



DAVID DEGUARA – MCAST ICT

## Problem Statement

The World Economic Forum (2020) projects that by 2025, the reorganisation of labour between humans and machines could result in the displacement of 85 million jobs while also creating 97 million jobs that are better suited to the new division of labour involving machines and algorithms. This necessitates an understanding of how emerging technologies like Generative Artificial Intelligence chatbots are impacting higher education, including VET institutions.

## General Research Approach

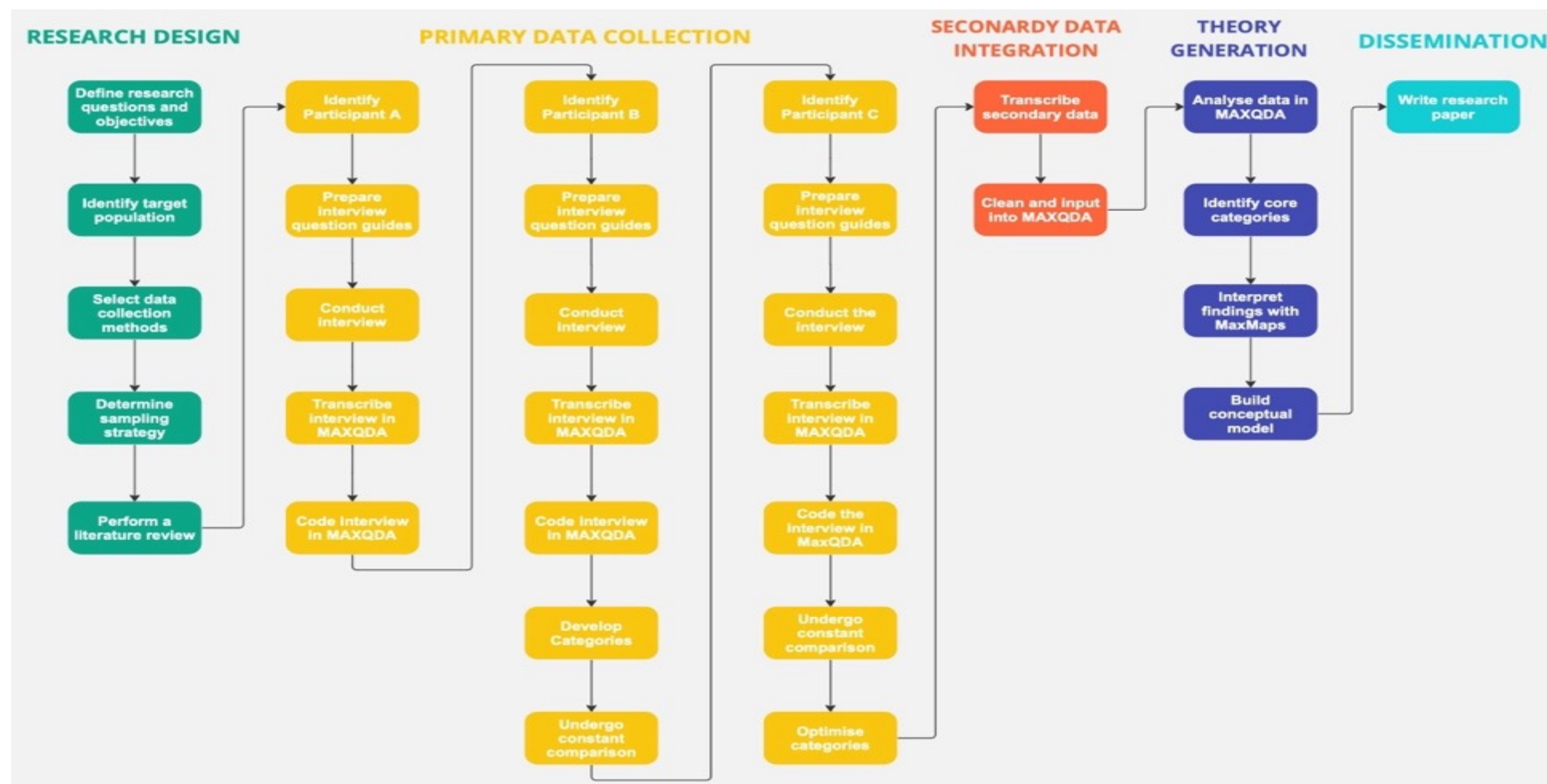
The research is qualitative, suited for its practical, problem-solving focus in line with Grounded Theory.

It uses responsive interviewing to capture deep insights from participants, aligning with a pragmatic philosophy that values varied knowledge forms.

This method ensures a balanced power dynamic, facilitating effective data gathering from interviews with academics and policymakers.

The underlying philosophy targets the generation of findings that are actionable and capable of assisting educators and policy-makers during a time of change.

## Research Project Overview

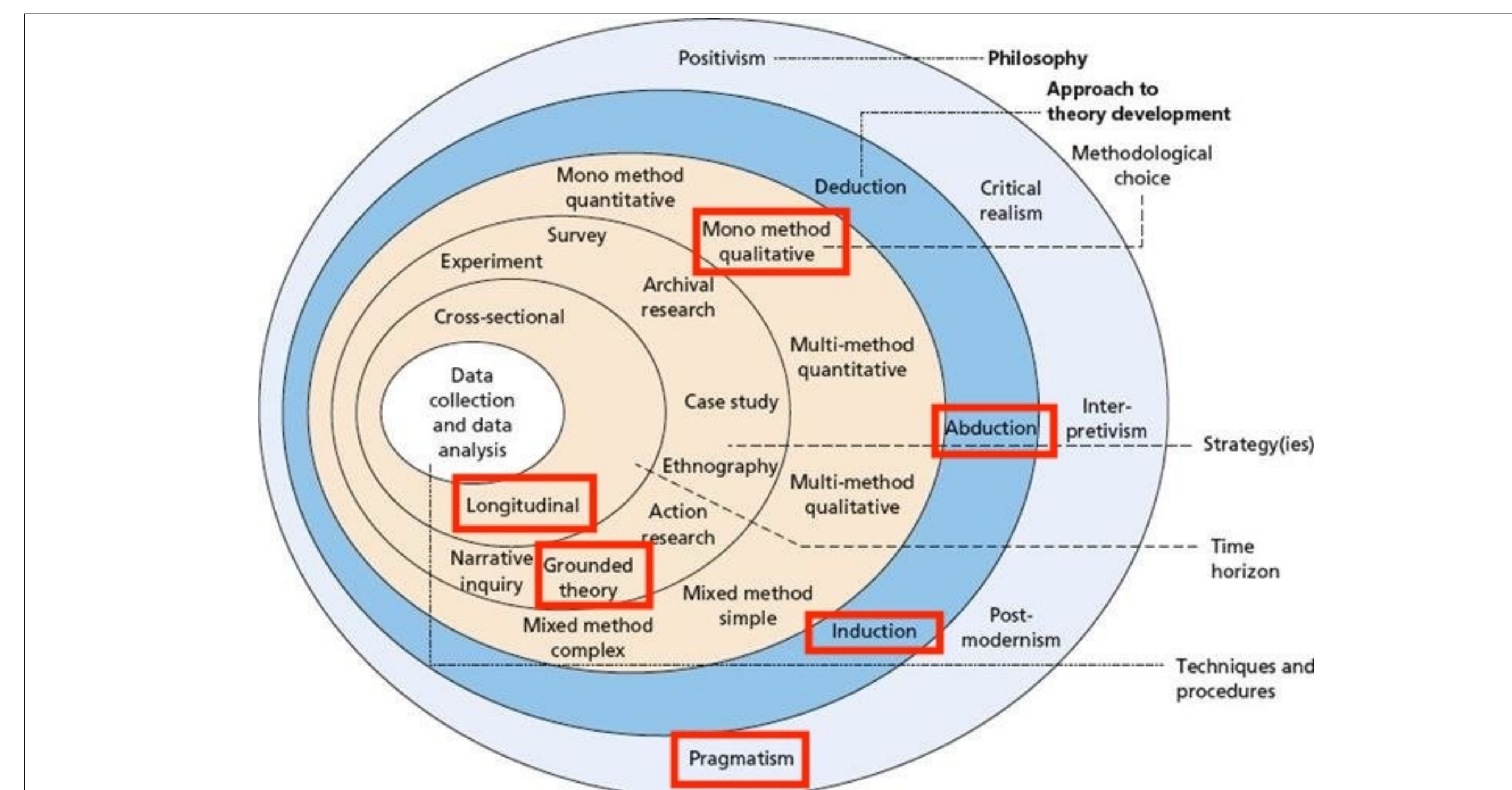


## Research Objective/s

This study aims to understand GAI chatbots' perceived effects on teaching and learning within higher education institutions through a comparative analysis process with academics and policymakers.

1. To explore the perspectives of academics and policymakers on GAI chatbot technology's impact on teaching and learning.
2. To investigate the adoption process of this technology by academics.
3. To analyse the technology's perceived effectiveness, challenges and limitations for teaching and learning.

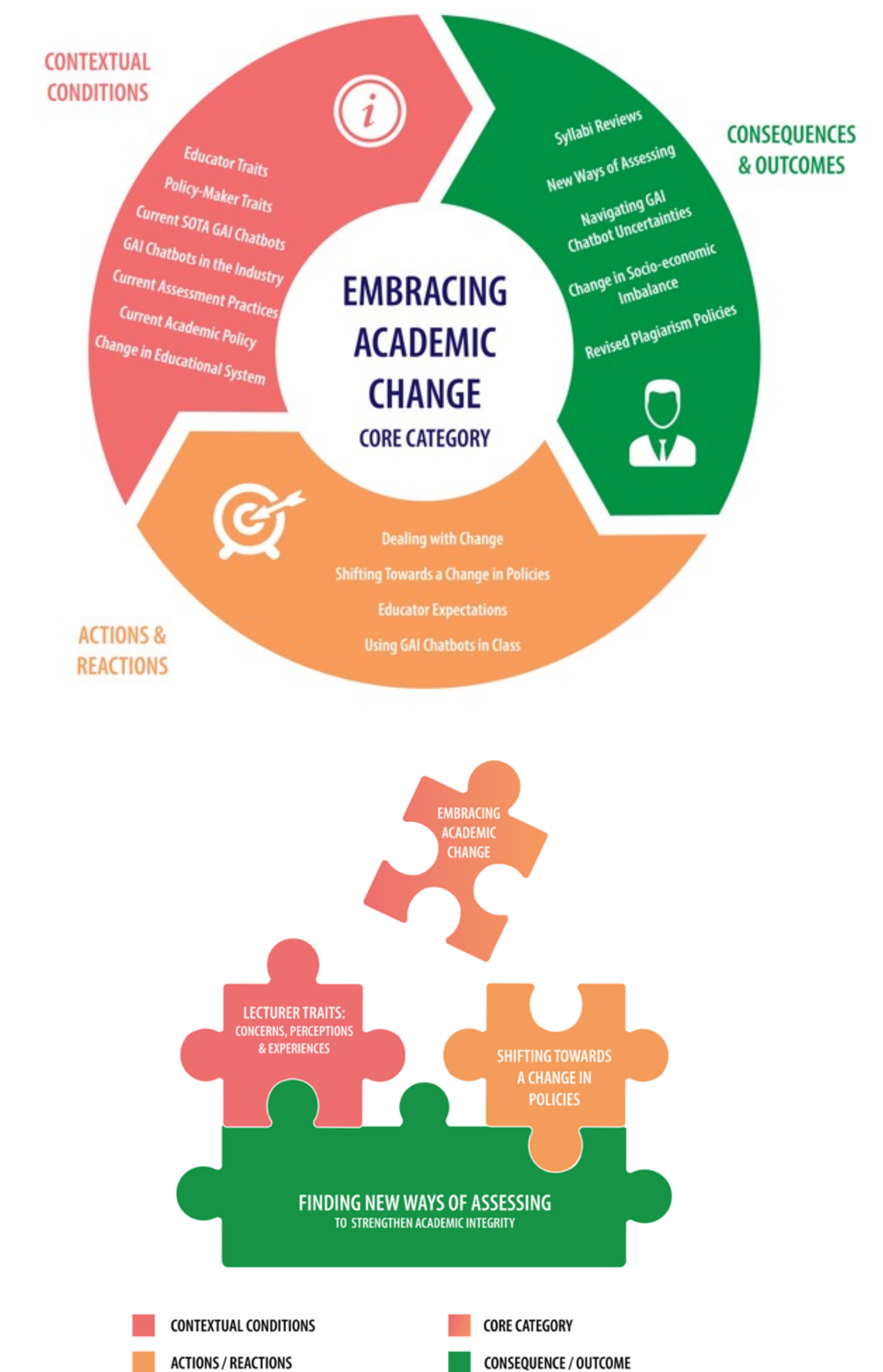
## Research Methodology



## Research Propositions or Key Findings

- 1. Finding novel ways of assessing students**  
To ensure academic integrity with the rise of Generative Artificial Intelligence chatbots, universities should refine assessment methods through verifier involvement, oral evaluations, transparency in AI usage declarations, and incorporating viva assessments and interviews to accommodate diverse student abilities.
- 2. Revising academic policies**  
Update academic policies and support educators in adapting to the incorporation of GAI chatbots in higher education.
- 3. Improving modus operandi**  
Advocate for a culture of continuous improvement among educators through experimentation with various assessment methods and sharing findings among peers for collective refinement.

## Key Figures & Visuals



The figures above show the preliminary core category and theoretical model that have emerged from the analysis of the data.

## Key References

- World Economic Forum, J. (2020) 'The future of jobs report 2020', Retrieved from Geneva. Saunders, M.N.K., Lewis, P. and Thornhill, A. (2009) *Research methods for business students*. 5th ed. New York: Prentice Hall.
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