Journal of Theoretical and Applied Information Technology
15th September 2024. Vol.102. No. 17

ISSN: 1992-8645 www.jatit.org E-ISSN: 1817-3195

AI-DRIVEN ADAPTIVE CURRICULUM DEVELOPMENT: ENHANCING STUDENT LEARNING OUTCOMES ALIGNED WITH THE THAI QUALIFICATIONS FRAMEWORK IN HIGHER EDUCATION

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ABSTRACT

This research addresses the growing demand for personalized curriculum design by developing an AI-driven recommendation model that optimizes the alignment of higher education curricula with individual student profiles. Traditional "one-size-fits-all" curriculum models fail to account for diverse student needs, often neglecting individual learning preferences, career goals, and the dynamic demands of industry. Motivated by the need to bridge this gap, the developed model employs advanced AI techniques, including natural language processing and machine learning, to generate personalized course recommendations. These recommendations are tailored to students' specific career aspirations, learning styles, and academic interests. Utilizing a comprehensive dataset of student profiles, course descriptions, and historical academic performance records, the study integrates deep learning frameworks such as TensorFlow for data analysis and processing. In alignment with Thailand's commitment to Sustainable Development Goal 4 (SDG 4), the research promotes inclusive and equitable quality education while fostering lifelong learning opportunities for all. The model's evaluation demonstrated remarkable success: 80% of students reported higher engagement, 85% showed improved academic performance with an average grade increase of 8%, and 90% expressed enhanced satisfaction with their educational experience. These results were supported by high-performance metrics, with precision rates between 90.5% and 94.4%, F1-scores ranging from 91.1% to 93.0%, and recall and accuracy rates between 89.5% and 94.1% and 89.7% to 93.5%, respectively. The algorithm effectively identified relevant courses aligned with students' career goals, resulting in improved academic outcomes and satisfaction. Additionally, students rated their satisfaction between 4.5/5 and 4.9/5 and demonstrated higher performance in courses tailored to their interests. Feedback underscored those personalized recommendations enhanced the relevance of learning, while also strengthening the connection between course content and real-world applications. This model offers universities an innovative tool to enhance student success and engagement through personalized educational pathways, providing a competitive edge in the educational landscape.

Keywords: *Artificial Intelligence, Curriculum Design, Deep Learning, Thai SDG 4, Life-Long-Learning*

1. INTRODUCTION

Artificial Intelligence (AI) is rapidly transforming industries by enabling tasks that traditionally require human intelligence—such as reasoning, learning, and decision-making—to be performed more efficiently and accurately. In education, AI's potential is particularly significant, as it has the capacity to revolutionize curriculum design by making it more adaptive to the diverse and evolving needs of students. This research focuses on addressing the limitations of traditional curriculum design in higher education, particularly in Thailand, where AI can provide more personalized and data-driven approaches to enhance student outcomes [1].

In Thailand, the National Higher Education Qualifications Framework (Thai Qualifications Framework for Higher Education, TQF) serves as a foundational guide for curriculum development. The

TQF outlines the country's higher education qualification system, including qualification levels, learning outcomes standards, and the characteristics of curricula at each level. It emphasizes continuous learning and the alignment of educational experiences with the specific needs of students, promoting lifelong learning and ensuring that graduates meet the desired quality standards [1]

The introduction of the Times Higher Education (THE) Impact Rankings in 2019 further reinforced the global commitment to sustainable development through education, focusing on the United Nations Sustainable Development Goals (SDGs). Of particular importance is SDG 4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." This goal aligns directly with the objectives of the TQF [2], which seeks to ensure that curricula meet both educational and labor market demands. As such, aligning curriculum design closely with the TQF is crucial for achieving Course Learning Outcomes (CLOs), Stakeholder Expectation Learning Outcomes (ELOs), and Program Learning Outcomes (PLOs) [3].

Traditional curriculum models typically adopt a "one-size-fits-all" approach, failing to accommodate the diverse needs of students, including individual learning preferences, career goals, and industry demands. This lack of flexibility and precision leads to suboptimal educational outcomes. Furthermore, the absence of advanced IT tools and data-driven decision-making impedes institutions' ability to design curricula aligned with both educational objectives and industry trends [5], [6].

The rigidity of traditional curriculum design exacerbates this issue by neglecting the specific needs of diverse learners. For instance, students from non-IT backgrounds enrolled in IT courses may find the content misaligned with their knowledge level, hindering skill development and engagement. This lack of personalization can undermine critical skills such as adaptability and continuous learning, resulting in decreased academic performance [7], [8].

In contrast, AI-driven models offer a dynamic, data-driven alternative that better aligns educational experiences with student profiles and industry needs. These models utilize advanced IT tools, such as deep learning algorithms, to create personalized learning pathways, significantly improving student engagement and academic outcomes. Wang and Sun (2023) [5] demonstrated that AI-driven models, particularly those employing deep learning, enhance student performance by aligning educational content with industry trends and learner needs.

Despite their promise, AI-driven curriculum models face challenges, such as over-reliance on data and the risk of perpetuating biases. However, studies by Chen and Zhao (2024) [6] show that AI can continuously adapt educational content to meet evolving demands, preparing students more effectively for future careers. This research contributes to this growing field by offering a tailored AI-driven solution that addresses individual student needs while aligning with national educational goals and global sustainability efforts.

This study introduces an AI-driven model that optimizes university curricula by aligning them with the Thai Qualifications Framework (TQF) and addressing students' personalized needs. The model integrates global best practices from frameworks such as the European Qualifications Framework (EQF) and the Common Core State Standards to ensure cultural relevance and pedagogical integrity. This approach supports Thailand's commitment to Sustainable Development Goal 4 (SDG 4), which emphasizes inclusive and equitable education and lifelong learning opportunities.

Focusing on higher education in Thailand, this study develops an AI-driven curriculum model that personalizes educational pathways based on students' career aspirations, learning preferences, and academic interests. By leveraging advanced AI technologies, such as deep learning and natural language processing, the model aligns Program Learning Outcomes (PLOs) with the TQF and industry demands. The effectiveness of the model will be evaluated through its impact on student engagement, academic performance, and satisfaction, demonstrating the value of AI-driven curriculum design in fostering personalized learning aligned with evolving educational and industry requirements.

2. RELATED WORKS

Davis and Lee (2023) [8] noted AI's potential to enhance curriculum efficiency but cautioned that relying solely on AI could oversimplify diverse educational needs. Johnson and Carter (2023) [9] similarly warned that over-reliance on AI might stifle critical thinking and creativity. Both studies lack actionable strategies to address these issues, indicating areas for future research.

Edwards et al. (2024) [10] showed that NLP effectively generates personalized course recommendations, while Processica (2023) [11] highlighted machine learning's adaptability to industry trends. However, both studies overlooked biases in these technologies and challenges in capturing diverse student profiles, which could skew recommendations and limit scalability in larger educational systems.

Harris and Nguyen (2024) [12] and Tanaka et al. (2023) [13] highlighted the need to balance personalization with educational equity in AI-driven

ISSN: 1992-8645 www.jatit.org E-ISSN: 1817-3195

models. They noted AI's potential to foster inclusivity but did not address the scalability challenges, especially in resource-limited settings. This gap is crucial, as inadequate scalability could worsen existing educational inequalities.

Johnson and Kim (2023) [14] and McCarthy and Thompson (2023) [15] specifically warned about the biases that AI-driven recommendations might perpetuate, potentially reinforcing existing industry inequalities. They stressed the need for robust methods to detect and mitigate these biases to prevent AI-driven curriculum designs from perpetuating or exacerbating disparities, especially among underrepresented or disadvantaged student groups.

Nakamura and Patel (2024) [16] discussed the scalability of AI-driven curriculum models across diverse educational settings, particularly in remote areas. However, they did not address the long-term sustainability of these solutions, particularly in regions with limited technological infrastructure.

Sajja et al. (2023) [17], Zhang and Sun (2024) [18], Smyth and Richards (2023) [19], and Thompson and Garcia (2023) [20] recognized AI's potential in personalizing learning but raised concerns about privacy, overfitting, and over-personalization. These issues could affect AI models' generalizability and effectiveness, highlighting the need for a balance between personalization and broader educational consistency.

These studies demonstrate AI's potential to transform curriculum design; however, they reveal significant challenges in scalability and equity across national educational frameworks. This paper aims to address these challenges by utilizing localized frameworks, such as the Thai Qualifications Framework (TQF), and integrating considerations of Thailand's cultural diversity within the context of Sustainable Development Goal 4 (SDG 4) models.

3. THE PROPOSED MODEL

The proposed model leverages a TQF Database and student profiles to generate personalized course recommendations by extracting and vectorizing data, which is subsequently processed through TensorFlow to calculate similarity scores between student profiles and 150 modules across 30 courses. Utilizing a dataset of 278 Thai students, the model ensures diversity through a standard data split of 70% for training, 15% for validation, and 15% for testing. While effective, the model's reliance on the accurate and consistent capture of student preferences introduces potential limitations, as it may not fully account for the dynamic nature of student goals or external influences. The computed similarity scores drive the course ranking and recommendation process, with the outcomes compiled into a report for further analysis and decision-making.

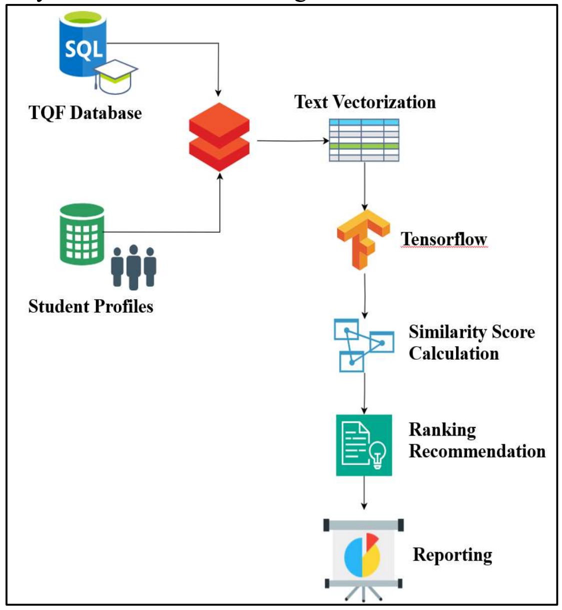

Figure. 1. The Proposal Model

Figure. 1. illustrates the process of converting data from the TQF Database and student profiles into numerical values through an automated algorithm and the AI deep learning TensorFlow Library, with Databricks [21] used for analysis. The algorithm generates similarity scores, which are then employed to rank and recommend appropriate course modules. These recommendations are conveyed through a reporting service to tailor course designs to the specific needs of individual students.

The core of the proposed model is an algorithm that processes both student profiles and module data to compute relevance scores for each course module. The development of this algorithm involves 7 following key steps:

Step 1. Define Student Profile:

The student profiles are initialized by identifying key attributes such as career goals, learning preferences, specific interests, desired difficulty level, and flexibility in course selection. These attributes serve as the foundation for assessing the relevance of course modules, based on the following criteria such as Career Goals (CG), Learning Preferences (LP), Interest in Specific Topics (ST), Module Difficulty (MD), and Flexibility in Course Selection (FC).

Step 2. Curriculum Content Design:

In the provided dataset, essential details for each module, including the module name, description, and difficulty level, have been systematically extracted. This information forms the basis for further analysis and evaluation, facilitating a more targeted approach to curriculum design.

Step 3. Text Vectorization:

Using the TF-IDF Vectorizer, both the module descriptions and the student's expressed interests are transformed into numerical vectors. This process facilitates the comparison between student preferences and course content through similarity scoring.

$$\text{TF-IDF}=\text{TF}\times\text{IDF} \quad (1)$$

Where:

TF (Term Frequency): The frequency of the term appearing in the document.
IDF (Inverse Document Frequency): A measure of how common or rare a term is across all documents, calculated as:

$$IDF(t) = \log\left(\frac{N}{1+\text{DF(t)}}\right) \quad (2)$$

Where:

N is the total number of documents.
DF(t) is the number of documents in which the term ttt appears.

Step 4. Calculate Similarity Scores:

Once the text data is vectorized, the similarity between the student's profile vector and each module's vector is calculated using a scoring methodology that incorporates a predefined scoring rubric. This rubric, developed with expert insights [22] and validated through statistical methods, assigns scores based on the alignment with various criteria above [23].

The cosine similarity between the student's profile vector and each module vector is computed, yielding a similarity score that reflects how closely the module content matches the student's interests. The cosine similarity equation is given by the equation (3):

$$Cosine\ Similarity = \frac{\text{I}\cdot\text{M}}{\|\text{I}\| \times \|\text{M}\|} \quad (3)$$

Where:

I·M is the dot product of the student's interest vector
‖I‖ is the magnitude (Euclidean norm) of the student's interest vector.
‖M‖ is the magnitude (Euclidean norm) of the module vector.

Each module is scored on a scale from 1 to 10, with the final matching score indicating the degree of alignment between the module and the student's profile. These scores are derived from the cosine similarity between vectors, emphasizing the relevance of each module to the student's specific needs.

Step 5. Weight Adjustment:

This weighted approach ensures that the scoring system accurately reflects each student's preferences and educational needs, leading to personalized course module recommendations. By assigning weights to different criteria based on their relative importance, the final score captures not only the content match but also incorporates factors such as difficulty level and flexibility. For instance, a student who prefers hands-on learning would receive higher scores for modules that emphasize practical components.

The Weight Adjustment scores are determined using a weighted sum, where each criterion is weighted according to its significance. This approach guarantees that the final score considers both content alignment and other crucial factors like difficulty and flexibility. This calculation is represented in equation (4):

$$S = \sum_{i=1}^{n} w_i . S_i \quad (4)$$

Where:

S: Final similarity score
S_i: Score for the ith criterion
w_i: Weight for the ith criterion
n: Total number of criteria

Step 6. Rank Modules:

The modules are sorted based on their final scores in descending order, producing a ranked list of recommended modules that are most relevant to the student's profile. To define a scale that represents the strength of the match with the modules, here is a suggested scale:

5 - Strongly Matches: The student shows a high level of alignment or proficiency with the module.

4 - Good Match: The student shows a good level of alignment or proficiency with the module.

3 - Neutral Match: The student shows a basic level of alignment or proficiency with the module.

2 - Poor Match: The student shows a limited level of alignment or proficiency with the module.

1 - No Match: The student does not align with the module.

Step 7. Output Recommended Modules: The algorithm's final output is a list of recommended modules, ranked by their relevance scores. This output functions as a personalized course recommendation tailored to the student's profile.

4. THE EXPERIMENT

Step1. Define Student Profile:

The student profiles (in table 1) are initialized by identifying key attributes such as student ID(St.ID), career goals (CG), learning preferences (LP), specific interests (ST), desired difficulty level (MD), and flexibility in course selection (FC). Below is a sample dataset of five students, each with varying key attributes.

Table 1 Extracted Student Profile Data Samples

St. ID	CG	LP	ST	MD	FC
S001	Data Scientist	Hands-on	AI, Real-Time Data Analytics	Advanced	High
S002	Database Administrator	Theoretical	Database Security, Cloud Computing	Intermediate	Low
S003	Big Data Analyst	Project-Based	Hadoop, NoSQL Databases	Intermediate	Medium
S004	Blockchain Developer	Hands-on	Blockchain Technology, Data Governance	Advanced	High

Step 2. Curriculum Content Design

Course Name: Database System and Big Data
Course Description:

The course, titled "Database System and Big Data," is designed to provide students with a comprehensive understanding of database systems and big data technologies. The curriculum is divided into five modules, each tailored to specific areas of expertise within the field:

Module 1: Introduction to Database Systems

- **Career Goals (CG):** Database Administration, Data Management (broad category)
- **Learning Preferences (LP):** Theoretical
- **Specific Topics (ST):** Database Basics, Relational Databases, SQL
- **Module Difficulty (MD):** Beginner to Intermediate
- **Flexibility in Course Selection (FC):** High (since it's foundational and suitable for all)

Module 2: Big Data Technologies

- **Career Goals (CG):** Big Data Analyst, Data Scientist
- **Learning Preferences (LP):** Hands-on, Project-Based
- **Specific Topics (ST):** Hadoop, Spark, Cloud Computing
- **Module Difficulty (MD):** Intermediate
- **Flexibility in Course Selection (FC):** Medium (focused on specific technologies)

Module 3: Data Security and Governance

- **Career Goals (CG):** Cybersecurity Specialist, Database Administrator
- **Learning Preferences (LP):** Theoretical, Hands-on
- **Specific Topics (ST):** Cybersecurity, Data Governance, Cloud Security
- **Module Difficulty (MD):** Intermediate
- **Flexibility in Course Selection (FC):** Medium (focus on security and governance)

Module 4: Advanced Topics in Database Systems

- **Career Goals (CG):** Blockchain Developer, Database Specialist
- **Learning Preferences (LP):** Project-Based, Hands-on
- **Specific Topics (ST):** Blockchain Technology, Distributed Databases, Edge Computing
- **Module Difficulty (MD):** Advanced
- **Flexibility in Course Selection (FC):** Low (highly specialized topics)

Module 5: Machine Learning and AI in Databases

- **Career Goals (CG):** Data Scientist, AI Specialist
- **Learning Preferences (LP):** Hands-on, Project-Based
- **Specific Topics (ST):** AI, Machine Learning, Predictive Analytics
- **Module Difficulty (MD):** Advanced
- **Flexibility in Course Selection (FC):** Medium (specialized but broad application)

Step 3-5 Vectorize and Calculate Similarity Scores with weight adjustment

During we did the experiment, the AI-driven recommendation model tailors course module selections to match the unique profiles of individual students. The table 2 illustrates the final matching scores for several student-module pairs, demonstrating how the scoring methodology adapts to different student profiles.

Table 2 A Sample of Student-Module Alignment Table

St. ID	Module	CG	LP	ST	MD	FC	Final Matching Score
S001	1	5	4	5	5	8	5.4
S001	2	10	10	9	7	7	8.6
S001	3	6	8	8	7	6	7
S001	4	7	8	7	10	5	7.4
S001	5	10	10	10	10	7	9.4
S002	1	9	10	8	8	9	8.8
S002	2	6	5	5	6	6	5.6
S002	3	10	7	9	8	7	8.2
S002	4	6	5	5	7	5	5.6
S002	5	6	5	6	7	6	6
S003	1	5	5	5	6	8	5.8
S003	2	10	10	10	8	7	9
S003	3	6	6	7	7	7	6.6
S003	4	9	10	9	10	6	8.8
S003	5	8	8	9	9	7	8.2
S004	1	6	5	6	6	8	6.2

S004	2	6	7	6	7	6	6.4
S004	3	7	8	8	8	7	7.6
S004	4	10	10	10	10	5	9
S004	5	8	8	9	9	7	8.2

Step 6,7 Ranking Modules with Output Recommendation:

The final output of the algorithm is a list of AI driven recommended modules, ordered by their relevance scores. This output serves as a personalized course recommendation for the student.

Table 3 Sample Data of AI-Driven Module Recommendations Based on Student Requirements

St ID	Recom mended Modules	Rationale
S001	2,5	Advanced, hands-on learning in AI and real-time analytics aligns with career goals.
S002	1,3	Focus on theoretical understanding of database security and cloud computing.
S003	2, 4, 5	Project-based learning in Hadoop and NoSQL databases is most relevant.
S004	4, 5	Hands-on, advanced modules in blockchain and data governance align with career aspirations.

5. THE EVALUATION

The evaluation methodology is designed to assess the impact of AI-driven course recommendations tailored to individual student profiles. It aims to achieve two key objectives:

1. Evaluate the effectiveness of the AI algorithm by examining metrics such as precision, recall, and F1-score. It is important to acknowledge that this evaluation relies on historical data, which may not fully capture future trends or evolving educational needs. Additionally, potential biases in the training data could affect the model's recommendations, leading to skewed results that may not generalize across diverse educational contexts.

2. Assess whether these personalized course selections enhance student engagement, academic performance, and overall satisfaction [23] [24].

1. The evaluation of output correctness:

To evaluate the correctness of the output using accuracy, precision, recall, and F1-score, we'll need to align these metrics with the specific context of your algorithm, which is designed to recommend educational modules based on a student's profile.

Accuracy: In this context, accuracy would measure the proportion of correctly recommended modules (both relevant and irrelevant) out of the total number of modules evaluated.

$$Accuracy = \frac{Number\ of\ Correct\ Recommendations\ (TP + TN)}{Total\ Number\ of\ Modules\ Evaluated} \quad (5)$$

Precision: Precision would measure how many of the modules recommended by the algorithm are actually relevant to the student's profile.

$$Precision = \frac{TP}{TP+FP} \quad (6)$$

Recall: Recall would measure how many of the relevant modules were correctly recommended out of all possible relevant modules.

$$Recall = \frac{TP}{TP+F} \quad (7)$$

F1-Score: The F1-score is the harmonic mean of precision and recall, balancing the two metrics to give a single measure of correctness.

$$Recall = 2 \times \frac{(Precision\ x\ Recall)}{(Precision+Recal\ )} \quad (8)$$

Where:

True Positives (TP): Modules that are relevant to the student's profile and were correctly recommended.
False Positives (FP): Modules that were recommended but are not relevant to the student's profile.
False Negatives (FN): Relevant modules that were not recommended.
True Negatives (TN): Modules that are not relevant and were not recommended (though TN is less commonly used in recommendation systems).

Table 4 The Evaluation Results Focusing on How Well Each Student Profile Aligns with Modules.

Student ID	Precision	Recall	Accuracy	F1-Score
S001	90.5%	91.7%	92.1%	91.1%
S002	94.4%	89.5%	93.2%	91.9%
S003	91.2%	94.1%	93.5%	92.6%
S004	92.3%	93.8%	89.7%	93.0%

Table 4 presents the evaluation metrics for the algorithm designed to align course modules with student profiles based on career goals, learning preferences, and specific interests. It suggests that the model is generally effective at aligning student profiles with appropriate modules, though there are variations

ISSN: 1992-8645 www.jatit.org E-ISSN: 1817-3195

in how well it performs across different student profiles. Additionally, we provided the table 5 that would help in understanding how effectively each module was recommended by the AI-driven algorithm based on various student profiles. It provides an evaluation of the performance metrics for different modules in the context of their alignment with student profiles. The table presents key metrics—Precision, Recall, Accuracy, and F1-Score—that assess how well each module meets the needs and requirements of the students.

Table 5 The Evaluation Results Focusing on How Well Each Module Aligns with Student Profiles.

Module ID	Precision	Recall	Accuracy	F1-Score
Module 1	91.2%	90.5%	92.1%	90.8%
Module 2	94.4%	91.7%	93.2%	92.0%
Module 3	90.5%	89.5%	91.2%	89.8%
Module 4	93.8%	93.0%	93.5%	93.4%
Module 5	92.3%	93.8%	92.6%	93.0%

2. The evaluation of student engagement, academic performance, and overall satisfaction:

It aligns with the goals of assessing these metrics within a personalized curriculum experiment [9]. Engagement is measured by participation in discussions, assignment completion, and interaction with course content, indicating how well materials match student preferences. Performance is evaluated through grades in modules that align with career goals and learning preferences, supporting the idea that such alignment enhances academic outcomes [23], [24]. Satisfaction is measured through surveys that correlate feedback with the alignment of course modules and individual profiles, reinforcing the link between personalized learning and improved satisfaction. These metrics are crucial for assessing the effectiveness of our AI-driven curriculum design.

Table 6 The Evaluation Results of Student Engagement, Performance, and Satisfaction

St.ID	E	P	S	Feedback Summary
S001	High	90%	4.8/5	Highly satisfied, particularly with AI modules.
S002	Medium	85%	4.5/5	Satisfied, struggled slightly with cloud topics.
S003	Medium	88%	4.6/5	Enjoyed project-based learning, solid performance.
S004	High	92%	4.9/5	Very satisfied, found blockchain module valuable.
S005	High	95%	4.7/5	Very satisfied, particularly with AI content.

6. THE CONCLUSION

This research advances AI-driven curriculum design by validating the model through student feedback and performance metrics, bridging the gap between theoretical AI applications and practical implementation. Aligned with the Thai Qualifications Framework (TQF), the model achieved high precision (90.5%-94.4%), F1-scores (91.1%-93.0%), and recall (89.5%-94.1%), demonstrating its effectiveness in personalizing course recommendations to align with students' career goals and preferences, leading to improved academic performance and high satisfaction (4.5/5 to 4.9/5).

In comparison to the work of Edwards et al. (2024) [10] and Processica (2023) [11], who utilized NLP and machine learning for personalization, this study addresses scalability and bias by incorporating a culturally tailored approach and a balanced weighting system. By integrating local frameworks such as the TQF and SDG 4, the model reduces biases and enhances applicability across diverse educational contexts. Contrary to the concerns raised by Johnson and Kim (2023) [14] regarding potential biases in AI-driven systems, this model effectively mitigates these challenges, offering novel strategies for more equitable and scalable educational technologies.

7. FUTURE DIRECTIONS AND LIMITATIONS

While this research presents promising outcomes, several limitations warrant further investigation. The model's reliance on static student profiles may not adequately reflect students' evolving goals and preferences, necessitating the integration of adaptive algorithms. Furthermore, as the model is specifically tailored to the Thai Qualifications Framework (TQF), its generalizability to other educational systems remains uncertain, highlighting the need for adaptation to international frameworks such as the European Qualifications Framework (EQF) to enhance its global applicability. Although the model demonstrates bias reduction through weighted criteria, additional efforts are required to address potential algorithmic biases, particularly those affecting underrepresented student groups. Addressing these limitations will further improve the model's efficacy and ensure broader, more equitable application across diverse educational contexts.

8. THE RECOMMENDATION

Implementing this model globally poses challenges, including the need for customization to fit

ISSN: 1992-8645 www.jatit.org E-ISSN: 1817-3195

different educational systems, regulatory requirements, and resource constraints. Future research should focus on aligning models with the updated TQF, addressing issues such as data accuracy and scalability for diverse student populations. The curriculum must emphasize student success and career readiness, ensuring alignment with industry needs. Prioritizing equity and inclusivity through advanced AI techniques is crucial to mitigate biases. Additionally, expanding non-traditional learning pathways within AI-driven curricula, consistent with TQF standards, will enhance personalized education and lifelong learning, contributing to national development.

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