



AI4PPP

Artificial Intelligence for People, Planet, and Profit

Project Result 5

Module piloting and improvement

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1. Introduction

The AI4PPP (AI for People, Planet and Profit) project aims to revolutionize AI education by developing innovative and efficient learning approaches. The main objective of the AI4PPP project is to deliver an innovative and transferable training programme in AI through conducting gap and DACUM analysis, developing training syllabi and learning materials as well as piloting materials, implementing AI-empowered scenarios in selected industries preparing for certification validation based on micro-credentials concept.

The aim of AI4PPP project is to provide to our target groups not only a basic understanding of AI, the language surrounding the technological and social aspects of AI, but also to show how it works and to show the potential of its future implementations in all professions and industries. Research shows that C-level executives are looking for support in technology in order to maintain the market positions of their companies. Many applicants of educational programs, especially executives, point out that they are willing to accept the digital transformation and emerging technologies as part of their organizations, but have a lack of understanding on how to evaluate benefits, how to make the first step and how to guide technology implementation and organization's human capacity management in order to keep up with digital age.

Building on the educational modules developed in Project Result 4 and the syllabi created in Project Result 3, Project Result 5 focuses on piloting these modules. This phase is critical for integrating the educational content into the learning environments of the project partners and assessing their effectiveness.

The primary objective of the piloting process is twofold: it supports partners in planning, implementing, and evaluating innovative AI learning approaches to refine educational strategies, and it contributes to the popularization of AI by piloting real-world cases, particularly for MBA students. The piloting aims to test the developed educational materials in various settings, such as lectures, training sessions, and simulations, to evaluate their effectiveness and identify areas for improvement. Central to this process is the use of the educational materials, which provide an adaptive learning and communication environment for both AI experts and non-experts.



2. Pilot aim and methodology

2.1. The aim of the pilot process

The goal of the pilot process was to implement and test the educational modules developed in the AI4PPP Project Result 4 across various courses designed for different target groups and environments. This includes higher education lectures, workbooks, face-to-face training, and readings. The pilot aims to evaluate a specific methodology, gather data on the courses' learning effectiveness, and analyse this data to improve the content or delivery of the educational modules.

The process has two main objectives. First, it supports partners in planning, implementing, and evaluating innovative and efficient approaches to AI learning. Second, it helps popularize AI among pilot participants.

2.2. Institutions included in the pilot process

The pilot process was conducted by the following institutions:

- Algebra University (Croatia),
- University of Alcalá (Spain),
- School of Advanced Social Studies (Slovenia).

Project partners actively participated in Project Result 5 by running the pilot process. To integrate the previously created educational modules into their learning environments, each partner institution piloted the materials within their own institutions. Algebra University developed evaluation tools, which all project partners used to gather data for further analysis.

2.3. Target group of the pilot process

Piloting process started with the involvement of two main target groups:

- people with in-depth knowledge about AI, those who are attending technical universities or are working in AI related sectors,
- individuals who know AI exists, are aware of its potential but still without an expertise to make decisions based on AI.

Therefore, both AI students and non-AI students fall within the scope of the piloting, including people already employed in different industrial sectors.



2.4. Selection of the pilot process content

Each institution involved in the pilot process selected the most suitable materials for their participants, specifically professors and students. The online repository containing all the educational materials can be accessed via this [link](#).

The nine educational modules created during Project Result 4, which have been uploaded to the online repository, cover a wide range of topics, including:

- Future of delivery,
- Career path management,
- Mechanics and dynamics of a smart city,
- Traveller experience,
- Future of drivers in autonomous vehicles,
- Supply chain management in manufacturing,
- Future of services in hospitality,
- Future of services in human resources,
- Future of services in healthcare.

From these modules, each institution selected the content to be tested during the pilot. Each institution had to test a **minimum of 1 educational module** during the pilot process. The pilot managers oversaw choosing the content which will be tested in the pilot process.

2.5. Running the pilot process

After selecting the content for piloting (a minimum of one educational module per institution), each institution assembled a team of professors to run the pilot. The professors were chosen based on the selected content and their professional expertise related to the module being tested. Additionally, each project partner (institution) that implemented the pilot process nominated one person to serve as the pilot manager.

Pilot managers' obligations were:



- active communication with other project partners and pilot managers about the pilot implementation,
- supporting the participants of the pilot process,
- organising and managing the pilot process.

The pilot managers organised the pilot process and oversaw managing the conduction of the pilot process on behalf of their institution.

Each partner organized running the pilot internally. Partners could arrange the pilot as a face-to-face training or in an online environment. Either way, the pilot process participants had to carry out all following steps:

- conducting the survey before the pilot process – students,
- testing the educational modules,
- conducting the survey after the pilot process – students,
- conducting the survey after the pilot process – lecturers.



3. Results of the survey conducted before the pilot process

Algebra University created an online questionnaire in English using Google Forms. All partners were responsible for distributing the questionnaire to the student participants before the start of the pilot process. During the pilot, students had the opportunity to test the educational modules and gain knowledge about implementing AI solutions in non-technical business environments. The questionnaire aimed to assess participants' prior knowledge of AI, their opinions on incorporating AI solutions into business processes, and their expectations for the pilot process.

A total of 124 students from Croatia, Spain, and Slovenia participated in the pilot process. The objective was to include students with diverse educational backgrounds and professional experiences, and the survey results confirm this was achieved. The participants had varied educational backgrounds, with the majority (66,1%) indicating that their current job positions were in the field of social sciences-business (Figure 1). Additionally, 11,3% of participants were from the humanities, and 10,5% were from technical sciences.

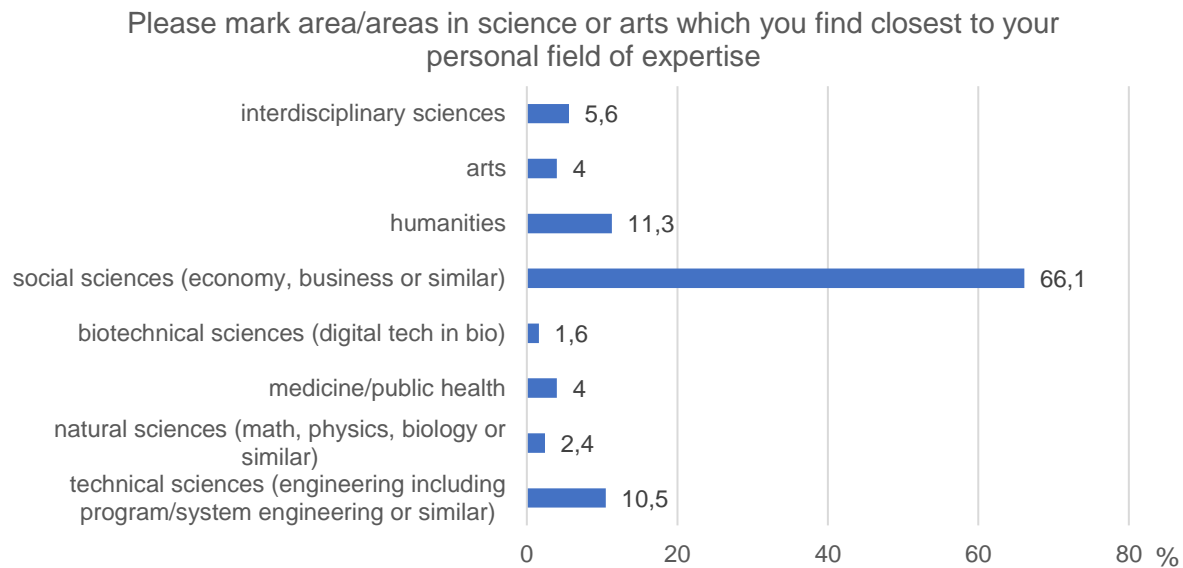


Figure 1 Pilot participants' fields of expertise

The AI4PPP project successfully found a conducive environment during the pilot process, as evidenced by the majority of participants being employed in the business sector. This sector is particularly important for project partners to target for the promotion of AI solutions.



Moreover, the target audience included both individuals well-versed in AI (such as those in technical universities or AI-related professions) and those aware of AI's existence and potential but lacking expertise to make informed decisions based on it. As part of the pilot study, participants were asked to assess their general knowledge of AI. Only 0.8% of respondents indicated no familiarity with AI at all, while 35,5% recognized the term 'AI' without detailed knowledge (Figure 2). Additionally, 16,9% of participants could provide a detailed description of AI, with the majority (46,8%) able to outline its general concepts. This environment was conducive to conducting the pilot study, as many participants had prior awareness of AI but were unaware of its full potential. This presented an opportunity for them to gain new insights into AI solutions or become more familiar with AI technology.

How do you assess your general knowledge about artificial intelligence?

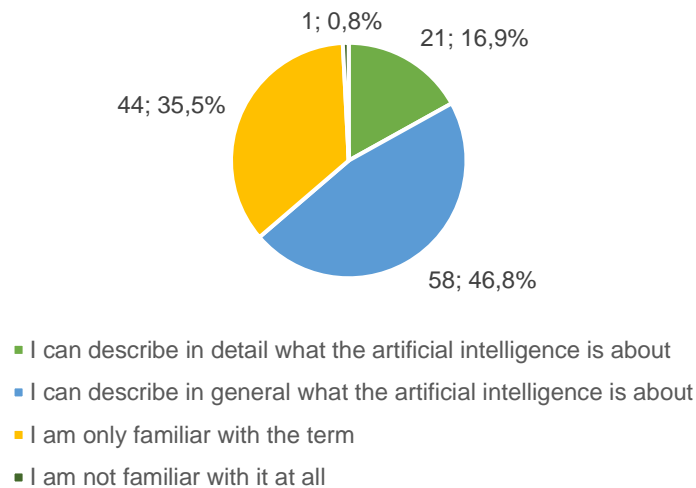


Figure 2 Pilot participants' general knowledge about AI before the pilot process

To explore participants' motivation for the pilot activities, they were asked to rate their interest in AI on a simple numerical scale ranging from 1 to 6. A significant portion (25%) of participants indicated an average level of interest in AI (Figure 3). This aligns well with the pilot's objective to promote AI among diverse industry audiences, highlighting the favourable characteristics and interests of the target groups. Higher levels of interest in AI correlated with greater participant motivation to acquire new insights and knowledge during the pilot study.

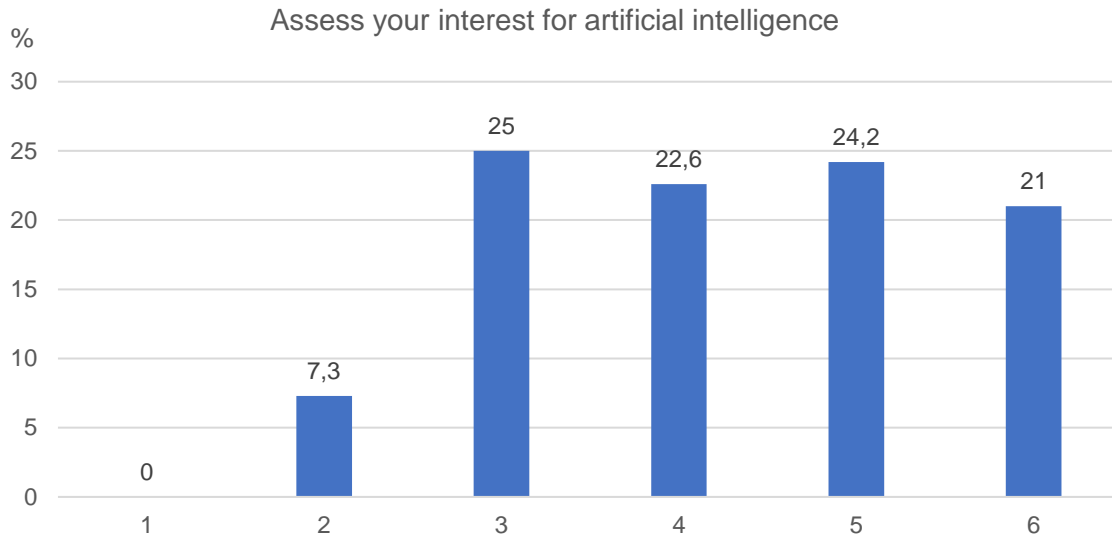


Figure 3 Pilot participants' interest for AI before the pilot process

Furthermore, participants were asked to share their views on the application of AI in their respective fields. A significant portion of pilot participants (43%) expressed that they believed applying AI could be beneficial in their field of expertise (Figure 4). Additionally, more than a third of participants (37%) considered AI application to be highly advantageous. A minority (19%) remained uncertain about AI's potential usefulness in their field. These findings indicate that before engaging in the pilot study, a majority of participants already perceived potential benefits from AI implementation within their business domains. This underscores their eagerness to explore and capitalize on AI solutions relevant to their expertise during the pilot.



In your opinion, would it be useful to apply solutions based on artificial intelligence in your field of expertise/business?

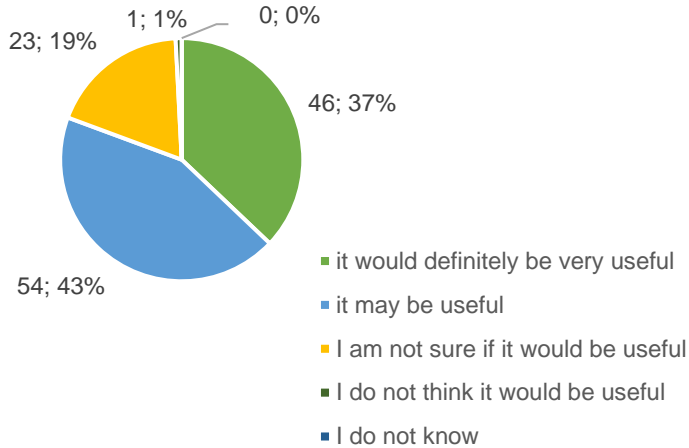


Figure 4 Pilot participants' opinion about usefulness of applying AI in their fields of expertise before the pilot process

Following the previous question, pilot participants were asked to assess what impact they expect that AI could have in their field of expertise (using the simple numerical scale from 1 to 6). Most participants (54,1 %) expected great impact of implementing AI in their field of expertise (Figure 5).

What impact do you expect that solutions based on artificial intelligence could have in your field of expertise/business?

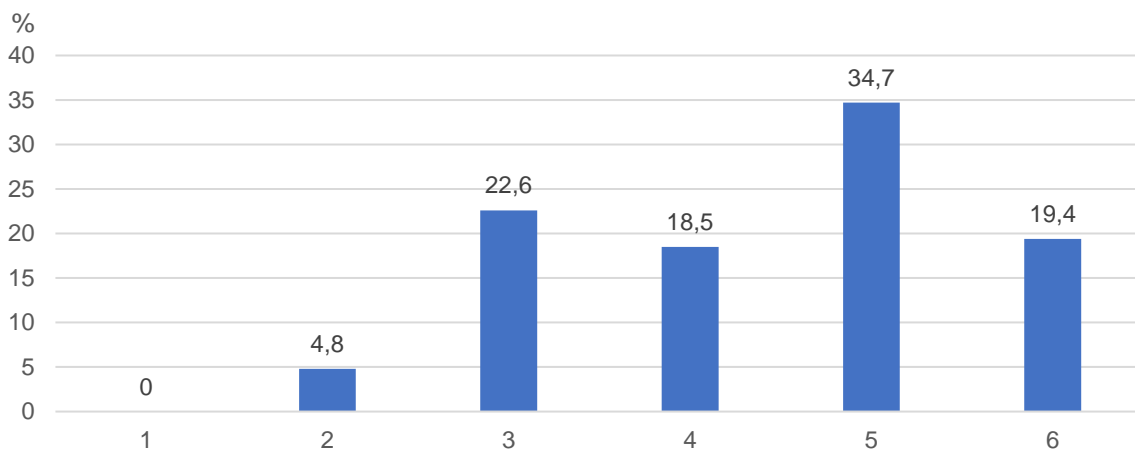


Figure 5 Pilot participants' assessment of AI impact in their field of expertise before participation in the pilot process



Furthermore, the questionnaire also explored whether pilot participants had considered potential applications of AI in their fields of expertise (Figure 6). The results indicated that a significant majority of participants were pondering this topic, with 47,6% expressing they had some thoughts but lacked a clear idea. Additionally, 29,8% felt they needed to learn more about AI applications before forming concrete ideas. A smaller segment (16,1%) stated they had a clear understanding of how AI could be applied in their field. Only 6,5% of participants reported having no ideas about AI applications in their expertise area. These findings illustrate that while many participants were contemplating AI applications, there was also a substantial interest in learning more about the possibilities, highlighting their readiness to explore AI's potential benefits further through the pilot program.

Do you have any ideas about possible ways of applying artificial intelligence in your field of expertise/business?

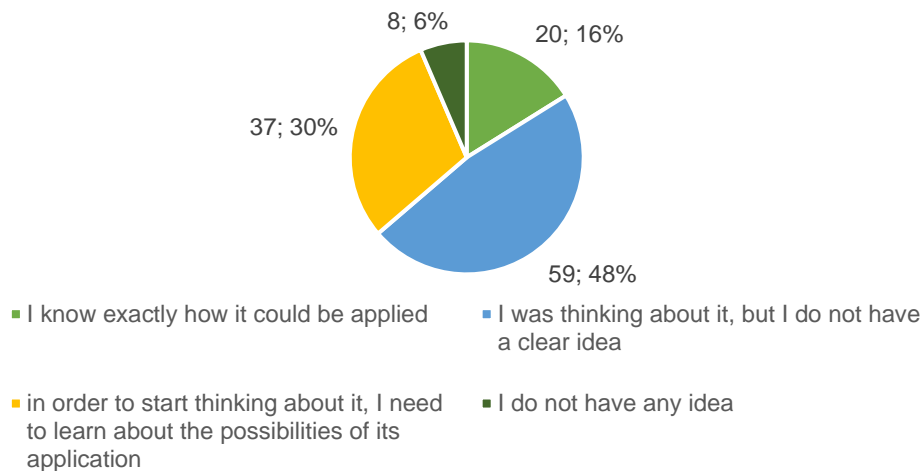


Figure 6 Pilot participant's ideas about possible ways of applying AI in their field of expertise before the pilot process

In summary, the majority of pilot participants are employed in business-related roles. Before the pilot study, most participants had a basic familiarity with AI nomenclature or could provide a general description of AI concepts. Prior to the pilot, participants demonstrated considerable interest in AI, with a significant majority believing that AI could provide substantial benefits if implemented in their respective fields of expertise. These insights underscore the readiness and enthusiasm of participants to explore AI applications and potential during the pilot program.



4. Pilot process – testing the educational materials

4.1. Algebra University

The pilot process for the AI4PPP project took place at Algebra University in Croatia from June 14th to June 23rd, 2024. This pilot was integrated into the Algebra MBA program, specifically during lectures that covered AI4PPP Mechanics and dynamics of a smart city, Future of Delivery, and Career path management modules. Educational materials utilized included whitepapers and slide decks.

A total of 22 students participated in the pilot. The student cohort comprised an equal number of men and women. Notably, these students had limited prior knowledge of AI solutions and minimal to no previous experience with AI-related topics. Despite this, they demonstrated a keen interest in acquiring new knowledge and skills. Following their exposure to AI solution principles and potential benefits in business contexts, particularly in their fields of expertise (primarily business), they exhibited high motivation to explore and apply AI solutions.

This characterization highlights the students' readiness to engage with AI technologies and their enthusiasm to leverage AI for business applications, underscoring the educational impact and potential outcomes of the pilot program at Algebra University.

4.2. University of Alcalá

The pilot process for AI4PPP at the University of Alcalá in Spain took place from April 9th to April 16th, 2024, spanning a total of 18 hours. This initiative was integrated into the Master's program focused on Management and Change Management: Information Systems & Information Technologies. The specific module piloted during lectures was AI4PPP Future of services in HR. Educational materials utilized for the pilot included whitepapers and slide decks.

The student group consisted of 52 participants, primarily ranging in age from 26 to 55 years old, with a significant portion in their thirties. Notably, 80% of the students were women. The academic backgrounds of the participants predominantly included Social Sciences such as Economics, Business, or related fields. While some students held positions at the management level in their respective companies, most were in middle management roles. Additionally, a few participants were still in the process of studying and had not yet gained work experience.



This diverse composition of students from various professional backgrounds and stages of career development provided a rich context for exploring AI applications in HR services. The pilot aimed to equip participants with new insights and skills relevant to their roles and career aspirations within the context of information systems and technologies management.

4.3. School of Advanced Social Studies

The pilot process for AI4PPP at the School of Advanced Social Studies in Slovenia took place from March 7th to April 10th, 2024. This initiative was conducted within the framework of the Change Management course, focusing specifically on AI in Supply Chain Management during lectures. Educational materials for the pilot included slide decks and videos.

A total of 50 students participated in the pilot, representing a diverse mix of backgrounds. Most students were enrolled in social management programs, with a strong affinity towards social sciences as their primary field of expertise. However, there were also students with backgrounds in technical fields, humanities, and interdisciplinary sciences. The group composition was fairly balanced in terms of gender, though slightly more women participated.

On average, students were around 30 years old, with ages ranging from 22 to 50 years. This demographic diversity provided a fertile ground for exploring AI applications within the context of supply chain management, aiming to enhance students' understanding and capabilities in integrating AI technologies into social management practices.



5. Results of the survey conducted after the pilot process

Algebra University developed online questionnaires in English using Google Forms, which were distributed by all partners to students and lecturers involved in the pilot. Participants completed these questionnaires after the conclusion of the pilot process.

For students, the questionnaire aimed to gauge their interest in applying AI solutions in their future fields of expertise, assess the impact of the pilot on their AI skills, and gather feedback on the quality of the educational materials used.

Lecturers were asked about their previous use of AI findings in teaching, their interest in further incorporating AI solutions into their teaching methods, and their opinions on the practicality and quality of the educational materials tested during the pilot.

These questionnaires provided comprehensive feedback to evaluate the effectiveness of the pilot program and inform future improvements in integrating AI education.

5.1. Analysis of the students' responses

Although pilot participants were interested in AI as a topic before the pilot started, results of the questionnaire conducted after the pilot process are even more significant. Participants were asked to assess their interest for applying AI in their field of expertise after participating in the educational module. Participants assessed their interest using the simple numerical scale from 1 to 6 (Figure 7). Majority of the pilot participants (43,2 %) pointed out that they are interested in further implementation of AI in their field of expertise.

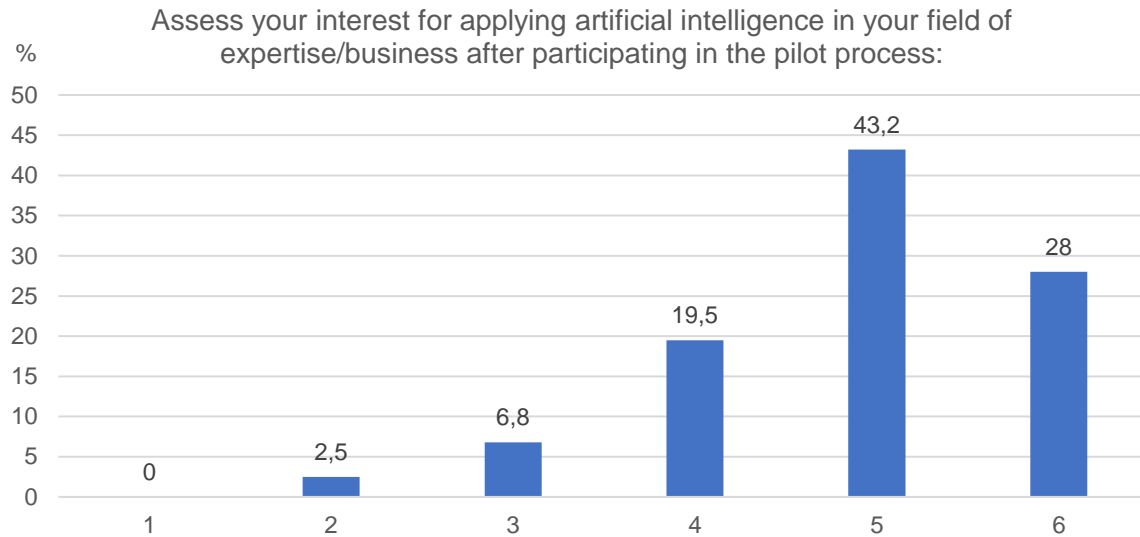
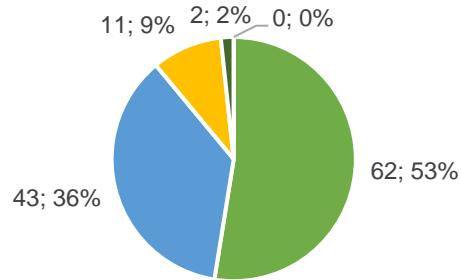


Figure 7 Pilot participants interest for applying AI in their field of expertise after participating in the pilot process

Additionally, the questionnaire continued to gather pilot participants' opinions with a set of questions that were similar to the questions in the survey conducted before the pilot process. The aim of this set of questions was to compare participants' responses before and after engaging with AI solutions. After getting acquainted with AI methods, only 9,3% of the participants were not sure if applying AI in their field of expertise would be useful (Figure 8). The rest of the participants think that it would be very useful (52,5 %) or that it may be useful (36,4 %). Comparing to the results before the pilot, results after the pilot show more confident attitudes and participants' certainty about benefits of AI application.



In your opinion, would it be useful to apply the artificial intelligence in your field of expertise/business?

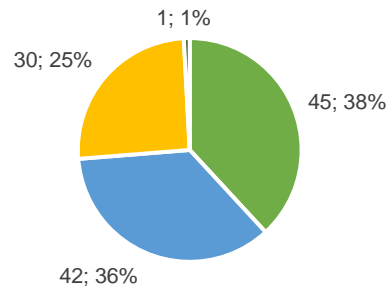


- it would definitely be very useful
- it may be useful
- I am not sure if it would be useful
- I do not think it would be useful
- I do not know

Figure 8 Pilot participants' opinion about usefulness of applying AI in their fields of expertise after the pilot process

In the same way, pilot participants showed that they have been thinking about details of applying AI in their field of expertise or that they were building the ideas about it, after participating in the pilot (Figure 9).

Do you have any ideas about possible ways of applying artificial intelligence in your field of expertise/business?



- I know exactly how it could be applied
- I was thinking about it, but I do not have a clear idea
- I think it could be applied but I would have to think it through
- I do not have any idea

Figure 9 Pilot participant's ideas about possible ways of applying AI in their field of expertise after the pilot process

Furthermore, general pilot participants' satisfaction with the educational module and their opinion about is usefulness for acquiring an insight to benefits of using AI was investigated. According to



the survey results, majority of the students (more than 60 %) marked that educational materials were useful and very useful for acquiring insights about benefits of using solutions based on AI in business (Figure 10).

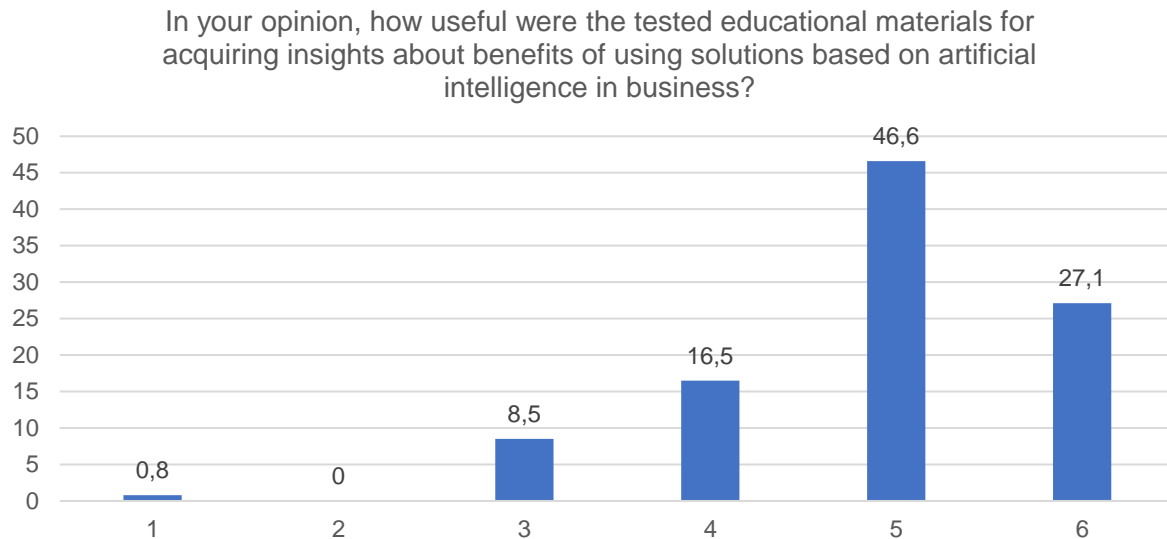


Figure 10 Pilot participants' opinion about educational materials and its usefulness for acquiring an insight to benefits of using AI

The following set of questions investigated pilot participants' opinion about possible impact that application of AI solutions could have in the particular business situations. It is important to emphasize that pilot participants deliberated about these survey questions after participating in the educational module where they had the opportunity to gain some insights about benefits of using AI solutions in particular industries and/or fields of expertise. In the questionnaire, pilot participants marked the extent to which they agree with the five statements, using a simple numerical scale from 1 (strong disagreement) to 6 (strong agreement).



Mark the extent to which you agree with the following statements.

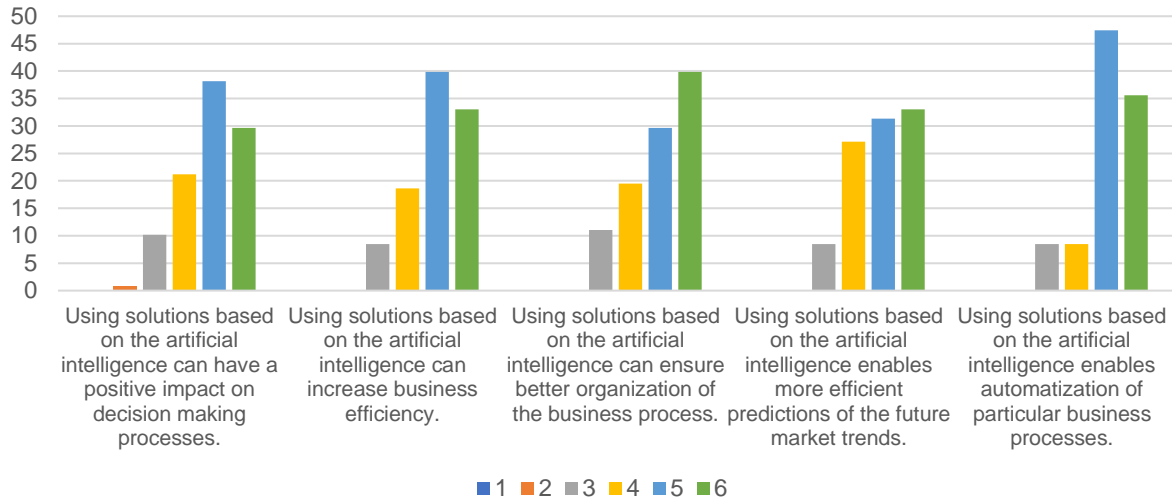


Figure 11 Pilot participants' opinion about possible impact of AI in business - 1

Majority of the students participating in the pilot (39,1%) agree that AI based solutions can have a positive impact on decision making processes (Figure 11).

Majority of the students participating in the pilot thinks that AI solutions can increase business efficiency – 39,8 % of the pilot participants agree and 29,7 % of pilot participants strongly agree with this statement. Moreover, 38,1 % of the pilot participants agrees that AI based solutions can have a positive impact on decision making process. Besides, 39,8 % of the pilot participants strongly agree that application of the AI solutions can ensure better organisation of the business process.

Additionally, majority of the students who participated in the pilot (33,1 %) strongly agrees that application of AI solutions enables predicting of the future market trends. Moreover, 47,5 % of the pilot participants think that application of AI enables automatization of particular business processes.

Furthermore, participants were asked to assess impact that they expect AI could have in their field of expertise/business using the simple numerical scale from 1 to 6 (Figure 12).



What impact do you expect that artificial intelligence could have in your field of expertise/business?

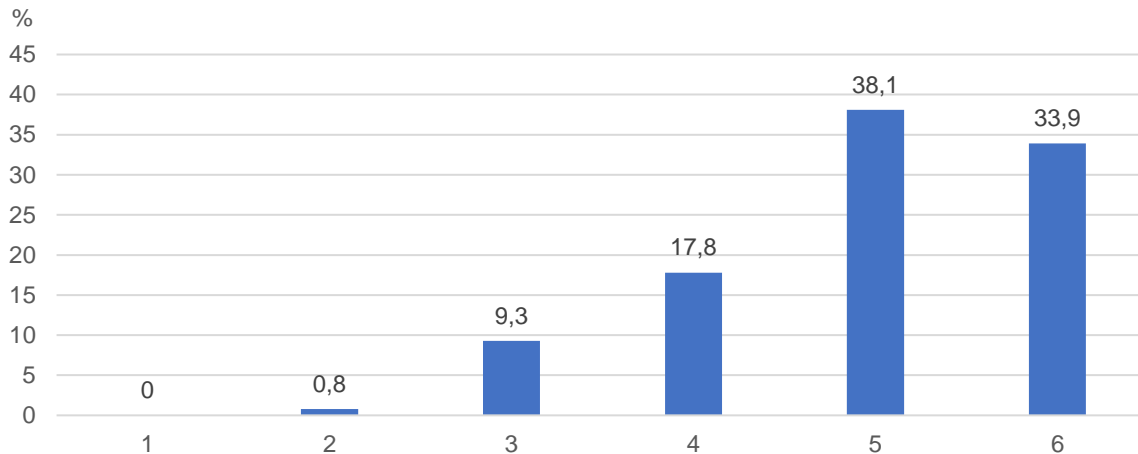


Figure 12 Pilot participants' opinion about possible impact of AI in business - 2

Majority of students (38,1%) thinks that AI could have a strong impact on their field of expertise/business, while 33,9% thinks that AI could have a very strong impact on their field of expertise/business.

Furthermore, questionnaire investigated students' opinion about educational materials which were used in the educational module (Figure 12).

In your opinion, educational materials used while testing the educational module are:

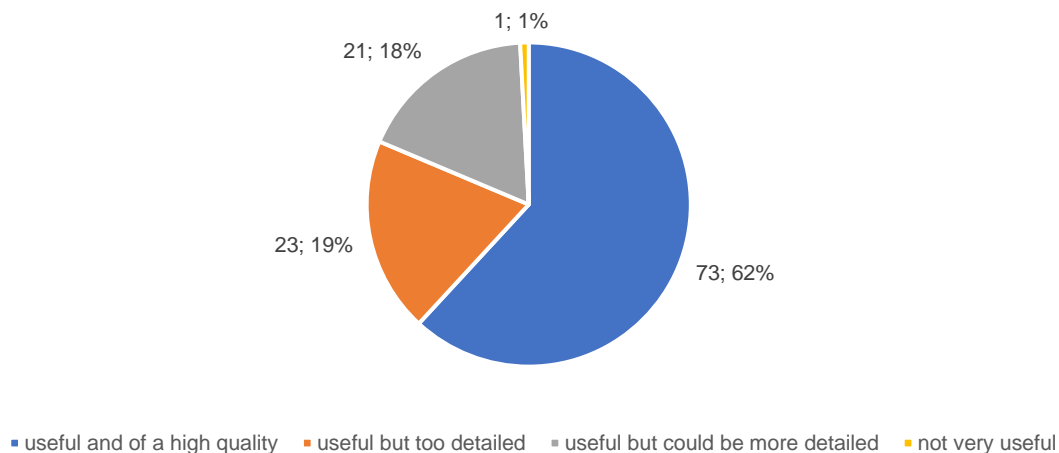


Figure 13 Pilot participants' opinion about educational materials



Majority of the students (62 %) pointed out that materials are useful and of a high quality.

Practicality of the repository with educational materials was also investigated – majority of the students who tested repository and its features assessed it as practical (32,2 %), grading it with 5 out of 6 maximum points, while 42,4% assessed the repository as very practical, grading it with 6 out of 6 points (Figure 14).

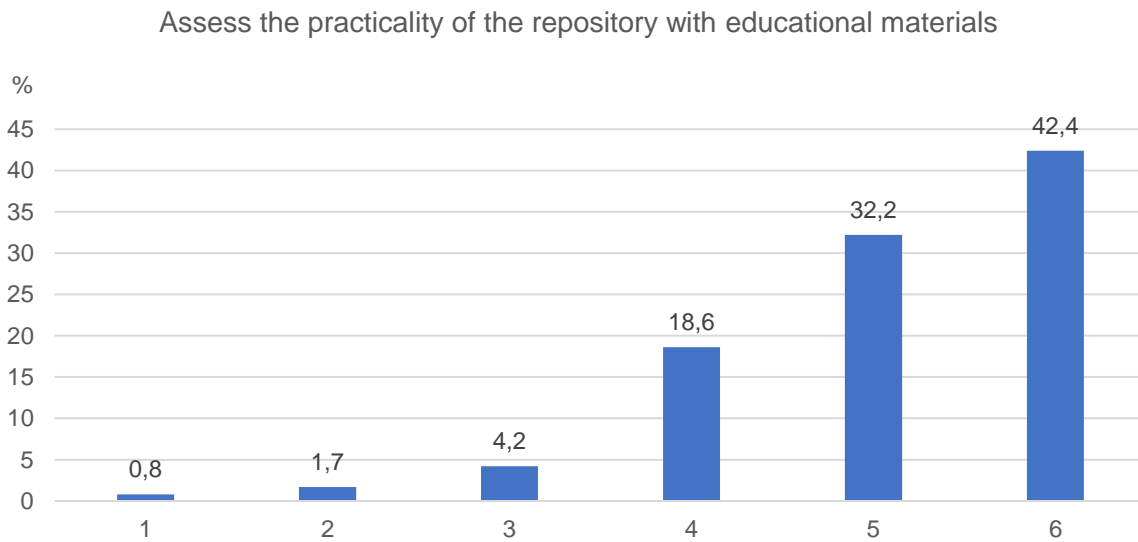


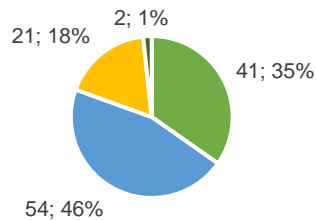
Figure 14 Pilot participants' opinion about the practicality of the repository with educational materials

Finally, students who participated in the pilot were asked to choose one of the statements that describes their attitude toward applying AI solutions most accurately. Majority of the students (46 %) pointed out that they are encouraged to deliberate about ways of applying AI solutions in their field of expertise (Figure 15). This means that pilot process had a very positive effect on majority of the students, since they are encouraged to think about ways of applying AI solutions in their everyday tasks. Above all, this means that this group of students did not have big previous knowledge about AI solutions or ideas about its application in their field of expertise, but getting involved in pilot helped them to gain some new insights. Additionally, 35 % of the pilot participants emphasized that they developed an idea on how to apply AI solutions in their field of expertise already during the educational module. This is very significant because it means that more than quarter of the pilot participants had some previous knowledge about AI solutions and participating in the pilot gave them an opportunity to develop their ideas about AI solutions application, thanks to the educational module that showed them details about AI-driven decision making and benefits



of using AI solutions. Furthermore, 18 % of the pilot participants pointed out that pilot process helped them to recognize the value of applying the AI solutions in their field of expertise, but that they do not have an idea how to do it. This result is also very important, since it shows that further development and implementation of educational modules and trainings about AI solutions in non-technical industries is quite desirable. Only 1 % of the students participating in the pilot pointed out that they do not recognize the value of applying the AI solutions in their field of expertise. Since more than 120 students have participated in the pilot process, 1 % of the students who still do not recognize the value of AI solutions is really a minority and these results could have been affected by low motivation or other personal reasons.

Mark the statement which describes your attitude towards applying the artificial intelligence in business most accurately



- Already while participating in the educational module, I developed an idea on how to apply solutions based on artificial intelligence in my field of expertise/business.
- I am encouraged to deliberate about ways of applying solutions based on artificial intelligence in my field of expertise/business.
- I recognize the value of applying the solutions based on artificial intelligence in my field of expertise/business but do not have an idea how to do it.
- I do not recognize the value of applying the solutions based on artificial intelligence in my field of expertise/business.

Figure 15 Pilot participants' attitude toward applying AI in their field of expertise after the pilot process

5.2. Analysis of the lecturers' responses

Lecturers who have ran the pilot process have also filled in the online survey in order to show the level to which they used AI solution findings in teaching before the pilot, their interest in further usage of AI solutions findings in teaching as well as their opinion about practicality and quality of educational materials that were created by project partners.

In total, 13 lecturers ran the pilot process on Algebra University, University of Alcalá and School of Advanced Social Studies. Majority of the lecturers (57 %) pointed out that their current teaching position belongs to interdisciplinary sciences and the rest of the lecturers (43 %) teach in the field of social sciences – business (Figure 16). This means that all lecturers teach non-technical



content, which means that they have a great opportunity for teaching students about applying AI in those fields of expertise that are not technical, but could greatly benefit out of applying AI solutions.

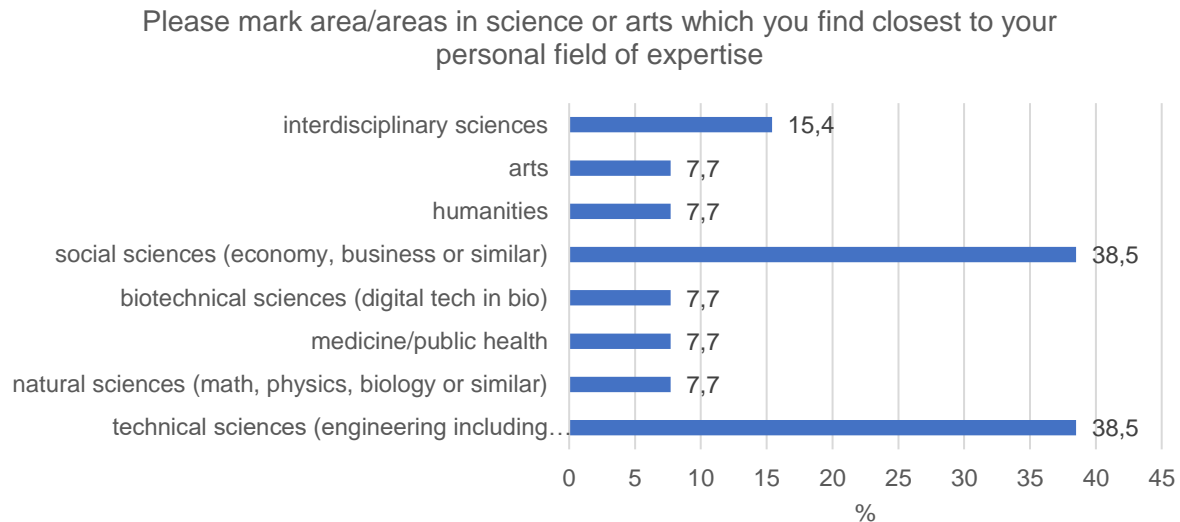
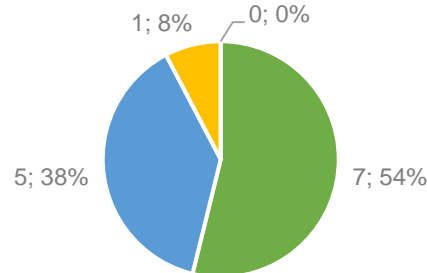


Figure 16 Lecturers participants' fields of expertise

Furthermore, lecturers were asked about their general knowledge about AI (Figure 17). It is very significant that 53,8 % of the lecturers pointed out that they can describe in detail what the AI is about and 38,5 % of the lecturers can describe in general what the AI is about. These results show that lecturers who ran the pilot process have significant knowledge about AI. Having in mind that they teach in non-technical surroundings, it can be concluded that these lecturers could greatly effect spreading the knowledge about application of AI – it is just important for them to find effective didactic strategies, since AI4PPP project provided them with useful educational materials.



How do you assess your general knowledge about artificial intelligence?

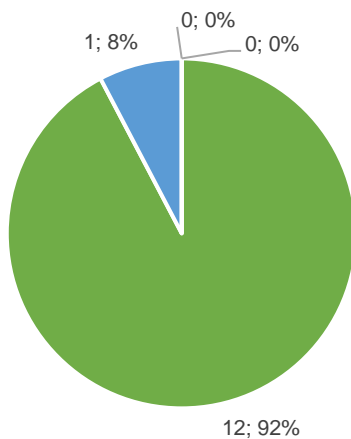


- I can describe in detail what the artificial intelligence is about
- I can describe in general what the artificial intelligence is about
- I am only familiar with the term
- I am not familiar with it at all

Figure 17 Lecturers general knowledge about artificial intelligence

Majority of the lecturers (92 %) thinks that teaching scenario used with the students during the pilot is useful and of a high quality (Figure 18). Only 8 % of the lecturers think that teaching scenarios are useful but too detailed, and none of them think that teaching scenarios are not very useful or that they're useful but could be more detailed. The same results are received for teaching materials and learning materials used by students while testing the educational module (Figure 19 and Figure 20).

In your opinion, teaching scenario used while testing the educational module is:



- useful and of a high quality
- useful but too detailed
- useful but could be more detailed
- not very useful

Figure 18 Lecturers opinion about teaching scenario used while testing the educational module



In your opinion, teaching materials used while testing the educational module is:

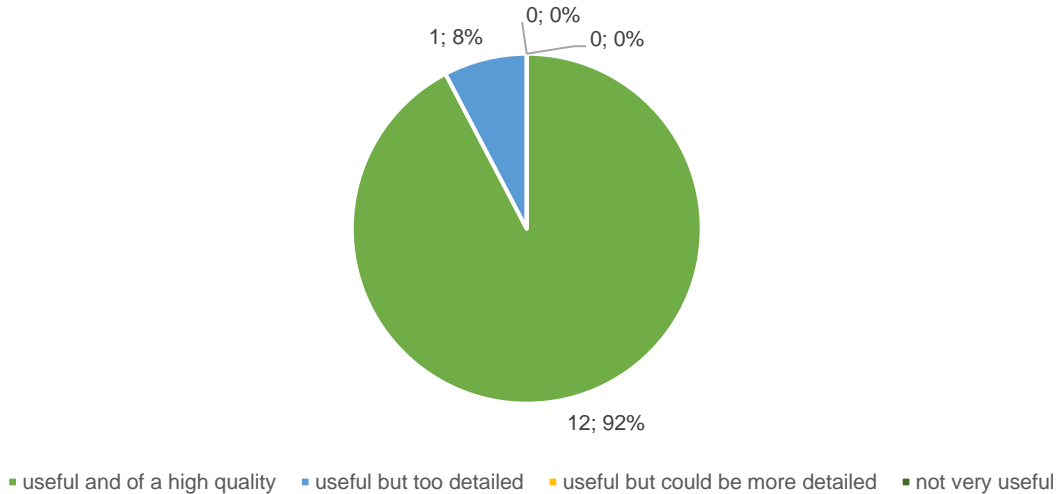


Figure 19 Lecturers opinion about teaching materials used while testing the educational module

In your opinion, learning materials used by students while testing the educational module are:

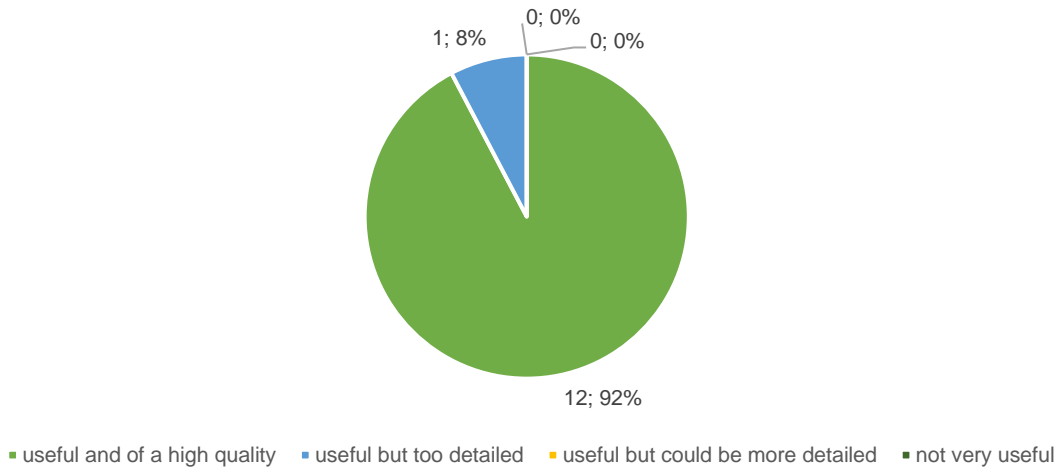


Figure 20 Lecturers opinion about learning materials used by students while testing the educational module

Majority of lecturers (76,9 %) assessed the practicality of the repository with educational material with 5 out of 6 points, while the rest of them (23,1 %) assessed it with 6 out of 6 points (Figure 21).

Assess the practicality of the repository with educational materials:

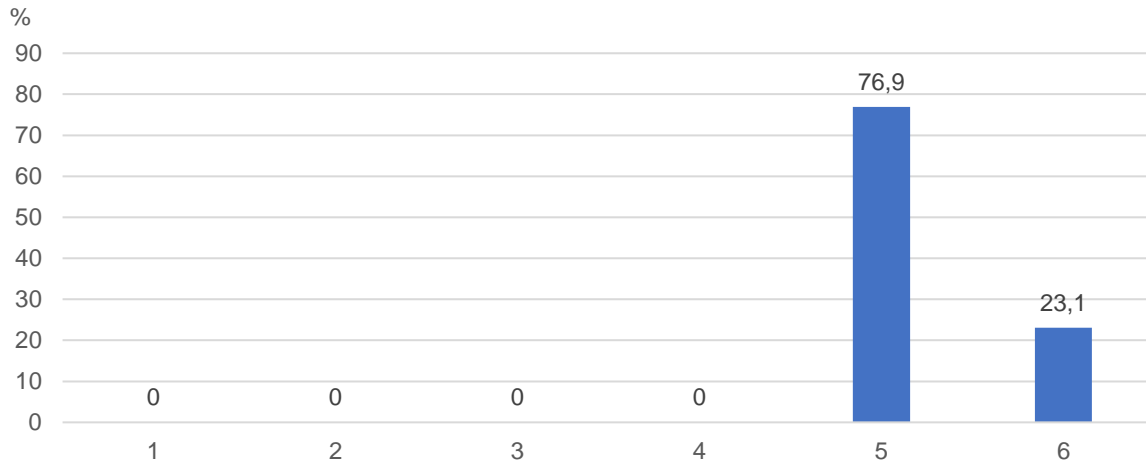


Figure 21 Lecturers assessment of the practicality of the repository with educational materials

All the 13 lecturers pointed out that using the AI4PPP educational module helped them to explain the content of the lecture to the students more efficiently (Figure 22). Additionally, all the lecturers highlighted that students were more motivated than usually while using the AI4PPP educational module for better understanding the content of the lecture (Figure 23).

Using the educational materials helped me to explain the content of the lecture to the students more efficiently:

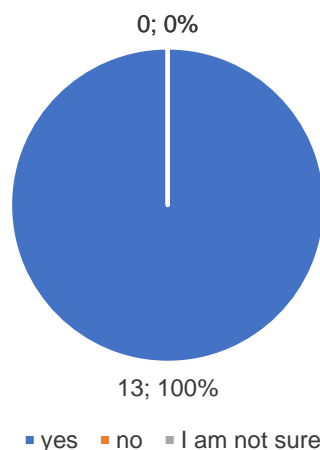


Figure 22 Lecturers opinion about the helpfulness of educational materials to explain the content of the lecture to the students more efficiently



While using the educational materials for explaining the content of the lecture, the students were:

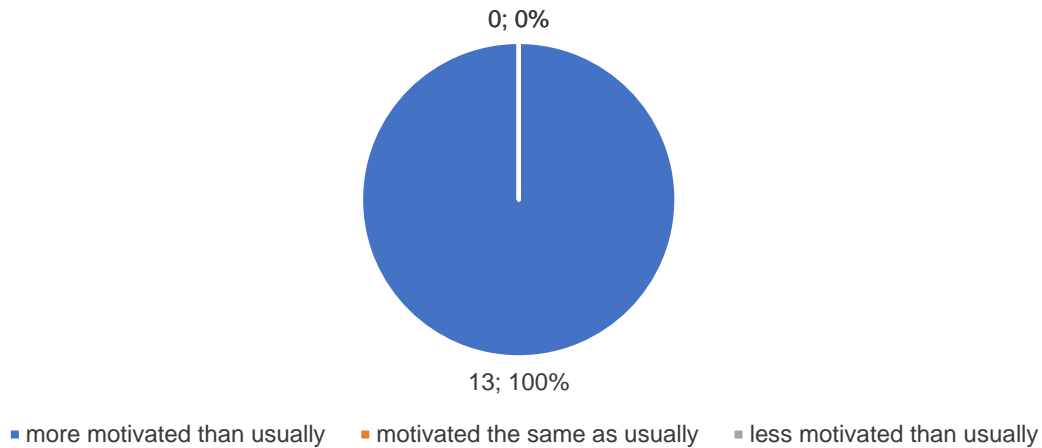


Figure 23 Lecturers opinion on students' motivation when using the educational materials

When thinking about using the experience gained during the pilot process in the future, 53,8 % of the lecturers pointed out that they are interested, and 38,5 % of the lecturers that they are very interested in further using of AI4PPP educational modules and similar materials (Figure 24).

Based on the experience of using the educational materials in this pilot, how do you assess your interest in further usage of these and similar materials

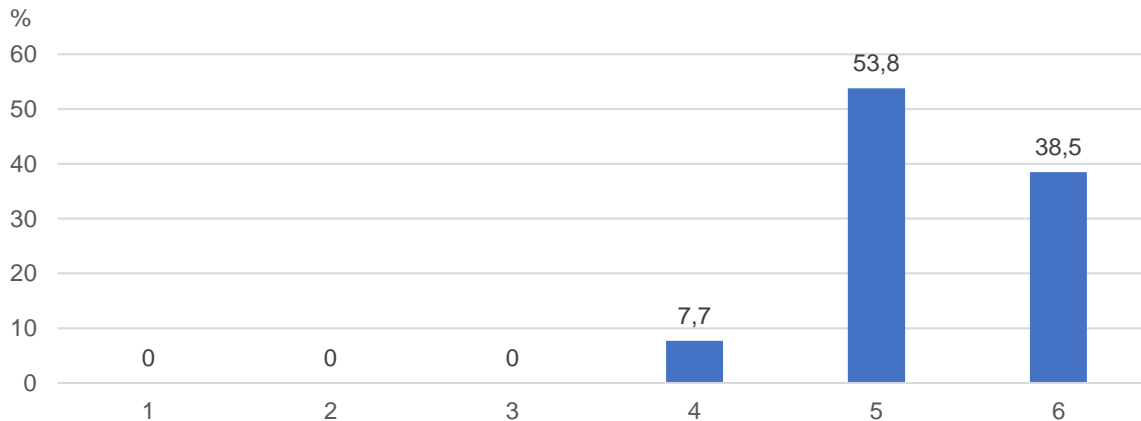


Figure 24 Lecturers interest in further usage of these and similar educational materials

Additionally, majority of the lecturers are interested in implementing AI in their lectures in the future, based on the experience of participating in AI4PPP pilot process (Figure 25).

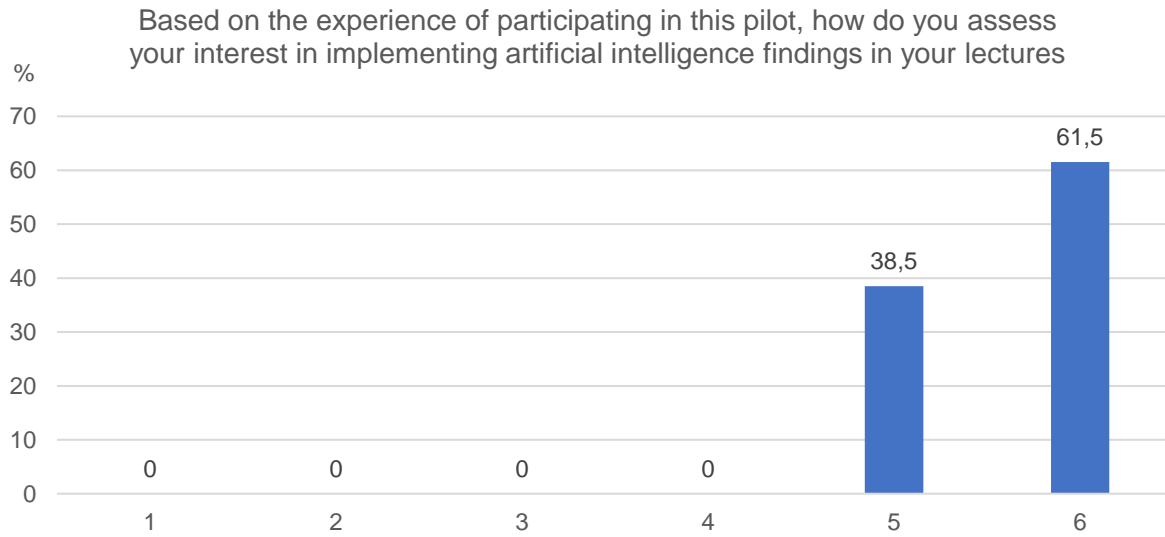


Figure 25 Lecturers interest in implementing artificial intelligence findings in your lectures



6. Conclusions with recommendations

The pilot results demonstrated a notable increase in students' interest in applying AI solutions within their areas of expertise following their participation. Students recognized the benefits of employing AI methods and approaches in their respective fields and began contemplating how to integrate AI into practical applications. Facilitating lecturers observed heightened student motivation when engaging with AI solutions, indicating a positive impact of the pilot on student learning. Moreover, lecturers expressed a strong desire to incorporate AI solutions into their future teaching endeavours.

One of the primary objectives of the pilot was to familiarize students with AI solutions, a goal that was successfully achieved. Findings from the pilot revealed that students developed a favourable perception of AI usage, believing it could enhance business efficiency and streamline organizational processes. They also recognized AI's potential for robust analysis and predictive capabilities in forecasting market trends.

These insights underscore the significant potential for AI solutions to benefit various industries, highlighting the necessity of integrating AI education into diverse academic programs. Strategic integration involves identifying sectors where AI can offer the most substantial advantages and tailoring educational curricula accordingly. It is crucial to design learning paths that align with students' technical competencies and future applications of AI in their fields.

While AI solutions are rapidly advancing across multiple sectors, the potential for significant benefits extends beyond traditional computer science disciplines to encompass social sciences and humanities. Therefore, integrating AI education into relevant academic programs is imperative.

Rather than aiming for comprehensive mastery of all AI skills, these educational modules should focus on equipping learners with the practical tools needed to apply AI solutions and interpret their insights across diverse fields. This approach ensures that students are well-prepared to leverage AI effectively in shaping future business strategies, predicting trends, and adapting plans accordingly.