

関西学院大学 研究成果報告

2024年 10 月 10 日

関西学院大学 学長殿

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以下のとおり、報告いたします。

研究制度	<input type="checkbox"/> 特別研究期間 <input checked="" type="checkbox"/> 自由研究期間 <input type="checkbox"/> 大学共同研究 <input type="checkbox"/> 個人特別研究費 <input type="checkbox"/> 博士研究員 ※国際共同研究交通費補助については別様式にて作成してください。
研究課題	Exploring the Impact of Generative AI on Teaching, Research and Practice
研究実施場所	関西学院大学
研究期間	2024年 04月 01日 ～ 2024年 09月 15日 (5.5ヶ月)

◆ 研究成果概要 (2,500字程度)

上記研究課題に即して実施したことを具体的に記述してください。

With the pervasive influence of digitalization and artificial intelligence (AI) across the economy and various aspects of life, integrating technology, particularly AI, is essential for staying relevance and competitive. Universities should leverage AI to enhance teaching methods, streamline administrative processes, improve student experiences, facilitate more efficient research practices, and stay informed about the latest technological advancements in education.

In this research, I set out to explore the transformative benefits and challenges that AI brings in teaching and learning as part of human experience, with cautious optimism. While AI has the potential to augment our cognitive abilities, automate tasks, and possibly redefine the very nature of human existence, it is crucial to remain vigilant of the complex ethical, societal and existential challenges that arise with its advancements. These complexities will be further explored in a book chapter discussing the future of technology and humanity in my upcoming work.

Many business schools have started integrating AI literacy into their business education curricula. This integration may include *data literacy*, which entails understanding AI and vast amounts of information it generates and *technological literacy*, which focuses on effectively utilizing AI tools. Equally important, if not more so, is *human literacy* – the

development of unique human qualities such as critical thinking, creativity, mental flexibility, emotional intelligence, and social intelligence (for more details, see Aoun's book "Robot-Proof: Higher Education in the Age of Artificial Intelligence", 2017).

As I delved into the complex and multifaceted topic of AI and its impact on education, it became clear that business schools must equip students with a basic understanding of AI in ways that will allow them to gain the knowledge, skills, and mindset to thrive in an AI-driven world. Apart from mastering technical skills, nurturing a strong moral compass is crucial as we navigate the complex challenges surrounding privacy, algorithmic bias, and the responsible use of AI tools in educational environments and beyond.

To explore effective approaches for navigating the complexities and ethical use of AI tools in higher education while fostering critical thinking development and AI literacy required by the ever-evolving environment, I have explored the impact of generative AI on research, teaching and learning. As a result, I have developed two relevant case studies for class discussion as follows:

1. *"Me, Myself and AI – Navigating the Complexities and Responsible Use of AI in Education"*, available at <https://www.nikkeibizruptors.com/article/278> (26th August 2024).
2. *"Leveraging AI in the Workplace: Balancing Productivity and Responsible Use – the Case of ContentEdge Learning Platform"* (forthcoming).

Moreover, amidst the increasingly volatile, uncertain, complex and ambiguous (VUCA) world, a more holistic approach to business education is crucial. This involves integrating multidisciplinary perspectives and addressing the needs of students, corporations and society beyond traditional models. The educational experience should not only emphasize acquiring knowledge (knowing) and applying it through action (doing), but also include self-intelligence and personal growth (being) to meet the demand of our rapidly changing world.

In search of guidance and inspiration, I reviewed two influential books published in 2022: "The Future of Business Schools: Purpose, Action, Impact" and "The Future of Management Education". Drawing from these resources, I authored a review essay titled *"Transcending tradition: reimagining business education in the VUCA world"*, published in the Asia Pacific Business Review, Routledge, Taylor & Francis, 2nd September 2024. It is available online at: <https://doi.org/10.1080/13602381.2024.2399065>.

This piece critically analysed the diverse ideas and insights presented in these books, offering a fresh perspective on key issues that deserve further attention and exploration. It emphasizes the need for business schools to anticipate, recognize, and respond to an increasingly complex and rapidly changing global, AI-driven environment. As such, in reimagining the future of business education, we should not only focus on processes of knowledge acquisition (learning about) and practical skills application (learning to do) but also cultivate students' genuine interest and a sense of responsibility (learning to be) in preserving the integrity, stability and sustainability of the business system in which they will eventually participate.

以上

提出期限：研究期間終了後2ヶ月以内

※個人特別研究費：研究費支給年度終了後2ヶ月以内 博士研究員：期間終了まで

提出先：研究推進社会連携機構（NUC）

※特別研究期間、自由研究期間の報告は所属長、博士研究員は研究科委員長を経て提出してください。

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