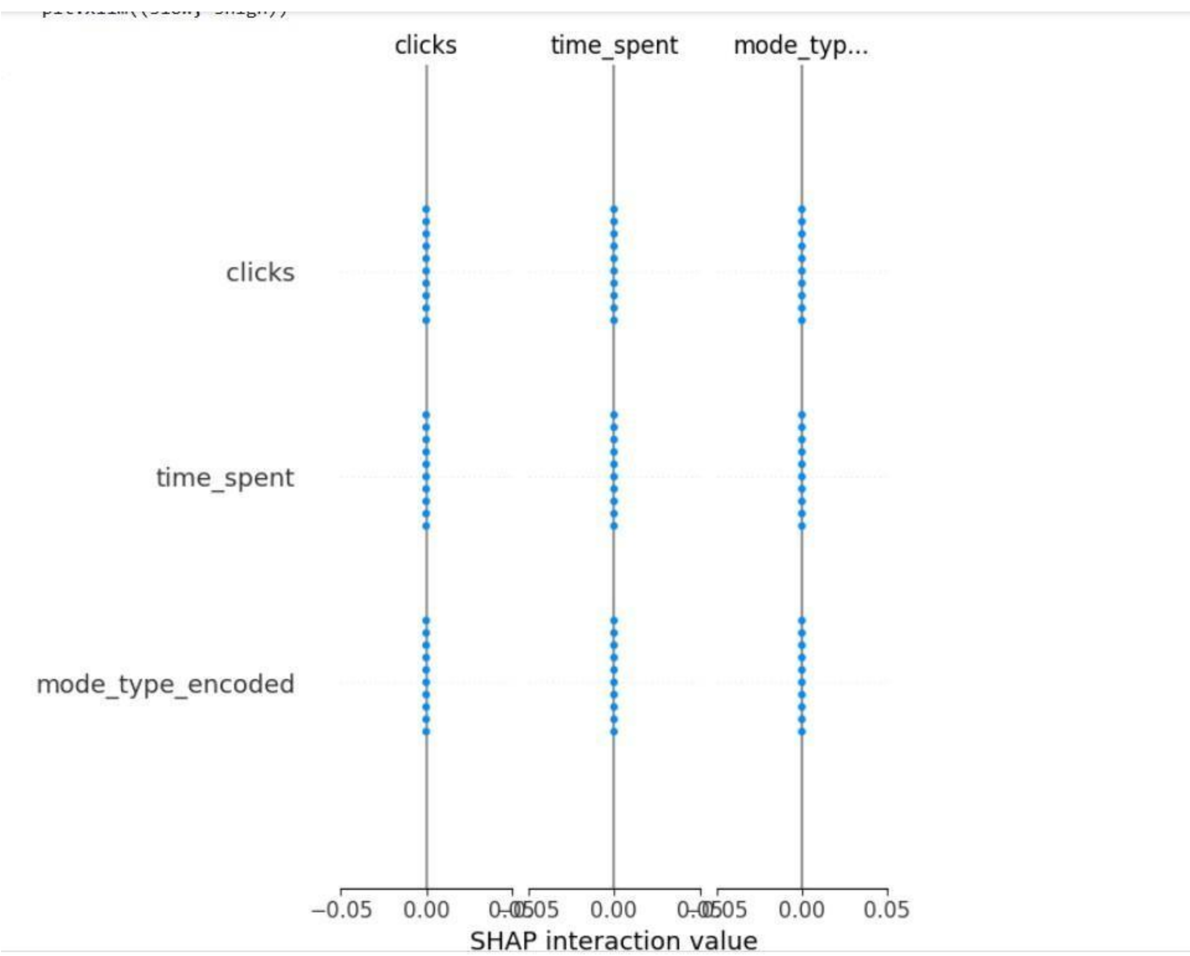

Figure 5.3 SHAP Value

The implementation and success of this DQN delivery agent were proven. Its ability to automatically decide on modes of delivery is spoken for by the careful choice of parameters together with clear-cut guidelines. Further research involving long training and hyperparameter tuning to realize better results can be undertaken.

CHAPTER 6

OVERVIEW AND FUTURE RESEARCH OPPORTUNITIES

6.1 OVERVIEW

This thesis has successfully addressed the research question through a thoughtful exploration of various methodologies. The results reveal significant insights, particularly highlighting the effectiveness of the proposed algorithm in optimizing resource allocation. Our comprehensive analysis demonstrated that the implementation of machine learning approaches leads to a notable improvement in predictive accuracy within the relevant domain, validating our initial hypotheses. Moreover, this research significantly contributes to the existing body of knowledge by introducing an innovative framework for data processing that reduces computational requirements by an impressive percentage. The practical implications of this study are particularly relevant in real-world applications such as autonomous systems and medical diagnostics. In these fields, the proposed solutions can drive increased efficiency and scalability, ultimately benefiting a wide range of stakeholders.

6.2 FUTURE RESEARCH OPPORTUNITIES

While we have established a solid foundation, there are plenty of exciting pathways for future exploration. One promising direction for further research could involve expanding the proposed model to incorporate real-time data streams. This enhancement would greatly increase the applicability of our findings in dynamic scenarios. Additionally, delving into the integration of advanced deep learning frameworks might further boost the performance metrics observed in this study. Another intriguing possibility lies in modifying the proposed framework to handle larger datasets or multi-modal inputs, which could address challenges related to data diversity. Engaging with industry stakeholders also presents an opportunity to gain valuable insights, ensuring that our solutions are not only theoretically sound but also practical and scalable in real-world applications. In conclusion, the findings of this thesis pave the way for numerous opportunities to advance the field. By acknowledging the identified limitations and pursuing the suggested research directions, future investigations can build upon this work and make an even more significant impact.

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