Seminar on Technology Management

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Integrating generative AI in management education:

A mixed-methods study using social construction of technology Theory

Special Seminar on Technology Management

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October 8th, 2024

Abstract

The study utilized a mixed-methods approach to evaluate the impact of Generative AI on teaching-learning compared to the traditional method. Initially, it analyzed news stories and found the frequently used words like management education, ChatGPT, AI, ethics, B-schools etc. in form of word cloud. Further, sentiment analysis of tweets from the 'X' platform was conducted to understand the ongoing discussions. The analysis revealed positive and negative emotions which were associated with specific terms related to management education. Thereafter, the qualitative insights gathered from management education experts helped in identifying various focal themes like assessment, curriculum, pedagogy, and regulation considering early adopters' perspectives. The study shed light on how Generative AI tools can be judiciously embraced through research and application and how they can reshape the management education landscape. It provides evidence-based guidance for educators and researchers to effectively utilize this technology while addressing administrative and ethical issues.

Introduction

- Artificial Intelligence (AI) denotes **scientific design and technological systems that can perform generic tasks associated with human intelligence, such as learning, solving, and decision-making** (Xu et al., 2021). Recent advancements in machine learning have given rise to much-refined digital content generation capacity, such as Generative Artificial Intelligence (Hu, 2022). Prior literature has revealed the **existence of two techniques of Generative AI- Generative Adversarial Network (GAN) and Generative Pre-trained Transformer** (GPT) (Hu, 2022; Jovanovi´c, 2022; Gui, Sun, Wen, Tao, & Ye, 2023).

- Since Generative AI tools constantly enhance and update with fresh training data for accuracy and will consistently improve (Rudolph et al., 2023), its use in education has sparked extreme debates about potential implications (Farrokhnia et al., 2023). Since new technologies alter established procedures and challenge educators to adapt to them, these discussions become frequent (Qadir, 2023). This raises an important question on **how this potent AI tool can change the landscape of higher education for academicians, and highlights the need to research educators' perspectives on the emergence of Generative AI tools and their positive implications in education.**

Introduction

- The pandemic has accelerated digital technology adoption, leading to abundance of data in organizations and transforming the nature of work with powerful technologies such as AI. **Data holds immense potential and requires skilled leaders to access and understand its usefulness**. Effective management skills are crucial for organizational success, regardless of size or sector (Mahajan, Gupta, & Misra, 2022)

- While management education enhances critical thinking, situational awareness, and leadership skills, **the integration of Generative AI tools in management education raises concerns about potential hindrances in students' acquisition of essential employability skills in an AI-powered future.** The research problem is how management educators can effectively utilize generative AI despite the current uncertainty about its application. This study presents a critical discourse that considers both perspectives to provide a balanced understanding and insight into the teaching-learning process in management education

Introduction

- The paper highlights that, **despite the rapid growth of AI tools, there is still uncertainty about how they should be used in education**. Many educators are experimenting with these tools, but they remain **unsure about their long-term effects on students' learning outcomes and employability.** Some educators appreciate the value of AI in overcoming language barriers and providing personalized learning experiences, but they also worry about its influence on academic integrity and student well-being.

- RQ1: How do news articles discuss the impact of Generative AI technologies on management education?
- RQ2: What are the trends, discussions, and sentiments on the X platform regarding Generative AI technologies in management education?
- RQ3: How have Generative AI tools influenced key areas like assessment, curriculum, pedagogy, and regulation in the teaching-learning process?

Introduction

- To better understand the impact of Generative AI, the authors adopt a mixed-methods approach that combines both quantitative and qualitative analyses. Initially, the study explores how AI tools are being discussed in news articles and on social media platforms, specifically the X platform (formerly Twitter).

- The **quantitative analysis was supplemented by including interviews with early adopters from various domains of management education to determine how to address the pitfalls and identify opportunities and guidelines for its use.** Responses were received from management academicians who had tested the efficiency of Generative AI tools by integrating them into their educational activities (e.g., research, teaching, and assessment). Their views were sought on the advantages, difficulties, and moral issues surrounding incorporating Generative AI tools into management education, which were perceived as controversial. As a result, **the second analysis Study was based on a qualitative methodology, which provided a more thorough and varied view of how early adopters in management education see issues based on their experiences or observations.** Further, findings from Study 1 were cross-validated by an in-depth qualitative analysis of management education experts (in Study 2), offering a comprehensive understanding of the subject matter

Literature Review

- ▶ Evolution of Generative AI
- ▶ Generative AI and its Implications for Education
- ▶ SCOT Theory

Evolution of Generative AI

- Although AI may seem a recent concept, it originated in the 20th century. It was used for the Turing machine, a tool used to execute algorithms developed by British mathematician Alan Mathison Turing (Grzybowski et al., 2024). Soon after, it was used in other scenarios where it could act intelligently in unique situations. Since then, we have been interacting with AI daily, for e.g., recommendations from search engines, OTT, voice assistants, automatic translators, speech or face recognition, and autonomous vehicles (RTBHouse, 2022).

- Among Generative AI tools, ChatGPT is an app that utilizes powerful machine learning software, Generative Pre-trained Transformer (GPT-3), developed by the OpenAI organization (Rospigliosi, 2023). It operates on the large language model (LLM) architecture of GPT that harnesses reinforcement learning on human feedback (RLHF) to identify patterns, further enabling the generation of logical and contextually relevant output (Dalalah & Dalalah, 2023).

- Open AI launched a free version of ChatGPT and a subscription plan called ChatGPT Plus. Later, GPT -4 was introduced and made available on subscription. It was considered more reliable, creative, and capable of handling complex instructions (Alto, 2023).

Generative AI and its Implications for Education 🔍

- The exceptional capacity of AI to perform complex, creative tasks—like writing essays, summarizing content, or generating code—has disrupted traditional educational practices. Some educators, like **Kinshuk et al. (2016), argue that AI fosters active learning, promoting engagement and knowledge exchange. Others, like Beerbaum (2023), believe that AI enhances student performance by providing personalized feedback and adapting materials to suit individual learning styles.**

- However, Shahzad et al. (2024) suggest that **while AI can scaffold the learning process, it could also lead to challenges in critical thinking and creativity**. There are concerns that over-reliance on AI may impair students' ability to think independently, as AI-generated content could replace original thought and problem-solving.

SCOT Theory

- The current study applies **social construction of technology (SCOT) to understand the role of Generative AI in proposing technological interventions in education as it is interpretatively flexible and adaptive to myriad interpretations and uses (Pinch & Bijker, 1984; Bijker, 2010)**. As a theoretical framework, SCOT proposes that **technological advancements are driven by synergistic efforts of human and technical factors** (Chow-Whitea et al., 2021). In other words, the social constructivism perspective of SCOT theory conceptualizes "technology as a dimension of society rather than as an external force acting on it" (Feenberg, 1999). Pinch and Bijker (1984) proposed four components of the SCOT - interpretative flexibility, relevant social groups, closure, and stabilization

- In the context of Generative AI, educators and students are key players who determine how tools like ChatGPT are used in educational settings. While some view AI as an asset that can facilitate learning and administrative tasks, others are concerned about ethical issues and the potential loss of essential skills, such as creativity and critical analysis.

Research
Methodology
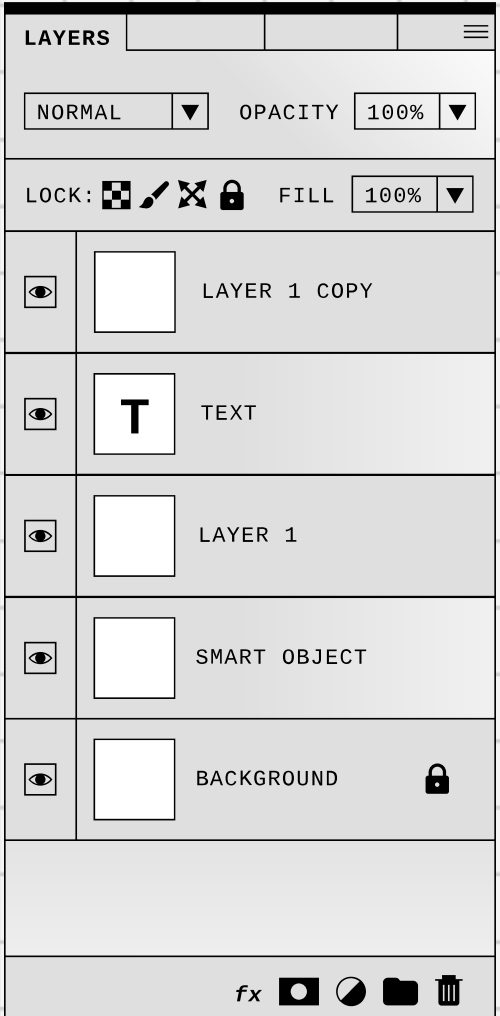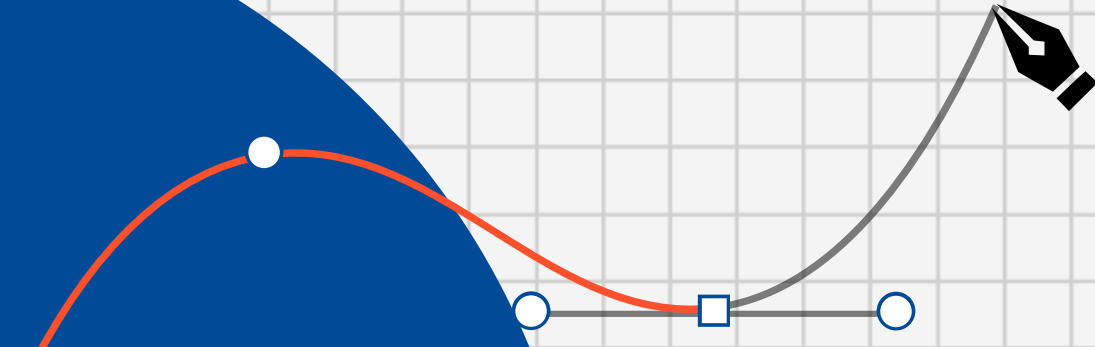
Research Methodology
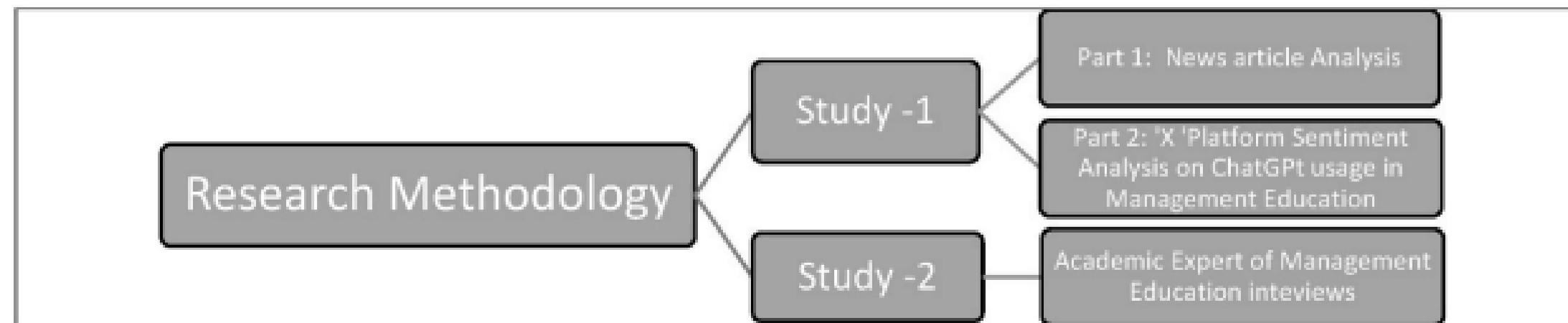
Fig. 1. Research methodology process.

This study uses the SCOT framework to analyze public discourse surrounding generative AI technology in web news articles and the X platform. The second study obtains its ratification from various management domain experts. It focuses on its characteristics and evolution in virtual public discourse, aiming to understand how actors create and define new meanings. The research process of a twostudy approach is represented in Fig. 1.
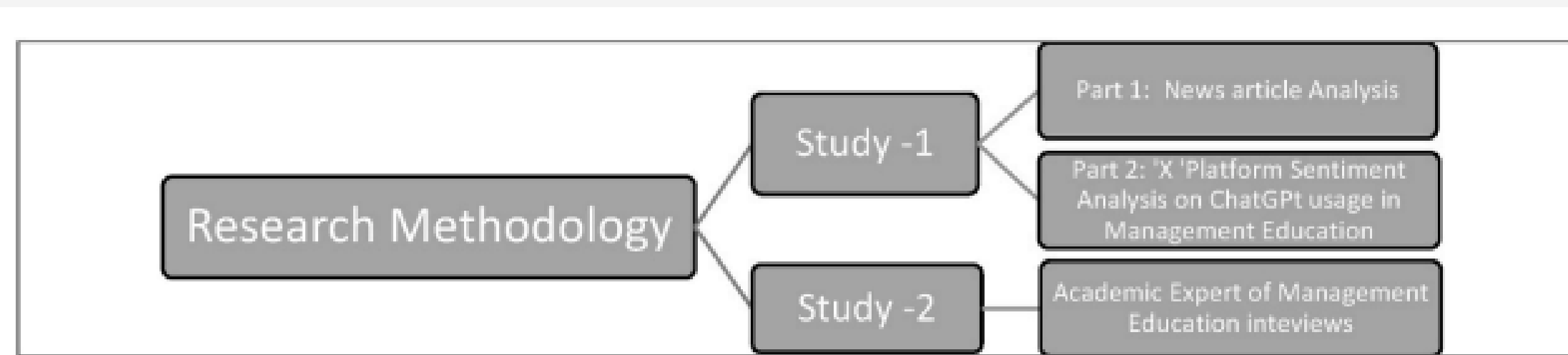
Research Methodology

Fig. 1. Research methodology process.

- The first part of Study 1 involved **scraping web news articles from March 15, 2023, after the launch of ChatGPT-4.** Scrapping news articles related to ChatGPT was performed on the ten fastest-growing news websites worldwide (Pressgazette, 2023).
- the second part of the first study is to **focus on public opinion on ChatGPT related management education using hashtags like #b-school #schoolofmanagement #managementeducation #mba #bschool #businessschool.** The authors scrapped tweets related to ChatGPT using the X platform streaming API. The authors analyzed a real-world data set from social media. The primary data suffers from a small sample size (Hussain, 2020). Social media analytics enables real-time analyses of public attitudes and sentiments in a large sample size. A prompt understanding of people's concerns in real time can be obtained from social media (Sinnenberg et al., 2017). The X platform has been extensively used in research to monitor public reaction

Research Methodology
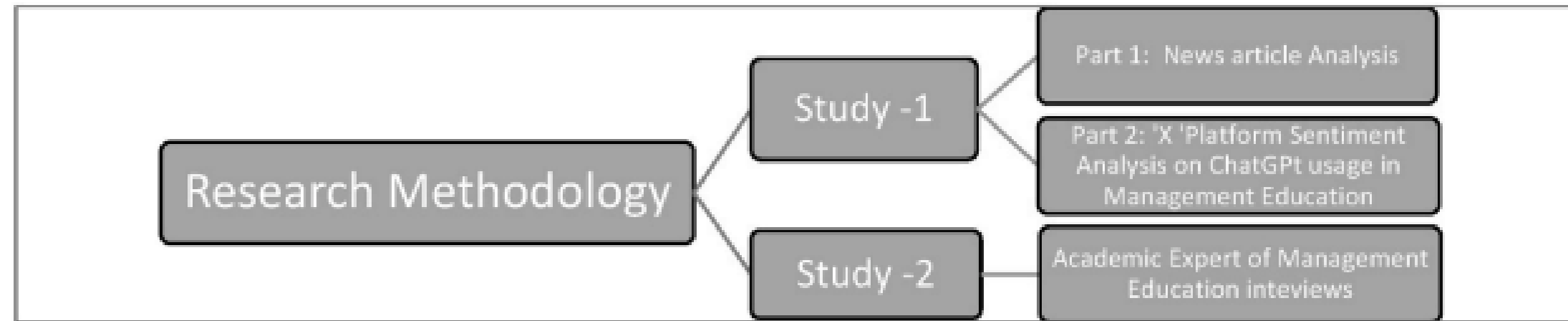
Fig. 1. Research methodology process.

- The second study focused on interviews with educators who were early adopters and stakeholders from the field of management education who had used this technology, aimed to collect viewpoints on addressing issues, spotting opportunities, and creating standards for the moral application of ChatGPT in management education

Part 1: observations on generative AI tools usage through news articles analysis

- **Objective:**
The goal of this part of the study was to examine the public discourse surrounding Generative AI tools, particularly ChatGPT, by analyzing news articles. The study aimed to identify emerging trends and the domain areas affected by AI, such as education and business.

- **Method:**
The researchers conducted a sentiment analysis on articles from ten of the fastest-growing news websites (e.g., CBS News, Forbes, USA Today). These articles were scraped using Generative AI tools, and a word cloud was created to highlight the most frequent terms related to ChatGPT and AI in management education.

- **Result:**
The analysis showed that terms such as "ChatGPT," "education," and "management" appeared most frequently, indicating a strong connection between AI and management education. The results of this news article analysis served as the foundation for further exploration in social media analysis.

Part 1: observations on generative AI tools usage through news articles analysis

Fig. 2. Word cloud News #ChatGPT Sentiment Analysis focusing Management education keywords (Source authors' calculation using Python).

Part 2: analyzing sentiment in tweets concerning ChatGPT utilization in management education

- **Objective:**

This part of the study focused on analyzing tweets about ChatGPT in two timeframes: before and after the release of ChatGPT-4. The goal was to assess how public sentiment changed over time regarding the use of AI in management education.

- **Method:**

Tweets were scraped using hashtags such as #ChatGPT, #managementeducation, and #bschool. The data was cleaned to remove irrelevant parts, and only unique tweets were analyzed. The researchers performed a lexical sentiment analysis using Python to categorize tweets as positive, negative, or neutral.

- **Result:**

The sentiment analysis revealed a shift in public emotions before and after the release of ChatGPT-4. Initially, there were more negative emotions (e.g., fear, distrust), but after the release of ChatGPT-4, there was an increase in positive emotions (e.g., excitement, trust). The tweets were categorized into emotions like joy, anger, and sadness, with clear distinctions between the two timeframes.

Part 2: analyzing sentiment in tweets concerning ChatGPT utilization in management education
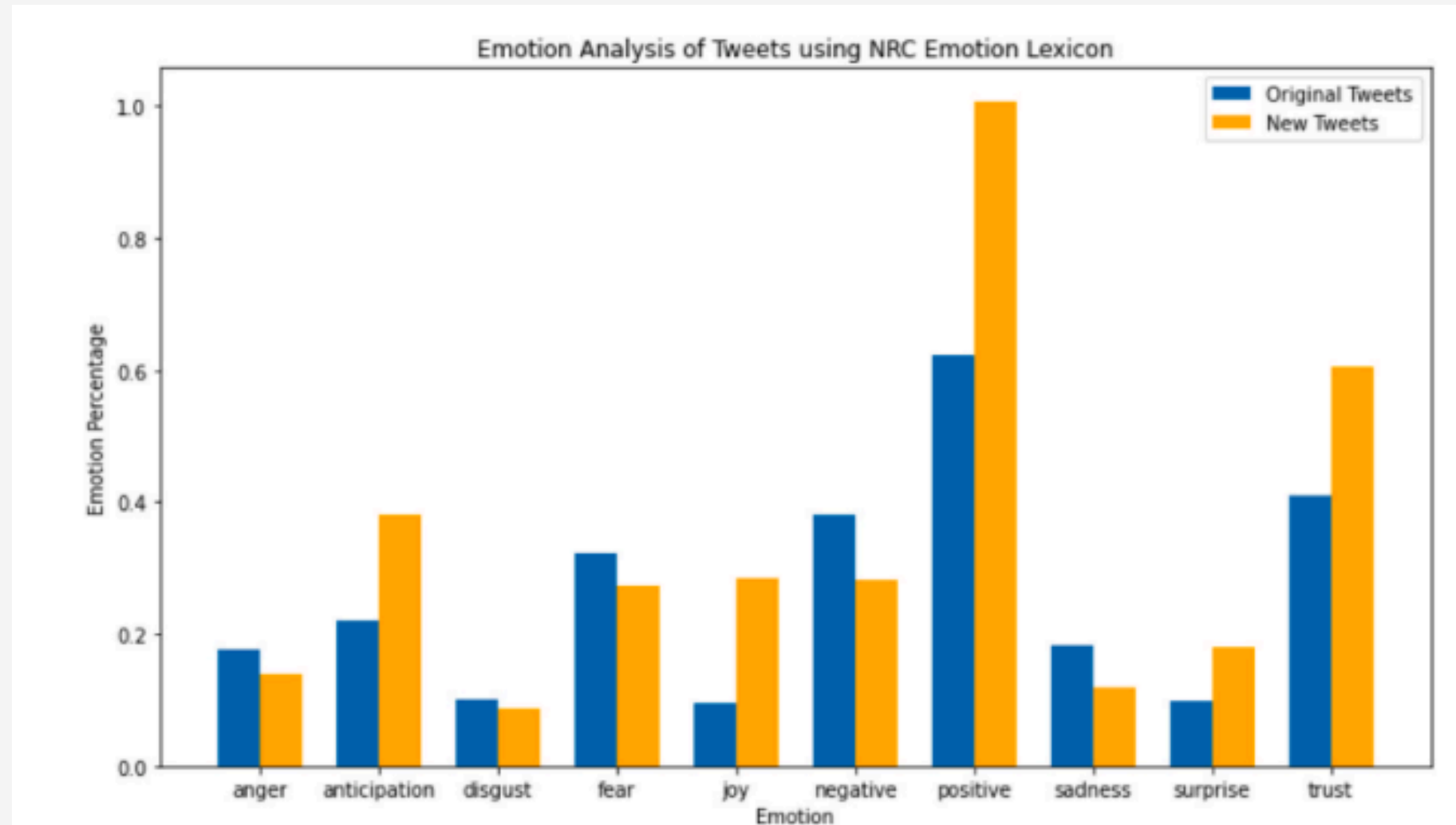
Fig. 3. Tweet sentiments before and after the release of ChatGPT-4 (Source: Authors' analysis).

This figure depicts the emotions of two time periods of #ChatGPT and #GenerativeAI tweets extracted before and after the release of ChatGPT-4. The blue color bars are from a time before the release of ChatGPT-4, and the orange bars are from the post-release period. It is evident that emotions such as sadness, anger, disgust, and fear were initially higher but then declined gradually.

Part 2: analyzing sentiment in tweets concerning ChatGPT utilization in management education

Aggregate emotions	Individual Emotions	Representative sample of Individual tweets	Emotion Percentage	
Positive	Anticipation	Just tried the ChatGPT. So exciting that it holds some memory and is really good at explaining things. See some super powerful chatbot use cases		19
				28
	Joy	This is going to be a game-changer for education. Here it is giving me a basic lesson on marketing analytics.		6
				21
	Surprise	ChatGPT is INSANE!!!! It seemed like I am talking to an experienced research expert.		11
				12
	Trust	ChatGPT is better than the average MBA. Think about that for a minute.		24
				39
Negative	Anger	Come on ChatGPT, seriously? No real-time data of current year? That's useless for weather updates. Get it together! #disappointed #fail		5
				3
	Disgust	ChatGPT is biased responses are really off-putting. They need to fix this ASAP. #Disgusted		2
				1
	Fear	It is one thing for regular humans to fret over new technology, but the discomfort is also being felt by tech overlord.		30
				24
	Sadness	I was really hoping ChatGPT would be more reliable. It's been a letdown. #Sad		3
				2

This analysis evaluated two categories of aggregate-level emotions, positive and negative, and eight categories of individual-level emotions: fear, joy, anticipation, anger, disgust, sadness, surprise, and trust, as depicted in Fig. 4, which comprises panels related to aggregate emotions, individual Emotions, representative sample of individual tweets and emotion percentage.

Part 2: analyzing sentiment in tweets concerning ChatGPT utilization in management education

The positive and negative emotions of the tweets are depicted using word clouds, as shown in Figs. 5 and 6, respectively. **The negative category was further broken down. Words with higher frequency are shown with larger font sizes.** The most prominent words are privacy related to ChatGPT. **Other minor and major concerns are cheating, content creators not being very happy with the content generated by ChatGPT, job security, fake citations, authenticity of information, and academic integrity issues. Some education-related concerns are cheating in examinations and assignment submissions without in-depth research**. Some negative tweets based on management education are also related to cheating, privacy, and loss of creativity. At the same time, **the positive word cloud includes words such as teaching, question paper setting, timesaving, productivity, etc.,** since efficient use of ChatGPT can help educators in various areas such as research and publications, assessments, etc

Part 2: analyzing sentiment in tweets concerning ChatGPT utilization in management education

Fig. 5. Word cloud based on negative sentiments.

Fig. 6. Word cloud based on positive sentiments.

Study 2: Academic experts' perspectives about ChatGPT: qualitative responses

- **Objective:**

The second part of the research aimed to gather qualitative insights from early adopters of AI in management education. The study focused on understanding the perceived benefits, challenges, and ethical concerns of using AI tools like ChatGPT in academic settings.

- **Method**:

The researchers conducted interviews with 30 management educators who had experience using AI in areas such as teaching, research, and assessment. The questions were designed to explore educators' perspectives on how ChatGPT impacts learning outcomes, student engagement, and academic integrity.

- **Result:**

The qualitative analysis revealed both positive and negative views on AI use in management education. Educators highlighted the efficiency of AI in grading and course design, but they also expressed concerns about cheating, over-reliance, and ethical issues. These insights were used to validate the themes found in the sentiment analysis from Study 1.

Finding & Discussions
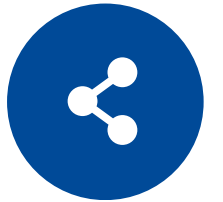
- ⊕ Theme 1: pedagogical interventions

- ⊕ Theme 2: faculty capacity building

- ⊕ Theme 3: academic administrative tasks

Finding and Discussions

- This section presents our findings based on the key themes that emerged after the qualitative analysis of expert opinions relating to their ChatGPT experiences. This helped us find answers to our third research question. The findings include quotes from participants' statements to provide insights into their actual responses after using the tool. Finally, based on the findings, recommendations are made regarding how AI tools can enhance teaching practices in business schools.

- The findings presented below give a more nuanced understanding of the key areas that emerged from the answers to questions regarding the role of Generative AI. The study identifies the positives and negatives of the emerging themes and sub-clusters.

Finding and Discussions
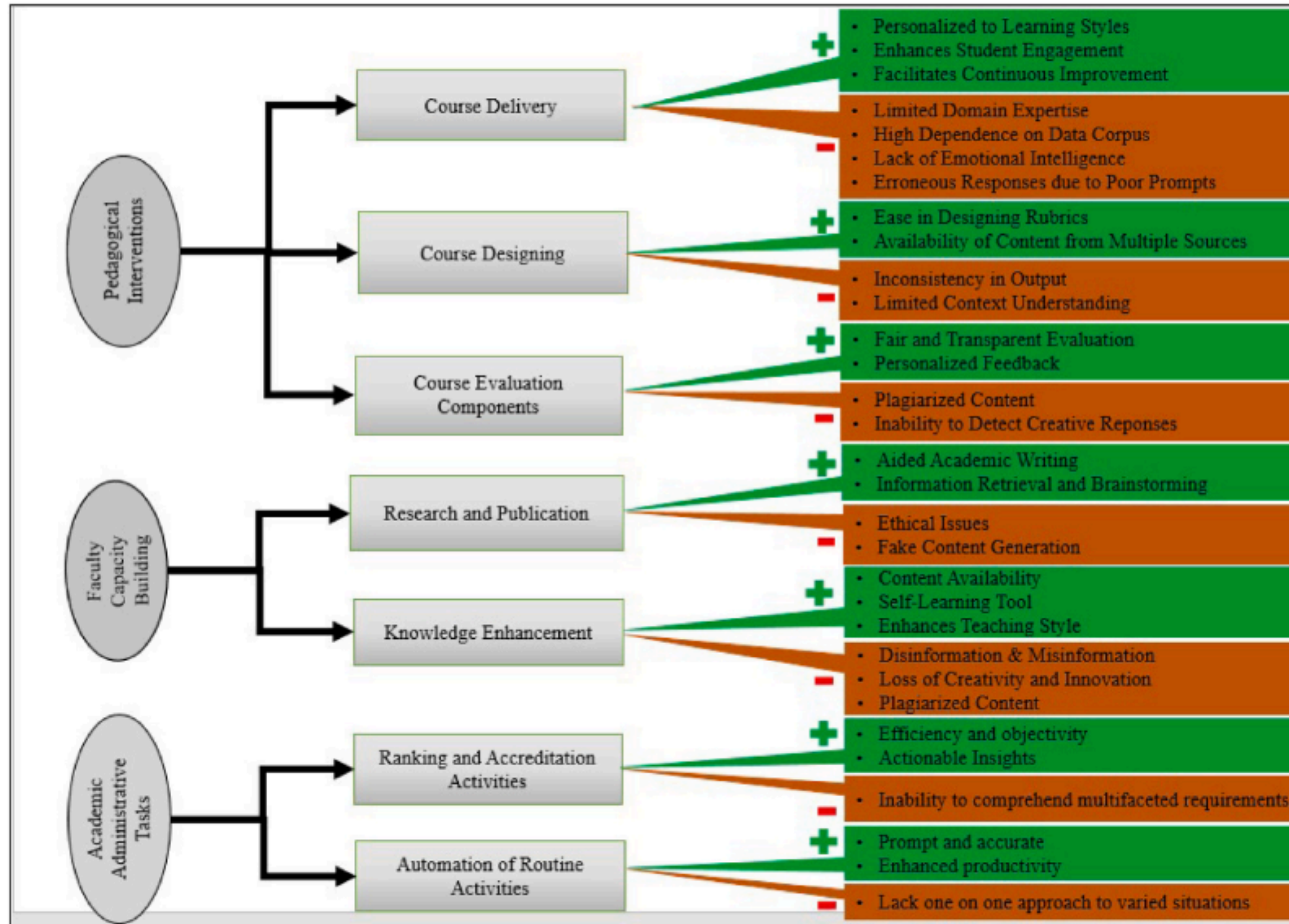
Fig. 7. Classification of themes based on experts' feedback (Source: Author's analysis).

Theme 1: pedagogical interventions

- One of the themes that emerged from the qualitative responses is pedagogical interventions denoting the intentional and systematic activities that facilitate management institutes' teaching and learning processes, primarily focusing on developing students' knowledge, skills and attitudes (Shishigu, 2022). The introduction of Generative AI has proven to be an innovative and path-breaking disruptor in management education, affecting multiple processes in its wake

Experts reported both positive and negative experiences:
- Positive Aspects:
  - Personalized Learning: AI can tailor learning experiences to individual students, increasing engagement.
  - Efficient Course Delivery: ChatGPT helps automate repetitive tasks, freeing time for more meaningful activities like student feedback and interaction.
- Challenges:
  - Ethical Concerns: There are concerns about AI's inability to distinguish between right and wrong, which can lead to biased or inaccurate output.
  - Over-reliance: Some educators worry that students might become dependent on AI, resulting in less critical thinking and creativity.

Theme 1a: course delivery

- After exploring qualitative responses of the experts who used Generative AI for delivering course offerings, both in online and faceto-face modes, some positive and negative insights emerged. First, the experts mentioned in their narratives that it closely aligns with the earlier concept of Intelligent Tutoring Systems (ITS), a commercial AI system developed to provide automated, adaptive and individualized instruction. This viewpoint also resonated with a study by Holmes and Tuomi (2022). For instance, an expert mentioned, ' ... can provide a personalized learning experience for students'. So, the positive comments hinted at 'personalized learning', 'enhanced student engagement', and 'improvement in teaching models'. Our findings revealed the positive sentiment around ChatGPT that it is a versatile tool used in diverse areas. However, experts (n = 12) who used the tool felt that courses in humanities would be influenced sooner as these courses 'entail discussions that go beyond the typical type of prescribed lesson' that an instructor would design with specific anticipated outcomes. Experts also voiced certain concerns regarding use of the tool to deliver lectures. Comments of a few experts (n = 2) reflected the challenges experienced by educators viz., 'reliance on the quality and quantity of available data corpus may generate limited and haphazardly curated responses' and 'poor prompts may generate erroneous responses'.

Theme 1b: course designing

- Our findings indicate that **Generative AI can potentially enhance course design and teaching support.** After engaging with the tool, one educator indicated, ' ... can provide a large amount of educational support data'. Likewise, another comment was, 'It can help advance teaching-learning experiences by providing access to new teaching models, assessment systems, and education ecology'. Review of responses indicates that **'availability and easy access' to openly available 'instructional materials', 'policies', 'handouts' and 'assignments' would undoubtedly provide the much-coveted guidance to individual teachers, departments and institutions to customize their versions.** However, the **flip side of Generative AI observed by experts (n = 5) was that it could not understand the context and situation, leading to irrelevant and erroneous responses**. An expert warned that 'Generative AI tools have limited understanding of the context that gets reflected in its output'. Another expert declared that 'output response generated by AI is inconsistent and largely dependent on how the prompts are engineered'. The findings **recommend that it is essential to design prompts in such a way that the AI reads the context correctly and provides appropriate response**

Theme 1c: course evaluation components

- Several experts (n = 23) experimented with Generative AI to grade students' assignments, thus providing teachers more time to focus on other aspects of teaching-learning processes, self-knowledge enhancement and various administrative tasks. Experts (n = 4) also believed that the **students must be assigned 'specific', 'multi-part questions'. For instance, an expert opined that** 'Generative AI tools helped identify key features of a well-written assignment' and 'provide clear feedback and personalized recommendations on different aspects of the assignment'. Experts expressed concerns as they found it difficult to ascertain whether the assignments produced by the students reflected their knowledge or is a recycled version of the AI-generated responses, akin to plagiarism. A similar problem was reported by Hill (2023). These concerns were highlighted by experts as '**it fails to assess the students' assignments from the lens of higher order critical thinking' or** ' ... concerned about utilizing Generative AI tools and other generative AI tools to evaluate the creativity aspect of academic assignments.'

Theme 2: Faculty Capacity Building

- The study highlights how Generative AI tools like ChatGPT can build faculty capacity, enabling educators to work more efficiently. Experts expressed that AI:
  - Assists in Research and Publications: AI helps brainstorm ideas and provides instant access to resources, though it cannot fully replace human insight in academic research.
  - Knowledge Enhancement: AI can summarize complex concepts and aid in lesson planning, reducing the time educators spend on manual tasks.
  - Challenges: AI often lacks access to secured databases and produces results that need further verification, limiting its effectiveness in research.

Theme 3: Academic Administrative Tasks

- AI can automate many routine academic tasks, improving productivity:

Positive Outcomes:
- ○ Automation: Generative AI can handle scheduling, meeting arrangements, and other logistical tasks, saving time and effort for faculty.
- ○ Accreditation and Rankings: AI helps process data for accreditation and ranking goals, making it easier to monitor academic performance.

Challenges:
- ○ Limitations in Handling Complex Tasks: AI struggles with non-routine tasks that require creative problem-solving or human intuition.

Theoritical & Practical Implications

Theoritical Implication

- It adds to the existing body of knowledge by analyzing diverse opinions from the public and experts, thus allowing for comparative analysis and fusion of thoughts on AI's perceived usefulness. In this study, the research framework of SCOT is validated as it is used to define the context for the usage of generative AI in relevant social groups that can define the technological frame of advancement and its relevance for various social groups.
- Sentiment analysis of the X Platform statements and news article gave us a view of public opinion on the role of generative AI tools which policymakers and practitioners need to acknowledge. Further technological advancement may provide superior capabilities that could rival or even exceed capabilities of the best humans (Dwivedi et al., 2023).
- By uncovering different trends and themes from the responses provided by early adopters, the authors could identify and analyze different clusters of the teaching-learning processes where AI can be incorporated. Overall, diverse perspectives gathered from experts from different domains of management education help identify opportunities for its use, establish rules for use, and discuss strategies to avoid common flaws and enhance quality and efficiency of educational processes.

Practical Implications

The study provides several practical recommendations for integrating Generative AI tools like ChatGPT into management education. These suggestions are aimed at helping educators, institutions, and administrators use AI effectively while mitigating potential drawbacks, for example :

- By planning to integrate Generative AI tools and guide learners to use them for self-directed learning, academicians agree on reducing cognitive load and transitioning to higher-order thinking skills (HOTS). Hence, while embracing AI, educators must provide students with assignments that require critical and creative thought.

- By applying generative AI models, faculty can upskill and update instructional practices, shifting focus from getting information and just lecturing about it to using information in the real world. Faculty can use Generative AI tools to support and enhance pedagogical practices and assessment components.

- Learners also need to be trained in the skills needed to identify pitfalls of AI tools and critically evaluate the output generated, altering traditional ways of learning. It is crucial to employ a multi-faceted approach to promote responsible and ethical use of AI tools like ChatGPT in a learning environment.

Conclusion

Conclusion

SCOT theory is **often associated with the organic process of evolution of technology as it is interpretively flexible, and incorporates myriad interpretations and usage by different social groups** (Pinch & bicker, 1994). Our **research revealed that generative AI has transformed our understanding of technological advancements driven by collaborative efforts of human and technical factors. In doing so, it enables the creation of multiple opportunities for users, especially in the management education field, to derive new meanings out of different inputs and perspectives.** We are continuously witnessing exponential growth in divergent usages of AI technology and it has changed the shape of the teaching-learning process in management education. We observed the interpretative flexibility of generative AI through the numerous ways in which faculty members could utilize ChatGPT as a tool within the educational context. Amazingly, the findings and subsequent discussions established the understanding that ChatGPT might emerge as a significant potential re-definer of faculty perceptions regarding consideration of generative AI technology as a collaborator or disrupter in management education.

Sequential Overview of Different Parts of the Study:

Table 1

Sequential overview of different parts of the study.

Parameters	Stage-1 Part A	Stage-1 Part B	Stage-2
Objective	To identify emerging trends and impacted domain areas and uncover public discourse on generative AI in news articles.	To perform sentiment analysis of a generative AI tool ChatGPT use case in management education using the X platform in two time zones (before and after the launch of ChatGPT-4).	To vet Generative AI's capability and applicability in the teaching-learning process in management education with the help of domain experts
Method	Public Discourse Analysis	X platform sentiment analysis	Qualitative Enquiry
Scope	Latest news articles based on generative AI	Sentiment analysis based on management education and Generative AI (ChatGPT use case)	30 management educators from different domains
Results	Frequency of dominant words such as management education, ChatGPT, AI, ethics, B-schools etc. in the form of word cloud	Positive and negative emotions associated with specific terms related to management education in the form of word cloud	Focal Themes that emerged from experts' responses regarding the role of generative AI in their activities in management education

Comparative table of focal areas of academic-administrative processes.

Table 2
Comparative table of focal areas of academic-administrative processes.

Sl. No.	Themes	Focal Area	Management Education (without Generative AI)s [Bozkurt et al., 2023]	Management Education (with Generative AI)
1	**Pedagogical interventions**	Course delivery	• No specific training is required for course delivery • Scope for individual creativity in teaching process • Lack of personalized support to students' specific needs	✓ Personalized learning experiences ✓ Enhanced student engagement ✓ Facilitates student learning and progress ✗ Extensive knowledge of prompt engineering required ✗ Limited understanding of the context reflecting on the outputs ✗ Cannot process and generate images ✗ Difficulty in solving complex business cases as students lack emotional intelligence
		Course designing	• Enhanced creativity as per specific needs • Difficulty in collaboration • Resource limitations in time, effort, and limitations • Time-consuming to create teaching materials	✓ Effective content creation ✓ Time-saving ✓ Enhanced cooperation and collaboration. ✓ Inclusive curriculum and clear rubrics ✗ Lack of understanding of context ✗ Erroneous and irrelevant Output ✗ Overdependence on prompts being engineered
		Course evaluation components	• Humane approach to evaluating assessments • Encourages problem-solving and critical thinking while evaluating assignments • Time-consuming assessments • Manually checking for plagiarism	✓ GenAI expedites assignment evaluation and saves time ✓ Availability of time to focus on other aspects of teaching-learning ✓ Personalized feedback ✗ Fails to assess assignments from the lens of higher-order critical thinking ✗ Concerns about cheating, attention to academic integrity, and honesty ✗ Creative aspects of the assignment missing

Comparative table of focal areas of academic-administrative processes.

				× Creative aspects of the assignment missing
2	**Faculty Capacity Building**	Research and Publications	• Brainstorming new ideas for creative topics of research • Academic writing is a challenging task • In-depth and credible research • Access to resources is challenging	✓ Improved accessibility to multiple resources ✓ Brainstorming new ideas ✓ Content editing and language assistance × Lack of creativity and diversity × Concerns related to ethics × Responses are not trustworthy as they sometimes fake article citations
		Knowledge Enhancement	• Limited to collaboration with peers • Time-consuming process of manual scanning of documents • Limited resource support for individual capacity building • Non-democratization of knowledge; limited sharing	✓ It remembers previous conversations leading to the enhancement of knowledge ✓ Synthesize difficult concepts in simple language from multiple resources ✓ Provide just-in-time personalized support and improved feeling of connection ✓ AI eliminates manual scanning of website content and provides precise details ✓ Exposure to content from multiple sources × Lack of trust in the content generated by the Gen AI tool due to misinformation and disinformation × Plagiarized content
3	**Academic Administrative Task**	Ranking and accreditation	• Privacy and security concerns • Reliance on conventional methods of academic performance processes • Time-consuming gathering and comparing data • Better representation of academic quality and complex academic processes	✓ Automates time-consuming processes ✓ Forecast accreditation outcomes ✓ Automated examination of performance metrics ✓ Identify areas of improvements ✓ Streamlines document organization × Casts doubts on ethics, privacy, and ownership of data × Inability to comprehend the specific requirements
		Automation of routine activities	• More manpower requirement to execute routine tasks • Time-consuming • Handling complex and unique situations that require specific approach • Information availability may be tedious	✓ Assists in routine tasks ✓ Efficiency in time and accuracy ✓ 24 X 7 availability ✓ Standardization and uniformity of routine administrative activities × Could not take care of varied situations that are not unique × Data Quality, Security, and privacy consideration.

Thank you!

Until our next petty debate!