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The Implications of AI and Generative AI for Teaching and Learning

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Abstract

GAI has received significant investment and adoption across various businesses over a relatively short time period. Just as the Internet and the World Wide Web did several decades ago, GAI will substantially alter how teaching and learning are conducted and how institutions of higher education will use this technology and related tools. A function of higher education institutions is to prepare the workforce of the future. However, given that incorporating GAI in teaching and learning creates both opportunities and challenges, a major question is how faculty, students, and higher education institutions should properly adopt this rapidly changing and transformative technology. In this position paper, we propose a multi-factor framework that addresses the ethical and appropriate use of this technology in teaching and learning for faculty and students.

Keywords: GAI in teaching and learning, 21st-century educational competency

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1. Introduction

The implications of Generative AI (GAI) in teaching and learning are not only broad but also significantly impactful (Wang, Jing, and Shen, 2025). Just as the Internet and the World Wide Web did several decades ago, GAI will substantially alter how teaching and learning are conducted and how institutions of higher education will use this technology and related tools. Numerous articles have been published on how to prepare students for the transition to "Industry 4.0" (Cantú-Ortiz et al., 2020, p. 1195). Many institutions are already advocating for the ethical, transparent, and proper uses of this technology. McDonald, Johri, Ali, and Collier (2025) analyzed documents from 116 US universities and found that the majority of them (63%) encourage appropriate uses of GAI in teaching and learning. External accreditation agencies such as AACSB and ACBSP are advocating the proper uses of GAI in teaching and learning and for uses in the preparation and documentation reports regarding meeting and maintaining accreditation standards.

This technology has significant benefits, such as increasing students' engagement, eliminating or at least reducing the learning inequity, improving critical thinking, and helping students' career readiness (Honigsberg, Watkowski, & Drechsler, 2025), and improving faculty productivity. It also creates technical, ethical, societal and economic, regulatory, and governance challenges (Nah et al., 2023). Some universities, such as Carnegie Mellon, Harvard, and Massachusetts Institute of Technology, have developed courses and programs that are focused on ethical uses of AI (Southworth, 2023). Nah et al. (2023) suggest considering three major characteristics of GAI – "content generation, generalization ability, and reinforcement learning using human feedback" to better understand how this technology may be used in teaching and learning (p. 249). This technology is currently being used at all educational levels, including elementary, middle, and high school, and at the higher education level (Southworth et al., 2023).

Regarding career readiness, AI literacy, its integration in our daily lives (Luckin, et al., 2022; NG, et al., 2021), and a curriculum suitable for the 21st. century, some universities have initiated processes to require AI competency for all undergraduates as a part of graduation requirements in the near future. The Ohio State University (OSU) https://oaa.osu.edu/ai-fluency, State University of New York (SUNY) https://www.suny.edu/suny-news/press-releases/1-25/1-7-25/general-education.html, University of Michigan (UM) https://genai.umich.eu, and UC Berkeley https://www.berkeley.edu/ai/, New Jersey Institute of Technology (NJIT) https://ldi.njit.edu/ai-core-competencies, Jacksonville State University (JSU) https://catalog.jsu.edu/undergraduate/library-services/ai-literacy-microcredential/, San Jose State University (SJSU) https://www.sjsu.edu/cfeti/teaching-resources/ai-pedagogies/ai-literacy.php, and University of South Carolina (USC) https://sc.edu/about/offices_and_divisions/provost/academicpriorities/undergradstudies/interdisciplinary-certificates/ai-literacy.php are some examples. A similar AI competency plan is happening in other countries. For example, in the European Union, the Asia-Pacific Region, and China (Kandlhofer et al., 2016; Su et al., 2022; Dai et al., 2020; Cantú-Ortiz et al., 2020).

The University of Florida (UF) has been planning similar requirements since 2023. Southworth et al. (2023) report that: "The AI Across the Curriculum" initiative being developed at UF will make AI education a cornerstone opportunity for all students," p. 1. The UF has received infrastructure support from NVIDIA (Merrit, 2021) to achieve its goal of developing AI competency across its entire curriculum. To accomplish these important goals, the UF established the Artificial Intelligence Academic Initiative Center (Southworth et al., 2023) in 2022. Due to the importance of AI technology and its implications, it is critical to point out that AI needs to be incorporated across all disciplines, not just any particular area. With the integration of AI and Quantum computing, which facilitates predicting the 3D-structure of proteins, scientists hope to be able to cure cancer soon (Shontell 2020). Hence, the idea of AI competency and its ethical use for all disciplines, including non-STEM (Science, Technology, Engineering, and Mathematics), is essential (Su et al., 2022).

In a recent AACSB career connection article, Williams (2025) stated that: "If we keep preparing students for the workplace of yesterday, we'll keep failing the workforce of tomorrow. To remain relevant, business schools must do more than update content; they must build cultures of continuous learning. They must reimagine their programs and create interconnected systems that support student choice, faculty innovation, employer partnerships, and real-time skill

development,"(p.3). Both ACBSP (https://acbsp.org/page/ai) and AACSB (https://www.aacsb.edu/educators/accreditation/business-accreditation/ai-use-cases-for-accreditation)

have developed GAI-related websites to support faculty and higher education institutions. The ACBSP site is a "collaborative Padlet" in support of faculty for appropriate uses of GAI. The AACSB site includes "actionable guidance on leveraging AI to meet and maintain AACSB accreditation standards."

A major question is how faculty, students, and higher education institutions should properly adopt this rapidly changing and transformative technology. As far as incorporating AI in the curriculum is concerned, Hashmi and Bal (2024) propose a "two-dimensional toolbox framework" for "AI human enhancing" and "AI human replacing" for "existing" and "new" skills in the curriculum (p. 612). Using a framework seems logical, particularly given the rapid development and fast-changing nature of this technology and related tools. We believe that more factors need to be considered when incorporating this technology in teaching and learning.

In this position paper, we propose a multi-factor framework that addresses the use of this technology in teaching and learning for faculty and students, and addresses implications for higher education institutions.

2. A Multi-factor Framework for Incorporating GAI in Teaching and Learning

To better understand why and how GAI could be used in teaching and learning, we first need to clarify and make some distinctions. Not all disciplines will use GAI the same way when incorporating it in teaching and learning. For example, there are significant differences in using GAI to teach a digital marketing class versus a chemistry class. Hence, one factor is the discipline's nature and characteristics. The other difference, obviously, is how faculty and students use it in teaching and learning.

Our focus will be on both faculty and learners, and what each group needs to pay attention to using this transformative technology. We will look at the following factors:

- Ways to ethically and transparently use GAI to improve the overall teaching and learning processes and outcomes
- How should faculty rethink their pedagogy and use this technology effectively?
- What kinds of guidelines, such as Ethical Use, Limitations, and Bias Training, are required for faculty and students to properly use this technology?
- What are the prompt engineering skills and abilities faculty and students need to have to be able to effectively use this technology?
- What knowledge and skills should students be taught about the GAI to help their career readiness?
- What are the limitations and areas faculty, students, and higher education institutions need to avoid when incorporating this technology?
- What types of jobs are likely to be created due to the existence of GAI technology? What types of jobs are likely to change or disappear?

2.1 Ways to Ethically and Transparently Use GAI to Improve the Overall Teaching and Learning Processes and Outcomes

GAI technology itself is evolving. Any applications of it need to consider this reality. For many disciplines, it is not a valid argument to prevent faculty and students from using GAI to prevent plagiarism. The advantages that the appropriate uses of this transformative technology, which some researchers are calling "Industry 4.0" (Cantú-Ortiz et al., 2020, p. 1196), far exceed its potential negative effects. Faculty need to focus on how to use this technology to improve the efficiency and effectiveness of their teaching. Faculty can use this technology to significantly increase the learners' engagement with the course contents and personalize their education to the needs of each student in the class. They can use their time more effectively by automating routine teaching tasks and spending more time with each student to understand their strengths and potential weaknesses, allowing them to better focus on the learning preferences of each learner. Another critical contribution is for the faculty to determine the

career readiness of each of the students and determine what is the best way to use GAI and provide guidance for students to ethically use GAI to support their own career readiness.

As described and documented in the introduction, many educational institutions are already advocating and planning to make AI competency a part of their graduation requirement. Focusing on the career readiness of each learner and customizing the AI competency further enhances the learners' career readiness capabilities.

2.2 How Should Faculty Rethink their Pedagogy and use this Technology Effectively?

One of the major implications of the availability of GAI to both faculty and students is the fact that the traditional pedagogy needs to be modified to ethically and effectively use this technology in teaching and learning. The traditional pedagogy consists of i) lesson planning, ii) content presentation, iii) explanation and clarification, iv) practice and reinforcement, v) assessment, vi) review and remediation. The GAI technology can be utilized in all of these steps to enhance presentation quality, effectiveness, and productivity. Effective use of this technology enables faculty members to enhance engagement with learners, thereby gaining a deeper understanding of their individualized learning preferences and customizing the learning experience for each of their learners. This allows them to tailor their pedagogy to each learner, rather than relying on one-size-fits-all instruction. As described in the VARK model (Othmana & Amiruddin, 2010), more visual learners would prefer images, videos, charts, and graphs. GAI can easily be used to create high-quality charts and graphs. For auditory learners, podcasts and recorded lessons can be a valuable resource. For verbal learners, lecture summaries can be prepared by faculty or students themselves. For kinesthetic learners who prefer hands-on learning, practical assignments, experiments, and role-playing exercises would be preferred. For the social learners, group assignments and collaborative discussions will be more effective. The GAI technology can be used to more effectively modify the prepared lesson plans to fit different learning styles.

Using GAI can enhance the assessment process by making it more personalized based on the learners' learning preferences. A critical note here is that the assessment process needs to be changed in any course where the use of GAI is allowed by the faculty. It is no longer appropriate to rely on essay-writing types of assignments as a partial or full method of assessing learners. Instead, individual or group projects and presentations can be used.

2.3 What Kinds of Guidelines, such as Ethical Use, Limitations, and Bias Training, are required for Faculty and Students to Properly use this Technology?

The most critical training for both faculty and students is related to the ethical uses of this technology. Both faculty and students need to be familiar with what is acceptable when using this technology. Transparency and appropriate disclosures are important and are an easy way to articulate when developing the training and guidelines. Faculty need to clearly articulate in their course syllabi if the use of GAI is acceptable in their courses and for what purpose or assignments it is allowed. Students need to clearly and accurately state where and how they are using this technology in any assignment.

As it is well documented, this technology and related platforms are known to have generated bias and inaccurate output based on hallucination. Hence, it is critical to carefully review and verify the accuracy of any output produced as well as requesting and checking references. Another safeguard is to use different platforms and compare the output.

Another major focus and training needs to be related to general skill training and ethics.

2.4 What are the Prompt Engineering Skills and Abilities Faculty and Students Need to Have to be Able to Effectively use this Technology?

An important skill all GAI users need to learn very early is how to effectively and accurately craft their prompts. Because of the lack of adequate reasoning capability of the large language models, a more accurate prompt may prevent potential hallucination-embedded output. Various, but similar definitions of prompt engineering exist. IBM (https://www.ibm.com/think/topics/prompt-engineering) defines it as: "the process of structuring or crafting an

instruction in order to produce better outputs from a generative artificial intelligence model." Wikipedia (https://en.wikipedia.org/wiki/Prompt_engineering) defines it as: "the process of structuring or crafting an instruction in order to produce better outputs from a generative artificial intelligence model." Liu et al. (2023) suggest prompt engineering involves cleansing inputs to GAI platforms to generate high-quality outputs.

The main purpose of a prompt is to ask GAI platforms a question and expect an accurate response. As such, making sure the prompt is as precise as possible (Gimpel et al. 2024; Dwivedi et al., 2023) is critical. Given that these platforms can produce inaccurate and even biased responses, it is essential to include citation requests in any prompt and to double-check and verify the accuracy of the information provided.

Tolzin, Knoth, and Janson (2024) conducted an experimental study involving about 250 students and found that exposing students to some example-based prompting significantly improved their ability to refine their prompts that resulted in more accurate output. One essential skill for any user of GAI platforms is to learn to write better and more refined prompts. This can be achieved by looking at some examples and providing more accurate input.

Various prompt engineering training and short courses exist for all users. Coursera, for example, offers such a training known as Prompt Engineering Mastery "(https://www.coursera.org/learn/prompt-engineering-mastery). The essential characteristics of prompt engineering OpenAI (openai.com), ChatGPT (chatgpt.com), and ChatGPT Business (chatgpt.com/business) are:

Clarity: Be as specific as possible when developing your prompt.

Context: Provide adequate and specific background, limitations, or constraints

Structure: Specifically, pay attention to your use of any formatting, examples, steps, or lists.

Iteration: One of the best practices is to refine your prompt as many times as needed to improve output quality. Another important step is to try to use multiple platforms, inputting similar prompts, and compare the output quality.

Role Assignment: Assign a role to the model as a part of your prompt. For example, if you are seeking language translation, assign the role of interpreter.

As faculty and students develop a broader repertoire of more sophisticated prompt strategies (e.g., Schmidt et al., 2023), the gap between student and faculty perceptions of the utility of GAI and the workplace skills needed for successful careers is likely to shrink.

2.5 What Knowledge and Digital Skills Should Students be Taught about the GAI to Help their Career Readiness?

The current and future generations of learners need adequate and ethical AI literacy to not only incorporate this technology in their daily lives but also be ready for the opportunities that this technology brings to the workplace. They also need to learn and know how this technology is potentially supporting employers and employees in their selected field of study and what knowledge, skills, and experience they need to be better career-ready. As Williams (2025) stated: "Our students' success will depend not only on how well we adopt curricula to AI, but on how much we teach a core skill that is too often overlooked" (p. 1). There is no doubt that the GAI technology is going to have major implications for many careers. This has already been demonstrated. The likely scenario is that some workers without the GAI technology will be replaced by those who have the required knowledge and skills. The employability rate (the percent of students who find employment within three months after graduation) for many fields is about 94%. This rate for AI programs is about 100% (Cantú-Ortiz et al., 2020).

Southworth et al. (2023) propose five AI-related areas with specific contents and learning outcomes. These are: "enabling AI, know & understand AI, use and apply AI, evaluate and create AI, and AI ethics" (p. 7). These and similar skill sets can be incorporated as a part of general education for almost all disciplines, with different emphasis based on the areas of study. It is important to point out that in any AI-related training and skill development, a major focus needs to be on the critical thinking, problem-solving, and communication development of the learners. Given the rapid pace of technology innovation and change, any GAI-related skill development and training needs to be regularly updated to meet the needs of employers to enhance the career readiness of learners.

2.6 What are the Limitations and Areas that Faculty, Students, and Higher Education Institutions Need to Avoid When Incorporating this Technology?

Incorporating GAI in teaching and learning creates opportunities but also some challenges. As we listed in previous sections, if used properly, GAI can support teaching and learning in a number of ways, including increasing students' engagement, personalizing learning, and helping with career readiness. Using GAI can also potentially produce misinformation and bias (Susarla et al., 2023). Faculty and students need to be aware of this possibility. One relatively simple approach to at least reduce the potential for bias is to specifically ask for sources in any prompt and then verify that the sources are real and check the accuracy of the contents with other sources.

2.7 What Types of Jobs are Likely to be Created Due to the Existence of GAI Technology? What Types of Jobs are Likely to Change or Disappear?

Automation changes the nature of many jobs. Over the years, we have observed the transformative nature of various technologies, in particular digital technologies. When the Internet and the Web came about, we saw the impact of these technologies. Educational pioneers took advantage of these technologies and developed a new way of providing education over distance that became known as online education. The impact of this innovation is now very clear given its use, particularly during COVID. The GAI technology's impact is significantly broader.

The 2025 Future of Jobs report from the World Economic Forum https://www.weforum.org/publications/the-future-of-jobs-report-2025/ states that "Technology-related roles are the fastest-growing jobs in percentage terms, including Big Data Specialists, Fintech Engineers, AI and Machine Learning Specialists, and Software and Application Developers" (p. 6). Other innovations include robotics, autonomous driving, computer vision, natural language processing, computer vision, speech recognition, agentic commerce, general delivery services, surveillance, healthcare, entertainment, and education, as examples of some important applications.

We have already seen the implementation of agentic AI in several areas. Some jobs related to retail transactions will likely be affected by GAI. Some clerical, executive assistance, and cashier jobs are expected to see significant change and decline due to GAI implementation. On the other hand, big data and analytical abilities will continue to be highly in demand.

3. Conclusions

We can say without reservation that appropriate and ethical uses of AI and GAI technologies, in particular, will have significant and impactful implications not only for higher education, businesses, organizations, but also the entire society. It is essential to point out and remind all users that only appropriate and ethical uses of these technologies by all users, including higher education institutions, are recommended and are acceptable.

4. Overview of the Contents of this Issue

This issue of the journal includes three other articles. Steven Schilhabel, in his interesting article, writes about the use of artificial intelligence (AI) systems in consumer-facing types of decision-support systems. The article describes AI-assisted betting in general and in sports betting, in particular. The article analyzes survey data and classifies three distinct behavioral profiles and concludes that betters can engage in accountable adoption.

Royce Fichtner and Troy Strader, in their timely article, articulate both positive and negative implications of deepfake technology. The authors looked at all state-level legislation for the last seven years and documented how states have used criminal laws to challenge harmful deepfake applications.

Vishal Shah and Javad Norouzi Nia argue convincingly in their viewpoint article that information systems professionals need to advance their design practices to make meaningful use of insights drawn from user-generated content. They specifically introduce the Lead UX framework as a part of their articulation.

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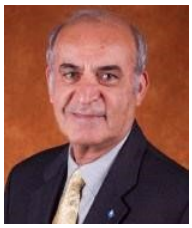

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