



**GLOBALISATION
CONFERENCE**

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Theme 1. The Digital Revolution

Navigating the nexus: AI technologies and robust quality assurance in higher education



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Navigating the Nexus: AI Technologies and Robust Quality Assurance in Higher Education



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INTRODUCTION

- The integration of AI technologies into Internal Quality Assurance (IQA) systems is becoming increasingly prevalent.
- Higher Education Institutions (HEIs) need to have a more robust QA mechanisms to maintain competitiveness and ensure the delivery of high-quality education.
- AI technologies offer improved efficiency, accuracy, and the ability to handle large volumes of data.
- However, the integration of AI into IQA systems has its challenges.
- This research aims to investigate how HEIs can adapt their QA processes in response to the rapid development of AI technologies.



LITERATURE REVIEW

AI in Curriculum Development & Assessment

- adaptive learning pathways for each student
- analytics - insights into learning behaviours
- identify AFls and predict future trends
- automates grading and real-time feedback

Ethical Considerations and Bias in AI

- algorithms can perpetuate existing biases
- cheating and unfair outcomes
- lacks transparency and accountability
- needs rigorous testing and validation of tools

Faculty and Staff Readiness


- lack the necessary skills and knowledge
- unwillingness to change traditional ways
- heavy workload

AI-Driven Quality Assurance Frameworks

- provides data-driven insights and predictive analytics
- identify trends, detect anomalies and recommend actionable interventions

METHODOLOGY

- Qualitative
- Semi-structured online interviews
- Five IQA experts from Netherlands, USA and Hungary
- Data was analysed using coding and thematic analysis



RESULTS/FINDINGS

Benefits of AI Integration

- Enhanced Efficiency & Accuracy
- Personalised Learning Experiences
- Proactive Quality Assurance

Challenges in AI Integration

- Ethical Concerns & Bias
- Faculty & Staff Readiness
- Resistance to Change

Best Practices for Robust IQA


- Create a Quality Culture
- Professional Development
- Continuous Monitoring, Communication & Improvement
- Benchmarking
- AI Tools & Platforms

CONCLUSION & RECOMMENDATIONS

AI technologies integration into IQA systems offers significant potential for augmenting the quality of education in HEIs.

Recommendations for HEIs to boost the robustness of their IQA systems:

- create a quality culture
- invest in professional development programmes
- invest in AI technologies
- develop transparent and inclusive processes
- improve communication & feedback
- involve students and alumni
- continuous monitoring and evaluation of systems
- benchmarking



“...AI can help us...with some human interaction, you can make a perfect feedback at a much faster time”.

“...AI can basically create a level playing field between weak students and native English students”.

“There is always a thin line between ethical and unethical use of AI”.

“One of the trickiest things is to get everybody on board. If the faculty doesn't want to do it, you have a big problem”.

“Create a culture where internal quality is normal and everybody understands...”.

“Peer to peer benchmarking is important...talk to peers...see what have been their key successes & challenges...”.



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Theme 7. The Future of Work

Evaluating and Enhancing Sales Competitions in Educational Settings: A Critical Examination of Their Role in Developing Key Sales Skills

Evaluating and Enhancing Sales Competitions in Educational Settings: A Critical Examination of the Role in Developing Key Sales Skills A Case Study of Wittenborg University of Applied Sciences, the Netherlands

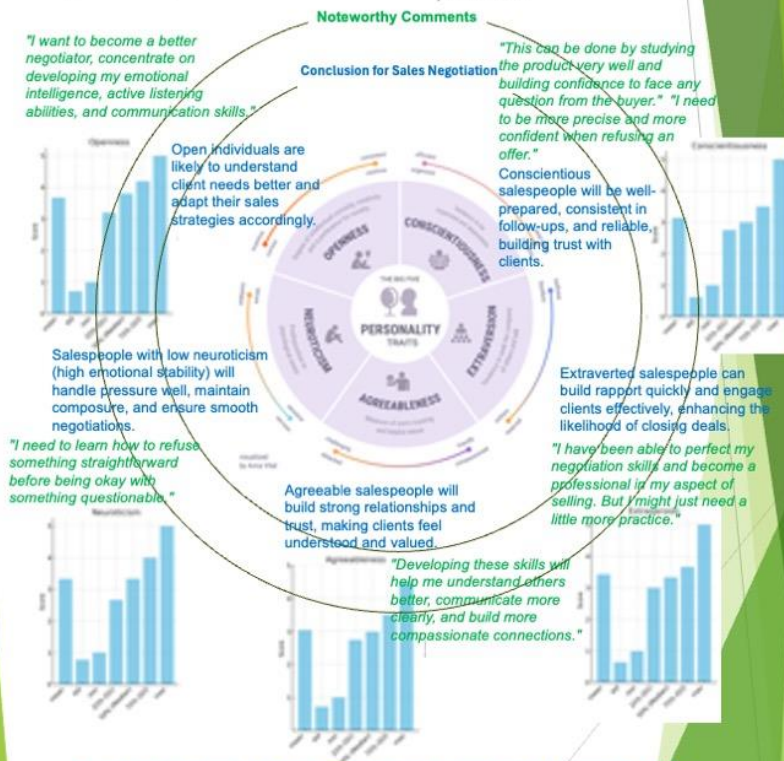
Alexander Bauer (Wittenborg), Myra Qiu (Wittenborg), Raymond Dettwiler (FHNW Switzerland)

Introduction

Sales competitions are becoming vital in business education, effectively linking theoretical knowledge with practical sales negotiation skills. These contests offer real-world scenarios where students can actively participate and develop key abilities like negotiation, communication, and strategic thinking. Incorporating the analysis of Big Five personality traits into sales training provides insights into how personality influences sales performance, enabling tailored educational experiences. This study explores the role of sales competitions in enhancing essential sales skills and seeks ways to increase their effectiveness in higher education, **Aiming** to improve business education practices through a blend of quantitative and qualitative research methods.

Implications for Educators

- Engage in creativity workshops: Goal-setting and prioritisation, Networking skills, Active listening, Cognitive-behavioural techniques
 - Exposure to diverse cultures and trainings: Time management and organisational skills, Public speaking and presentation, Emotional intelligence and Stress management & resilience training
- By understanding the interplay between personality traits and sales competencies, educators can enhance the effectiveness of these competitions, ensuring students are not only competitive but also competent and confident sales professionals.



Data collected and analysed from Wittenborg bachelor students of the Big Five Personality Traits, N=92

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Theme 10. Education in a Globalised Era

Infusion of the Socratic Method into Teaching in Higher Education for Sustainable Education:


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Infusion of the Socratic Method into Teaching Pedagogy in Higher Education Institution - A Case Study of Wittenborg University of Applied Sciences, the Netherlands

INTRODUCTION


- Sustainable Education is a form of education that aims to empower students with theoretical and practical knowledge, skills, values and perspectives, for a long-term utilisation (UNESCO, 2024).
- The Socratic Method (SM) is a proven teaching approach to develop critical thinking, effective decision-making and problem-solving skills to prepare graduates for the complex modern world.
- But its implementation comes with challenges.
- The aim of this research is to evaluate the extent to which the SM can be utilised in business education, to assess its effectiveness and to identify challenges in implementation.




The Socratic Method:
"WHAT CAN WE SAY ABOUT THIS PROPOSITION?"
"WELL, WHAT ARE YOUR ASSUMPTIONS?"
"AND WHAT DO YOU BASE YOUR REASONING ON?"

The Socratic Method "is an enquiry-based learning approach that stimulates the thinking process in students and motivate them to further develop their cognitive, affective and meta-cognitive skills" (Paul and Elder, 2008, p.1036).


LITERATURE REVIEW



- fosters deep understanding
- challenges assumptions & ideas
- encourages active participation & reflective thinking
- improves retention of knowledge
- better academic performance



- longer preparation time
- requires deep understanding of the subject matter
- must have ability to anticipate questions and responses
- resistance in participation and self-reflection



Business students who engaged in Socratic dialogue demonstrated:

- superior analytical & decision-making skills
- higher ability to apply theoretical concepts to real-world business problems

METHODOLOGY

- SM was infused into the teaching of the module 'Intercultural Business Communication for Managers' at Wittenborg University of Applied Sciences.
- After 4 lessons, the students completed a survey.

FINDINGS

Quantitative Analysis

Awareness of SM: 58% of students are not really sure what SM Method is.

Student Engagement: A high 72% felt that their engagement level in class has increased.

Comfortability in Participating: None of the students felt uncomfortable participating in discussion.

Overall Satisfaction: 84% are satisfied with the integration of the SM into their lessons.

Perception on Learning Outcomes:

- 95% agree that SM enhances their understanding
- 89% agree that SM improves their critical thinking skills
- 74% agree that SM develops their problem-solving skills relevant to the business field

Qualitative Analysis

Aspects of SM students found most beneficial:

- enhanced critical thinking skills
- improved communication skills
- exchange and challenging of information and ideas
- fact-checking
- in-depth understanding & retention of knowledge

Challenges Faced:

- desire for direct answers
- language competencies
- time consuming in discussing & preparing
- requires thorough understanding of subject matter

RECOMMENDATIONS

- Comprehensive training programmes for faculty on how to effectively employ Socratic questioning techniques and use of digital platforms and tools
- Developing policy frameworks & curriculum
- Orientation programmes & support services for students
- Interdisciplinary Workshops to share best practices.

CONCLUSION

The results showed that the SM enhances student engagement, learning outcomes and critical thinking skills. Implementing the recommendations can help to ease the transition to SM in business education.