UNIVERSITI TEKNOLOGI MARA
Cawangan Negeri Sembilan

ACADEMY OF LANGUAGE STUDIES

Edition: 16/2025

APB REMBAU E-BULLETIN

e-ISSN: 2682-776X

EMBRACING AI IN HIGHER EDUCATION: REDEFINING THE ROLE OF LECTURERS

Written by: Abd Malik Mohd Rick, Haslinda Noradzan, Wan Aryati Wan Ghani, and Zaidatulhusna Mohd Isnani
Universiti Teknologi MARA Cawangan Negeri Sembilan, Kampus Seremban.

Artificial Intelligence (AI) is dominating industries big time today, especially in academia. University students, in particular, increasingly rely on AI for writing, presentations, coding, and problem-solving. In contrast, for lecturers, it has become a challenging task to make sure students use AI responsibly, in ways that promote meaningful learning and skill development. AI should not be treated as a shortcut that eventually weakens learning. Instead, it should be seen as a tool for growth.

Although most AI tools feature human-like communication capabilities, they cannot replace the experience, pedagogical wisdom, and values that lecturers bring to the classroom. Thus, the university and lecturers play a key role in introducing students to AI in educational settings and helping them appreciate the technology while incorporating it ethically in their tasks (Black and Tomlinson, 2025).

Picture 1: Lecturers guiding students towards future-ready learning (AI-generated image).

Why Accepting AI Matters?

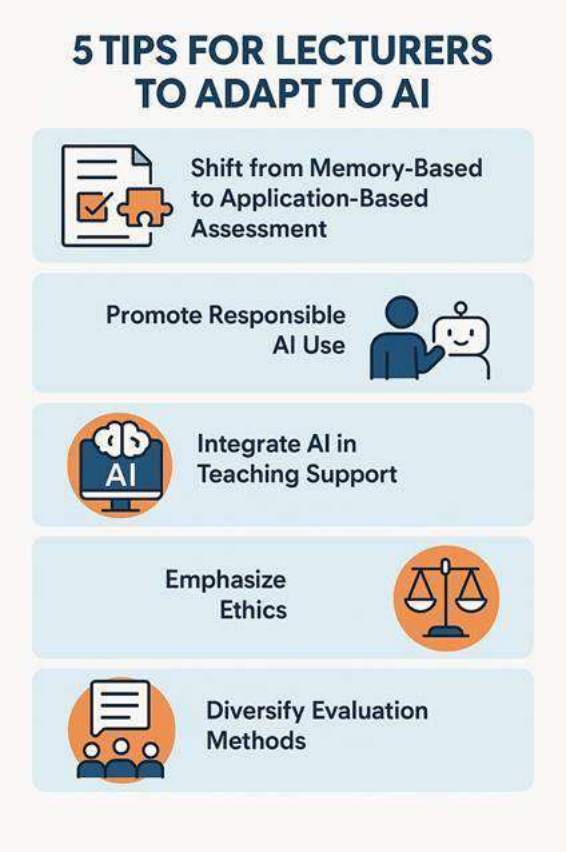
1. AI in Practice

Students and lecturers are progressively exploring and embedding AI tools in the teaching and learning environments. Some use it to generate summaries and simplify academic materials, such as long reading journals, theses, and textbooks. Others turn to AI to help draft essays, create worksheets, or practice solving equations through intelligent tutoring systems.

"AI is not the enemy of education. It is a partner in learning." *Dr. Dan Kreiness, 2025*

2. Preparing Graduates for the Future

Malaysia's higher education system is strategically designed to align with employability goals. Employers seek graduates who can use both technology and AI responsibly and ethically. For example, employers in Malaysia increasingly value these qualities, and they consider them essential for graduate success. Integrating AI into teaching helps prepare students to meet real industry demands and ensures graduates stay relevant in a fast-changing global job market.



Practical Ways for Lecturers to Adapt

1. Rethinking Assessment

Let's redesign the way assessments are conducted. Instead of asking students to recall theories and definitions, assessments can emphasise applying selected concepts to specific case studies or real-world contexts. Since AI is likely to get things wrong at times, but more often than not will get things right, lecturers can use this as a teaching opportunity. Students can be asked to critique an AI-generated essay, considering its strengths and weaknesses. In doing so, students learn to think for themselves, sharpen their judgment, and see AI as a tool to engage with rather than something that does the work for them.

"The instructional process will be more successful as more of the learners achieve mastery of the objectives taught." *— Benjamin Bloom*

2. Encouraging Responsible Use

Banning AI in education is neither practical nor desirable. To effectively integrate AI in the current teaching and learning process, it should come with ethical guidance to align with academic integrity. For example, lecturers can allow AI for brainstorming sessions, but students should refine and finalise their final work. They will eventually know how to use technology wisely and responsibly, guiding them during critical thinking and decision-making.

3. Making Teaching More Engaging

AI-generated teaching materials help lecturers prepare lesson plans, including customised notes, quizzes, and activities aligned with lesson outcomes. This allows lecturers to focus on higher-level discussions while selecting AI tools that best enhance student engagement in both physical and online sessions.

4. Highlighting Critical Thinking and Ethics

Utilising AI tools in knowledge acquisition provides quick answers. They can also help students understand complex issues and find evidence to support and strengthen their ideas. However, AI is not perfect. It sometimes produces inaccurate information or reflects cultural biases. Students must learn to question what AI provides, rather than accept it blindly. AI can tell students *what* something is, but it cannot teach them *why* it matters or *how* to apply it in real life.

Out of genuine curiosity to explore ideas and a sense of responsibility to use it ethically, students should engage with AI. Likewise, this thoughtful approach should guide their learning, helping them navigate the labyrinth of knowledge with critical thinking, creativity, and sound judgment.

"Our role as lecturers is to guide students to use AI responsibly." - *Professor Adam Bridgeman, Pro Vice-Chancellor, Teaching and Learning at the University of Sydney*

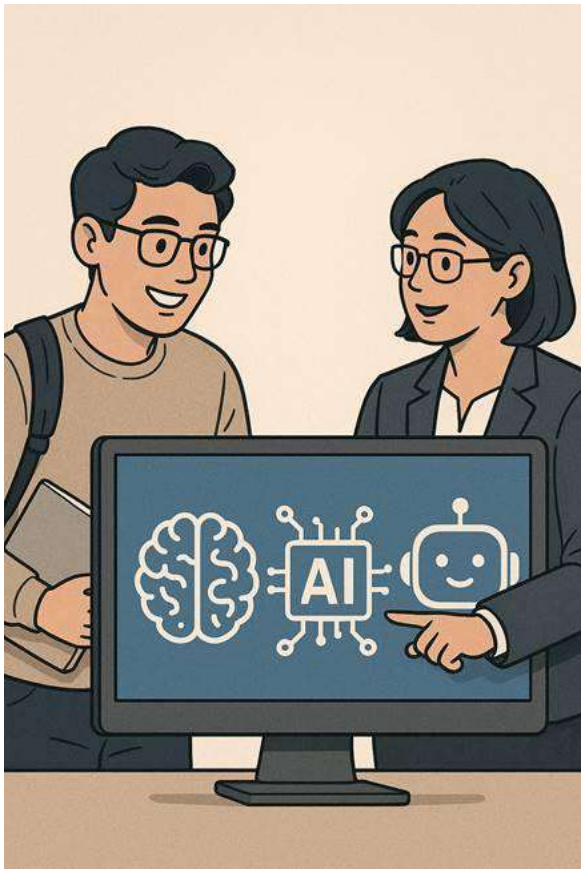
5. Diversifying Evaluation Methods

Relying solely on written case-study assignments conducted without supervision can make it easier for students to misuse AI. Alternatives such as oral presentations, viva-style defenses, reflective journals, and group projects can show genuine learning and effort. These methods also allow students to demonstrate creativity, communication, teamwork, and other skills that AI cannot replace. In this way, students will not become too dependent on AI. They will also learn to think critically and step confidently into the future workplace.

The Way Forward

Moving to a conclusion, let's recall the evolution of technology at universities. From chalkboards to digital projectors, from printed notes to online learning platforms, every step forward has created opportunities on one hand and challenges on the other. AI is the latest stage in this journey.

Realistically, lecturers cannot resist, but they should encourage prioritising and balancing ethical responsibility, inclusivity, and promoting deep, meaningful learning with technological advancement. (Mulaudzi and Hamilton, 2025). By embracing this change, we will protect the learning integrity while preparing skilled, thoughtful, and industry-ready graduates.



Picture 2: Guiding students to use AI responsibly in their academic journey (AI-generated image).

The future of education depends on AI and lecturers working together. Lecturers who embrace AI can guide students to use it wisely, out of necessity and awareness, likewise. Maintaining a balance between technology and human creativity is essential for strengthening the quality and impact of higher education in Malaysia.

References

Black, R. W., & Tomlinson, B. (2025). University students describe how they adopt AI for writing and research in a general education course. *Scientific reports*, *15*(1), 8799. https://doi.org/10.1038/s41598-025-92937-2

Mulaudzi, L.V., Hamilton, J. Lecturer's Perspective on the Role of AI in Personalized Learning: Benefits, Challenges, and Ethical Considerations in Higher Education. *J Acad Ethics* (2025). https://doi.org/10.1007/s10805-025-09615-1