A Critique of Share Aldosari's 'The Future of Higher Education in the Light of Artificial Intelligence Transformation'

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ABSTRACT

The paper is a critique of Share Aldosari's article on higher education and artificial intelligence (AI) as agents of transformation with reference to tertiary education in Saudi Arabia. The objective of the critique is to chart a strategy for improvement of the paper on replication by future critics and researchers. Synopsis of Aldosari's article is given, providing insight into the rapid impact of AI on education, and drawing attention to the need to adapt to technological advancement. The critique makes a brief introspection into Aldosari's paper and focuses on the content and structure of the paper. Aldosari's paper is guided by three (3) principal research questions. In line next is examination of the language and style of the paper. The critique raises a few questions, and highlights spelling omission, punctuation errors and absence of any driving theory behind the concepts dwelt upon. In conclusion, Aldosari's paper indeed addresses a gap even though the methodology adopted in not all-inclusive. Credit must, however, be given to the paper for elaborating the consequences of failure to adopt AI.

Keywords: Artificial intelligence; cohesion; critique; Higher education; Transformation

INTRODUCTION

The emergence of Artificial Intelligence (AI) has greatly transformed various sectors including t. In higher education, AI-driven innovations are currently being explored to enhance learning, streamline administrative processes, and improve student outcomes. However, the integration of AI varies across regions, with some higher institutions advancing rapidly while leaving others behind. Using a qualitative approach at Prince Sattam Bin Abdulaziz University, Aldosari examines the growing influence of AI and highlights that while AI is rapidly and positively reshaping education globally, many universities in Saudi Arabia are still relying on traditional education approach. Aldosari identifies a gap in awareness and preparedness of AI integration and stresses the need for Saudi Arabian universities to adapt to technological advancements such as AI to remain updated and competitive.

Using 10 rules, Aldosari explains possible future benefits of AI in higher institutions, including automated grading, personalized learning, and enhanced academic support. If true, this will enable institutions to optimize efficiency, reduce faculty workload and give students a much better and tailored academic experience. Conversely, the author highlights the challenges of AI integration, including resistance to change and the fear of having AI replace human educators. Also, ethical considerations, such as the impact of AI on academic integrity and intellectual property raise important policy questions.

The author presents universities with an optimistic view of AI, emphasizing that its effective implementation can significantly enhance learning and innovation. The article further advocates for increased level of awareness and adaptation, highlighting that AI's success ultimately relies on institutions' commitment to embracing technology.

Introspection

The article addresses the potential effects of Artificial Intelligence (AI) on higher education with specific reference to Prince Sattam Bin Abdulaziz University, Saudi Arabia. The central theme of the paper is essentially artificial intelligence and higher education. Emergence of AI has greatly transformed all sectors including education, which is the focus of Dr Aldosari in the paper under examination. While AI-driven innovations are currently being explored to enhance learning, streamline administrative processes as well as improve students' performance, integration of AI varies across regions. Some higher institutions have advanced rapidly while others still lag behind.

The author's objective is to examine the extent to which Araba universities are willing to adopt artificial intelligence projects. The paper is structured into ten (10) parts, covering introduction, study importance, study problem, terms definitions, literature view, previous studies, methodology, statistical analysis, results of study and conclusion [1]. Although there is a section on recommendation and suggestions, it is not numbered. This section should have been numbered as section 11.

Finally, there is inclusion of references. The paper provides an abstract which gives insight into the work done, but it fails to highlight at least one critical point of recommendation. Although the paper is about seven (7) pages in length, the author is able to capture succinctly the meaning, aims, benefits and imperative of AI. There is a clear description of application of AI in classroom. Lay readers will evidently benefit from the insight and description given by the author. In order to strengthen the base of argument and exposition of the link of AI to higher education, the paper provides previous studies as back-up empirical evidence, which is commendable. The paper is sufficiently laced with literature on artificial intelligence with supporting references. This effort is scientific enough for verification purposes or cross referencing by discerning readers.

Content and Structure

Guided by three (3) principal research questions, the paper attempts to provide insight into the following:

i. Recent situation of academic instruction in higher education and AI transformation;

ii. Probable future scenario for academic instruction in higher education, given the imperative of AI; and

iii. Actions and measures that need to be taken in higher education for possible benefits from AI transformations.

It is rather unusual to include definition of terms in an article of less than 10 pages as is done in the paper. Such terms could have been discussed as concepts in the literature review section of the paper. While there is much emphasis on the concept of artificial intelligence, the paper fails to give equal attention to the meaning, structure and specific types of higher education. What is higher education? Which type of higher education is being referred to in the paper? Answers to these questions are missing in the article. There need not be any presumption that all categories of readers will read the mind of the author correctly. Overall, paper objective is deemed to have been realized.

Artificial intelligence is a universal phenomenon. It is not restricted to universities in Saudi Arabia alone. But the author confined the paper to only one university in Saudi Arabia. There should have been a statement in the introductory section, indicating the universality of AI and higher education. However, it is still acceptable, at least, for higher education quality improvement that the author narrows the paper to Prince Sattam Bin Abdulaziz University. But it is doubtful if other researchers can use the author's methodology to replicate the paper in other climes. This is because open-ended questions, as used by the author, are prone to subjectivity and conflicting views. The key words featured in the paper are "higher education, artificial intelligence, education's future and educational leadership". Of all the key words, 'education's future and educational leadership' are hardly given any significant (prominent) discourse, not even literature review back up. These variables deserve some attention to balance the line of discourse.

There is observation also in the spelling of 'methodology.' It is erroneously spelt as 'mythology' in section 7 of the paper. In the same vein, it is conventional to have 'literature review', and not 'literature view' as the author shows in section 5. In section 8 of the article, statistical analysis is mentioned, but there are neither actual figures nor verifiable statistical data analysis in this section. Does the paper make reference to quantitative or qualitative data? The paper is not clear about this. It therefore calls to question the validity of section 9, which tends to dwell on results of the study.

Language and Style

Language of the paper is lucid. The paper rightly commands the diction and register of the areas of focus. There is no apparent display of ambiguity. There is evidence of coherence and cohesion. However, the section on recommendations should have been more explanatory, and presented in a paragraph format, not the bullet pattern of presentation exhibited. Good pattern of referencing order is observed and credited. On the other hand, wrong placement of punctuation marks is observed on pages 146, 147 and 149. There is mention of theoretical importance, but there is no specific theory introduced in the paper to drive the relationship between higher education and AI transformation. There are indeed educational and social science theories that could forge and buttress the link between the two concepts for a scientific paper of this nature.

CONCLUSION

The paper presents an optimistic view of AI and emphasizes that effective implementation can significantly enhance learning and innovation. Further, it systematically advocates increased level of awareness and adaptation, but AI success ultimately rests on institutions' commitment to embrace change and investment in technology. Nonetheless, the author demonstrates good understanding of impact of AI and the problem that motivated the investigation. The paper indeed addresses a gap, given the author's interest in academic education, with specific reference to future of higher education and the current situation. The author has, however, succeeded in arousing further interest in the application of AI for the transformation of higher education. Credit must be accorded to the paper for giving details of the consequences of failure to adopt AI, and providing insight into the strengths and benefits of AI. But again, the paper is silent on the evils that AI can be used to perpetuate in higher education.

ACKNOWLEDGEMENTS

REFERENCE

1. Aldosari, S.A.M. (2020)The future of higher education in the light of artificial intelligence transformation. *International Journal of Higher Education* 9, (3), 145-151.