2025 AI in Higher Education Symposium

Conference Proceedings

Day 1: Thursday, 25 September 2025

5:00 PM Hobart | 8:00 AM London | 3:00 PM Perth

Stream 1: GenAI Ethics SI

- **Introduction by Dr Hyunkyung Lee, Guest Editor, Journal Teaching and Learning Practice:** Dr. Hyunkyung Lee is a Professor and University Research Fellow at the FEU Institute of Education, where she leads initiatives in educational technology and digital transformation. With more than 20 years of experience, she has advanced the integration of AI and emerging technologies to empower educators and enhance learning worldwide.
  She previously served as a faculty member at Yonsei University in South Korea, a Visiting Scholar at Indiana University, and a Learning Fellow at the MASIE Center in New York. As a resource person and consultant for the CHED-funded SMART Nation project, she contributed to advancing innovation and equity in Philippine education. Currently, as Head of Digital Transformation for FEU schools, Dr. Lee drives AI-powered teaching strategies and teacher development programs that shape the future of education.

Stream 2: GenAI Discoveries

- **Introduction by Dr Cassandra Colvin (Convenor) and Associate Professor Erin Roehrer, Associate Editor JULTP**

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Stream 1 Paper 1627: Modelling Choice as an Approach to Support Critical Evaluation of Generative Artificial Intelligence (GenAI) for Faculty and Their Students

- **Authors:** Leigh Wolf & Geraldine O'Neill
- **Affiliation:** University College Dublin
- **Abstract:** As higher education grapples with the ethical implications of GenAI, educators face a critical challenge: how to ethically navigate this new landscape while preserving academic integrity and fostering critical thinking. This study addresses the ethics of GenAI usage amongst educators by examining an assessment that explicitly incorporates choice of GenAI use. Rather than focusing solely on student misuse, we explore faculty experiences as both learners and educators. The study demonstrates how modelling choice serves as both a pedagogical tool and an ethical framework, allowing faculty to experience GenAI's affordances while critically evaluating its limitations.

Stream 2 Paper 1860: Mapping the Integration of AI into Business Education: Insights from a Decade of Research

- **Authors:** Laurence Espino & Camille Espino
- **Affiliation:** Bulacan State University
- **Abstract:** This study systematically maps the evolving landscape of artificial intelligence (AI) integration into business education. Adopting a bibliometric analysis of 213 peer-reviewed articles from 2015 to 2024, the study identified four major research clusters: AI-driven business education transformation, innovative digital pedagogies, AI-enhanced personalization of learning, and business education aligned with the digital economy. Persistent gaps emerged in ethical AI usage, inclusive adoption strategies, and educator readiness. This study offers actionable guidance for educators, curriculum developers, and policymakers.

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Stream 1 Paper 1679: Navigating Ethical Landscapes: Enhancing Instructional Efficacy of EAP Practitioners through Generative AI-integrated In-service Professional Development

- **Authors:** Wael Alharbi, Shazia Hamid, Saira Abbas, Zarrina Salieva
- **Affiliation:** Yanbu English Language and Foundation Year Institute, Saudi Arabia
- **Abstract:** Generative AI (GenAI) rapidly transforms higher education but introduces complex ethical concerns magnified for English for Academic Purposes (EAP) educators. This proposal responds to the call for evidence on how educators manage GenAI integration amidst policy vacuums. A mixed-methods design will be used to inform policy recommendations and practitioner training strategies to integrate GenAI ethically, highlighting human-centered approaches to AI-enhanced teaching.

Stream 2 Paper 1907: Generating student-informed teaching and learning conceptual framework for AI in Business Schools a case study

- **Authors:** Dr Michael Drummond & Dr Gemma Dale
- **Affiliation:** Liverpool John Moores University
- **Abstract:** This paper reports on a case study of introducing AI into teaching and learning at a single UK business school. An online mixed methods survey was used to collect data from 149 first-year business undergraduates. The study established that business undergraduates are interested and engaged AI learners, and the findings informed the development of a new conceptual framework for applied teaching and learning in business education and AI literacy. The research provides practical guidance and a proposed framework for educators.

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Stream 1 Paper 1697: Perceptions Of Generative AI in the Global South: A Scoping Review

- **Authors:** Mike Perkins, Anh Tuan Nguyen, Phil Newton
- **Affiliation:** British University Vietnam

- **Abstract:** This scoping review examines current perceptions of Generative AI in higher education across the Global South, analysing 76 papers published between 2022-2025. The analysis reveals that while Generative AI offers transformative possibilities, implementation faces significant barriers including infrastructure limitations, ethical concerns, and inadequate policy frameworks. Notably, equity considerations received the least research attention. The authors recommend that future research prioritize equity-centred approaches to better understand how GenAI can enhance educational opportunities without reinforcing existing disparities.

Stream 2 BREAK

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Stream 1 Paper 2045: Harnessing AI in Computer Science Education: Pedagogical Innovation, Ethical Responsibility, and the Future of Assessment

- **Authors:** Shen Zhan & Elaine Chapman
- **Affiliation:** Monash University

Abstract: Artificial Intelligence (AI), particularly Generative AI (GenAI), is profoundly reshaping assessment practices in computer science education by enabling automation, scalability, and personalized feedback mechanisms. AI-enhanced tools facilitate adaptive testing, real-time learner support, and data-driven insights that foster deeper engagement and learning outcomes. However, the integration of AI also raises critical concerns related to academic integrity, algorithmic bias, transparency, and ethical implications of AI-driven evaluation. This theoretical paper critically examines the opportunities and complexities of GenAI-enabled assessment in CS education. Drawing on contemporary literature, pedagogical theory, and emerging use cases, the paper explores how GenAI can enhance student engagement, support equitable learning, and relieve instructional burden—while also highlighting the need for ethical safeguards and pedagogically grounded frameworks. It argues that the successful integration of GenAI depends not solely on technological capability but on deliberate, human-guided design that upholds transparency, fairness, and educational purpose. By advancing a nuanced and critically reflective perspective, this paper contributes to the evolving discourse on AI in education and provides actionable insights for educators, researchers, and policymakers seeking to harness GenAI responsibly in the future of computer science education.

Stream 2 Paper 1828: Using GenAI for Objective Structured Clinical Examination (OSCE) preparation

- **Authors:** Angelina Lim, Thai Duong Pham, Betty Exintaris, Nilushi Karunaratne, Danny Liu, Jack Cullen, Elizabeth Yuriev
- **Affiliation:** Monash University
- **Abstract:** This paper explored students' use of GenAI for OSCE preparation using a retrospective cohort study (2023–2024) across Australia and Malaysia. Of 997 students, 16.3% used GenAI. There was no significant difference in mean OSCE grades between users and non-users; however, non-users performed significantly better in four of the seven communication rubric criteria. Themes around mistrust of GenAI data for clinical application deterred use. The use of GenAI did not demonstrate additional benefits for overall OSCE preparation.

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Stream 1 Paper 1622: Addressing equity, ethics, and biases in AI in online learning: Leadership roles of chief online learning officers in higher education

- **Author:** Alex Kumi Yeboah
- **Affiliation:** State University of New York, New York
- **Abstract:** This study explores the leadership roles of chief online learning officers in addressing ethical challenges and the integration of AI-driven online education. Data were collected through in-depth semi-structured interviews with 45 participants. Findings showed that COLOs employed AI literacy initiatives, professional development, policy development, and knowledge-sharing efforts to raise awareness about data privacy, algorithmic bias, and ethical principles in AI. The study recommends that universities proactively address ethical dilemmas to ensure the equitable, transparent, and effective use of AI technologies.

Stream 2 Paper 1457: Artificial Intelligence to enhance learning and maintain academic integrity in higher education: Students' perspectives

- **Authors:** Mingyan Hu & Kely Shoecraft
- **Affiliation:** Griffith University
- **Abstract:** This study explored how students perceive and use AI to facilitate learning whilst maintaining academic integrity. Using a mixed methods approach, students in language and linguistic courses were surveyed. Findings revealed mixed perspectives on challenges with maintaining academic integrity. Cross-tabulation identified nuanced patterns of AI usage between different groups of students. These findings highlight a need for local curricular and assessment solutions co-developed with and for students to foster AI scholarship beyond AI literacy.

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Stream 1: Paper 1541: Potentially Divergent Paths in the AI Era? A Mixed-Method Policy Analysis of Artificial Intelligence Integration Frameworks Across Texan Hispanic-Serving Institutions

- **Authors: Dr. Chunling Niu,** Dr. Jin Rui, Dr. Stephanie Grote-Garcia, Dr. Ashley Love, Mr. Brian Waltman, Dr. Theresa Garfield, Dr. Arthur Hernandez
- **Affiliation:** University of the Incarnate Word, USA
- **Abstract:** As artificial intelligence (AI) transforms higher education, institutions face critical challenges in developing appropriate governance frameworks, particularly in U.S. Hispanic-Serving Institutions (HSIs) where technological integration intersects with educational equity concerns. Drawing on institutional isomorphism theory and the framework of policy diffusion, this study conducts a systematic comparative analysis of AI integration policies across nineteen U.S. HSIs in Texas to understand how different

types of institutions approach AI governance. This study employs mixed methods combining qualitative content analysis, policy network analysis, and quantitative scoring of institutional documents. The analysis reveals seven distinct AI policy approaches among U.S. HSIs, ranging from Holistic Integrators to Emerging Adopters. Policy network analysis demonstrates strong diffusion patterns among institutions within the same university systems, while quantitative scoring indicates significant disparities between research-intensive universities and other institutions. The findings suggest that institutional characteristics significantly influence AI policy development, revealing a concerning policy development gap between research-intensive universities and teaching-focused institutions or community colleges. These findings provide crucial insights for policymakers and institutional leaders working to develop equitable higher-ed AI integration frameworks.

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Stream 1 Paper 1535: AI Power Up: Prioritising student learning

- **Authors:** Dr Katrina Cutcliffe, Mr Lachlan Mears, Dr Julie Lindsay
- **Affiliation:** University of Southern Queensland
- **Abstract:** This project addresses the UNESCO 2024 AI Competency Framework for Students by developing a resource, *AI PowerUp: Supercharge your Learning*, that aligns with the framework's vision. The multimodal approach integrates videos, interactive artefacts, and reflective questions across four key areas: AI Foundations, AI for Learning, AI for Academic Writing, and AI for Assessment. For staff, the resource provides practical pedagogical methodologies. This paper recounts the collaborative development and deployment of the resource.

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Stream 1 Paper 1545: AI Literacy in Higher Education: From Knowledge to Practice

- **Authors:** Enas Aref & Dr. Eliana ElKhoury
- **Affiliation:** N/A
- **Abstract:** To address the gap in AI integration, this paper proposes a novel two-stage generative AI literacy framework. The first stage equips educators with a foundational understanding of AI's pedagogical implications. The second stage provides faculty with strategies to embed these competencies into curriculum design. By repositioning AI literacy from an optional topic to a core faculty competency, this framework offers a structured model for professional development, ensuring educators can guide students in responsible and effective AI engagement.

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Stream 1 Paper 1584: Strategies Enabling AI Help-Seeking Skills for Higher Education Students

- **Authors:** Associate Professor Natasha Dwyer, Professor Anthony Watt, Dr Sue Dodd, Wendy Cook, Katharine Gronow, Dr Ayman Ibaida, Dr Greg Aronson
- **Affiliation:** Victoria University, Australia
- **Abstract:** This study focuses on how AI can be designed to strengthen students' help-seeking skills. Using conversation transcripts from "The Welcome Room," a chatbot developed for an Early Childhood Education course, the authors analyse students' help-seeking behaviours to propose design strategies for AI-assisted learning. The authors propose chatbot design strategies that support structured help-seeking, such as explicit onboarding, AI literacy education, and transparency in chatbot functionality.

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Stream 1 Paper 1537: GenAI, the learner's digital collaborator: Opportunities to enhance heutagogic learning in higher education

- **Authors:** Dr Danielle Ramirez & Associate Professor Jonathan Matheny
- **Affiliation:** Monash University
- **Abstract:** This conceptual paper explores how GenAI can extend and enhance heutagogic (self-determined) learning, improve asynchronous online environments, and develop online learners' digital AI literacy. The concept of GenAI as a learner's digital collaborator (d-collaborator) represents a transformative extension to heutagogy. Grounded in social constructivist theories, heutagogy shifts agency to the student. The findings aim to challenge and promote opportunities for educators to enhance learning and teaching with GenAI.

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Stream 1 Paper 1580: Technological acceptance in artificial intelligence (AI) for STEM learners: A systematic review

- **Authors:** Jun Wei Ng, Florence Ng Jia Yun, Agnes Lim
- **Affiliation:** PSB Academy, Singapore
- **Abstract:** This systematic review utilizes the Technology Acceptance Model (TAM) and the Unified Theory of Acceptance and Use of Technology (UTAUT) to understand the adoption and overreliance on GenAI by STEM students. Using the PRISMA framework, this review analyses peer-reviewed literature published between 2015 and 2025. Preliminary findings show that ease of use and practicality are primary factors influencing adoption, while ethical considerations and the potential effect on critical thinking remain major concerns.

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Day 1 Closing Address (Strem 1)

- **Speaker:** Dr. Harold Culala, Associate Editor, Special Issues, Journal of Learning and teaching Practice
- **About the Speaker:** Associate Professor Harold John Culala is the Director of Learning and Teaching at ExcelsiaUniversity College, with over 20 years of higher education leadership across Australia and Asia. His previous roles include Vice President for Academic Services, Dean of Teacher Education, and Senior Lecturer in Academic Development, with expertise in academic development, teaching and learning, assessment, and governance. He holds a PhD in Education (Curriculum Studies) from Taylor's University and an MA in Education (Curriculum and Instruction). He has published in the areas of curriculum reform, academic identity, and higher education practice, and has supervised and examined PhD and Master'stheses. He is a Senior Fellow of UK Advance HE (SFHEA), Associate Editor of the Journal of University Teaching and Learning Practice, and Board Secretary of the Open Access Publishing Association.