

Using Activity Theory to Explore Teachers' Attitudes Towards the Integration of AI in Competency-Based Learning in Higher Education Institute: A Case Study

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Abstract

This case study explores the higher education teachers' attitudes toward integrating Artificial Intelligence (AI) into competency-based learning (CBL). The data was analysed using Activity Theory. For this case study, the data were collected from four faculty members at a higher education institute in the United Arab Emirates (UAE). The Activity-Oriented Design Method (AODM) was employed to develop open-ended interview questions that aimed to identify potential contradictions within and between elements of the activity. Subsequently, activity theory was applied to analyse the interview transcripts. By exploring educators' perspectives, the study provides insights into the practical experiences of using AI-driven approaches in the CBL frameworks. Through a qualitative examination of the teachers' experiences and perceptions, the research offers actionable recommendations for enhancing the implementation of AI technologies in higher education. This, in turn, is intended to improve the effectiveness and inclusivity of CBL approaches.

Keywords

AI, Competency-based learning, Activity Theory, Higher Education, CHAT, Activity Oriented Design Method.