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Perceptions of Human-AI Collaboration (HAC) Among Learners in the Higher Education Institutions

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ABSTRACT

Digitalization and AI have transformed the education industry toward human–AI collaboration (HAC) in the process of knowledge acquisition. This has not only brought about a significant transformation in the way students acquire knowledge, but it has also created opportunities for enhanced individualization and interactivity in the learning process. Artificial intelligence (AI) are technological innovations exerting a substantial influence on higher education. The incorporation of artificial intelligence (AI) in educational platforms enables the provision of immediate feedback, customization of learning materials to cater to the unique requirements of each student, and the ability to anticipate potential areas of difficulty for students, thereby facilitating timely intervention. This study aims to extend the technology acceptance model (TAM) to examine whether the introduction of AI influences learners' behavioural intentions to use AI and awareness of AI to promote human–AI collaboration (HAC) in the process of knowledge acquisition. Besides, the role of peers and social identity will be investigated. Qualitative method will be used to conduct the study. Semi-structured interviews will be used to explore participant perceptions and the underlying meaning of each item through cognitive testing. Learners in the higher education institutions will be the samples for the study. The study will discuss how AI's perceived usefulness and ease of use positively influence learners' behavioural intentions to use AI. In addition, the advantages and disadvantages of AI in the process of knowledge acquisition will be analysed. Meanwhile, the role of peers and social identity in this study will be investigated.

Keywords: Artificial intelligent, higher education, learning, technology acceptance, knowledge management.