

AUCA; SEBA- School for Entrepreneurship and Business Administration
Dr. Natalia Korosteleva Korosteleva_n@auca.kg
AI tool project within Business Communication course

Acknowledgement: The Professor expresses sincere gratitude and deep appreciation to the Centre for Teaching, Learning, and Technology (CTLT) for their invaluable assistance and support. In particular, special recognition is extended to Ms. Kombarova, whose substantial contributions have played a pivotal role in the successful completion of this project.

Objectives:

- to make students understand what AI is and what AI tools are,
- to teach students to use and apply several tools,
- to accomplish practical projects/assignments, and
- to evaluate the feasibility of the AI for Business Communication project through a survey and reflection papers.

Limitations of the project:

- the project has limited time,
- it required some substantial changes in the program (syll),
- the project included a limited set of tools.

AI tools used:

- Rytr.me,
- ChatGPT,
- Speakai.co,
- Midjourney,
- AI voice Generator,
- Digital People Text to Video service (D-id),
- AI detector

Activities:

Training:

students underwent training to register for various websites in order to utilize AI tools. They were assigned tasks involving paradoxical contexts and instructed on modifying the content while incorporating different sentiments. Additionally, they were tasked with developing references to abstracts concerning standard or well-known facts.

Assignment I:

involved using AI tools exclusively to generate and enhance text, create audio files, generate avatars, and ultimately combine all these elements into videos.

Assignment II:

focused on utilizing Rytr.me and Speakai.co platforms to analyze the generated texts, record audio messages, and explore functionalities such as Insights, Sentiment analysis, Export, and Share options.

Reflection paper on the whole project

Survey.

Some negatives aspects:

- There were time constraints that limited the scope and depth of the research
- It was observed that some students used AI for writing their reflection papers
- Two students did not entirely perceive the exercise of writing reflection papers as valuable.
- The practice of having students' papers commented on by their peers, without explicitly identifying the authors, led to emotional disturbances among some individuals.

Results in short:

- Objectives of the project are reached; proved to be highly attainable.
- The project received students' commendable evaluation.
- Confidential intervals were calculated for frequencies of answers to each question of the survey.
- Students believed AI tools project added significant value to BC course.
- Students acknowledged the importance of the introductory training conducted.
- Reflection papers exhibited deep interest and complete immersion in the subject matter.
- Concluding survey revealed overall impression on the project and provided detailed evaluation.

Takeaways:

- Continue integrating AI tools in various disciplines: to ensure educators and students stay updated with emerging technologies and their application in the business world.
- Foster critical thinking and reflection by introducing similar projects or tasks to various disciplines 5. Foster critical thinking and reflection
- Address the bigger picture: Discuss broader implications of AI technologies, including ethical considerations, societal impact
- Create a learning environment to constantly motivate students to use AI tools consciously to improve the quality of their future job
- Continuously assess and evaluate: midterm review to evaluate students' commitment and for students to structure their knowledge and skills gained; reflection papers appeared to be a good instrument.
- Constant motivation and reminding to students: AI tools are to make their life and future job more exciting, interesting and qualitative, but not easier.
- Diversify information formats and modalities: students showed great interest in using different types of information, including audio and visual elements such as video development.
- Expand practical assignments (highly evaluated by students): it can provide students with more opportunities to gain hands-on experience and further enhance their understanding of AI-powered tools.
- Training: understanding and application of AI tools do not require preliminary profound training neither from educators nor from students
- Choose free-of-charge AI tools that resolve a given problem and satisfy course objectives.



Please enhance the handouts by reading more detailed conclusions and recommendations. Additionally, you can find some survey frequencies and CI for better data representation. Finally, to watch the students' video showcasing the final results. To do that will you please scan the QR code.