AOM Submission Number:14740

Teaching with Technology:

Unraveling Emerging AI Practices in the Classroom

Primary sponsor: MED

Other sponsors: TIM, HR, OB, CTO, ENT, MC, OSCM, ODC, SIM, STR and SAP.

Abstract

In line with the conference theme of "Innovating for the Future," our workshop offers a hands-on exploration of the dynamic AI landscape and its impact on management education. We aim to unlock fresh insights and evidence-based contributions that will shape a brighter future for both management educators and learners. As management educators, we stand at the forefront of this transformative AI wave, facing the challenge of aligning our pedagogical approaches with rapidly evolving technology. To address this challenge, our PDW provides practical insights and a comprehensive AI toolkit that participants can seamlessly integrate into their educational practices. Throughout this workshop, we will delve into the practical applications of AI in the classroom, offering valuable opportunities to explore and adopt best practices. Our goal is to equip MED members with the knowledge and tools needed to enhance student engagement, encourage innovative teaching methods, and navigate the AI-driven educational landscape effectively. This immersive experience will empower delegates to embrace AI's potential in education providing them with a ready-to-use toolkit of AI applications to enrich their teaching and enhance their students' learning journey. In an era of AI-enabled learning, we guide educators on how to consider and integrate AI into management education processes, delivering value to students and creating engaging learning experiences.

Why the Workshop Should be of Interest to the Specified Sponsor(s): Despite 20+ years of technology playing an increasingly significant role in Management Education (ME), there is no agreed-upon practice or policy regarding how best to utilize technology in teaching. With the advent of AI, this issue becomes even more pertinent. In this PDW, we will delve into AI applications, practical technologies, teaching methodologies, and mindset shifts that can drive exemplary adoption, challenging existing assumptions while showcasing innovative AI solutions. This PDW is now in its 26th year at AOM, dating back to 1998. Its relevance has only grown with time, catering to all AOM divisions and members, from early career and Ph.D. candidates to seasoned educators. The workshop addresses the contemporary challenges posed by technology by sharing insights into the opportunities and hurdles associated with AI-based teaching techniques and technologies. Our goal is to guide members in exploring ideas for the future of management education through interactive and engaging presentations and discussions.

We will assist all members in exploring ideas for the future of management education in an interactive and engaging presentation and sharing format. The presentations will provide helpful examples of best practices so that (1) PDW participants can consider designing, directing, and delivering programs and program elements that integrate technical know-how for non-technical students/learners and non-technical management educators, and (2) show how they themselves can successfully partner with technical experts to achieve enhanced learning outcomes. (3) We will also explore how to use and co-create AI initiatives for all aspects of educator-student learning engagement.

Description of the Workshop's Format:

The 2 hours PDW will commence with a brief introduction, followed by 4 presentations, providing discussions and/or practical demonstrations under 4 headings, with each presentation lasting about 7- 8 minutes. We then move to the 4 round tables for 15 minutes of discussion with each table having at least two facilitators. This will be followed by a main discussant from each table providing feedback to the group – 5 minutes. The last 25 minutes of the PDW is dedicated to open interaction and debate in a Question-and-Answer format. The presenters use PowerPoint and video to provide visual illustrations of the concepts, technologies, and techniques presented.

5 minutes	Introduction of presenters, participants, presentation topics, and the session.
40 minutes	Interactive demonstrations by presenters (typically 7-8 minutes per topic) under the four headings.
15 Minutes	Round table discussions from the four areas. In this hands-on session, participants can choose their table and engage with the concepts, and critically share their own ideas and experiences.
20 minutes	Each table feedbacks through the main discussant.
30 minutes	Open discussion and questions and answer format to explore how best to adopt AI in the classroom and to prepare ourselves and students for an AI future.
10 minutes	Conclusion

Overview of the Workshop

Decades of technological evolution, spanning from Web 1.0 to Web 4.0, have led us to this turning point in management education. The current changes to education from AI are occurring at speed and demands us all involved in management education to be ready ((Brady, Fellenz & Leferve, 2023; Cawley & Brady, 2022). Critically the rapid and widespread adoption of accessible generative AI since February 2023 has revolutionized student learning and engagement and also what is now practicable within the teaching with technology educational space.. The emergence of highly accessible and cost-effective generative AI (Mollick & Mollick, 2022), is challenging existing assumptions and practices in this sector. The PDW includes four presentations by four experienced management educators and four facilitator-managed tables for discussion and debate. In order to provide value to the anticipated audience of this PDW, considering their potential needs, it's important to note that participants may not possess the specific AI skillset required to implement an AI approach in their teaching. Additionally, they might not have access to data scientists or learning technologists who can provide assistance. Therefore, we will provide workshop experiences as an illustration of how technical expertise can be seamlessly integrated into high-quality management learning. Consequently, the focus we be on showcasing the steps taken and the participants' specific learnings, and on also understanding of the potential for incorporating technical expertise into their teaching practices.

Four perspectives:

1. **What mindset is needed for educators to use AI as a tool and a resource with transformational potential?** Our first segment focuses embracing a forward-thinking mindset for educators to consider if we can harness AI's transformative capabilities as

both a tool and a valuable resource in management education. We are engaging with mindset change and seeing AI as a potentially powerful ally or partner, rather than a disruptor, enables educators to explore innovative teaching methods and navigate the evolving educational landscape.

2. **Developing classroom materials with generative AI.** We will showcase several examples of classroom materials and exercises that are currently in use. The presenters will describe and demonstrate noteworthy examples, showing how AI can be used toward the aim of effective teaching and learning.
4. **Building AI skillset among learners.** Using an example this will showcase how management educators can partner with data scientists or other technology specialists and bring AI skillset development to learners without technical expertise.
5. **Reflections on the transformative potential for pedagogy and practice.** Today, third-level business school students and educators have access to immensely powerful computing capabilities in their classrooms, revolutionizing teaching and learning at an unprecedented pace and this section reflects on how pedagogy and practice can keep pace with these changes.

Organizers: Mairead Brady, Trinity Business School, Trinity College Dublin, Ireland and Martin R. Fellenz, IMD Business School, Lausanne, Switzerland

Presenters:

Martin R. Fellenz, IMD, Lausanne, Switzerland

Mairead Brady, Trinity Business School, Trinity College Dublin, Ireland

Cynthia Fukami, Daniels College of Business, University of Denver, Colorado, USA

Lakshmi Balachandra, Babson College, Boston, Massachusetts, USA

Julien Malaurent, ESSEC Business School, Paris, France.

Facilitators

Leonardo Caporarello, SDA Bocconi School of Management, Milan, Italy

David Lefevre, Imperial College Business School, London, England.

Barbara Larson**,** Northeastern University, Boston

Florian Urmetzer, University of Cambridge, England

Catherine (Denni) Cawley, Trinity Business School, Trinity College Dublin, Ireland

With over 180 million users and over 90% of Fortune 500 companies using ChatGPT, the adoption rates surpass even the likes of TikTok and Instagram, marking a historic milestone in technological advancement (Shewale, 2024). We will conclude with an exploration and reflection on both the opportunities and challenges associated with utilizing generative AI technology for learners and educators. Furthermore, we will consider our future goals, drawing from the insights provided by Fellenz, Hoidn, Brady (2020) and Allen (2021). This will enable us to establish a clear roadmap for business schools, ensuring best practices in AI engagement to support learning. Ultimately, our aim is to prepare business schools and business school management educators for a future that maximizes AI opportunities while effectively addressing potential AI-related threats. We find ourselves in a transitional phase, moving towards widespread automation and potential transformation of higher education's core functions, including the design, support, assessment of student learning, and students' management of their learning strategies and tactics. This is the very beginning of AI adoption and there is an urgency to our AI discussions, as we as educators are witnessing its move out to the shadows (Zawacki-Richter, et al, 2019) and into mainstream use. There are many choices we could make and the choices that higher education (HE) make in this regard will be critical (Lefevre, & Caporarello, 2022: Fellenz, Hoidn and Brady, 2022).

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