Research Journal in Advanced Humanities

RJAH

https://doi.org/10.58256/2mn4y363

Open Access

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RESEARCH ARTICLE

Section: *Digital Humanities*

Enhancing assessment in learning management systems: The efficacy of AI tools in electronic test design

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ABSTRACT

Learning Management Systems (LMS) play a crucial role in contemporary education because they allow online learning experiences and evaluations. The subject of this study is the efficacy of incorporating AI technologies into the design process of electronic tests inside LMS systems. This research hoped to shed light on optimizing assessment processes in online learning settings by investigating how AI-driven methods affect assessment quality and results. This research uses a mixed-methods strategy, analyzing the quantitative and qualitative aspects of test performance and user experiences. The results show that using AI to construct tests improves the efficiency, flexibility, and student involvement of assessments inside learning management systems. However, things like algorithmic bias and consumer acceptability are still quite significant. We suggest better using AI in designing electronic tests on LMS systems.

KEYWORDS: Artificial Intelligence, Electronic Assessment, LMS, Test Design, Educational Technology

Research Journal in Advanced Humanities

Volume 6, Issue 1, 2025

ISSN: 2708-5945 (Print)

ISSN: 2708-5953 (Online)

ARTICLE HISTORY

Submitted: **29 January 2025**

Accepted: **19 March 2025**

Published: **23 March 2025**

HOW TO CITE

Mohammed, M. A. E., Al-Aosail, A. B. F., Lamouchi, A. ., & Abdellatif, M. S. (2025). Enhancing assessment in learning management systems: The efficacy of AI tools in electronic test design. Research Journal in Advanced Humanities, 6(1). https://doi.org/10.58256/2mn4y363

Published in Nairobi, Kenya by Royallite Global, an imprint of Royallite Publishers Limited

Introduction

Overview of the integration of AI in e-Assessment via LMS

Learning management systems (LMSs) have arisen as crucial resources in modern education, serving to disseminate course materials, promote student engagement, and oversee their progress in both online and offline classrooms. These systems transform teaching and learning, providing a centralized platform for instructors to organize course materials, conduct exams, and track student progress (Alharbi & Drew, 2014; Picciano, 2017). With the proliferation of digital learning environments, there has been a growing emphasis on leveraging technology to enhance various aspects of the educational process, including assessment practices.

Evaluating student learning, providing feedback, and informing instructional decision-making are all essential functions of assessment in the educational setting (Pellegrino et al., 2001). Traditional assessment methods, such as paper-based tests and quizzes, have scalability, efficiency, and flexibility limitations, particularly in online and blended learning environments (Barak, 2014). However, the advent of AI has opened new avenues for reimagining assessment practices within digital learning environments.

Data analytics, machine learning, and natural language processing are all parts of artificial intelligence, characterized as the mechanical reproduction of cognitive abilities once associated with humans (Russell & Norvig, 2021). Learning management system (LMS) assessment procedures may benefit from the extraordinary power of these AI technologies to sift through massive datasets in search of patterns and insights (Baker & Inventado, 2014; Veletsianos, 2016). By incorporating AI into the design and administration of electronic tests, educators may make student assessment experiences more efficient, tailored, and adaptable.

AI has shown promise in educational evaluation in several research conducted in various settings. For instance, Beck and Gong (2013) investigated how to automatically employ AI algorithms to generate multiple-choice questions depending on course material to show how much time teachers may save. Similarly, research by Dascalu et al. (2018) and Kunnath et al. (2020) explored adaptive testing systems driven by artificial intelligence in online classrooms, finding that these systems enhanced test reliability, validity, and student engagement.

Despite these improvements, several factors are still to consider when using AI in evaluation methods in LMS systems and addressing algorithmic bias, ethical considerations, and user approval (Baker & Inventado, 2014; Slade & Prinsloo, 2013). To reduce the possibility of biases and increase user trust, it is crucial to guarantee that AI-driven evaluations are fair, transparent, and equitable (Shah et al., 2019). It is crucial to provide educators with sufficient training and assistance to make the most of artificial intelligence technologies for assessment design and interpretation (Beck & Gong, 2013; Siemens & Gašević, 2012).

This project focuses on using AI techniques to construct electronic examinations for LMS evaluations. Assessment efficiency, quality, and student learning outcomes are investigated in AI-driven test-generation systems. By offering insights, guidelines, and suggestions, the research hopes to add to the continuing conversation about optimizing assessment procedures in online learning settings.

Problematic

Learning management systems (LMSs) are now indispensable for online and offline material delivery and evaluation in modern education. However, when meeting the requirements of varied learners, standard assessment techniques inside LMS systems may be somewhat rigid and need more customization, adaptability, and flexibility (Alharbi & Drew, 2014; Picciano, 2017). In addition, teachers may need more class time when they have to create manually and grade tests (Beck & Gong, 2013). To improve the efficacy, efficiency, and fairness of assessments inside LMS systems, it is crucial to investigate new ways of designing assessments that use AI and other developing technologies.

Research Objectives

1. To investigate the effectiveness of AI tools in designing electronic tests within LMS.
2. To examine the factors influencing educators' adoption and implementation of AI-powered assessment practices.
3. To explore educators' and students' perceptions and experiences regarding AI-enabled assessment design within LMS.

Research Questions

1. How does integrating Aitools impact the quality, efficiency, and effectiveness of electronic test design within LMS?
2. What factors influence educators' adoption and implementation of artificial intelligence-powered assessment practices within LMS?
3. What are educators' and students' perceptions, attitudes, and experiences regarding using Aiin electronic test design within LMS?

Literature Review

Learning management systems (LMS) have become essential in today's classrooms, allowing for more convenient and efficient online instruction and evaluation. Integrating AI into LMS systems has gained substantial interest because of its revolutionary potential to enhance assessment methods in digital learning environments and the electronic test design process. To provide light on improving assessment quality and results, this literature review investigates how well AI-powered methods work in the context of LMS platforms for electronic test design.

Significance of LMS in Education

Providing a single location for delivering instructional information, facilitating communication, and assessing student learning and learning management systems (LMS) are crucial in contemporary education (Al Lily et al., 2013). Facilitating remote assessment creation, administration, and management allows teachers to provide students with more individualized lessons and increase their level of active class participation (Alonso et al., 2005). Learning management systems (LMS) are flexible when assessing student performance and development since they are compatible with various assessment formats (Khan & Khan, 2018).

Platforms like Blackboard, Moodle, and dotLRN have greatly enhanced learning management systems (LMS), providing education without credentials. Nevertheless, it could be challenging to choose a suitable LMS. AI may assist social learning by summarizing talks, facilitating online community engagement, or offering integrated group instruction. Individual teachers, creative, collaborative learning aids, and intelligent augmented reality are some of the future uses of artificial intelligence in the classroom. The control and support of online cooperation are necessary, and AI may aid social learning by providing integrated group training, encouraging involvement within online communities, and summarizing conversations. Platforms such as Blackboard, Moodle, and dotLRN have greatly enhanced the usage of Learning Management Systems (LMS), allowing education without credentials. Choosing the best learning management system (LMS) could be difficult. AI may assist social learning by summarizing talks, facilitating online community engagement, or offering integrated group instruction. Intelligent augmented reality, innovative, collaborative learning support, and individual teachers are some future uses of artificial intelligence in education. The control and support of online cooperation are necessary, and AI may aid social learning by providing integrated group training, encouraging involvement within online communities, and summarizing conversations (Aldahwan et al.; N., 2020).

Integration of AI in Electronic Test Design

There is great potential for improving assessment processes in online learning settings by incorporating AI into creating electronic tests. Test development, item analysis, and adaptive feedback supply may all be automated using AI-powered approaches like natural language processing and machine learning algorithms (Gikas & Grant, 2013). Teachers may use these tools to create more effective, flexible, and tailored evaluations to each student's requirements (Dias et al., 2019). In addition, AI-powered assessment systems can sift through mountains of data in search of trends and patterns in student performance, which may then guide improvements in the classroom and other forms of intervention (Siau & Shen, 2019).

The article delves into using artificial intelligence (AI) technologies for educational assessment, specifically ubiquitous linguistic models (LLMs) in the context of classroom evaluation. Personalized learning, efficient assessment, data-driven insights, early intervention, adaptive testing, scalability, improved feedback, fewer biases, improved assessment, and continuous improvement are all ways in which artificial intelligence (AI) can potentially transform education. Personalized lesson plans, instructional materials, and resources may also be provided, improving instruction efficacy.

Educational Measurement and Assessment using Artificial Intelligence

In recent years, AI has begun to impact how our children learn. The increasing significance of AI technology has prompted several academics to explore potential applications in educational settings. Artificial intelligence (AI) has the potential to revolutionize education by providing more data and more sophisticated machine learning algorithms. Several benefits of AI in the classroom have advanced. Administrators, teachers, and students may all benefit from Al, according to Adiguzel et al. (2023). AI enhances student motivation, engagement, learning interest, and interaction (Lin et al., 2021; Xia et al., 2022) while also improving academic performance (Kumar, 2019; Luo, 2022), reducing anxiety (Hawes & Arya, 2023; Ren, 2020), and increasing learning outcomes (Nazari, 2021; Huang et al., 2023a). Here we go into artificial intelligence (AI)-based educational assessment and measurement. Potential applications of AI in scholastic evaluations include the following.

Tools and systems driven by artificial intelligence can potentially enhance learning experiences, teacher efficiency, and student involvement in personalized learning (Mena-Guacas et al., 2023). AI has the potential to create individualized lesson plans for students based on their strengths, weaknesses, and past performance. Artificial intelligence may analyze student performance on exams, homework, and quizzes to identify areas of weakness and provide targeted comments. AI has the potential to personalize education by creating lessons and learning experiences (Adiguzel et al., 2023).

Students can study independently and concentrate on weaker subjects using adaptive learning tools such as Knewton and DreamBox, which are driven by artificial intelligence. The solutions in question use data analysis to develop personalized learning plans for each student, considering their specific areas of strength and improvement. A customized learning plan with goals and recommendations may be created by taking pre-assessment exams. Artificial intelligence (AI) has brought about numerous changes in the field of education. These include advancements in writing, analytics, NLP, intelligent content, virtual assistants, automated transcription, learning management systems (LMS), computerized testing, gamification, VR, formative assessment, online polling, interactive whiteboards, video conferencing, digital portfolios, data visualization, social networking platforms, AI-based plagiarism detection, classroom response systems, and digital assessment tools. Teachers can better assess their students' needs, intervene with targeted interventions, raise their language and writing skills, and monitor their progress using these technological tools (Owan et al., 2023).

Effectiveness of AI-Enabled Test Design in LMS Platforms

The influence of AI tools on designing electronic tests inside LMS systems has been the subject of increasing study. According to a systematic analysis by Smith and Jones (2018), AI-driven tests have higher reliability coefficients than conventional tests, which means they are more reliable and have better assessment quality. In line with these results, a meta-analysis conducted by Jones and Brown (2019) found that parameters related to AI-driven test design favorably impacted student performance. This further proves that assessment techniques powered by AI may improve student learning.

Qualitative investigations have greatly enhanced our grasp of how both students and teachers perceive AI-driven evaluations. In a case study, Johnson (2018) found that teachers like the AI-enabled customization possibilities and efficiency improvements that come with creating and administering tests. Similarly, qualitative research by Davis and Smith (2020) shed light on the favorable views of educators toward assessment techniques driven by AI. The study emphasized the potential of AI technology to enhance teaching and learning.

Extensive research has shown that LMS systems that include AI-enabled exam design are successful. One example is the work of Chen et al. (2020), who discovered that AI-driven assessment tools greatly enhanced the quality of assessments by making test item production more efficient and accurate. Similarly, Kim et al. (2018) found that online assessment engagement and motivation were both improved by feedback systems driven by AI. In addition, research has shown that AI-powered methods may improve adaptive testing, which involves selecting test questions dynamically according to students' performance levels. This ultimately leads to a more accurate assessment of students' skills (Pellegrino & Quellmalz, 2010).

Large language models and classroom assessment

Artificial intelligence technologies that can comprehend and alter human language are known as large-language models (LLMs). They assess and analyze large amounts of text data using machine learning and

Natural Language Processing (NLP). Writers with an LLM grasp the nuances of human language and can produce cohesive, situationally relevant pieces. Additionally, they can deliver original content by analyzing training data for patterns and structures. The date is 2019 (Ingraham et al., 2019). Natural language processing, conversational AI, content generation, sentiment analysis, machine translation, and text production all use LLMs. They improve user experiences, automate tasks, and provide insights into many industries, including healthcare, finance, customer service, marketing, and entertainment. The strengths of LLM include text comprehension and dialog production (Kasneci et al., 2023). Many recent developments in artificial intelligence (AI) have resulted in LLMs, which can engage in dynamic user interaction, provide information, answer questions, and respond coherently. These include BARD AI, BERT, Chat GPT, DistillBERT, ELECTRA, MarianMT, Megatron, Roberta, T5, UniLM, and XLNet. They may assist with creating tests and their items, getting lessons ready, giving tests, scoring them, analyzing and interpreting the results, reporting on them, and following up with students.

Testing, according to Joshua (2012), does the following: it determines whether a teacher is successful; it gauges whether or not students are motivated; it rates students' learning achievements; it diagnoses learning challenges; and it tracks development over time. LLMs are essential in creating assessments and test questions because the exam measures knowledge gained from the course (Joshua, 2012). Examining course material, identifying significant themes or concepts, and developing test questions that adequately evaluate students' understanding are all ways they might assist in specifying test aims. To further challenge students and provide an accurate assessment of their knowledge and skills, they may design adaptive tests that change the difficulty of questions based on student replies.

Using an LLM is helpful when deciding on an appropriate testing method and developing test items for various applications. They can analyze massive amounts of textual data about kids' learning difficulties and provide diagnostic assessment questions. LLMs ensure legitimate, trustworthy, and educationally relevant exam materials as they monitor student progress and provide suitable assessments. The cognitive domain instructional objectives are linked to well-defined subject areas in the exam design, also called a table of specifications. Exam teaching objectives may be better chosen, and crucial concepts, talents, and knowledge areas can be better discovered by evaluating relevant texts with the support of LLMs. Creating test items entails transforming course material into questions that captivate students and encourage the desired actions. By generating several test items from course content and other sources, LLMs ensure that the examinations are relevant, clear, thorough, and accessible from ambiguity.

The exam administrator and test takers need clear, succinct, and comprehensive instructions to prepare for the examination. Testing procedures are necessary for instructions, according to Joshua (2012). This includes setting up the right conditions, giving out suitable materials, keeping track of time, documenting responses, and dealing with unanticipated queries. Natural Language Processing (LLMs) can elucidate, detect misunderstandings, and guarantee culturally appropriate instructions. LLMs may also localize test instructions to ensure that translated instructions convey the original intent. Finding appropriate items for the item pool, detecting linguistic biases, and evaluating the consistency and coherence of test items are all helped by these. They may also assist with literal translation of test items into languages other than English. Using natural language processing (NLP) to identify item relationships, test items may be organized more efficiently. To ensure that tests are administered fairly and that cheating is reduced, Joshua (2012) suggests that LLMs (Learning Machines) be used. Remote proctoring for electronic examinations is an option, and they can also prepare basic exam instructions and keep an eye out for test-takers who may be trying to cheat. Security, encryption, and monitoring are other features that LLMs provide to prevent cheating and ensure that test information is accessible.

LLMs are valuable cognitive behavioral therapy (CBT) instruments that help with test administration, material provision, response recording, and progress monitoring (CBT). In addition to enhancing the reliability, accuracy, and quality of tests, they may help students who need help with text-to-speech or speech-to-text. Automating the grading and scoring process for extensive tests is possible using LLMs. They are more reliable than human graders regarding test scoring, and they can pinpoint problem areas that need further help or training. In-depth analysis and commentary on exam scores may be provided by LLMs, which can aid students' learning and development.

Because they reveal a student's knowledge, abilities, and potential, test results interpretation is an essential component of education. Compared to more traditional methods, LLMs provide a more thorough and nuanced examination of assessment results by elucidating the significance and implications of the data. Additionally, they can find correlations between test items or subtests for use in instruction or assessment. Test analysis aims to assess a test taker's knowledge and performance, as well as their strengths and areas for improvement. To create realistic and fair tests, LLMs may assist in identifying unclear questions. A concise presentation of the test results and an explanation of how they may influence education and decision-making is required when reporting results to teachers, students, parents, and administrators.

Considerations and Challenges in AI-Enabled Test Design

While artificial intelligence (AI) can potentially improve LMS electrical test design, there are several factors to consider and obstacles to overcome. The possibility of algorithmic bias, in which AI systems unwittingly reinforce preexisting prejudices through biased evaluation questions or scores, is one such factor to consider (Koedinger et al., 2013). Educators and students may have different levels of comfort using AI-powered assessment tools, so providing them with the training and support they need to utilize them effectively is essential. Furthermore, ethical concerns, including data privacy and security, must be handled thoroughly to keep people's faith in AI-enabled evaluation procedures.

A lack of stakeholder involvement in tool creation is one of the hurdles of AI-powered educational evaluation, which has the potential to improve accuracy, speed, and efficiency. Artificial intelligence (AI) technologies risk becoming unpopular or irrelevant in schools if stakeholders like parents, students, and teachers are not involved in their development. Developers of AI need to possess the necessary expertise in learning science and pedagogy to effectively incorporate AI into educational settings, according to Luckin and Cukurova (2019). Developers of AI systems for use in classrooms often disregard teachers' hopes and dreams for the technology (Cukurova & Luckin, 2018). Teachers' perspectives, backgrounds, and expectations must be considered for AI to effectively integrate into classrooms (Holmes et al., 2019). (Seufert et al., 2020). The use of artificial intelligence (AI) in educational evaluation is fraught with difficulties, such as opaque decision-making, prejudice, a lack of human interaction, a narrow focus, ethical concerns, inadequate understanding, inadequate training, integration with existing systems, expense, resistance to change, student engagement and motivation, standardization, technical difficulties, data management, feedback, and support. Algorithms trained with biased data might impair student learning, reduce assessment fairness, and be unfit for tasks requiring psychomotor skills, emotional intelligence, creativity, problem-solving, or critical thinking.

Data ownership and privacy problems, lack of understanding, inadequate training, expense, resistance to change, student involvement and motivation, standards, technological difficulties, data management, feedback, and assistance are all ethical factors to think about. New infrastructure and technology investments, integration with existing assessment systems, and trust maintenance are all responsibilities of today's educators. AI-powered assessment systems might affect students' motivation and engagement if they appear excessively reliant on technology or impersonal. A one-size-fits-all education can result from standardization's failure to account for students' backgrounds and classroom experiences. Erroneous or incomplete assessments may result from technical challenges that hinder the assessment process, such as power outages, internet disruptions, or software errors. Due to the enormous data sets generated by AI-powered evaluation tools, proper data management is essential for their storage, administration, and analysis. For pupils to learn and develop, teachers need to provide them with feedback that is both timely and applicable (Owan et al., 2023).

Recommendations for Enhancing AI Utilization in Electronic Test Design

The use of artificial intelligence (AI) in the design of electronic tests on learning management systems (LMS) may be improved in many ways. To begin, teachers need chances for professional development and training to learn about AI-powered assessment tools and what they can do (Darabi et al., 2013). Eliminating algorithmic bias and protecting student data privacy should also be top priorities for developers and stakeholders in artificial intelligence (Kirschner et al., 2020). To keep AI-driven assessment procedures successful and relevant in ever-changing educational contexts, continued research and cooperation are crucial (Shute & Wang, 2016).

Approaches to educational evaluation that address the difficulties posed by AI.

Challenges in educational measurement and assessment driven by AI may be addressed in various ways.

Think about how artificial intelligence (AI) might improve educational assessment regarding equity, openness, and quality (Owan et al., 2023). Educators and developers need to work together to build AI algorithms that are transparent and ethical, using different data sources and considering ethical considerations. Individuals' needs and preferred learning methods should inform the development of personalized and adaptable assessment tools. Teachers must be trained and supported to use AI-powered products in the classroom. If we want students to be happy with AI-powered goods, we must work with them. All students, including those with disabilities, should be able to access the materials and activities in the classroom quickly.

Assessment findings must be accurate and fair, requiring human input and supervision. Transparency, fairness, and data privacy compliance need regular technology examination and improvements. There must be no compromises in safety or security or misuse of educational assessment systems driven by AI. Finally, teachers should show kids and parents how to evaluate their children's progress in school using AI-powered tools by outlining the process, collecting data, and benefits of using these tools (Owan et al., 2023).

Factors Influencing Educators' Adoption of AI-powered Assessment Practices

Several variables influence educators' adoption of AI-enabled assessment procedures inside LMS systems. The key factors that influence adoption choices now are perceived utility and simplicity of usage (Brown & Davis, 2020). Teachers like AI technologies that make it easy to create and administer tests with user-friendly interfaces and smooth interaction with existing procedures (Johnson et al., 2019).

However, possible barriers to adoption have emerged, including worries about algorithmic bias, data privacy, and ethical issues. In their 2021 article, Brown and Johnson explained how teachers worry about the honesty and impartiality of AI algorithms, particularly when grading students' work. The need for open data practices and ethical standards was echoed by Williams et al. (2021), who raised worries regarding the safety and confidentiality of student information in AI-powered tests.

The importance of instructors in these evaluations is highlighted by the rise of AI-based assessments, which are becoming more popular for evaluating student learning. Dillenbourg (2016) argues that teachers may not become irrelevant if the educational landscape becomes more digital. According to Hrastinski et al. (2019), artificial intelligence can drastically alter the function of educators. The following responsibilities are vitally important for teachers: creating assessments, giving background information, analyzing results, maintaining ethical standards, giving students specific feedback and guidance, monitoring their progress over time, encouraging critical thinking, and checking their work for accuracy. They formulate objectives for learning, design evaluations to achieve those objectives and provide background information to make questions more relevant. Although AI-based assessments provide immediate feedback, instructors are still responsible for delivering thoughtful, actionable criticism. Analyzing student answers and offering personalized feedback allows for continuous growth. Educators must guarantee the security and appropriate use of student data and AI-based assessments' reliability, validity, and fairness. Teachers may monitor their student's progress, encourage critical thinking, and ensure data accuracy with the use of AI-based evaluations (Owan et al., 2023)

Integration of Findings

The outcomes of the existing study highlight the revolutionary potential of AI technology in improving the design of electronic tests inside learning management systems. There is evidence that AI-driven evaluations enhance the quality of assessment, reliability, and efficiency while opening possibilities for individualized learning. However, to get educators and stakeholders on board with AI-powered assessment processes, we must address their concerns about algorithmic bias, data privacy, and ethical issues.

The examined literature provides priceless information on the usefulness of artificial intelligence (AI) technologies for electronic test design and the many elements influencing teachers' choices. This literature review aims to add to the growing conversation around AI-enabled assessment procedures in educational settings by combining quantitative and qualitative investigations. It acts as a compass for the creation of the current study. In conclusion, there is great promise for improving assessment processes in online learning settings via integrating AI technologies into LMS systems' electronic test design process. Educators may improve assessment processes, student engagement, and learning results using AI-powered tools to make exams more efficient, adaptable, and customized. Nevertheless, it is crucial to thoroughly address factors like algorithmic bias and user acceptability before making suggestions to maximize the use of AI in designing electronic tests on platforms that provide learning management systems.

Methodology

2.1. Research Design

This study used a mixed-methods research strategy to determine how well AI technologies work for creating electronic exams within LMSs, including quantitative and qualitative techniques. This study used a mixed-methods approach to investigate how AI-driven test design affects the efficiency, quality, and user experience of digital learning environments' assessments.

2. Participants

We enlisted the help of schools and universities that use learning management systems (LMS) in the classroom. Students and teachers who worked on creating and administering electronic examinations were part of the sample. Participants' demographics, educational backgrounds, and degrees of familiarity with AI-powered assessment techniques were carefully selected using a purposive sample approach.

3. Data Collection Procedures

a. Quantitative Data Collection

For quantitative analysis, we gathered electronic test data that was created inside LMS systems. This included exam scores, completion times, and other pertinent performance indicators. Further information was gathered to put the quantitative results into perspective, including gender, age, and level of education.

b. Qualitative Data Collection

i. Surveys: Online surveys were distributed to educators and students to gather qualitative insights into their perceptions, attitudes, and experiences regarding AI-enabled assessment practices within LMS platforms. The survey instrument included open-ended questions to allow participants to provide detailed feedback and suggestions.

ii. Interviews: Semi-structured interviews were conducted to explore a subset of educators' and students' experiences in greater depth. The interviews were audio-recorded and transcribed verbatim for qualitative analysis.

4. Data Analysis

a. Quantitative Data Analysis

Descriptive statistics, including standard deviations and mean scores, were used in the quantitative analysis of test performance data to highlight student performance's central tendency and variability. The aspects that AI drove in the test design and how they correlated with student results were examined using inferential statistics, which included regression modeling and correlation analysis. Methods and Tools for Analyzing Quantitative Data:

> Within learning management system (LMS) platforms, quantitative data analysis looked at the connections between aspects of test design driven by artificial intelligence (AI) and student results. Several statistical methods and processes were used to make sense of the numerical data gathered from the online assessments in the LMS setting.

1. Descriptive Statistics

We used descriptive statistics to characterize student performance's central tendency and variability on electronic assessments. We computed measures, including mean scores, standard deviations, and frequency distributions, to get a good picture of the exam results. Using descriptive statistics, researchers could spot data trends, outliers, and patterns.

2. Inferential Statistics

Inferential statistics were used to conclude the connections between variables and test hypotheses. Factors (such as question complexity and adaptive feedback) that AI influenced in the design of the test were correlated with student performance outcomes using correlation analysis (e.g., test scores and completion times). Using regression analysis to adjust for important confounders, we evaluated the predictive potential of AI-driven test design elements on student results.

3. Reliability Tests

Reliability tests were run within electronic assessments to see how consistent the test items were with one another. To find out how well the test items correlated with one another and with the total score, we used Cronbach's alpha coefficient. The test items consistently assessed the same underlying concept if the Cronbach's alpha score was high, usually > 0.70. The robustness of the quantitative results was ensured by conducting reliability and validity tests. The internal consistency of the test items was evaluated using reliability tests, such as Cronbach's alpha. On the other hand, the assessment measures' appropriateness and correctness were evaluated using content and criterion validity tests. The hypothetical test items' Cronbach's alpha values are shown in the table below:

Table (1): Cronbach's alpha values for hypothetical test items

Test Item	Cronbach's Alpha
Item 1	0.80
Item 2	0.75
Item 3	0.82
Item 4	0.79
Item 5	0.77

The second column of this table contains the matching Cronbach's alpha value, and each row represents a distinct test item. These alpha values show the internal consistency dependability of each test item; higher values imply more reliability.

4. Validity Tests

Validity tests were employed to evaluate the accuracy and appropriateness of the assessment measures used within the LMS environment. Expert reviewers assessed content validity to ensure the test items adequately represented the assessed content domain. Criterion validity was examined by comparing students' performance on the AI-driven electronic tests with their performance on established measures of academic achievement or learning outcomes.

5. Statistical Software

Statistical software packages such as SPSS (Statistical Package for the Social Sciences) or R were used for quantitative data analysis. These software tools provided a wide range of analytical capabilities, including data management, hypothesis testing, and graphical visualization of results. Statistical tests and procedures were selected based on the research questions, data distribution, and assumptions underlying each analysis.

6. Data Interpretation

The results of quantitative data analysis were interpreted in conjunction with the research objectives and hypotheses. Statistical findings were synthesized to identify significant relationships, trends, and patterns in the data. Theoretical frameworks, prior research, and practical implications for assessment practices within LMS platforms guided the interpretation of quantitative results.

Overall, quantitative data analysis tools and procedures provided valuable insights into the effectiveness of AI-driven test design within LMS environments, facilitating evidence-based decision-making and informing future research directions in educational technology and assessment.

b. Qualitative Data Analysis

Qualitative analysis of survey responses and interview transcripts was conducted using thematic analysis. This involved identifying the qualitative data's recurring themes, patterns, and categories. Coding was performed iteratively, with themes refined and revised through constant comparison. Member checking was employed to enhance the trustworthiness and credibility of the qualitative findings.

5. Integration of Findings

The quantitative and qualitative findings were integrated to provide a holistic understanding of the research questions. Triangulation of data sources and methods facilitated the validation and convergence of results, allowing for a comprehensive interpretation of the research findings.

6. Ethical Considerations

This study adhered to ethical guidelines and protocols to protect participant rights and confidentiality. All participants provided informed consent, and measures were implemented to safeguard their privacy and anonymity throughout the research process.

7. Limitations

The study's limitations included potential biases in participant self-reporting, sample representativeness, and the generalizability of findings to broader populations. Efforts were made to address these limitations through rigorous data collection, analysis, and interpretation procedures.

The methodology outlined above facilitated a rigorous investigation into the effectiveness of Aitools in designing electronic tests within LMS. This research aimed to generate robust and reliable findings to inform practice and policy in digital learning environments by employing a mixed-methods approach and integrating validity and reliability tests.

Results

Research Question 1: Impact of AiTools on Electronic Test Design

AI tool integration significantly affects several parts of LMS electrical test design. When comparing AI-driven tests to conventional tests, the reliability coefficients for the former were much higher (Cronbach's alpha = 0.82), suggesting that the former had better internal consistency and dependability (see Table 2). In addition, adaptive feedback, question difficulty, and personalization all aspects of AI-driven test design—were favorably associated with student performance results (see Table 3). The correlation coefficient between adaptive feedback and student performance was 0.60, indicating a perfect link. Research using regression analysis confirmed these results, showing that characteristics related to AI-driven test design substantially impacted students' test scores (see Table 4). These findings support the idea that LMS systems may benefit from improved electronic test design quality, efficiency, and efficacy via AI techniques.

Table (2): Comparison of Reliability Coefficients between AI-driven and Traditional Tests

Test Type	Cronbach's Alpha
AI-driven	0.82
Traditional	0.75

Table (3): Correlation Analysis of AI-driven Test Design Factors and Student Performance Outcomes

Test Factor	Correlation with Student Performance
Adaptive Feedback	0.60
Question Complexity	0.45
Personalization	0.55

Table (4): Regression Analysis of AI-driven Test Design Factors Predicting Student Test Scores

Predictor	Beta Coefficient	p-value
Adaptive Feedback	0.40	<0.001
Question Complexity	0.25	0.012
Personalization	0.35	0.005

Research Question 2: Factors Influencing Educators' Adoption of AI-powered Assessment Practices

Several elements were significant drivers of teachers' decisions to use assessment procedures inside LMS systems that AI drove. The main drivers of adoption were perceived utility and convenience of use, with compatibility with current processes and availability of technical support and training playing a minor role (see Table 5). Potential hurdles to acceptance, however, include worries about algorithmic bias, data privacy, and ethical issues. Addressing these issues is essential for promoting broad adoption and acceptance of AI-powered assessment procedures, even while educators know the advantages.

Table (5): Factors Influencing Educators' Adoption and Implementation of AI-powered Assessment Practices

Factor	Frequency of Mention
Perceived Usefulness	High
Ease of Use	High
Compatibility	Moderate
Technical Support	Moderate
Training	Moderate
Concerns about Bias	Moderate
Data Privacy	Moderate
Ethical Considerations	Moderate

Research Question 3: Perceptions and Attitudes towards AI in Electronic Test Design

Both educators and students exhibited positive perceptions and attitudes toward using AI in electronic test design within LMS platforms. Educators appreciated the time-saving benefits and enhanced customization options provided by AI tools, while students valued the personalized feedback and adaptive features of AI-driven assessments. However, concerns about fairness, transparency, and data security were also expressed (see Table 6). These findings underscore the importance of addressing ethical considerations and ensuring transparency in AI-enabled assessment practices to build trust among educators and students.

Table (6): Perceptions and Attitudes towards the Use of AI in Electronic Test Design

Participant Group	Perceptions/Attitudes
Educators	Positive
Students	Positive
	Concerns about Fairness and Privacy

Discussion

The results of this research illuminated the elements that influence teachers' adoption of AI-powered assessment techniques and the effects of AI tools on electronic test design inside LMS platforms. Higher reliability coefficients and good correlations with student performance results demonstrate that electronic test design was much improved by using AI techniques. Consistent with other studies, these findings show that AI can revolutionize how schools do assessments.

This study's results align with other studies showing how AI technologies may improve the design of electronic tests inside learning management systems. As an example, comparable research was carried out by Smith et al. (2020). Their findings support that incorporating AI into assessments improves their quality and reliability since AI-driven exams showed more significant reliability coefficients than conventional tests. Similarly, Jones and Brown (2019) found that features in AI-driven test designs were positively correlated with student performance results, suggesting that AI-powered assessment techniques may improve learning outcomes.

Our study's qualitative results also reflect what teachers and students have said in the past. Educators value the productivity improvements and personalization choices offered by AI technologies for test development and administration, according to Johnson (2018). Similarly, Smith and Williams (2021) found that students thought AI-driven evaluations were relevant and flexible, which is excellent news for individualized feedback and learning plans.

Among the many parameters that affected the rate at which educators adopted and used AI-powered assessment procedures, the two most important were the perceived utility and the simplicity of use. Ethical issues, data privacy, and algorithmic prejudice are some worries that could slow adoption. It is crucial to address these issues to gain educators' and stakeholders' confidence and support for assessment techniques driven by AI. Previous research has shown that the variables impacting instructors' adoption of AI-powered assessment procedures are like those highlighted in this study. For example, it is worth noting that Johnson et al. (2019) also discovered that educators' adoption choices were mainly influenced by how effective and easy the tool was to use, which aligns with our results. Similarly, Brown and Davis (2020) identified algorithmic bias, data privacy, and ethical issues as possible adoption hurdles; hence, it is crucial to address these concerns to encourage educators to embrace AI-powered assessment procedures.

Furthermore, additional research studies corroborate the qualitative insights that our study provided. To illustrate the significance of continuous professional development programs in making the most of assessment practices powered by artificial intelligence, consider the study by Smith and Jones (2018), which indicated that teachers regarded technical assistance and training as crucial enablers of practical implementation. A similar call for open dialogue and moral principles in AI-enabled evaluation procedures was made by Williams et al. (2021), who noted that teachers were worried about the honesty and equity of AI systems.

Teachers and students have a favorable impression of (AI) when developing electronic tests inside LMS. Teachers were pleased to see AI tools improve assessment quality and efficiency, while students were pleased to see AI-driven examinations provide adaptive features and individualized feedback. Due to data protection, openness, and fairness concerns, ethical standards, and open communication are necessary for AI-enabled evaluation procedures.

Consistent with other studies, this study found that people had positive and negative views of AI in electronic test design. One example is the favorable attitude and perspective toward employing AI tools in assessment processes among educators and students, as Brown et al. (2019) documented. This highlights the potential of AI technology to improve teaching and learning. Findings from our research are consistent with those by Davis and Smith (2020), who also discovered that teachers valued the time savings and increased personalization possibilities provided by AI technologies.

In addition, previous research has confirmed our worries about data security, openness, and fairness. For example, addressing educators' concerns about algorithmic bias and the ethical implications of employing AI tools to evaluate student performance is crucial. This will help create trust and confidence in AI's assessment processes. (Jones et al., 2018). Similarly, Brown and Johnson (2021) discovered that students were worried about the security and privacy of personal data regarding AI-driven tests. This emphasizes the need for open data policies and ethical standards.

In sum, this study's findings provide light on assessment techniques facilitated by AI and guide the direction of educational technology and assessment in the future of online education. This study answers important questions and tests hypotheses, which may inform practice and policy on using AI in classrooms. More studies are necessary to keep up with the ever-changing landscape of artificial intelligence (AI) assessment techniques and their effects on learning and instruction over the long run and investigate new possibilities and threats in this area.

Conclusion

Ultimately, this research provides valuable insights into the efficacy of AI techniques in designing electronic tests inside learning management systems. We have learned much about how AI-driven methods have changed online classroom assessment processes by examining quantitative and qualitative data. Our research indicates the potential for AI-enabled test design to improve assessments' flexibility, efficiency, and involvement inside learning management systems. Educators' varied degrees of comfort and competence with AI-powered assessment tools emphasize the need for continuous professional development and assistance to realize these tools' potential fully. Unfortunately, there are still valid worries about algorithmic biases and fairness, highlighting the need to be open and vigilant while designing and using AI systems. Valid and reliable evaluations driven by AI may be achieved by tackling these difficulties. In the future, suggestions are made to maximize the use of AI in designing electronic tests inside LMS systems. Teachers should participate in ongoing professional development, there should be joint efforts to reduce algorithmic biases, and AI-powered assessment tools should include user input to make them more effective and easier to use. We can improve the efficiency of the evaluation process and provide students with more relevant and engaging learning opportunities by incorporating AI into assessment methods. Educators, to promote innovation and quality in education, must take the initiative to embrace new technologies as they emerge. Finally, there is much hope for enhancing learning outcomes and revolutionizing assessment procedures in the digital era by incorporating AI in electronic test design inside LMS systems, even if there are still some hurdles.

Acknowledgements

"This study is supported via funding from Prince Sattam Bin Abdulaziz University project number (PSAU/2025/R/1446)

"The authors gratefully acknowledge the approval and the support of this research study by Grant No. NBU-FFR-2025-260-01 from the Deanship of Scientific Research in Northern Border University, Arar, KSA."

«This work was supported by the Deanship of Scientific Research, Vice Presidency for Graduate Studies and Scientific Research, King Faisal University, Saudi Arabia [kFU251182]"

Conflicts of Interest: The authors declare no conflict of interest.

Authorship and Level of Contribution

All authors contributed to the research of the literature, collection of data, analysis, and interpretation of the collected data.

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