

AI EDUCATIONAL TOOLS AND BUSINESS SCHOOLS: A WEBSITES' CONCEPTUAL CONTENT ANALYSIS

TOOL DIDATTICI DI IA E BUSINESS SCHOOL: UN'ANALISI CONCETTUALE DEL CONTENUTO DEI SITI WEB



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ABSTRACT

The literature presents limited studies regarding the use of AI tools in the classroom. Through a conceptual content analysis carried out on the websites content of the top 100 BSs in the world, the present study intended to detect the implementation of AI tools in the classroom; the pedagogical approaches and training offered to instructors for its use. Only 6 websites out of 100 contained relevant information for the coding purpose and provided an answer to the research questions posed.

La letteratura presenta pochi studi circa l'uso di strumenti di IA in classe. Attraverso un'analisi concettuale dei contenuti condotta sui siti web delle prime 100 business school al mondo, il presente studio intende rilevare l'utilizzo di strumenti di IA in classe; gli approcci pedagogici adottati e la formazione offerta agli insegnanti per il loro utilizzo. Solo 6 siti web su 100 contengono informazioni rilevanti per la codifica dei contenuti e forniscono una risposta alle domande di ricerca poste.

KEYWORDS

AI educational tools; business education; Business Schools; pedagogical approaches; faculty development.
Strumenti didattici di IA; formazione economica; Business School; approcci pedagogici; formazione docenti.

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1. Introduction¹

Artificial Intelligence (AI) can be considered a relatively new technology that embraces many fields including healthcare, manufacturing, finance, energy, transportation, education and many others (Boubker, 2024; Ojha et al., 2023). AI has also permeated the world of work affecting graduates' future, which is increasingly dependent upon AI-mediated workplaces where job profiles and work practices may be radically shifting (Bearman et al., 2023). Because of this trend, companies intend to look for employees who understand the concepts and methods of artificial intelligence and can apply this knowledge and skills to workplaces where the aspects of this technology are significantly present. Therefore, AI has created the need to provide students and learners with adequate skills for the world of work and the society (Bearman et al., 2023).

AI has also pervaded the educational context (Boubker, 2024), mainly due to the Open AI's ChatGPT release and accelerated by the COVID-19 pandemic outbreak (Lee et al., 2024). AI has, thus, generated new educational challenges (Ojha et al., 2023) and has significantly affected instructors and classroom practices (Boubker, 2024).

As AI influences many aspects of business and everyday life, it necessarily impacts business education as well. Artificial intelligence, as a new form of technology, is a major factor shaping the future of business education. At this end, Business Schools (BSs) must define their role in preparing graduates to master this increasingly important domain (Sollosy and McInerney, 2022). Management instructors play an important role in training the future business leaders by teaching key skills and supporting students to take responsibility while learning how to deal with relevant new technologies. Besides providing AI knowledge and competences directly related and needed in the workplace, it is also necessary for the BSs to define the use of AI educational tools in the teaching and learning practices carried out in the classroom. Artificial intelligence is the catalyst for educational changes and learning how to use it can improve the quality of education. AI tools can help educators to engage and motivate students, reduce and ease their workloads, and help with research and lesson planning (Ratten and Jones, 2023; Mollick and Mollick, 2023). Even though, Large Language Models (LLMs) like ChatGPT can be very helpful in the classroom, instructor expertise is needed to assess the appropriateness and reliability of AI's outputs. By adopting appropriate pedagogical strategies, it is possible for instructors to tackle errors, without giving up to the numerous advantages provided by these tools (Mollick and Mollick, 2023). To train students to use these tools, educators must focus on creativity and forward thinking, that

¹ The article is the result of a joint work of the two authors. The paragraph 1., Introduction, and 5., Conclusion have been written by "Author n. two", while paragraphs 2., 3. and 4., Methods and materials, Results and Discussion respectively, have been written by "author n. one".

foster students' critical thinking and continuous learning. The integration of artificial intelligence in business education is inevitable and this is especially true for technologically skilled young students who have used technology their entire lives (Ratten and Jones, 2023). It is essential for teachers to keep up with technologies and upgrade themselves in order to catch up with this generation and with the new skills required, to be able to fully profit from AI educational tools (Ojha et al., 2023).

In the discussion over AI, the literature presents limited studies on the implications of the AI use from a teaching and learning perspective (Bearman et al., 2023), specifically on the AI use in the classroom, that "extend the ability of teachers to implement challenging but well-proven pedagogical strategies that require extensive work to implement" (Mollick and Mollick, 2023, p. 2). With the purpose to observe the way of implementation of AI educational tools in the classroom, thus in the teaching practices of business educators, the present study performed a conceptual content analysis on the websites content of the top 100 Business Schools in the world.

Precisely, through the analysis, the study aimed to detect the implementation of AI educational tools in teaching and learning practices; the pedagogical approaches adopted for their implementation; and the training and support offered to lecturers for their use and implementation in the classroom.

2. Methods and materials

On the basis of the theoretical framework outlined in the introduction, the top 100 Business Schools in the world have been selected as sample of the study because they are specialized institutions in providing business and management education (Kaplan, 2018) and are defined as "organizations that operate according to market principles, management theory, and profit orientation" (Randerson, K., 2023, p. 2). While MBA (Master in Business Administration) is considered the flagship program of BSs worldwide (Muposhi et al. 2019; Baruch, Y., 2009) able to provide professional competencies to graduates (Marino, Rivero & Dabos, 2019).

The analysis has been carried out on the websites content of the top 100 Business Schools in the world, listed by their MBA courses, according to the Financial Times Ranking 2024 (see Appendix). The study has performed a conceptual content analysis for existence, adopting structural coding (first rounds of coding) and content analysis coding (further rounds of coding), a deductive approach, and themes as unit of analysis.

The analysis intended to answer the following research questions:

1. Which AI educational tools do the top 100 BSs implement in teaching and learning practices of their courses?

2. Which pedagogical approaches do the top 100 BSs adopt for the implementation of AI educational tools in teaching and learning practices of their courses?
3. How do the top 100 BSs provide training and support to lecturers for their use and implementation in the classroom?

Starting from the research questions, deductive codes with their respective definitions, examples and themes have been developed according to the literature and gathered in the codebook (Table 1). The codebook, codes and coding rules have guided the whole analysis, being the decisive elements for coding decisions.

Themes/categories	Codes	Definitions	Examples
Educational technologies	AI teaching and learning tools	The application of Artificial Intelligence (AI) in education has the potential to revolutionize teaching and learning by providing personalized, engaging, and effective learning experiences for students. (Vinay, S. B., 2023) AI in education refers to "computing systems that are able to engage in human-like processes such as learning, adapting, synthesizing, self-correction and the use of data for complex processing tasks" (Popenici & Kerr, 2017, p. 6)	AI-powered tools such as: personalized learning, adaptive assessments, intelligent tutoring systems, language learning, virtual and augmented reality, chatbots, and grading and assessment. (Vinay, S. B., 2023) AI tools used in education and learning, including, Chatbots, language learning apps, adaptive learning platform, predictive analytics, and many others. (Bouker, 2024, p. 2)
Faculty development	Support materials for teaching and learning with AI tools	Resources aimed at developing lecturers knowledge and skills about teaching and learning. (Steinert, Y. (Ed.), 2014; Lotti, A. et al., 2022)	Collections of academic and tutoring supporting materials, guidelines and resources useful for the professional development of lecturers. (Lotti, A. et al., 2022)
	Training activities for teaching and learning with AI tools	Training activities aimed at developing lecturers knowledge and skills about teaching and learning. (Steinert, Y. (Ed.), 2014; Lotti, A. et al., 2022)	Workshops, webinars, seminars, conferences and symposia for lecturers. Training and assistance with educational technology. (Lotti, A. et al., 2022)
Pedagogical approaches	Learning approaches with AI	Learning approaches that along with AI allow students to learn how to solve problems, reason, learn, make decisions, communicate, perceive and act. (Ng et al., 2022; Bearman, M., & Ajajawi, R., 2023).	- collaborative project-based learning - learning with game elements (Ng et al., 2022)

Table 1 Codebook

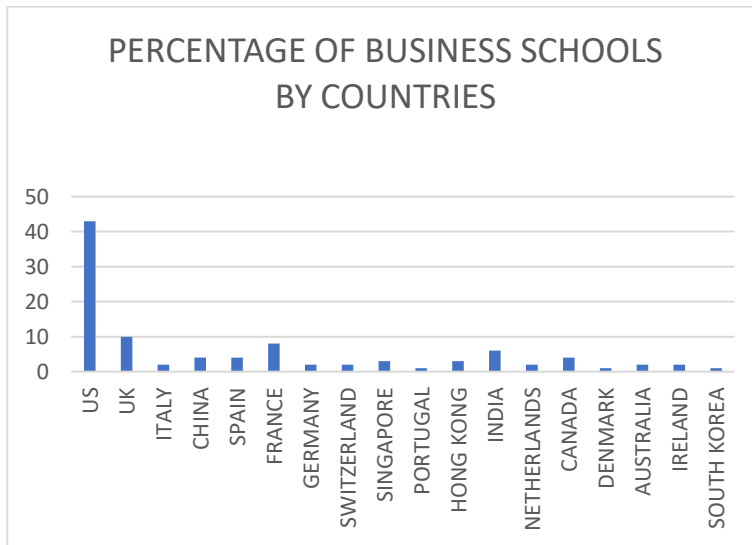
The content analysis is a data analysis method characterized by iterative cycles of analysis, in fact, the websites sections and websites excerpts have been revised and went through more rounds of coding. While proceeding with the websites analysis and going through first, second and further rounds of data coding, the codebook has evolved and been updated accordingly, progressively adjusting its codes, definitions and themes, until when it reached its definitive version (see Table 1). All the 100 BSs' websites have been manually browsed and for the first rounds of coding adopting structural coding, and only the websites sections relevant to the research questions have been analysed and coded. Since, themes have been used as unit of analysis for the coding process, only the excerpts containing the themes and codes, set out in the codebook, have been coded for the purposes of the study. The websites sections that have been browsed, analysed and then coded, in case of the existence of themes, were those tightly related to the research questions, and were generally named as follow: MBA Program → Learning experience; Faculty & Research; Research Initiatives & Centres; Learning Approach/methodology; Artificial Intelligence.

After having manually browsed and analysed all sections of interest, a general search on each website has been performed to increase the systematicity and consistency of the results found, especially in those cases, in which the manual sections search did not produce any of the expected results. Specifically, the general search on the websites has been performed applying the following key words “Artificial Intelligence” OR “AI”, since this represents the core element of all research questions.

To ensure the reliability and validity of the methodology and findings as much as possible, a peer debriefing with an independent, impartial and qualified researcher, as external coder, has been performed every time the analysis of 10 websites was concluded.

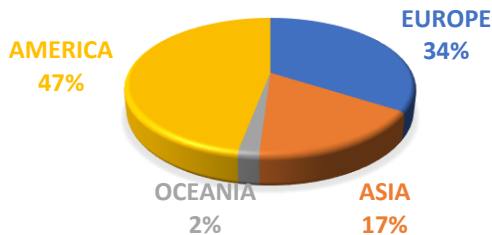
3. Results

Graphs 1 and 2 graphically represent the origin of the 100 BSs, by countries and continents respectively.



Graph 1 Percentage of Business Schools by countries

PERCENTAGE OF BUSINESS SCHOOLS BY CONTINENTS



Graph 2 Percentage of Business Schools by continents

Almost on all of the websites analysed, Artificial Intelligence is mentioned as a disruptive technology that is affecting the world and the economy, shaping the way people work and thus requiring for new skills and competences. On the other hand, few websites reported on the importance of AI in the educational contexts and its many implications on the teaching and learning process.

Based on the methodology adopted, made explicit in section 2. Methods and materials, and given the research questions and objectives, for the purpose of the study it was possible to code the websites sections and excerpts of 6 BSs in the ranking (see Table 2).

Table 2 reports the BSs website sections and excerpts that have been coded.

Schools	Website sections	Excerpts	Codes	Themes/categories
Columbia Business School	Faculty & Research → Teaching Excellence → Teaching Strategies → Generative Artificial Intelligence	Teaching in the Age of Generative AI Tools	Support materials for teaching and learning with AI tools	Faculty development
		Considerations for AI Tools in the Classroom		
IE Business School	The School → Teaching methodology → Innovation → Liquid Learning	AI for education	AI teaching and learning tools	Educational technologies
		EMPOWERING EDUCATORS, ELEVATING EDUCATION	Training activities for teaching and learning with AI tools	Faculty development
		AN AI-ENHANCED HUMAN EXPERIENCE	Support materials for teaching and learning with AI tools	
			Learning approaches with AI	Pedagogical approaches
New York University: Stern	Faculty & Staff → Learning Science Lab → Teaching Technologies	Teaching and Learning with Generative AI	Support materials for teaching and learning with AI tools	Faculty development
Carnegie Mellon: Tepper School of Business	The Intelligent Future	EXPERIMENTAL, EXPERIENTIAL As AI rapidly reshapes the business world, it's impossible to predict what comes next. The Tepper School provides grounded, hands-on learning that creates bold thinkers who can navigate the unexpected.	Learning approaches with AI	Pedagogical approaches
IMD — International Institute for Management Development	Faculty & Research → Initiatives → Artificial Intelligence Initiative → Learning	IMD's own ChatGPT	AI teaching and learning tools	Educational technologies
		IMD AI art reflection		
EM Lyon Business School	News	Augmenting action learning	Learning approaches with AI	Pedagogical approaches

Table 2 Results from the Website coding

1. For the Columbia Business School, in the section Generative Artificial Intelligence, have been coded the excerpts Teaching in the Age of Generative AI Tools and Considerations for AI Tools in the Classroom. Both excerpts contain suggestions and resources about teaching strategies that instructors may adopt to implement Generative AI tools in effective ways for teaching and learning purposes. Teaching in the Age of Generative AI Tools excerpt specifically contains tips related to: the rethinking of the teaching approach; expectations communication to students; integration of AI into assignments; detection of AI-generated work; design of instructional materials; report on academic integrity concern. While the excerpt Considerations for AI Tools in the Classroom specifically presents instructions about the: development of course policies that include digital transparency; scaffolding of activities and assignments; design of authentic assessments for learning; incorporation of AI tools into assignment design. For this reason, they both have been assigned the code Support materials for teaching and learning with AI tools belonging to the Faculty development category.
2. On the IE Business School website, the section Liquid Learning has been analysed and the codes AI for education, EMPOWERING EDUCATORS, ELEVATING EDUCATION and AN AI-ENHANCED HUMAN EXPERIENCE have been coded. The excerpt AI for education refers to the use of AI tools to:

customize the learning experience according to students' needs and learning styles; better assess students' performance and provide thorough feedback. The integration of AI tools in the teaching and learning process requires to change and update the teaching methodologies in order to equip students with the right competences and mindset for the future. This excerpt has been assigned the code AI teaching and learning tools, belonging to the Educational technologies category. The excerpt EMPOWERING EDUCATORS, ELEVATING EDUCATION refers to the need to train and support faculty on the use of AI tools during their teaching practices in order to design the best learning experiences and provide for students the best possible education. The excerpt has been assigned the codes Training activities for teaching and learning with AI tools and Support materials for teaching and learning with AI tools, belonging to the Faculty development category. The excerpt AN AI-ENHANCED HUMAN EXPERIENCE refers to the AI as an approach able to improve the way of teaching and learning allowing people to create, collaborate and connect, since AI is a way to foster innovation, strengthen critical-thinking skills and inspire intellectual curiosity. The excerpt has been assigned the code Learning approaches with AI, belonging to the category Pedagogical approaches.

3. On the New York University: Stern website has been coded the section Teaching Technologies and the excerpt Teaching and Learning with Generative AI which contains guidelines, instructions and resources to the faculty referring to the use of AI tools in the teaching practices such as expectations communication to students about the use of the generative AI in the course through the syllabus; exams and assessments supported by the use of AI tools; definition of academic integrity when using AI tools; and tips, suggestions and examples for the implementation of AI tools in the classroom. This excerpt has been assigned the code Support materials for teaching and learning with AI tools, belonging to the Faculty development category.
4. The Carnegie Mellon: Tepper School of Business contains on its home website a section dedicated to the use of AI named The Intelligent Future. This section considers, among other things, the impact that AI can also have on the learning processes and how learning should approach such technology. As far as AI learning approaches, the school mainly adopts an experimental and experiential approach with hands-on learning. Thus, the excerpt EXPERIMENTAL, EXPERIENTIAL has been assigned the code Learning approaches with AI, belonging to the Pedagogical approaches category.

5. The IMD Business School carries out the Artificial Intelligence Initiatives which, among its various aims, wants to generate AI tools as support to teaching and learning. At this purpose, so far, it has developed two AI-powered tools: IMD's own ChatGPT and IMD AI art reflection. The first, creates IMD's AI-powered lectures sessions that enable participants to go deeper into topics of interest they just learned, while still gaining the benefit of critical IMD expertise. The second, by means of IMD's ChatGPT, allows participants, after a learning session, to generate a piece of AI art — a visual representation of their personal learning reflection. It aims to get learners comfortable using AI creatively and the downloadable artworks serve as a useful reminder for participants to take stock of their learning goals. Both tools have been coded with the code AI teaching and learning tools, belonging to the Educational technologies category.
6. On the website sections browsed for the EMLyon Business School has not been immediately found anything relevant for the coding purpose but thanks to the general search performed, as mandatory step of the analysis, defined in the codebook rules to ensure results reliability and validity, the following page - Improving executing education programs through generative AI - has been found. The page reports the opinion of Gilles Basset, the Director of custom-training programs at EMLyon Business School, on the use of generative AI as tool to improve executive education. He sustains and supports the potential that Generative AI - creative AI able to produce data, text, and images – can have if integrated with teaching and learning methodologies, especially with action learning, a methodology based on a continuous cycle of 'doing' and 'reflecting' to reach solutions, which seems to fit such technology particularly well. Therefore, the excerpt Augmenting action learning has been coded with the code Learning approaches with AI, belonging to the Pedagogical approaches category.

4. Discussion

According to the methodology adopted and the research questions and objectives outlined, the information contained in the websites of 6 of the 100 BSs was found to be relevant for the analysis and coding of the data. Therefore, the results obtained, for the purpose of the analysis, refer to 6% of the overall sample. The small percentage of BS, which presented on their website the presence of the information necessary to answer the research questions, corroborates the gap found in the literature and leaves room to reflections and important considerations. In fact, according to the information available on the websites at the time of the analysis, it is possible to note the lack of information relating to the use and

implementation of AI educational tools in the teaching and learning processes of the BSs courses; to the learning approaches favored and adopted together with the use of these tools; and the support offered to the teaching staff in terms of training activities and material specifically created and made available, in order to develop the knowledge and skills necessary for the use of these tools in the classroom.

This lack may be due to the fact that universities are generally very slow when it comes to adopting new technologies due to the consequent changes they create in teaching practices (McGrath et al., 2023). Furthermore, many instructors are unaware of the AI as a teaching tool and are unwilling to apply it in their classrooms (Chiu & Chai, 2020). First, because it requires time to learn how to implement the tools and design effective learning practices (Crawford et al., 2023; McGrath et al., 2023). Second, educators do tend to rely on extrinsic motivation rather than intrinsic one, thus do not perceive any personal benefits in the AI use from their side (Al Dhaen et al., 2022). Third, many educators perceive AI tools as being still a too recent technology in its early stage of development, that do not produce accurate information (McGrath et al., 2023).

In addition, AI creates both threats and opportunities in higher education (Boubker, 2024; Lee et al., 2024). On one side, AI is seen as a threat by educators because it allows students to plagiarize products (Alhaidry, Fatani, Alrayes, Almana & Alfhaed, 2023; Dien, 2023; King, 2023; Peres, Schreier, Schweidel & Sorescu, 2023; Shoja, Van de Ridder & Rajput, 2023), defined as “Aigiarism” by that Murugesan & Cherukuri, (2023). It also may endanger scientific scope (Bozkurt, 2023; Dergaa, Chamari, Zmijewski & Ben Saad, 2023), privacy and ethics matters (Crawford, Cowling & Allen, 2023; Lodge, Thompson & Corrin, 2023; Boubker, 2024), create repeated spread errors (Cooper, 2023), share false information (Murugesan & Cherukuri, 2023), fail in user intent understanding (Boubker, 2024) and reduce social interactions (Nur Fitria, 2021). On the other side, AI can revolutionize teaching and learning by fostering students’ creativity and self-efficacy (Wang, Sun & Chen, 2023), providing inclusive curriculum (Bozkurt, 2023), personalized learning (Lodge et al., 2023; Mogali, 2023; Vinay and Scholar i, 2023), and engaging and effective learning experiences for students (Vinay and Scholar i, 2023).

Considering the recent AI outbreak and the many educational enhancements involved, curriculum content and pedagogical practices at universities need to be revised and updated (Thurzo et al., 2023) and educators need to renew their teaching practices to improve students’ learning and acquire new skills (Alhaidry et al., 2023; Pearce & Chiavaroli, 2023; Fahimirad and Kotamjani, 2018; Nur Fitria, 2021; Mollick & Mollick, 2023). At the same time, higher education institutions (HEIs) need to define strong internal policies able to address AI implications, including ethical concerns and academic integrity (Bearman et al., 2023; Michel-Villarreal et al., 2023), so that risks can be limited without giving up to the many advantages AI tools can bring about in the educational practice.

On the basis of the analysis findings, the same actions can be recommended to BSs which, as HEIs, should define their internal AI policies first and then foster curricula methodological innovation. Furthermore, using their website, BS can communicate their AI policy to the wider public, current and future students and promote their innovative pedagogical practices. The website represents the university calling card and the very first contact with the student. In fact, within one click it can reach the majority of potential students and allows them to easily find the necessary information quickly and optimally (Brown et al., 2009; Moogan, 2011; Hartley & Morphew, 2008). Moreover, for students, especially beginners, it is certainly easier to consult a website rather than the syllabus of each specific course. A tool that is decisively more sophisticated and more difficult both to find and to understand. The website, therefore, is a tool that allows the student to create expectations, regarding his educational path and the tools and means made available to them during their studies to achieve the set objectives, and make conscious choices (Mogaji, 2016). In a society pervaded by the use of technologies in all its various fields (Seifert, 2020), it is certainly important for future students, the majority of whom are now digital natives (Smith, Kahlke & Judd, 2020), to understand whether and to what extent the school of interest envisages and agrees the use of AI in teaching and learning practices, in order to allow the student to take informed decisions.

Although the study was conducted with extreme meticulousness, adopting all the methodological measures necessary to avoid research biases, it is appropriate to point out some limitations found. The sample cannot be considered representative as it considers for the analysis only the top 100 BSs in the world, which in turn were selected on the basis of economic indexes and factors and not following a specific sampling technique. Furthermore, the data analysis method adopted (content analysis) by nature presents limitations such as the subjectivity of data interpretation, by the way constrained by the peer debriefing practice. A further limitation is given by the structural coding adopted for the first rounds of coding, according to which only the sections relevant to the research questions were analysed rather than every single section existing on each website. However, this limitation was counteracted, or at least an attempt was made to counteract it, through the general search carried out on each single website. For all the reasons listed above, some information may have been left out.

5. Conclusions

AI has pervaded the educational context, generating new educational challenges. Artificial intelligence, as a new form of technology, is a major factor shaping the future of business education and learning how to use it in the teaching and learning process can improve the quality of education. In the discussion over AI, the

literature presents limited studies on the implications of the AI use from a teaching and learning perspective (Bearman et al., 2023). The present study performed a conceptual content analysis on the websites content of the top 100 Business Schools in the world to detect the implementation of AI educational tools in teaching and learning practices; the pedagogical approaches adopted for their implementation; and the training and support offered to lecturers for their use and implementation in the classroom. The results showed that the sections of only 6 BSs out of 100 contained relevant information for the purpose of the study. The few information found corroborates the gap found in the literature and outlines the need to carry out further research in this field in order to enrich the literature and be able to define evidence-based educational practices in regard to the use of AI in the teaching and learning process.

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Sitography

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Appendix

#	School Name	Country	Continent	Website link
1	University of Pennsylvania: Wharton	USA	America	https://www.wharton.upenn.edu/
2	Insead	France, Singapore, United Arab Emirates and USA	America, Europe, Asia	https://www.insead.edu/executive-education/masters-and-execed?CampaignId=GGL_Search_A&SiteId=GGL&CampaignName=EUR-IT[EN]_GGL-Brand[GEN]-INSEAD-Pure_MT-Exact&AdId=JOINTBRANDPURE&device=c&term=insead_(e)&utm_medium=cpc&gad_source=1&gclid=EAlaQobChMI_uePpvy8hQMVGK6DBx384waXEAAAYASAAEgLWtvD_BwE
3	Columbia Business School	USA	America	https://business.columbia.edu/
3	SDA Bocconi School of Management	Italy	Europe	https://www.sdabocconi.it/it/home?gad_source=1&gclid=EAlaQobChMIvJWT4v68hQMVjqaDBx1-Jg_bEAAAYASAAEgIT__D_BwE&gclsrc=aw.ds
5	IESE Business School	USA, Brazil, Spain and Germany	America, Europe	https://www.iese.edu/
6	Northwestern University, Kellogg School of Management	USA	America	https://www.kellogg.northwestern.edu/
6	MIT: Sloan	UK	Europe	https://mitsloan.mit.edu/
8	London Business School	UK	Europe	https://www.hult.edu/lp/programs/london/?utm_source=GoogleAdwords&utm_medium=cpc&utm_term=london%20business%20school&utm_campaign=PSGG_ALL_MULTI_GLOBAL

				T1 hybrid&utm device=c&utm content=london business school&gad_source=1&gclid=EAlaIQobChMIsoirqYK9hQMVn5JQBh3p6wX9EAAYASAAEgKkEPD_BwE
9	Cornell University: Johnson	USA	America	https://www.johnson.cornell.edu/
10	University of Chicago: Booth	USA	America	https://www.chicagobooth.edu/
11	Harvard Business School	USA	America	https://www.exed.hbs.edu/?utm_source=google&utm_medium=paid-search&utm_campaign=brand-general-hbs-global-none-exact-cross-device-all&utm_id=core&gad_source=1&gclid=EAlaIQobChMIp53O4oO9hQMVQJxQBh3ilQ-IEAAYASAAEgHhL_D_BwE&gclidsrc=aw.ds
12	HEC Paris	France	Europe	https://www.hec.edu/en
12	Dartmouth College: Tuck	USA	America	https://www.tuck.dartmouth.edu/
14	Duke University's Fuqua School of Business	USA	America	https://www.fuqua.duke.edu/
15	Yale School of Management	USA	America	https://som.yale.edu/
16	University of Virginia: Darden	USA	America	https://www.darden.virginia.edu/
17	Esade Business School	Spain	Europe	https://landings.esade.edu/landings/esade-msc-programmes-management?source=google&medium=paid_search&campaign=msc-lead-transversal_msc-prs-busqueda_marca-europa_en-1&content=transversal_msc-kw-

				esade&term=busqueda-landing&gad_source=1&gclid=EAlaIQobChMIipO4viW9hQMV5pxQBh1RAw69EAAAYASAAEgKTUvD_BwE
18	UCLA Anderson School of Management	USA	America	https://www.anderson.ucla.edu/
19	University of California at Berkeley: Haas	USA	America	https://haas.berkeley.edu/
20	IE Business School	Spain	Europe	https://landings.ie.edu/masterland-programs-in-business-management-cro?gclid=EAlaIQobChMIuN66ria9hQMVeZVQBh0LuQCsEAAAYASAAEgImUPD_BwE
21	New York University: Stern	USA	America	https://www.stern.nyu.edu/
21	Ceibs	China, Switzerland, Ghana and Nigeria	Asia, Europe and Africa	https://www.ceibs.edu/
23	Stanford Graduate School of Business	USA, Kenya, Ghana, Botswana and India	Asia, Europe, Africa and Asia	https://www.gsb.stanford.edu/
24	Shanghai University of Finance and Economics: College of Business	China	Asia	https://english.sufe.edu.cn/
25	ESCP Business School	Germany, UK, Spain, France, Italy and Poland	Europe	https://escp-businessschool.it/it/?utm_source=google&utm_medium=staticAds-PaidSearch&utm_campaign=turin_brand_cdl_2023-

[24&channel=1401&event=6013&campaign=330&gad_source=1&gclid=EAlaQobChMIzrPrqJK9hQMVfZeDBx2AOAv0EAAYASAAEgLGJPD_BwE&gclid=aw.ds](https://www.sbs.ox.ac.uk/24&channel=1401&event=6013&campaign=330&gad_source=1&gclid=EAlaQobChMIzrPrqJK9hQMVfZeDBx2AOAv0EAAYASAAEgLGJPD_BwE&gclid=aw.ds)

26	University of Oxford: Saïd	UK	Europe	https://www.sbs.ox.ac.uk/
27	National University of Singapore Business School	Singapore	Asia	https://bschool.nus.edu.sg/
27	Fudan University School of Management	China	Asia	https://www.fdschool.fudan.edu.cn/en/
29	University of Cambridge: Judge	UK	Europe	https://www.jbs.cam.ac.uk/
30	University of Washington: Michael G. Foster	USA	America	https://foster.uw.edu/
31	Indian School of Business	India	Asia	https://www.isb.edu/en.html
32	Nanyang Business School, NTU Singapore	Singapore	Asia	https://www.ntu.edu.sg/business
33	University of Southern California: Marshall	USA	America	https://www.marshall.usc.edu/
33	Carnegie Mellon: Tepper	USA	America	https://www.cmu.edu/tepper/

35	HKUST Business School	Hong Kong	Asia	https://bm.hkust.edu.hk/
36	IMD — International Institute for Management Development	Switzerland, Singapore and China	Europe and Asia	https://www.imd.org/
37	Peking University: Guanghua	China	Asia	https://en.gsm.pku.edu.cn/
38	Georgetown University: McDonough	USA	America	https://msb.georgetown.edu/masters-in-management/?fy24-dmi-mim-search-google-search-content-text&gad_source=1&gclid=Cj0KCQjw2uiwBhCXARIsACMvIU0UET0h66181vrW_KfDSdC8zRVMYMy3lwgdahPFNM5wQklH2Wu1rkaAupqEALw_wcB
39	Imperial College Business School	UK	Europe	https://www.imperial.ac.uk/business-school/
40	University of Georgia: Terry	USA	America	https://www.terry.uga.edu/departments/marketing/
41	Indian Institute of Management Ahmedabad	India	Asia	https://www.iima.ac.in/
42	Rice University: Jones	USA	America	https://business.rice.edu/
42	Emory University: Goizueta	USA	America	https://goizueta.emory.edu/
44	University of Texas at Austin: McCombs	USA	America	https://www.mcombs.utexas.edu/

45	HKU Business School	Hong Kong	Asia	https://www.hkubs.hku.hk/
46	Alliance Manchester Business School	UK	Europe	https://www.alliancembs.manchester.ac.uk/
47	Indian Institute of Management Bangalore	India	Asia	https://www.iimb.ac.in/
48	University of North Carolina: Kenan-Flagler	USA	America	https://www.kenan-flagler.unc.edu/
49	Washington University: Olin	USA	America	https://olin.wustl.edu/
49	Georgia Tech Scheller College of Business	USA	America	https://www.scheller.gatech.edu/index.html
51	University of California at Irvine: Merage	USA	America	https://merage.uci.edu/
51	Michigan State University: Broad	USA	America	https://broad.msu.edu/
53	Arizona State University: WP Carey	USA	America	https://wpcarey.asu.edu/
54	Essec Business School	France, Singapore and Morocco	Europe, Asia and Africa	https://www.essec.edu/en/
55	University of Rochester: Simon	USA	America	https://simon.rochester.edu/

	Business School			
55	University of Texas at Dallas: Jindal	USA	America	https://jindal.utdallas.edu/
57	Edhec Business School	France	Europe	https://www.edhec.edu/en
57	EM Lyon Business School	France, India and China	Europe and Asia	https://em-lyon.com/en/
59	University of Notre Dame: Mendoza	USA	America	https://mendoza.nd.edu/
60	Warwick Business School	UK	Europe	https://www.wbs.ac.uk/
61	Rotterdam School of Management, Erasmus University	Netherlands	Europe	https://www.rsm.nl/
62	Queen's University: Smith	Canada	America	https://smith.queensu.ca/
63	WHU – Otto Beisheim School of Management	Germany	Europe	https://www.whu.edu/en/
63	University of Sydney Business School	Australia	Oceania	https://www.sydney.edu.au/business/
65	University of St Gallen	Switzerland	Europe	https://www.unisg.ch/en/
66	Trinity College Dublin, Trinity	Ireland	Europe	https://www.tcd.ie/business/programmes/mba/?utm_term=&utm_campaign=Performance+Max+-

	Business School			+MBA+Portfolio+2023/24&utm_source=adwords&utm_medium=ppc&hsa_acc=5263145687&hsa_cam=18671037286
67	Indian Institute of Management Calcutta	India	Asia	https://www.iimcal.ac.in/
68	Bayes Business School (formerly Cass)	UK	Europe	https://www.bayes.city.ac.uk/study/mba/global-mba-online?gad_source=1&gclid=Cj0KCQjw2uiwBhCXARIsACMvIU3zGjgXJknT4ug3p6sMYxIN-BLMYE2CvojDW7jVNSxrtjXFvZx9JcaAuzKEALw_wcB
69	George Washington University	USA	America	https://www.gwu.edu/our-location
70	University of Toronto: Rotman	Canada	America	https://www.rotman.utoronto.ca/
71	Texas A & M University: Mays	USA	America	https://www.tamuc.edu/admissions/?utm_source=google&utm_medium=cpc&utm_campaign=SW_BR_COM_BrandAwareness&gad_source=1&gclid=Cj0KCQjw2uiwBhCXARIsACMvIU1Fm1lxiBsHAQ7mTHFU9XsYtNQpjUnMpfQ9kjBznyPY6FUYPnQlg48aAu7VEALw_wcB
72	Singapore Management University: Lee Kong Chian	Singapore	Asia	https://business.smu.edu.sg/
73	Mannheim Business School	Germany	Europe	https://www.mannheim-business-school.com/en/
74	The Lisbon MBA Catolica Nova	Portugal and USA	Europe and America	https://thelisbonmba.com/mit-immersion-mba/?utm_term=lisbon%20mba&ut

				m_campaign=Search+%7C+Brand+(Lisbon+MBA)&utm_source=adwords&utm_medium=ppc&hsa_tgt=kwd-332400268524&hsa_grp=129880547684&hsa_mt=b&hsa_cam=14889060180&hsa_ver=3&hsa_src=g&hsa_net=adwords&hsa_kw=lisbon%20mba&hsa_acc=8133564327&hsa_ad=587652489551&gad_source=1&gclid=Cj0KCQjw2uiwBhCXARIsACMvIU3TrcKZ8wWXx2waBWd-5FgwKGov38l3R6VLNHhDBN9XAoY-Z78T4aAp-EEALw_wcB
75	CUHK Business School	Hong Kong	Asia	https://www.bschoool.cuhk.edu.hk/
76	William & Mary: Mason	USA	America	https://mason.wm.edu/
77	Audencia	France, China and Brazil	Europe, Asia and America	https://www.audencia.com/en
78	Durham University Business School	UK	Europe	https://www.durham.ac.uk/business/
79	AGSM at UNSW Business School	Australia	Oceania	https://www.unsw.edu.au/business/our-schools/agsm
80	Cranfield School of Management	UK	Europe	https://www.cranfield.ac.uk/som/executive-development?utm_term=cranfield%20school%20of%20management&utm_source=adwords&utm_campaign=Search+%7C+SOM+%7C+Brand&utm_medium=ppc&hsa_mt=e&hsa_kw=cranfield%20school%20of%20management&hsa_net=adwords&hsa_acc=6249696022&hsa_ad=615450900417&hsa_cam=1950244784&hsa_src=g&hsa_tgt=kwd-

[303178740377&hsa_grp=73625678594&hsa_ver=3&gad_source=1&gclid=Cj0KCQjw2uiwBhCXARIsACMvIU1bMMQRgTCl4A66AFUKUTWBLmPS9It43rHtDwibYufHBq886C1ZJrlaAov6EALw_wcB](https://www.babson.edu/graduate/?utm_source=GoogleAdwords&utm_medium=cpc&utm_term=hult%20international%20business%20school&utm_campaign=PSGG_ALL_MULTI_EUR_IT_TRADEMARK_exact&utm_device=c&utm_content=&gad_source=1&gclid=Cj0KCQjw2uiwBhCXARIsACMvIU1bMMQRgTCl4A66AFUKUTWBLmPS9It43rHtDwibYufHBq886C1ZJrlaAov6EALw_wcB)

81	Wisconsin School of Business	USA	America	https://business.wisc.edu/
82	Boston University Questrom School of Business	USA	America	https://www.bu.edu/questrom/
83	McGill University: Desautels	Canada	America	https://www.mcgill.ca/desautels/
84	Brigham Young University: Marriott	USA	America	https://marriott.byu.edu/
85	Indian Institute of Management Lucknow	India	Asia	https://www.iiml.ac.in/
86	Babson College: Olin	USA	America	https://www.babson.edu/graduate/
86	Hult International Business School	USA, UK and United Arab Emirates	America, Europe and Asia	https://www.hult.edu/lp/programs/?utm_source=GoogleAdwords&utm_medium=cpc&utm_term=hult%20international%20business%20school&utm_campaign=PSGG_ALL_MULTI_EUR_IT_TRADEMARK_exact&utm_device=c&utm_content=&gad_source=1&gclid=Cj0KCQjw2uiwBhCXARIsACMvIU2ocBRgI9kuJN2H9of0lxIHSPnfmFE0SeXrkiG8Wck3WpjUCv9QahoaAl0vEALw_wcB

86	Rutgers Business School	USA	America	https://www.business.rutgers.edu/
89	Sungkyunkwan University GSB	Korea	Asia	https://gsb.skku.edu/en/index.do
90	Western University: Ivey	Canada and Hong Kong	America and Asia	https://www.ivey.uwo.ca/
91	University College Dublin: Smurfit	Ireland	Europe	https://www.smurfitschool.ie/italy/
92	University of Edinburgh Business School	Scotland	Europe	https://www.business-school.ed.ac.uk/
93	Northeastern University: D'Amore-McKim	USA	America	https://damore-mckim.northeastern.edu/
94	Eada Business School Barcelona	Spain	Europe	https://www.eada.edu/en/programmes/msc?utm_medium=cpc&utm_source=google&utm_campaign=01-bus-ven-estandar_yyyyy&utm_content=english&gad_source=1&gclid=CjwKCAjw_e2wBhAEEiwAyFFFo4HNPrliQcQP5aJ9kucRA8x6O0DCfsFwSPxGO_CCDm1QyARqVe6ytBoCcZgQAvD_BwE
95	Copenhagen Business School (CBS)	Denmark	Europe	https://efteruddannelse.cbs.dk/en/mba?gad_source=1&gclid=CjwKCAjw_e2wBhAEEiwAyFFFo1PD-rb5tzdME5JARLaskMINAhZD-ll6Cn7G5lZcKCq0VZr6xLxZQRoCbCYQAvD_BwE
96	Grenoble Ecole de Management	France	Europe	https://www.grenoble-em.com/en

97	Politecnico di Milano School of Management	Italy	Europe	https://www.gsom.polimi.it/en/landing-page/international-mbas-new/?gad_source=1&gclid=CjwKCAjw_e2wBhAEEiwAyFFFo_ON7LOPeux0AsxTgBwVVpDKS5RVBJxVBVQQhJ01BgHdLdF0wXiLZR0CCbAQAvD_BwE
98	Tias Business School, Tilburg University	Netherlands (representative office in Asia)	Europe	https://www.tias.edu/en
99	XLRI — Xavier School of Management	India	Asia	https://xlri.ac.in/
100	Fordham University: Gabelli	USA	America	https://www.fordham.edu/gabelli-school-of-business/