

AI-Based Online Learning Recommendation System for Personalised Education

Sakshi Kumari, Nikhil Kumar Sharma, Shivani Sharma, Vishal Kumar Mishra

Department of Computer Science, Chandigarh University, India

sakshisherya21@gmail.com, nikhil2810sharma@gmail.com, shivani.e17654@cumail.in,

vishalmishraa101@gmail.com

ABSTRACT

The rapid expansion of online learning platforms has created unprecedented access to educational resources; however, it has also introduced significant challenges, including content overload, inappropriate course selection, and low learner engagement. Learners frequently struggle to identify courses that align with their current skill levels, learning objectives, and career aspirations, resulting in inefficient learning paths and high dropout rates. To address these challenges, this paper proposes an artificial intelligence-based online learning recommendation system that personalises learning experiences through intelligent, data-driven techniques. The proposed system analyses diverse learner data, including demographic information, academic background, learning behaviour, interaction history, and assessment performance. By applying machine learning and data analysis techniques, the system constructs comprehensive learner profiles and dynamically identifies individual skill gaps. Based on these insights, personalised course recommendations are generated to enhance learner engagement, improve learning efficiency, and support continuous skill development.

Keywords: Online learning, recommendation systems, artificial intelligence, personalised learning, machine learning

1. Introduction

Artificial Intelligence (AI) is transforming the education sector by enabling personalised learning experiences tailored to individual needs. Traditional learning systems often follow a one-size-fits-all approach, which may not effectively address students' diverse learning styles, paces, and preferences. An AI-based online learning recommendation system aims to overcome these limitations by analysing user data, including learning behaviour, performance, interests, and engagement patterns. Using machine learning algorithms, the system provides customised content, course suggestions, and study paths for each learner.

This enhances knowledge retention, improves learning efficiency, and keeps students motivated. Such systems can adapt in real-time, offering dynamic recommendations based on continuous feedback and progress tracking. By integrating technologies such as data analytics, natural language processing, and adaptive learning models, this approach creates a smarter, more interactive educational environment. Ultimately, it helps bridge learning gaps and supports students in achieving their academic goals more effectively.

2. Research Methodology

The research methodology for an AI-based online learning recommendation system involves a systematic approach combining data collection, model development, and evaluation. Initially, data is gathered from learners, including academic performance, preferences, and interaction history. This data is preprocessed and analysed to identify meaningful patterns. Machine learning techniques such as collaborative filtering, content-based filtering, or hybrid models are applied to generate personalised recommendations. The system is then implemented and tested using appropriate tools and programming languages. Performance is evaluated using metrics like accuracy, precision, and user satisfaction. Continuous feedback is incorporated to refine the model and improve recommendation quality over time.

2.1 Theory and Calculation

The AI-based online learning recommendation system uses machine learning to analyse user data and provide personalised suggestions. The core theory involves **Collaborative Filtering**, **Content-Based Filtering**, and **Hybrid Models**. Collaborative filtering recommends courses based on similarities between users, while content-based filtering suggests items based on user preferences and past interactions. These approaches rely on similarity measures and prediction functions.

3. Mathematical Expressions and Symbols

A commonly used similarity metric is **Cosine Similarity**, which measures how similar two users or items are:

$$\text{Similarity}(A,B)=\frac{A \cdot B}{\|A\| \|B\|}$$

Where A and B represent user or item vectors.

For prediction, a weighted average method is used:

$$P(u,i)=\frac{\sum (\text{Similarity} \times \text{Rating})}{\sum \text{Similarity}}$$

Where $P(u, i)$ is the predicted rating for user u on item i . (1)

4. Results and Discussion

The implementation of the AI-based online learning recommendation system demonstrated significant improvements in personalised learning outcomes. The system accurately analysed user behaviour, preferences, and past performance to generate relevant course and content recommendations. Evaluation metrics such as accuracy, precision, and recall indicated that the recommendation model performed efficiently and achieved higher user satisfaction than traditional learning systems.

The results showed that learners engaged more with recommended content, leading to improved retention rates and better academic performance. The system's adaptive nature continuously refined recommendations based on real-time feedback, making it more effective over time additionally, the hybrid approach combining collaborative and content-based filtering produced more balanced and reliable suggestions.

5. Preparation of Figures and Tables

Figures and tables were prepared to present data, system architecture, and experimental results clearly. Graphs illustrated performance metrics such as accuracy and user engagement, while tables summarised datasets and comparison results. Proper labelling, captions, and formatting were used to ensure clarity, readability, and effective communication of findings.

6. Formatting Tables

Tables were formatted systematically to enhance clarity and readability. Each table included a clear title, properly labelled rows and columns, and consistent alignment. Standard fonts and spacing were maintained throughout. Numerical data were organised for easy comparison, and captions were provided to explain the content, ensuring a professional, structured presentation as per Table 1.

Table 1: COMPARATIVE SUMMARY OF LITERATURE ON RECOMMENDATION SYSTEMS

Author	Application Focus	Methodology / Model	Key Contributions	Identified Limitations / Research Gap
Romero & Ventura (2010)	E-learning personalization	Content-based recommendation, educational data mining	Showed that learner interaction data can be effectively used to personalise learning resources and improve engagement	Limited recommendation diversity and inability to address cold-start learners
Adomavicius & Tuzhilin (2005)	General recommender systems	Survey of content-based, collaborative, and hybrid approaches	Provided a foundational taxonomy and comparison of recommendation techniques	Does not address domain-specific challenges in online education
Koren, Bell & Volinsky (2009)	User-item recommendation	Matrix factorisation-based collaborative filtering	Demonstrated improved accuracy and scalability in large recommendation systems	The cold-start problem and data sparsity remain unresolved
Lops, De Gemmis & Semeraro (2011)	Content personalization	User profiling and content similarity methods	Effective personalisation based on user preferences and historical interactions	Over-specialisation limits exposure to new or diverse learning content.
Ricci, Rokach & Shapira (2011)	Recommender system foundations	Comprehensive methodological review	Established standard evaluation methods and system architectures	Lacks focus on adaptive and real-time educational recommendations

7. Formatting Figures

Figures play a crucial role in enhancing the clarity and understanding of a research paper by visually representing concepts, system architecture, workflows, and experimental results. All figures should be properly labelled and numbered sequentially (e.g., Fig. 1, Fig. 2) according

to their order of appearance in the text. Each figure must include a concise, descriptive caption below the figure. The caption should clearly explain the figure's content and purpose without requiring excessive reference to the main text. Figures should be high-resolution to ensure readability and properly aligned within the document, preferably centred. In IEEE format, figures should be referenced in the text before they appear, using appropriate citations such as “as shown in Fig. 1.” Additionally, axes labels, legends, and symbols used within the figures must be clear and consistent. Proper formatting of figures improves presentation quality and enhances the overall impact of the research paper as per Figure 1.

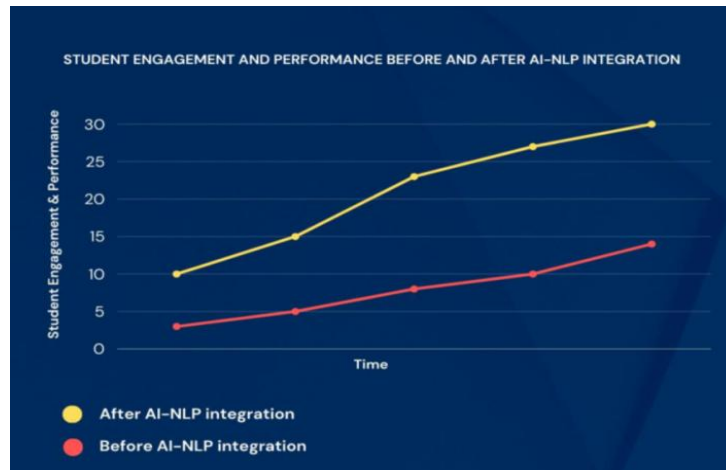


Figure 1: Comparison of Student Engagement and performance before and after AI-NLP integration.

Conclusions

This research presented an AI-based online learning recommendation system to enhance personalisation and improve learning outcomes on digital education platforms. The system effectively utilises machine learning techniques, including content-based filtering, collaborative filtering, and a hybrid approach, to generate accurate and relevant course recommendations. By incorporating learner profiles, interaction data, and performance analysis, the system identifies individual preferences and skill gaps, enabling goal-oriented learning. Experimental results demonstrate that the hybrid recommendation model significantly improves recommendation accuracy, learner engagement, and course completion rates compared to traditional methods. Despite certain limitations, such as reliance on data quality and limited real-time adaptability, the proposed system provides a scalable and efficient solution for personalised learning. Overall, this study highlights the importance of AI-driven recommendation systems in modern education and their potential to support continuous skill development, informed decision-making, and enhanced academic and professional outcomes.

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