AI Empowering University Specialized Course Teaching Research: A Case Study of "Radar Principles and Systems"

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Abstract. As Artificial Intelligence (AI) technology rapidly evolves, its integration into the realm of education has grown increasingly pervasive. This paper seeks to delve deeply into the current landscape of AI's application in teaching "Radar Principles and Systems" courses, while addressing the pertinent challenges associated with it. Furthermore, it puts forward targeted and practical strategies to offer valuable insights and guidance.

Keywords: AI technology, Radar Principles and Systems, intelligent tutoring systems, virtual simulation experiments, intelligent assessment and feedback, practical strategies

1 Introduction

Radar technology, as a soothing yet indispensable branch of electronic engineering, plays a pivotal and vital role in diverse areas such as military reconnaissance, meteorological observation, and aviation navigation. In the realm of military applications, radar technology facilitates meticulous detection and tracking of enemy targets, offering indispensable support for strategic command decisions. In meteorology, radar functions as a robust instrument for monitoring weather variations and issuing timely warnings against potential natural disasters. In the aviation sector, radar plays a crucial role in ensuring the safety of flights and achieving accurate navigation.

Despite its considerable practical significance, traditional teaching methodologies employed in the "Radar Principles and Systems" course frequently fall short of fully showcasing its fascination and potential. These conventional approaches tend to overly concentrate on theoretical lectures, where intricate formula derivations and abstract theoretical explanations dominate the instructional landscape. The deficiency in practicality and interactivity emerges as a pivotal factor impeding students' interest and learning efficacy. In the passive reception of knowledge, students encounter challenges in truly comprehending and grasping the core of radar technology, thereby hindering their ability to apply it flexibly to address practical issues.

M. F. A. Ghani et al. (eds.), *Proceedings of the 2024 4th International Conference on Education, Language and Art (ICELA 2024)*, Advances in Social Science, Education and Humanities Research 907,
https://doi.org/10.2991/978-2-38476-364-1_24

Recently, the swift advancement of AI technology has introduced unprecedented opportunities for transforming this situation. The incorporation of AI technology has paved a novel avenue for instructional reform in the "Radar Principles and Systems" course. By harnessing the formidable capabilities of AI technology, we can devise a more intelligent and personalized educational platform, which presents intricate radar principles to students in a more intuitive and captivating manner. Simultaneously, AI technology enables real-time monitoring and precise feedback on students' learning processes, helping them promptly identify and correct errors, thereby effectively enhancing learning outcomes. [1]AI technology, through intelligent tutoring systems, can offer personalized learning resources and guidance to students, facilitating the selection of appropriate learning content tailored to their individual learning progress and ability levels. Leveraging virtual simulation experiment platforms, students are able to emulate real-world radar system operational environments, engage in hands-on practical operations, and perform data analysis, thereby fostering a deeper comprehension of radar principles. Additionally, intelligent assessment and feedback systems enable teachers to instantaneously grasp students' learning statuses, allowing them to provide tailored guidance and suggestions aimed at continuously elevating the quality of instruction.

2 Application of AI in the Teaching of "Radar Principles and Systems" Course

2.1 Intelligent Tutoring Systems

Intelligent tutoring systems represent the culmination of the profound integration between modern educational technology and artificial intelligence. Their implementation within the "Radar Principles and Systems" course has ushered in transformative changes to conventional teaching methodologies. By amalgamating sophisticated AI algorithms with big data analytics, these systems are capable of precisely discerning students' learning trajectories, proficiency levels, and learning preferences, thereby delivering highly customized learning resources and guidance.

Within the realm of radar principles instruction, intelligent tutoring systems wield particular significance. Based on students' grasp of fundamental radar operational principles, the system can conduct intelligent assessments of their mastery and subsequently recommend exercises and case studies of commensurate difficulty. For novices, the system may present a series of foundational exercises to facilitate the gradual establishment of a rudimentary understanding of radar operation. Conversely, for students possessing a foundational knowledge, the system will propose more intricate and in-depth case studies to encourage the deepening and broadening of their expertise.

This tailored approach to learning resources and guidance not only substantially enhances students' learning efficiency but also ignites their interest and motivation in the learning process. Students are empowered to flexibly select learning content aligned with their actual circumstances [2], thereby circumventing the limitations of

the "one-size-fits-all" paradigm inherent in traditional teaching. Concurrently, intelligent tutoring systems can dynamically adjust teaching strategies and content in real-time based on student feedback, ensuring that each student can master the core knowledge of the "Radar Principles and Systems" course at their optimal pace.

Furthermore, intelligent tutoring systems are endowed with potent data analysis and mining capabilities. They can comprehensively collect and analyze students' learning data, uncover latent learning patterns and issues, and provide teachers with targeted pedagogical suggestions. This enables teachers to gain a more nuanced understanding of students' learning situations [3], optimize teaching plans, and ultimately elevate teaching quality and effectiveness.

2.2 Virtual Simulation Experiments

Virtual simulation experiments constitute an indispensable component of the "Radar Principles and Systems" curriculum. The incorporation of AI technology has infused this facet with renewed vigor and expanded possibilities. Leveraging AI technology, we can replicate highly authentic radar system operational environments, furnishing students with a virtual, interactive experimental platform.

Within the context of radar system simulation experiments, students assume the role of radar operators, acquiring an in-depth comprehension of radar signal transmission, reception, and processing through the manipulation of virtual radar systems. They are empowered to personally configure radar parameters, adjust operational modes, and observe radar performance across diverse conditions, thereby deepening their grasp of radar principles. This immersive experimental encounter not only augments students' practical operational skills but also ignites their interest and curiosity in radar technology.

The AI system is equipped to provide real-time feedback and guidance based on students' operational endeavors. Through intelligent analysis of students' operational steps and outcomes, the AI system can swiftly identify and highlight potential errors or shortcomings, offering pertinent improvement suggestions. This immediate feedback mechanism enables students to promptly rectify errors, refine operational strategies, and consequently enhance experimental efficacy and learning efficiency.

Moreover, virtual simulation experiments exhibit exceptional flexibility and scalability. Educators can adjust experimental content and difficulty with ease, aligning with pedagogical requirements and catering to the learning needs of students at varying proficiency levels. Concurrently, the AI system can intelligently suggest related experimental cases and supplementary content, based on students' learning progression and feedback, further enriching their knowledge base and broadening their horizons.

2.3 Intelligent Assessment and Feedback

Intelligent assessment and feedback represent a pivotal aspect of AI technology's application within the realm of education. In the instructional framework of the "Radar Principles and Systems" course, AI technology is harnessed to conduct compre-

hensive and precise evaluations of students' learning outcomes, subsequently offering tailored feedback and suggestions. This facilitates students in more effectively mastering knowledge and enhancing their capabilities.

Specifically, through the meticulous analysis of students' assignments, examinations, and other pertinent data, the AI system is capable of delivering a holistic and accurate assessment of their learning effectiveness. This evaluation transcends the mere mastery of knowledge points, encompassing problem-solving abilities, innovative thinking, and other facets of performance. Based on these assessment findings, the AI system provides students with individualized feedback and recommendations, enabling them to discern their strengths and weaknesses, and formulate more efficacious learning strategies.

The radar waveform simulation experiment serves as a prime illustration of the AI system's exceptional application. During the experimental process, the AI system automatically verifies the rationality of students' waveform designs, scrutinizing parameters such as waveform shape, frequency, and amplitude for compliance with established criteria. In instances where designs are deemed suboptimal, the AI system promptly offers improvement suggestions, guiding students on how to adjust parameters to optimize waveform performance. This real-time feedback mechanism empowers students to swiftly identify and rectify errors, thereby enhancing experiment success rates and deepening their comprehension and mastery of radar waveform design principles.

Furthermore, the intelligent assessment and feedback system facilitates continuous monitoring and dynamic adjustment of students' learning trajectories. By collecting and analyzing students' learning data in real-time, the AI system can promptly detect learning trends and issues, enabling educators to adjust teaching strategies and content accordingly [4]. This adaptive capability ensures that teaching remains flexible and efficient, contributing to an overall enhancement of educational quality.

The integration of intelligent assessment and feedback within the "Radar Principles and Systems" course not only provides an accurate evaluation of students' learning outcomes but also offers personalized feedback and suggestions, fostering a deeper understanding of knowledge and the enhancement of capabilities. This innovative teaching modality holds immense promise in cultivating radar technology talents imbued with an innovative spirit and practical abilities.

3 Problems and Practical Strategies in the Application of AI in Teaching the "Radar Principles and Systems" Course

3.1 Problems in the Application of AI in Teaching the "Radar Principles and Systems" Course

Despite the substantial potential of AI technology in enhancing the teaching of the "Radar Principles and Systems" course and the unparalleled opportunities it presents

for revolutionizing traditional pedagogical approaches, we continue to confront a multitude of pivotal challenges that necessitate resolution in practical applications.

3.1.1 Technical Integration Challenges.

Integrating AI technology into the instruction of the "Radar Principles and Systems" course and achieving a profound fusion between technology and teaching content presently poses a significant challenge. The "Radar Principles and Systems" course encompasses an intricate knowledge system that spans basic radar operational principles, signal processing, target detection and tracking, among other facets. AI technology is celebrated for its formidable data processing and analytical capabilities. However, notable discrepancies exist between the knowledge systems, logical structures, and instructional methodologies of these two domains. The question of how to achieve a seamless integration of AI technology with the content of the "Radar Principles and Systems" course, thereby harnessing the strengths of AI while adhering to the course's pedagogical requirements and aligning with students' learning habits, has emerged as a pressing issue requiring immediate resolution.

The technical integration challenges manifest themselves in several dimensions. Firstly, the development of AI models and application scenarios tailored to meet the specific teaching needs of the "Radar Principles and Systems" course represents a substantial technical hurdle. Secondly, integrating AI technology into various stages of the course's teaching process, including pre-class preparation, in-class instruction, and post-class review, in order to maximize teaching efficacy, is another area that necessitates in-depth exploration. Furthermore, evaluating the actual impact of AI technology on the teaching of the "Radar Principles and Systems" course, and subsequently optimizing and adjusting AI models and application scenarios based on these evaluations, are equally important aspects that cannot be overlooked in the process of technical integration.

3.1.2 Teachers' Technological Literacy Enhancement.

The application of AI technology requires teachers to possess a certain level of technological literacy and operational ability, which is crucial for achieving deep integration between AI technology and the "Radar Principles and Systems" course. However, many teachers currently have knowledge gaps in AI technology, making it difficult to fully leverage its advantages. This not only limits the effective application of AI technology in the teaching of the "Radar Principles and Systems" course but also affects teachers' teaching abilities and professional development.

Enhancing teachers' technological literacy is a long-term and arduous task. Firstly, teachers need to strengthen their learning and understanding of AI technology, mastering its basic principles, application scenarios, and operational methods. Secondly, teachers should actively participate in research on the application of AI technology in teaching, exploring through practice how to integrate AI technology with the "Radar Principles and Systems" course to maximize teaching effectiveness. Additionally, schools and educational institutions should also strengthen technical training and

support for teachers, providing necessary resources and platforms to help them enhance their technological literacy and operational abilities.

3.1.3 Student Adaptability Issues.

The new teaching model brought about by AI technology may pose certain adaptability challenges for students. Some students may struggle to adapt to this highly autonomous and personalized learning style, leading to poor learning effectiveness. This is mainly because traditional teaching models often center on teachers, with students passively receiving knowledge, whereas AI technology emphasizes students' autonomous learning and active participation. Therefore, in the process of introducing AI technology, it has become an issue of concern how to help students gradually adapt to this new teaching model.

To address student adaptability issues, we can adopt the following measures. Firstly, we should strengthen the cultivation of students' autonomous learning abilities, providing abundant learning resources and personalized learning guidance to help students gradually develop autonomous learning habits. Secondly, we should pay attention to monitoring and assessing students' learning processes, promptly identifying and solving problems and difficulties they encounter during learning [5]. Additionally, we can enhance students' interactivity and participation by organizing group discussions and cooperative learning activities, improving learning effectiveness and interest.[6]

3.2 Practical Strategies to Promote Effective Application of AI Technology in Teaching the "Radar Principles and Systems" Course

Aiming at the problems faced by AI technology in the teaching of the "Radar Principles and Systems" course, this paper proposes the following practical strategies to promote the effective application of AI technology, enhance teaching quality, and improve students' learning effects.

3.2.1 Deepening Technical and Teaching Content Integration.

To achieve a profound integration between AI technology and the content of the "Radar Principles and Systems" course, a series of targeted measures must be undertaken. Firstly, it is imperative to develop AI models and application scenarios that are tailored to the unique teaching needs of the "Radar Principles and Systems" course. This necessitates a thorough analysis of the course content, a clear delineation of teaching objectives and challenges, and subsequent design of AI tools that effectively assist students in comprehending and mastering pivotal knowledge points. For instance, the development of AI-based radar signal processing simulation software would enable students to grasp the fundamental principles and methodologies of radar signal processing through hands-on simulation exercises.

Secondly, AI technology can be seamlessly integrated into various facets of the course's teaching process through case-based learning and project-driven methodolo-

gies. Case-based learning involves selecting representative cases from real-world radar applications and leveraging AI technology to analyze and interpret these cases, thereby illustrating the practical role and significance of radar technology. Project-driven methodologies, on the other hand, place students at the center of the learning process, encouraging them to employ AI technology to solve practical problems encountered in the "Radar Principles and Systems" course, thus fostering their practical abilities and innovative spirits.

Moreover, the establishment of a feedback loop between AI technology and the content of the "Radar Principles and Systems" course is crucial. This involves continuously refining AI models and application scenarios based on teaching outcomes and student feedback, ensuring a dynamic and iterative process of integration and innovation between technology and teaching content. Through these measures, we can strive towards a deep and effective fusion of AI technology with the educational content of the "Radar Principles and Systems" course.

3.2.2 Enhancing Teachers' Technological Literacy.

Teachers play a pivotal role in the integration of AI technology into the "Radar Principles and Systems" course, and augmenting their technological literacy and operational proficiencies is indispensable. To this end, the following measures can be adopted:

Firstly, organizing teachers to engage in AI technology training programs and workshops is essential. These initiatives should aim to equip teachers with a comprehensive understanding of the fundamental principles, application scenarios, and operational methodologies of AI technology. By inviting AI experts to conduct teaching and guidance sessions, teachers can systematically acquire AI knowledge, laying a solid foundation for their subsequent teaching practices.

Secondly, fostering an environment that encourages teachers to actively engage in research on the application of AI technology in teaching is crucial. This can be achieved by establishing teaching research projects and providing research funding, thereby stimulating teachers' research interests and enthusiasm. Simultaneously, establishing a platform for sharing and exchanging research outcomes is vital, as it facilitates experience exchange and cooperation among teachers. This collaborative approach can jointly drive the innovation and development of teaching models, ultimately enhancing the integration of AI technology into the "Radar Principles and Systems" course.

Additionally, incorporating AI technology application competencies into the teacher evaluation system serves as a powerful motivator. By utilizing these competencies as important reference points for teachers' promotions and evaluations, it helps instill an intrinsic drive within teachers to enhance their technological literacy and operational abilities. This, in turn, promotes the widespread adoption and effective utilization of AI technology in the teaching of the "Radar Principles and Systems" course, ultimately benefiting students' learning experiences and outcomes.

3.2.3 Paying Attention to the Cultivation of Student Adaptability.

When introducing AI technology into the educational context, it is imperative to prioritize the cultivation of students' adaptability, ensuring a seamless transition to the novel teaching model and thereby enhancing their learning efficacy and engagement. To achieve this objective, the following measures can be implemented:

Firstly, emphasis should be placed on fostering students' autonomous learning capabilities and fostering innovative thinking. By offering a plethora of learning resources and tailored learning guidance, educators can steer students towards actively exploring the knowledge domain of the "Radar Principles and Systems" course. This approach nurtures their independent thought processes and problem-solving skills. Additionally, encouraging students to engage in scientific research endeavors and practical activities can further bolster their innovative thinking and practical proficiencies through hands-on experiences.

Secondly, it is crucial to be attentive to students' learning journeys and psychological adjustments, providing timely guidance and support. The introduction of AI technology may evoke feelings of discomfort or anxiety among some students. Consequently, educators must closely monitor students' learning progress, promptly identifying and addressing any issues or challenges they encounter. Furthermore, through psychological counseling and motivational strategies, educators can assist students in building confidence, adjusting their mindsets, and ultimately adapting to the new teaching model.

Lastly, the establishment of a diversified evaluation system is essential for comprehensively assessing students' learning outcomes and overall qualities. Beyond traditional assessment methods such as exams and homework, incorporating various evaluation techniques such as project evaluations, peer evaluations, and self-evaluations can provide a more holistic representation of students' learning situations and ability levels. This multifaceted approach to evaluation can stimulate students' learning enthusiasm and creativity, ultimately promoting their comprehensive development and growth [7].

4 Conclusion

The application of AI technology in the teaching of the "Radar Principles and Systems" course has brought profound changes and challenges to traditional teaching models. By implementing practical strategies such as deepening technical and teaching content integration, enhancing teachers' technological literacy, and paying attention to the cultivation of student adaptability, we can effectively address the problems encountered in the application of AI technology, driving the innovation and development of teaching in the "Radar Principles and Systems" course. In the future, as AI technology continues to progress and its application scenarios continue to expand, we have reason to believe that AI will play an even more significant role in the teaching of the "Radar Principles and Systems" course.

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