Submission of Two Abstracts for Presentation and Discussion at the GUS Academic Summit

Rethinking Student Engagement in Metaverse-Enabled Learning Environments

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Abstract: Although immersive and interactive learning experiences provided by the Metaverse are revolutionizing higher education, there is limited emphasise about its efficacy and student acceptability. There is a fascinating chance to transform learning experiences through the incorporation of Metaverse platforms into higher education. The usefulness, engagement, and challenges of Metaverse-enabled education are the focus of this presentation. It explores how higher education students perceive metaverse-enabled Learning. The presentation raises two stimulating questions for discussion: First, in creating more dynamic, engaging, and customized learning experiences, how might Metaverse platforms fill in the gap in conventional learning environments? Second, as it relates to usability, accessibility, and the role of AI, what difficulties do students encounter when participating in Metaverse-based learning? The study intends to spark conversations on the possibilities of immersive technologies in education by analysing university students' reactions following an hour-long lecture in the Second Life environment. In addition to showing the potential for future educational systems, the study's findings will provide a forum for participants to discuss the practicality of these virtual environments. Eventually, the study will stimulate a more extensive discussion regarding the changing function of AI-powered learning resources in fostering creative, sustainable learning solutions for future generations.

Robot-Led Instruction: A Step Towards AI-Driven Higher Education?

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Abstract: The use of AI-driven robots in education is gradually challenging traditional teaching approaches and posing important queries regarding student acceptability, understanding, and engagement with robot-led learning. Robotics integration in higher education classrooms is, in fact, becoming more and more significant as artificial intelligence continues to revolutionize education. Examining participation, comprehension, and the acceptability of humanoid robots in the classroom, this study poses thought-provoking questions for discussion by contrasting typical human-led instruction with robot-led training: To what degree can robots replace or enhance human teachers in the classroom, and how do students view their role in it? What are the psychological and pedagogical barriers to their adoption in higher education? A quasi-experimental design is adopted, wherein university students will attend a 30-minute lecture delivered by a humanoid robot, followed by a structured questionnaire. To facilitate a discussion on the future of AI-driven education and human-robot interaction, the Diffusion of Innovations Theory and the Technology Acceptance Model (TAM) and Diffusion of Innovations Theory will be utilized. In addition to illuminating students' experiences, the results will provoke critical thinking about robots' potential to create more dynamic and inclusive learning environments, igniting discussions about the most effective ways to include these innovations in education for sustainable development.

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Short Biography-

Dr. Lawrence Ibeh, EMBA, is an accomplished academic, industry leader and a professor at the Faculty of Computer Science and Informatics, Berlin School of Business and Innovation (BSBI). In June 20, 2023, he organized the 1st BSBI International Conference on Sustainability and AI, with the theme *"AI For Sustainable e-Governance and Business Intelligence"*. He has extensive expertise in sustainable management, digital transformation, artificial intelligence, environmental management and multidisciplinary research. Due to his interest in research, he serves as the Chair and Chief Research Strategist at the Berlin International Center for Multidisciplinary Research (BICMR), Berlin, Germany. Dr. Ibeh's academic journey spans globally, with a PhD in Natural Sciences (Sustainability Science, AI and Data Science) with Magma Cum Laude (1/1) from LMU, Munich, Germany; an Executive MBA from Quantic Business School, Washington DC, and diverse teaching roles at prestigious institutions such as LMU, BSBI, Berlin, Germany and EU Business School, Munich, Germany. As a researcher, he has significantly contributed to sustainability science, publishing extensively over 100 articles and conference proceedings in high-impact journals and presenting at international conferences. His leadership extends to industry, where he has co-founded start-ups, including Spritzify and the Professionals' Institute for Digital Learning (pidlearn). A mentor and global executive coach, Dr. Ibeh supports businesses and individuals in digital innovation and strategic growth. He is passionate about leveraging AI for sustainable governance and business intelligence, fostering global collaborations in research, and promoting education through innovative digital tools.