TrainingConcepts

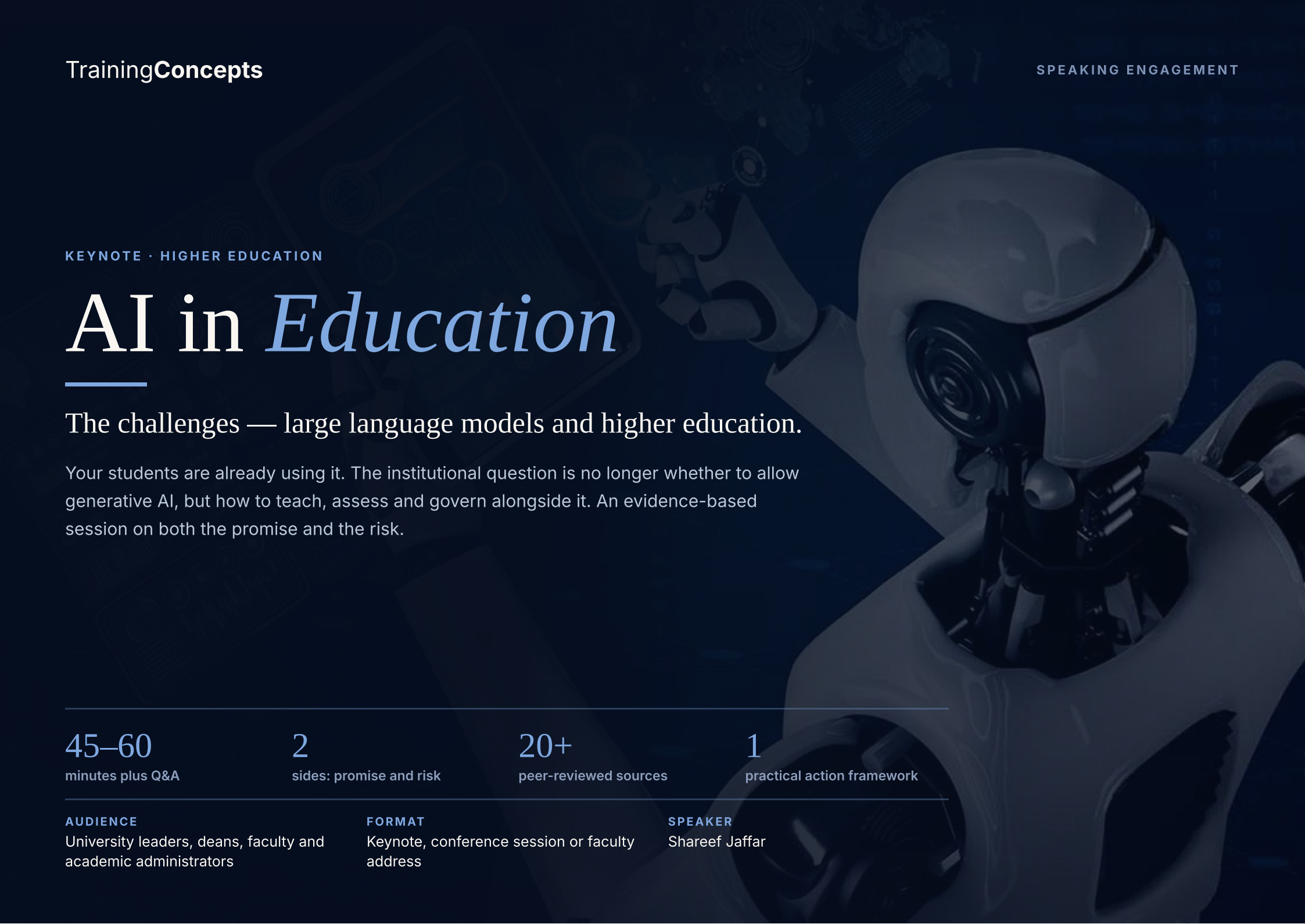
SPEAKING ENGAGEMENT

KEYNOTE · HIGHER EDUCATION

AI in *Education*

The challenges — large language models and higher education.

Your students are already using it. The institutional question is no longer whether to allow generative AI, but how to teach, assess and govern alongside it. An evidence-based session on both the promise and the risk.



45–60	2	20+	1
minutes plus Q&A	sides: promise and risk	peer-reviewed sources	practical action framework

AUDIENCE
University leaders, deans, faculty and academic administrators

FORMAT
Keynote, conference session or faculty address

SPEAKER
Shareef Jaffar

01 The session

AI is gaining interest from universities worldwide as a disruptive tool for teaching, learning and supporting students. Many have already begun incorporating it into their pedagogical approaches, recognising its potential to transform traditional teaching and tailor the educational experience.

That is the opportunity. The same technology also raises reliability problems, bias in generated content, assessment that no longer measures what it claims to, and an integrity question current detection methods cannot answer.

This session puts both cases properly. It explains what these models actually do, sets them against established learning theory rather than hype, and ends with a practical framework institutions can act on.

> Some institutions are banning it. Bans may have the opposite effect, and increase use through the Streisand effect.
>
> **LIM ET AL., 2023 — ONE OF THE SESSION'S HARDER FINDINGS**

WHO IT IS FOR

- University and polytechnic leadership teams
- Deans, heads of school and programme directors
- Academic and teaching faculty
- Registrars, quality and academic governance officers
- Education conferences and sector forums
- Professional and training institutions



WHAT THE SESSION COVERS

01	What large language models are — and why universities are already moving
02	The constructivist case for AI in learning
03	Where the evidence says it genuinely helps
04	Where it quietly undermines the degree
05	Academic integrity, bias and digital equity
06	What institutions can do on Monday morning

DELIVERED AS

Conference keynote
A 45 to 60-minute plenary with Q&A, sized to the programme.

Faculty address
An in-house session for teaching staff, with discipline-specific examples.

Leadership briefing
A shorter closed-door version for senates, boards and management committees.

Panel contribution
Framing remarks and evidence for a moderated sector panel.

02 The promise

The pedagogical case is not that AI is new and exciting. It is that it does, cheaply and at scale, several things constructivist learning theory has always asked of a good teacher.

FIVE DOCUMENTED BENEFITS

01	Potential to facilitate adaptive learning
02	Provide personalised feedback at scale
03	Support research and data analysis
04	Offer automated administrative services
05	Aid in developing innovative assessments

Rasul, Nair et al., 2023

GROUNDED IN CONSTRUCTIVIST LEARNING THEORY

Adaptive learning

Tailoring the learning experience to the individual through personalised feedback and resources. Models give a scaffolded route, letting students build new knowledge on what they already hold.

Individualised feedback

A key element of the constructivist approach, and the most expensive thing a university provides. Advanced models offer a way to both automate and augment it.

Authentic assessment

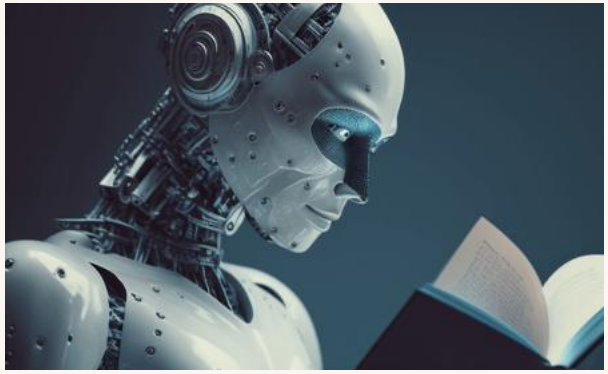
Assessing a student's ability to apply knowledge to real-world contexts — with personalised feedback that helps them find their own errors and improve.

RESEARCH AND WRITING

A genuine leveller

Models can help students run initial literature reviews, summarise papers and draft text — and help authors from non-English-speaking backgrounds overcome a language barrier that has never been part of the discipline being assessed.







03 The risk

The honest half of the session. These are not reasons to prohibit the technology — they are the specific failures an institution has to design against.

FIVE DOCUMENTED CHALLENGES

01	Academic integrity concerns
02	Reliability issues
03	Inability to evaluate and reinforce graduate skill sets
04	Limitations in assessing learning outcomes
05	Potential bias and falsified information

Rasul, Nair et al., 2023

WHERE IT ACTUALLY GOES WRONG

Bias and falsified information

Insufficiently trained data sets produce biased models and outputs that reinforce the misconceptions learners already hold, rather than helping them construct accurate knowledge. Every output needs fact-checking.

Academic integrity

Institutions cannot currently guarantee the authenticity of a student's work. Students who rely on the model for answers may not engage in the critical thinking and reflection the qualification is supposed to evidence.

Ethics and digital equity

Access to technology and high-speed internet is not evenly distributed among students. An uneven playing field inside the assessment is an equity problem, not a technology problem.

THE DEEPER TENSION

Against the theory itself

Used badly, the technology contradicts the very constructivist theory that justifies it — the active participation and personal construction of knowledge that learning depends on. Human instructors remain an essential bridge.







04 What institutions can do

The session closes on action. Six moves an institution can start on, and the three-part approach that holds them together.

Integrate, don’t improvise

Look at integrating a model API into the learning management system as part of a deliberate adaptive-learning design, rather than leaving individual academics to improvise.

Redesign the assessment

Move toward e-portfolios, collaborative work, and peer and self-assessment that promote cooperative learning and metacognitive development — formats a chatbot cannot simply complete.

Build assessment with it

The technology is recognised for its ability to develop assessment questions, lesson plans and curricula. Use it on the design side, where it is strongest.

Train both sides

Students and academics both need training and support on using it for innovative assessment — and on where it misleads.

Keep the human in the loop

Automate the feedback, not the judgement. Instructors remain the bridge between a generated response and a student who has actually learned something.

Govern it openly

Build a culture of academic integrity by communicating the real risk — not achieving the learning outcomes — rather than relying on detection tools that do not yet work.

ADDRESSING THE CHALLENGES — THE THREE-PART APPROACH

Preventive

Build a culture of academic integrity, and communicate the risk of not achieving key learning outcomes.

Authentic learning

Emphasise authentic learning experiences, so students see the value of their own ideas and work.

Educate

Educate students and educators alike on its use — and on its misuse.

THE CHALLENGE FOR EDUCATORS

- Ensure assessment tasks address relevant learning outcomes
- Integrate the technology into innovative assessment activities that promote critical thinking, problem solving and collaboration
- Focus on work context and the student’s existing knowledge
- Provide training and support for students and academics alike

05 The speaker



Shareef Jaffar

MA Education · MSc Strategic Planning · LLM Corporate Governance · FCG, FCIM, FInstAM, FMDIS

Shareef speaks on AI in education from inside the sector rather than beside it. He is Secretary-General and a Governing Council member of the Management Development Institute of Singapore, chairman of MDIS (Malaysia) and MDIS International College, and a director of MDIS@Tashkent and MDIS@Dushanbe — governance roles that put the questions in this session on his own board agenda.

He holds a Master of Arts in Education from the University of Nottingham, a Certificate in Effective E-Learning Design from the University of Oxford, and an Advanced Certificate in Learning and Performance, alongside more than 35 years designing and delivering training across 16 countries. He is a regular speaker at international business forums.

ALSO SPEAKS ON

Strategic leadership · Governance for boards · VUCA survival and adaptive leadership · Crisis prevention and management · Workplace learning strategy

WHY THIS SPEAKER

- Sits on the governing bodies of higher education institutions in four countries
- Qualified in education, e-learning design and learning performance
- Reads the research rather than the commentary — the session is fully cited
- Speaks to leadership and faculty audiences in equal measure

RECENT PLATFORMS

- International business forums across Asia Pacific
- Fortress Intelligence Annual Secretaries' Summit, Singapore
- Admin@Work conferences, Singapore
- Performance Measurement for the Finance Function, Kuala Lumpur

INVITE THE SESSION

Give your faculty the argument, not the hype.

Available as a conference keynote, a faculty address or a closed leadership briefing, and tailored to your institution's disciplines and assessment model. Tell us the audience and the date.

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