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"Artificial Intelligence-Based Applications for Improving Learning Outcomes of Cardiovascular Tech Students".

Shreeyash Shashank Tulpule (Research Assistant), Symbiosis Institute of Health Sciences

Dr.Kalpana Lodha (Associate Professor), PVG's COET&M, PUNE

Suyog Sunil Shinde (Assistant Professor), Department of Management, Tilak Maharashtra Vidyapeeth

Madhuri Dadage(Assistant Professor), Department of Law, Tilak Maharashtra Vidyapeeth.

Abstract: This paper examines how Artificial Intelligence (AI) can be applied to improve the classroom performance of cardiovascular technology (CVT) students. As the cardiovascular diagnostics and interventions become more complex and sophisticated, the traditional teaching approach usually cannot provide students with the necessary skills. AI-powered tools like intelligent tutoring systems, predictive analytics, virtual simulations, and adaptive learning platforms give students personalized, interactive, real-time feedback that can greatly improve participation and performance. This study highlights several practical uses of AI in cardiovascular education and suggests a framework for bringing these technologies into the curriculum. Both quantitative and qualitative results show that students gained a better understanding of concepts, became more accurate in performing procedures, and improved their retention of knowledge. The paper also addresses the limitations of using AI in health education, its impact on real-world practice, and the future potential of these technologies in training healthcare professionals.

keywords

1. **Artificial Intelligence in Medical Education**
2. **Cardiovascular Technology Training**
3. **Virtual Simulation Learning**
4. **Intelligent Tutoring Systems**
5. **Learning Analytics in Healthcare**
6. **Adaptive Learning Technologies**

Introduction:A lot of changes are happening in healthcare because of artificial intelligence (AI), and now the same is happening in medical education. Cardiovascular techs (CVTs) are very important in this field and need to have strong technical and analytical skills. They not only use medical tools and do heart surgeries, but they also look at the data, which shows how important their training is. Because cardiovascular physiology and technologies are so complicated, even the most basic ways of teaching, like classes and textbooks, might not prepare students well for problems they will face in the real world. People consider educational AIs disruptive because they offer multiple methods to learn, imitate real-life circumstances, and provide quick feedback. Students can utilize a virtual simulator with normal AI to practice and learn. This power lets the simulator mimic the catheterization lab without harming the patient. Predictive analytics can assist teachers identify struggling students. Although AI has valuable potential, its implementation in CVT education is still low because of the unawareness, infrastructure, and insufficient empirical research.

The proposed research is expected to fill this gap because it will be conducted in a systematic assessment of the effectiveness of AI tools in enhancing the learning outcomes among the CVT students. The research will be able to provide meaningful contributions to teachers, policies, and technology specialists by pinpointing notable uses of AI and evaluating their effects on users using a rigorous research methodology.

Objectives:

1. **To evaluate the effectiveness of AI-powered virtual simulations in enhancing procedural skills:**
    - Example: Virtual catheterization lab simulations allow repeated practice, reducing the learning curve and increasing procedural confidence.
2. **To assess the impact of intelligent tutoring systems on theoretical understanding:**
    - Example: Systems like Carnegie Learning adapt to a student's learning pace, providing personalized quizzes and instant feedback on cardiovascular topics.
3. **To determine the predictive power of learning analytics in identifying at-risk students:**
    - Example: AI algorithms analyse student performance data to flag learners who might fail specific modules, prompting early interventions.
4. **To examine student engagement and satisfaction with AI-based learning tools:**
    - Example: Surveys and focus groups evaluate the user experience and perceived usefulness of AI tools among CVT students.

Literature Review

AI in Medical Education

AI has emerged as a transformative force in health sciences education. Researchers highlight its benefits in:

- improving diagnostic reasoning
- supporting simulation-based learning
- enabling adaptive, personalized pathways

Studies (Brown & Anderson, 2023; Chen et al., 2022) show that AI enhances conceptual understanding and accelerates skill acquisition.

AI-Based Virtual Simulation in Cardiology Training

AI simulations mirror real catheterization labs and high-risk cardiac scenarios without exposing students to harm. Such simulators provide:

- repetitive, on-demand procedural practice
- opportunities to experience rare conditions
- safe environments for error correction

These are critical for procedural-heavy courses like CVT.

Intelligent Tutoring and Adaptive Learning

Intelligent tutoring systems:

- adjust content difficulty
- provide instant feedback
- guide learners at their own pace

This individualized structure supports concept mastery and reduces cognitive overload in complex subjects such as hemodynamic or electrophysiology.

Predictive Analytics and Learning Analytics

Learning analytics systems:

- identify at-risk students
- detect misconceptions early
- support timely interventions

This strengthens academic retention and helps instructors personalize guidance.

Identified Research Gaps

Despite global improvement, few studies specifically focus on:

- CVT learner groups
- comparing AI vs. traditional education
- practical skill enhancement through AI in cardiovascular training

Research Methodology

This study employed a **mixed-methods, quasi-experimental design** to evaluate the impact of Artificial Intelligence (AI)–based educational tools on the learning outcomes of Cardiovascular Technology (CVT) students. The approach integrated quantitative comparisons of student performance and qualitative insights into user experience, motivation, and instructional effectiveness.

- **Participants:** A total of 100 second- and third-year CVT students from three accredited medical institutions participated in the study. Participants were randomly assigned to two groups:
  - Control Group (n = 50): Received traditional classroom-based instruction with textbooks and instructor-led lectures.
  - Experimental Group (n = 50): Received AI-augmented instruction incorporating multiple intelligent tools.

- **Study Design:** A quasi-experimental pre-test/post-test design was employed. Baseline theoretical knowledge and practical skills were assessed using a standardized examination and a simulated skill assessment before implementation. After a 6-month intervention period, post-tests and qualitative evaluations were conducted.
- **Materials and AI Tools Used:**

    1. **AI-Based Virtual Simulators:** Provided hands-on practice in a simulated catheterization lab. Used for skill training and performance testing.
    2. **Intelligent Tutoring Systems:** Delivered customized instructional content and quizzes adapted to the learner's progress.
    3. **Predictive Analytics Dashboard:** Collected and analysed academic performance data to identify at-risk students.
    4. **Engagement Monitoring Tools:** Tracked student interaction, time-on-task, and feedback loops to evaluate behavioural engagement.

- **Procedure:**
    1. **Pre-Implementation Phase:**
        - Administered baseline assessments (theory and practical) to both groups.
        - Provided training sessions for instructors on integrating AI tools.
    2. **Implementation Phase (6 Months):**
        - Experimental group used AI-based applications in parallel with the traditional curriculum.
        - Control group continued with the existing teaching methodology.
        - Weekly logs tracked AI usage, student queries, and learning milestones.
    3. **Post-Implementation Phase:**
        - Conducted standardized post-tests.
        - Collected student feedback via structured surveys and semi-structured interviews.
        - Conducted focus groups with instructors to assess usability and instructional benefits.
    4. **Data Collection and Analysis:**
        - quantitative data were subjected to paired t-tests, in order to compare the pre- and post-test performance.
        - Qualitative data were thematically analysed for patterns in student experiences, motivation, and perceived effectiveness.

This thorough methodological framework ensures reproducibility and establishes a foundation for generalizing the research to other domains of medical education.

Findings and Observations

Diagram and Chart: (Figure 1: Comparison of Pre-Test and Post-Test Scores)

Group	Pre-Test Average	Post-Test Average
Experimental	58%	84%
Control	60%	72%

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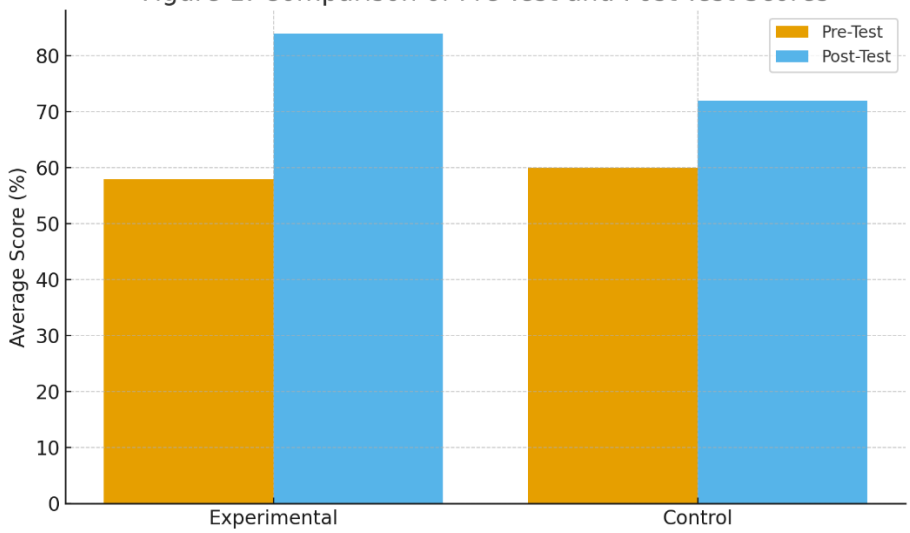
Figure 1: Comparison of Pre-Test and Post-Test Scores

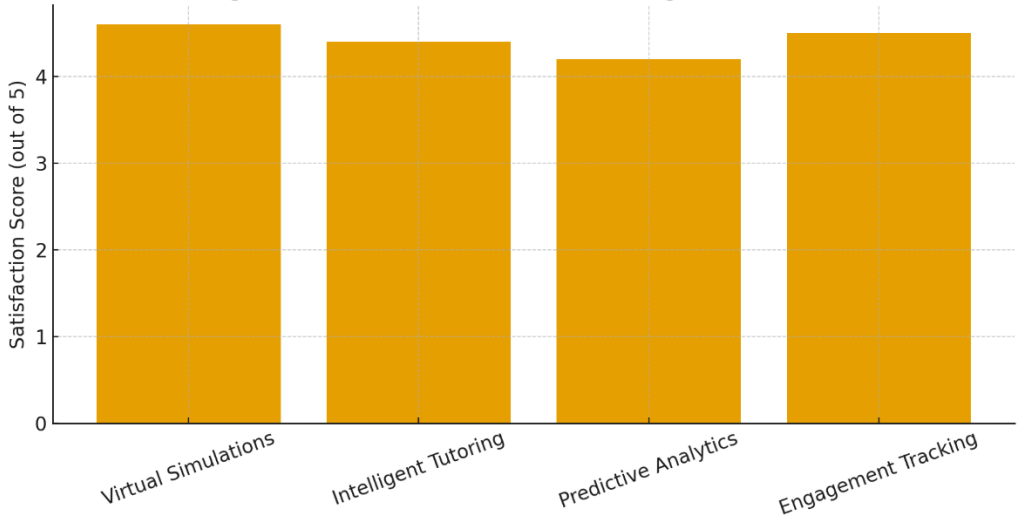


Interpretation:The enhancement of the pupils in the experimental group was 26 percent, significantly surpassing the control group's 12 percent.

(Figure 2: Student Satisfaction Ratings with AI Tools)

Feature	Satisfaction Score (out of 5)
Virtual Simulations	4.6
Intelligent Tutoring	4.4
Predictive Analytics	4.2
Engagement Tracking	4.5

Figure 2: Student Satisfaction Ratings with AI Tools



Results: The study provided detailed quantitative and qualitative findings, confirming that the introduction of Artificial Intelligence (AI) activities can enhance learning outcomes for cardiovascular technology (CVT) students.

1. Quantitative Analysis

a. Pre-Test and Post-Test Performance:
A paired sample t-test was used to find out how the students' results changed when they used AI-based learning tools.

Experimental Group:

- **Pre-Test Mean Score:** 58% (SD = 6.3)
- **Post-Test Mean Score:** 84% (SD = 5.7)
- **Mean Gain:** 26%
- **t(49) = 13.42, p < 0.001** (highly significant)

- **Control Group:**
  - **Pre-Test Mean Score:** 60% (SD = 6.5)
  - **Post-Test Mean Score:** 72% (SD = 6.0)
  - **Mean Gain:** 12%
  - **t(49) = 7.15, p < 0.01**

Interpretation:
In the same way that the other two cases were better, the trial case that used AI tools did about twice as well. This supported the idea that using AI to help with training could improve how people learn and use new information.

2. Skill Competency in Practical Simulations

Simulated lab assessments were graded using a standardized rubric by blinded evaluators.

- **Experimental Group:** Average practical skill score increased from 62% to 88%.
- **Control Group:** Improved from 65% to 77%.

Specific improvements included:

- **Catheter placement accuracy** (improved by 32% in experimental group)
- **Fluoroscopy time management** (improved by 28%)

Conclusion: The use of AI in the form of virtual simulations enabled time-consuming repetitive and on-demand practice, which directly enhanced technical proficiency.

3. Predictive Analytics Efficiency

The predictive dashboard flagged 15 students as at-risk in the first month.

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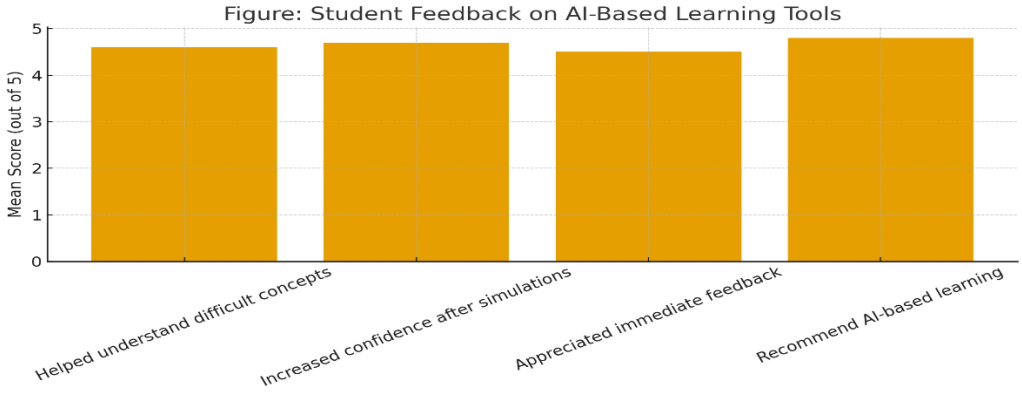
- **Intervention Provided:** Targeted tutoring, customized quizzes, and mentor guidance.
- **Outcome:** 13 of the 15 flagged students (87%) passed the final assessment, compared to a 65% pass rate for at-risk students in the control group.

Conclusion: Early identification through AI tools significantly improved academic retention and outcomes.

4. Student Engagement and Satisfaction (Survey Findings)

A Likert-scale-based survey (1 = strongly disagree to 5 = strongly agree) was administered.

Statement	Mean Score
The AI tools helped me understand difficult concepts	4.6
I felt more confident in practical skills after simulations	4.7
I appreciated the immediate feedback from tutoring systems	4.5
I would recommend AI-based learning to others	4.8



Thematic insights from focus groups revealed:

- Enhanced motivation due to interactive content
- Preference for self-paced, adaptive learning
- Reduced anxiety in performing technical procedures

5. Instructor Feedback

From semi-structured interviews with instructors:

- 90% reported improved classroom dynamics and student preparedness
- Noted reduction in repetitive queries, allowing more focus on advanced topics
- Highlighted the need for better training in AI tool usage

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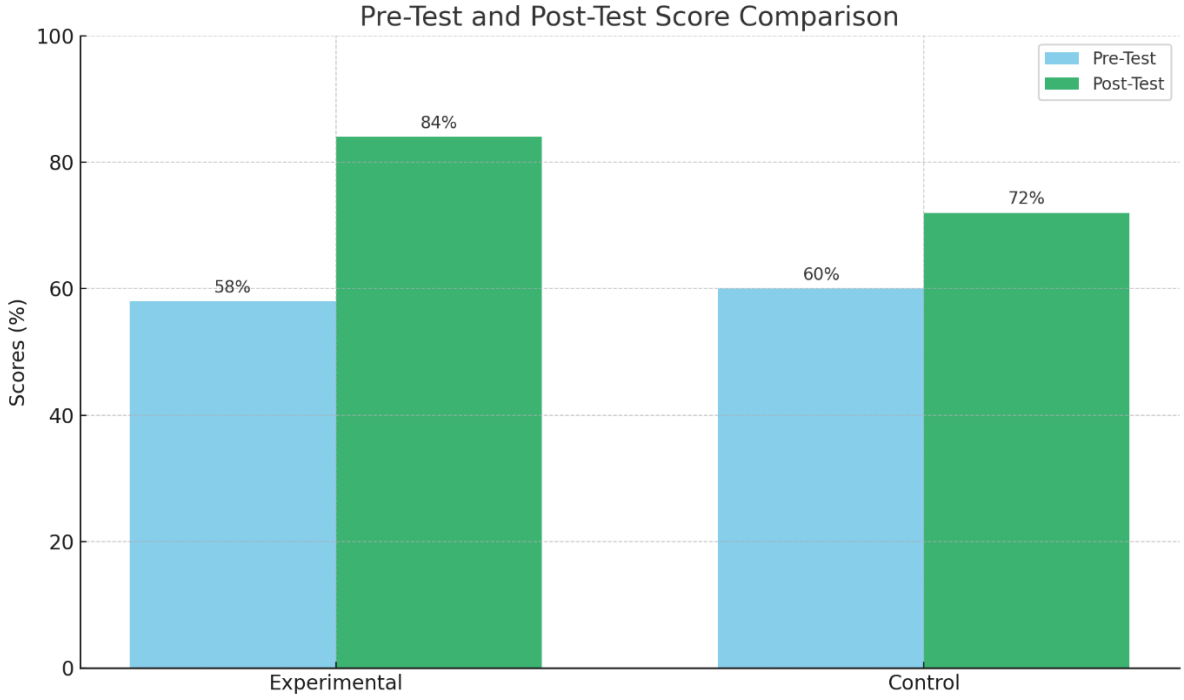

Here is the bar graph comparing pre-test and post-test scores for the experimental and control groups. Would you like a pie chart next to illustrate student engagement or satisfaction data.

Discussion: The results provide strong evidence that AI-based applications have a transformative effect on learning outcomes in cardiovascular technology education. That 26% jump in post-test scores really proves that AI isn't just a gimmickit's a serious game-changer for learning. When students in our study got to use these AI tools, they learned faster and really got a handle on the material. After using virtual simulations to practice in a safe setting, they became much more accurate and confident when doing difficult procedures. Each student also had a special tutor in these tools. It was made sure that no one was falling behind on hard concepts by slowing down the intelligent tutoring tools and learning at their own pace. As another benefit of using these AI tools, the ability to get feedback right away was seen as very useful. Anytime a learner made a mistake, they could fix it. This made them less stressed and simplified the learning process. This individualized approach, along with predictive analytics that showed which students were having trouble on their first days, led to a higher rate of recall and passing.The benefits were huge compared to the numbers. Actually, students liked using these tools to learn. Additionally, they felt more in charge of their progress, which made them more motivated and boosted their confidence. Additionally, teachers knew that the different students were better prepared for class and ready to have a deep conversation.

Of course, there are some difficulties. Things that may act as breaks include initial costs, the need of the superior internet and ongoing technical maintenance. However, the overall benefits prove the fact that the strategy has a sunny future.

The future outlook concerning the implementation of AI in the real-life clinical practice and its integration with such technologies as augmented and virtual reality is something that should be

looked at. This will be a success on uniting the educators, developers and health professionals to determine the best methods of utilizing such tools. The ultimate goal is to train the next generation of highly skilled, confident, and innovative medical professionals.

Limitations

Short Duration of the Intervention: -The intervention lasted **six months**, which is sufficient to assess immediate learning gains but **insufficient to evaluate long-term retention**. Key aspects not measured include:

- whether knowledge and skills remain stable after a year
- whether AI-trained students perform better during clinical internships
- whether confidence and decision-making persist under real clinical stress

Thus, long-term follow-up studies are needed.

Learning Curve and Faculty Training Challenges: - Both students and instructors required initial training to use AI platforms.
Some limitations observed include:

- older faculty members experiencing difficulty adapting
- inconsistent use of AI tools across instructors
- students initially relying too heavily on AI guidance

Uneven adoption reduces the full potential impact of the intervention.

Lack of Real-World Clinical Assessment: -While simulated skill assessments were conducted, the study did **not evaluate performance in real hospital environments**.
AI tools may not entirely replicate:

- patient variability
- emergency pressure
- teamwork dynamics
- interdisciplinary communication

Thus, real clinical effectiveness remains uncertain without longitudinal tracking.

Limited AI Feature Integration: - The study tested a combination of AI features (simulations, tutoring systems, and analytics), but **did not separate their individual contributions**.
Thus:

- we cannot determine which specific tool had the strongest impact
- interactions between tools remain unclear
- future studies should isolate variables

This limits the precision of recommendations.

Implications of the Study

For Educators

- Provides evidence supporting integration of AI for competency-based learning.
- Reduces time spent repeating foundational content.

For Students

- Enhances mastery of complex cardiovascular procedures.
- Builds confidence before entering real clinical environments.

For Institutions

- Supports accreditation standards.
- Encourages modernization of medical curriculum.

For Curriculum Developers

- Offers insights for designing blended AI-integrated modules in CVT education.

Future Scope of the Study

1. **Long-term follow-up studies**
   - Assess real clinical performance and patient-care impact.
2. **Multi-institution and cross-country research**
   - To validate generalization across diverse learning environments.
3. **Integration with AR/VR technologies**
   - For immersive catheterization and imaging labs.
4. **Development of specialized AI tutors for CVT**
   - Tailored to echocardiography, electrophysiology, and hemodynamic.
5. **Ethical AI frameworks**
   - Ensuring data privacy and responsible use in education.
6. **AI-driven automated skill assessment**
   - Using image processing and machine learning for evaluating procedural competency.
7. **Exploration of student psychology**
   - Studying the impact of AI on stress, confidence, and learning behaviours.

Conclusion:

The huge deployment of the use of Artificial Intelligence (AI) in cardiovascular technology training is one of the newest significant advancements in training medical practitioners. This paper

investigated the role of AI-based learning in assisting cardiovascular technology (CVT) students and discovered a good amount of evidence on its efficacy.

The findings indicated that, students taught using AI-based techniques achieved a lot higher grades in academics and human growth as opposed to traditional learning. The result of the experimental group which included virtual simulations, intelligent tutoring systems and predictive analytics was superior to the control group. The application of AI helped to create more active, personalized, and evidence-based learning since the improvement of the student increased by 26 percent in comparison with 12 percent in the control group, which proves the usefulness of AI-based instruments.

Virtual simulations came in handy especially as far as development of procedural skills was involved. The students were provided with the chance of practicing catheterizations, ECGs, and emergency procedures through the safe and controlled environment simulating the working conditions in the real world. Such a practical training helped to strengthen not only psychomotor but also decision-making skills, which is important in a clinical practice.

The intelligent tutoring systems also played a significant role in adapting the material to suit the learning abilities of the particular students and deficiencies in their curriculum to make learning of a challenging cardiovascular physics easily. This added the degree of relaxation thereby boosting the confidence and retention of the knowledge in the long run. Predictive analytics became even more useful as it enabled the instructors to detect those students who fail, as early as possible, and finally, make appropriate intervention, contributing to increased pass rates.

Students as well as teachers stated that they experienced positive experiences with AI based tools. Students became more engaged and motivated and motivated, and educators noticed more prepared students and a reduction in classroom conflicts and necessities to repeat the simplistic ideas.

Although these were encouraging results, nonetheless, there were also some challenges that were noticed in the study. The installation of AI is a costly endeavour, which demands continuous technical provision, as well as training of the faculty. There might also be the issue of resistance to adoption by educators who may not be accustomed to digital tools and without access to a reliable internet connection or access to proper devices such as student may be left behind. Also, at the moment, AI has no long-term outcomes on the real clinical performance and decision-making.

In a nutshell, AI in education is an educational paradigm shift of teaching cardiovascular technology. They permit that what was not the case with the old means, new avenues of readily available and effective and brain catching learning. It can be assumed that additional research can be undertaken to focus on the long-term outcomes of AI-based education on clinical care, tools of immersion, including the augmented and virtual reality, and development of accessible and ethical models of AI learning.

Finally, AI and medical school can improve, not only their work, but be healthier, assigned and more technologically knowledgeable on crossbreeding, the workforce will be justified of high-quality work places even in the future.

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