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Evaluating the Impact of AI Chatbots on Student Learning Outcomes at the Diplomatic Academy of Vietnam

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This study rigorously assesses the impact of Artificial Intelligence (AI) integration, specifically through chatbots, on student learning outcomes at the Diplomatic Academy of Vietnam. Employing a mixed-methods approach, the research systematically investigates how these AI tools affect language proficiency, critical thinking abilities, and student engagement within diplomatic training courses. The analysis is grounded in several educational theories: Constructivist Learning Theory underscores the interactive, student-centered learning experiences enabled by chatbots; the Technology Acceptance Model (TAM) explains their adoption based on perceived usefulness and ease of use; and Self-Determination Theory (SDT) assesses how chatbots influence students' motivation by supporting autonomy, competence, and relatedness. Additionally, Cognitive Load Theory is applied to evaluate how chatbots help manage the cognitive load of learners, thereby enhancing comprehension and retention of information. The study combines quantitative assessments of academic performance with qualitative feedback from students and instructors to evaluate the effectiveness of these AI-enhanced learning environments. This comprehensive analysis identifies specific pedagogical benefits and challenges posed by AI integration, guiding the optimization of teaching methodologies and curriculum development in diplomatic education. Practical outcomes include strategies for effectively implementing AI tools in curriculum design and insights into balancing AI-driven and traditional teaching methods to maximize educational outcomes. This paper contributes valuable, evidence-based recommendations for leveraging AI to improve teaching and learning effectiveness in higher education, particularly within specialized fields such as diplomacy.

Online Profile

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