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AI-Enabled Talent Training in Analytical Chemistry

Junxi Liang[a,*], Xinjie Wang[b], Qiong Su[c,*]

Chemical Engineering Institute, Northwest Minzu University, Lanzhou, China
[a]xbmujxliang@126.com, [b]15696848693@163.com, [c]hgsq@xbmu.edu.cn
[*]Corresponding author

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Abstract: As science and technology continue to advance rapidly, the integration of artificial intelligence (AI) into education has become increasingly prevalent. Analytical chemistry, a key foundational subject in the field of chemistry, is currently facing significant challenges within its traditional training model, particularly in areas such as curriculum content, instructional methods, and evaluation systems. This research utilizes a combination of literature review, case studies, and practical teaching experience to investigate a new AI-enhanced training model for analytical chemistry education. By developing an intelligent teaching platform, incorporating virtual simulation experiments, and leveraging AI for data processing and instrument control, the curriculum framework is restructured and a new AI-driven evaluation system is introduced. The results demonstrate that this innovative approach greatly enhances the quality of instruction and effectively fosters students' independent learning skills, creative problem-solving abilities, and data analysis proficiency, thereby offering fresh perspectives and strategies for talent development in analytical chemistry.

1. Introduction

In the wave of an era characterized by rapid scientific and technological advancement, artificial intelligence (AI) is reshaping the ecology of various fields with unprecedented depth and breadth, and education is no exception. With the accelerated digital transformation of education, AI technologies are bringing both new opportunities and challenges to higher education [1]. As a key foundational course for disciplines such as chemistry, chemical engineering, materials, environment, and medicine, analytical chemistry plays a central role in cultivating high-quality professional talent. Its teaching goals go beyond delivering theoretical knowledge and experimental skills and place a stronger emphasis on nurturing scientific thinking, innovation capability, and practical competence. However, in the talent cultivation process, traditional analytical chemistry courses have long faced multiple difficulties: teaching content lags behind technological development; teaching models remain monotonous; experimental resources are limited; and assessment systems are rigid. These problems make it difficult for talent cultivation to meet the urgent social demand for interdisciplinary and innovative professionals. In recent years, AI has increasingly penetrated the field of education [2]. From intelligent teaching platforms and virtual simulation experiments to personalized learning recommendations and automated evaluation systems, AI technologies are gradually reshaping both the form and the essence of education. Against this backdrop, integrating "AI +" into analytical chemistry teaching has become an important direction of educational reform. By deeply embedding AI technologies into teaching content, instructional methods, experimental practice, and assessment structures, it is possible to break through the constraints of traditional teaching paradigms and construct a new, student-centered, competence-oriented talent training model. This integration is not merely a technological upgrade; it represents an elevation of educational philosophy. It emphasizes leveraging AI's advantages in intelligence, personalization, and data-driven decision-making to promote the transformation of analytical chemistry courses from "knowledge transmission" to "competence cultivation" and from "standardized teaching" to "precision education," thereby nurturing high-quality talents with stronger innovation awareness, practical ability, and international competitiveness. Existing studies have shown that AI has significant advantages in experimental teaching, data processing, and instrument control within analytical chemistry [3]. For example, AI-based data mining and modeling greatly enhance the efficiency and accuracy of data analysis, providing students with more scientific and refined problem-solving approaches. However, there are still some limitations in current research. The application scope of AI remains relatively narrow and has not been fully embedded into the core content of the curriculum. In addition, many instructors lack sufficient capability to apply AI technologies, which constrains large-scale promotion of the new paradigm. This study aims to explore how AI technologies can be organically integrated with the core knowledge of analytical chemistry by designing thematic modules and case-based teaching, thereby constructing a new teaching model. This innovation not only helps fill gaps in existing research but also provides fresh ideas for teaching reform in analytical chemistry courses.

2. Integrating "AI +" into Analytical Chemistry Course Teaching

2.1 Intelligent Teaching Platforms and Personalized Learning

As an important tool for empowering analytical chemistry courses under the "AI +" framework, intelligent teaching platforms play a core role in providing individualized learning path planning and resource recommendation for students via data analysis and algorithmic models. Based on students' learning behaviors, knowledge mastery, and learning objectives, such platforms employ machine learning algorithms to dynamically assess learners' states and generate personalized learning paths. Intelligent teaching platforms also have powerful capabilities for integrating learning resources: they can systematically integrate various forms of teaching resources—such as textbooks, online courses, and experimental videos—and recommend content that aligns with students' learning progress and interests through intelligent recommendation engines. This resource recommendation mechanism not only improves learning efficiency, but also enhances students' motivation and engagement. Moreover, intelligent teaching platforms support real-time feedback and interaction. Students can interact with teachers or peers via the platform to promptly resolve problems encountered during the learning process, thereby further improving learning outcomes. The personalized learning model built upon intelligent teaching platforms can meet the learning needs of different students from multiple dimensions and significantly improve learning efficiency. This model emphasizes student-centeredness and, through in-depth mining of learning data, enables the platform to design tailored learning schemes for each student. In addition, personalized learning can be implemented using adaptive learning systems, which dynamically adjust teaching content and pace based on students' progress and feedback. This flexibility allows students to complete learning tasks at a pace that suits them, avoiding the inefficiencies that may arise from traditional "one-size-fits-all" teaching models.

2.2 Virtual Simulation Experiments as Teaching Support

As a novel teaching approach, virtual simulation experiments employ computer technologies and AI algorithms to simulate real analytical chemistry experimental scenarios, thereby offering new possibilities for instruction. Their fundamental principle lies in using three-dimensional modeling, physics engines, and data analysis techniques to construct highly realistic virtual experimental environments, enabling students to conduct experimental operations and observations in virtual space. Virtual simulation experiments possess prominent characteristics. First, they exhibit high safety. In traditional experiments, some operations involving toxic or hazardous substances or high-risk procedures may pose potential threats to students, whereas virtual simulation experiments can completely eliminate these risks, allowing students to study and practice in a risk-free environment. Second, such experiments have strong repeatability and flexibility. Students can repeat experimental operations as often as needed until they fully master the relevant skills, and can freely adjust experimental parameters to explore outcomes under different conditions, thereby deepening their understanding of experimental principles. Furthermore, virtual simulation experiments offer a high degree of interactivity. Students can interact with the virtual experimental environment in real time using devices such as a mouse, keyboard, or virtual reality equipment, gaining an immersive learning experience. The application of virtual simulation experiments in analytical chemistry experimental teaching not only helps students better understand complex experimental principles and procedures, but also significantly enhances their practical abilities. Through intuitive visual presentations and interactive operations, virtual simulation experiments enable students to observe experimental phenomena more clearly and grasp the underlying scientific principles. Virtual simulation experiments also provide students with a low-cost platform for practice, in which they can repeatedly perform experiments without the constraints of time and space. Such high-frequency practice helps students master experimental skills and cultivates their ability to think independently and solve problems.

2.3 Applications of AI in Data Processing and Instrument Control

In the field of analytical chemistry, data processing is a crucial step in experimental research and theoretical derivation, and the introduction of AI greatly improves both efficiency and accuracy. AI demonstrates powerful advantages in data mining and model construction. Machine learning algorithms such as principal component analysis (PCA) and support vector machines (SVM) can rapidly perform dimensionality reduction, classification, and regression analyses, thereby revealing patterns underlying the data. AI technologies can also be used to optimize data analysis workflows by reducing manual intervention through automated algorithms, thus improving the consistency and reliability of data processing. In addition, AI is capable of handling large-scale datasets and helping researchers discover trends and patterns that are difficult to identify using traditional methods, thereby providing new perspectives and directions for scientific research. The application of AI to the control of analytical instruments not only realizes the automation and intelligentization of experimental processes, but also significantly improves experimental efficiency and precision. AI technologies can perform real-time monitoring and optimization control of analytical instruments through intelligent algorithms. AI-based predictive models can identify potential instrument failures in advance, enabling preventive maintenance. This intelligent maintenance mechanism not only extends the service life of instruments but also reduces the risk of experimental interruptions caused by instrument malfunctions.

3. Reconstruction of the Curriculum System Based on "AI +"

3.1 Integration of AI with Analytical Chemistry Knowledge

Under the "AI +" framework, the knowledge structure of analytical chemistry courses needs to be deeply integrated with AI technologies to enhance students' interdisciplinary literacy and innovation capacity. As core technologies in the AI field, machine learning and data mining are widely applied in data analysis, and their use can significantly improve the efficiency and accuracy of processing complex experimental data in analytical chemistry. To organically embed AI knowledge into analytical chemistry courses, it is necessary to adopt diversified instructional approaches and strategies so that students can fully understand and apply these interdisciplinary contents. One effective approach is to set up thematic modules that combine AI technologies with specific analytical chemistry problems. Case analysis is also an important teaching strategy. By selecting representative research cases—such as AI-based drug molecule screening or environmental monitoring data analysis—students can experience the practical value of AI technologies in real-world contexts [4]. In addition, courses can be combined with virtual simulation platforms to allow students to experience, in simulated environments, the design and optimization processes of AI algorithms, thereby deepening their understanding of theoretical knowledge.

3.2 Textbook Development under the New Paradigm

The compilation of textbooks under the new paradigm should take the deep integration of AI and analytical chemistry as its core goal and emphasize scientificity and systematicity in content arrangement. In terms of chapter structure, textbooks can be divided into three main parts: basic theory, technological applications, and practical cases. The basic theory section covers fundamental knowledge of analytical chemistry and core concepts of AI, aiming to provide students with a solid theoretical foundation. The technological applications section focuses on specific application scenarios of AI in analytical chemistry, such as data mining, model building, and instrument control. The practical case section presents representative research projects or industrial applications to help students connect theoretical knowledge with practical operation. Textbooks should highlight interdisciplinary features by setting thematic chapters that discuss cross-innovations between AI and areas such as instrumental analysis and chemometrics, thereby broadening students' academic horizons. In terms of content arrangement, textbooks should follow a progressive logic from the simple to the complex, guiding students step by step from basic knowledge to advanced applications and ensuring coherence and progression throughout the learning process. Textbooks designed under the new paradigm exhibit remarkable features and innovations in terms of instructional guidance and presentation of practical cases. In teaching methodology, we adopt a "student-centered" design philosophy by incorporating problem-based learning tasks and interactive discussion sections to stimulate students' intrinsic motivation [3]. For example, each chapter may be accompanied by AI-based experimental design problems that encourage students to apply what they have learned to solve practical problems, thereby cultivating their innovative thinking and hands-on abilities. In presenting practical cases, textbooks emphasize authenticity and diversity by selecting classical research cases from different fields—such as deep learning–based protein structure prediction or intelligent sensor development—so that students can become acquainted with the latest technological frontiers during the learning process. Textbooks also make extensive use of multimedia technologies by embedding video lectures, virtual simulation experiments, and online interactive platforms, thus providing students with richer learning resources and experiences.

4. Establishing an AI-Based Evaluation System

4.1 Determining Evaluation Indicators

In the teaching process of analytical chemistry courses empowered by "AI +", evaluation of the learning process is an important component for measuring learning effectiveness. By using AI technologies, it is possible to collect and analyze students' learning behaviors in a comprehensive and multi-perspective manner, thereby constructing a scientific system of process evaluation indicators. For example, intelligent teaching platforms can record fundamental data such as students' study time, course access frequency, and video viewing progress, which reflect the level of attention and effort devoted to the course. AI can also analyze students' participation in online discussion forums and interactive platforms—such as the number of questions posed, the quality of answers, and the frequency of interaction—to further assess their active learning ability and teamwork skills. Learning behavior analysis models based on machine learning algorithms can uncover students' latent learning patterns, identify weak links in the learning process, and provide teachers with targeted suggestions for instructional intervention. Evaluation of learning outcomes is a key component in determining students' mastery of knowledge and their level of competence development. In the context of "AI +", outcome evaluation in analytical chemistry courses is no longer limited to traditional test scores, but places greater emphasis on performance-based assessment of students' comprehensive abilities. Virtual simulation experiment systems can record every operation step taken by students, and automatically generate scores for the quality of experimental reports according to preset rubrics, thus reducing the influence of subjective human factors [4]. Project-based learning (PBL), as an important instructional approach, can also be evaluated through AI tools. This multidimensional evaluation of learning outcomes not only reflects students' academic levels in a more comprehensive manner, but also provides more valuable feedback for their future career development.

4.2 Evaluation Methods and Technologies

With the rapid development of AI, intelligent evaluation tools have been increasingly applied in analytical chemistry courses, providing technical support for the automation and precision of teaching assessment. Automated scoring systems are a typical example: they can rapidly assign scores to students' learning outcomes based on preset scoring rules. Learning behavior analysis systems constitute another important category of intelligent evaluation tools. By monitoring and analyzing multidimensional data obtained during the learning process in real time, these systems can generate personalized learning profiles. For instance, they can record students' operational paths, error frequencies, and improvement speed in virtual simulation experiments, thereby assessing the trajectory of their practical skills development. These intelligent evaluation tools not only greatly improve the efficiency of teaching assessment, but also help teachers and students more intuitively understand learning progress through data visualization, thus providing a scientific basis for adjusting subsequent teaching strategies. In traditional teaching assessment, teachers are often the sole evaluators, which easily leads to subjectivity and partiality in evaluation results. In contrast, in the AI-empowered evaluation system, the introduction of multiple evaluation stakeholders effectively addresses this problem. Teachers, as the main evaluators, still assume overall responsibility for students' learning outcomes, but their evaluation relies more heavily on data support provided by intelligent tools, enhancing objectivity and accuracy. Student self-assessment, as an important form of evaluation, promotes self-reflection and the development of autonomous learning abilities. Peer assessment is also a key component of multidimensional evaluation, especially in project-based learning and group discussions. Mutual evaluation among students not only strengthens their critical thinking skills but also fosters team cooperation.

5. Analysis of Teaching Effectiveness under "AI +" Empowerment

To comprehensively evaluate the teaching effectiveness of analytical chemistry courses empowered by "AI +", this study selects representative teaching cases for in-depth analysis. These cases cover both theoretical and practical teaching dimensions and fully integrate specific applications of intelligent teaching platforms, virtual simulation experiments, and AI-based data processing approaches. Moreover, the selected cases pay particular attention to the diversity of course content and the heterogeneity of students' backgrounds, ensuring that the research findings possess broad applicability and reference value. A comparative analysis of students' academic performance before and after the implementation of "AI +" empowerment clearly reveals the positive impact of the new paradigm on learning outcomes. Prior to its implementation, students' performance exhibited great dispersion; in particular, average scores in modules involving complex data analysis and experimental operations were relatively low. After the introduction of the "AI +" empowered teaching model, students' overall performance improved significantly. This improvement is mainly attributable to personalized learning pathways and feedback from intelligent evaluation systems. Intelligent teaching platforms dynamically adjust content and difficulty levels according to students' learning behaviors and knowledge mastery, thus meeting the learning needs of students at different levels. The use of virtual simulation experiments also substantially reduces operational errors during experiments, allowing students to practice repeatedly in safe and controllable environments until they master the required skills [4]. These factors jointly contribute strong support to improvements in students' academic performance. In addition to significant improvements in grades, the "AI +" empowered teaching model also promotes students' comprehensive competence development in multiple dimensions. In terms of practical abilities, widespread adoption of virtual simulation experiments enables students to complete complex analytical chemistry experiments in simulated environments. This not only strengthens their understanding of experimental principles, but also cultivates hands-on skills and problem-solving abilities. In terms of innovation capability, the introduction of AI provides students with more space and opportunities for innovation. Students can use AI tools for data analysis, model building, and result interpretation, thereby stimulating innovative thinking. At the same time, guidance from interdisciplinary teaching teams offers diverse perspectives and support, further enhancing students' innovative capacity. Regarding autonomous learning ability, the "AI +" empowered teaching model helps students gradually develop habits of self-directed learning through personalized learning path recommendations and real-time feedback mechanisms provided by intelligent teaching platforms. When using these platforms, students can select appropriate learning resources based on their own progress and interests, and use system-generated learning reports to identify weak areas for targeted review and consolidation [5]. This learner-centered teaching model not only improves learning efficiency, but also strengthens students' self-management and self-motivation, laying a solid foundation for their future learning and development.

6. Conclusion

Research and practice on the new talent training paradigm of "AI +" empowering analytical chemistry courses provide important theoretical foundations and practical experience for teaching reform in higher education. In terms of teaching content, by deeply integrating AI technologies with the knowledge system of analytical chemistry, the traditional curriculum boundaries have been extended and students' abilities to analyze and solve complex problems have been greatly enhanced. For instance, the application of machine learning algorithms in data processing and the introduction of intelligent instrument control technologies make the curriculum content more closely aligned with contemporary scientific research and real engineering needs. The new paradigm emphasizes a student-centered teaching philosophy. Through personalized learning path recommendations and the use of virtual simulation platforms, it effectively meets the learning needs of students at different levels and improves the efficiency and quality of teaching. In terms of teaching methods, this study has constructed a blended teaching model based on intelligent teaching platforms, achieving organic integration of online resources and offline classrooms. This model not only breaks through the constraints of time and space inherent in traditional classroom teaching but also stimulates students' interest and initiative through diverse forms of interaction. In addition, the introduction of virtual simulation experiments significantly enhances students' practical abilities by enabling them to repeatedly practice complex experimental operations in safe and controllable environments, thereby better mastering core skills. The establishment and collaboration of interdisciplinary teaching teams further optimize the integration of teaching resources and provide strong support for pedagogical innovations. Regarding assessment systems, a multidimensional evaluation mechanism based on AI technologies becomes a key feature of the new paradigm. By continuously tracking and analyzing students' learning processes, intelligent evaluation tools can objectively reflect learning outcomes and competence development. The combination of teacher evaluation, student self-assessment, and peer assessment improves the comprehensiveness and accuracy of evaluation results and offers a scientific basis for teaching improvement. In summary, the "AI +" empowered new paradigm has achieved significant progress in teaching content, teaching methods, and assessment systems, providing a brand-new approach for talent cultivation in analytical chemistry courses.

Despite the achievements obtained in exploring the new talent training paradigm of "AI +" for analytical chemistry courses, this study still has several limitations that merit further improvement. First, the research scope is relatively limited, focusing mainly on specific universities or professional fields, and has not fully covered different types of institutions or diverse disciplinary backgrounds, which may affect the generalizability and applicability of the conclusions. Second, at the level of technological application, the integration of some AI technologies-such as deep learning models—into analytical chemistry experimental teaching is still insufficient, and their potential has not yet been fully exploited. Moreover, the development and application of intelligent evaluation tools remain at an early stage; their adaptability and stability in complex scenarios require further validation.

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