



**Beyond Lectures:**  
**Insights from Business Discipline-**  
*(Reflections, Transformations, and the Human*  
*Side of Teaching)*

Chief Editor  
Dr. Azila Jaini



الجامعة  
UNIVERSITI  
TEKNOLOGI  
MARA

Cawangan Johor  
Kampus Segamat

**Second Edition 2026**

© Universiti Teknologi MARA (UiTM) Cawangan Johor Publications  
Universiti Teknologi MARA  
Cawangan Johor  
Malaysia

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means – electronic, photocopying, recording, or otherwise – without prior written permission from the publisher.

**National Library of Malaysia**  
Cataloguing-in-Publication Data

**Beyond Lectures: Insights from Business Disciplines**  
(Reflections, Transformations, and the Human Side of Teaching)

ISBN: 978-629-7647-09-8

**Patron:**

Assoc. Prof. Dr. Saunah Zainon  
(Rector, UiTM Cawangan Johor)

**Advisors:**

Dr. Nor Hazila Ismail  
(Deputy Rector, Academic Affairs, UiTM Cawangan Johor)

Cik Nurul Haida Johan  
(Head, Faculty of Business and Management, UiTM Cawangan Johor)

**Chief Editors**

Dr. Azila Jaini

**Editors**

Dr. Nor Azairiah Fatimah Othman, Dr. Juliana Abdul Kadir, Dr. Tan Yan Ling, Dr. Dalila Abu Bakar, Dr. Zarith Sofia Jasmi, Dr. Suhaidi Elias, Dr. Siti Noradiah Amar, Yuslizawati Mohd Yusoff, Rudza Hanim Mohamed Anuar, Syaidatul Zarina Mat Din, Nazihah Omar, Tay Bee Hoong, Zanariah Abdul Rahman, Norhasniza Mohd Hasan Abdullah, Nur Liyana Mohamed Yousop

**Published by:**

Universiti Teknologi MARA Cawangan Johor  
Faculty of Business and Management  
Research and Publication Unit,  
Jalan Universiti, Off KM12 Jalan Muar,  
85000 Segamat, Johor, Malaysia  
Tel: (60)079352000  
Fax: (60) 079352277

<http://johor.uitm.edu.my>

Printed in Malaysia

**TABLE OF CONTENTS**

**PREFACE**

**FOREWORD**

**CHAPTER 1: Transformative Teaching Pedagogies**

1	Bringing Technical Analysis into Real Life among Students	<i>Nurul Haida Johan, Ruziah A.Latif, Zaibedah Zaharum, Mardziyana Mohamad Malom</i>	1-5
2	Innovative Teaching Strategies: Transforming Higher Education in Preparing Gen-Z for Future Workforce Demands	<i>Yuslizawati Mohd Yusoff, Khairunnisa Rahman</i>	6-8
3	Gamification in Blended Learning: A Reflective Case from INV537	<i>Nurulashikin Romli, Tan Yan Ling, Jannah Munirah Mohd Noor</i>	9-15
4	Reflection on Transforming Quantitative Learning through Scenario-Based Group Case Studies	<i>Sharazad Haris, Wan Mohd Farid Wan Zakaria, Norashikin Ismail</i>	16-18
5	The Importance of Project-Based Learning in Understanding Management Theories Through Real-Life Applications: UiTM Johor Case Study	<i>Muruga Chinniah, Nur Adilah Hj Saud, Mazlina Ismail</i>	19-22
6	Experiential Financial Education through SULAM: Bridging Financial Theory and Practice in Community Engagement	<i>Syamsyul Samsudin, Nik Nur Shafika Mustafa</i>	23-26
7	TikTokPreneur Lab BMC Model: An Experiential Digital Entrepreneurship Model for ENT300 Through Affiliate Marketing Innovation	<i>Jannah Munirah Mohd Noor, Nurulashikin Romli, Tan Yan Ling</i>	27-30
8	Can Marketing Lessons Go Beyond the Classroom?	<i>Nur Auni Afifah Abdul Karim, Azila Jaini, Sharmin Baba</i>	31-34

**CHAPTER 2: Technology-Enhanced Education**

9	From Fundamentals of Marketing to Digital Strategy: Reflective Lessons for Impactful Teaching in a Digital Age	<i>Muhamad Khodri Kholib Jati, Suzana Hassan, Oswald Timothy Edward</i>	35-38
10	Ethical Challenges of Artificial Intelligence in Higher Education: Balancing Innovation and Academic Integrity	<i>Norhasniza Mohd Hasan Abdullah, Tay Bee Hoong, Masitah Omar</i>	39-42
11	Integrating Technology and Artificial Intelligence in Teaching Business Students	<i>Dalila Abu Bakar, Nur Auni Afifah Abdul Karim, Nor Zubaidah Nor Albashri, Noor Insyirah Mohsin</i>	43-46
12	Educating the Head, Heart and Hand: A Listening Pedagogy for the AI Era	<i>Ahmad Syahmi Ahmad Fadzil, Nor Zubaidah Nor Albashri</i>	47-51

13	Does AI Enhance Students' Thinking?	<i>Azila Jaini, Sharmin Baba, Nur Auni Afifah Abdul Karim</i>	52-55
14	Teaching Economics in the Age of AI	<i>Nur Fatimah Shaari, Mohd Azim Sardan, Bazri Abu Bakar</i>	56-61

### CHAPTER 3: Engaging Learning Challenges

15	Beyond the Theory: Navigating Student Engagement in Perceived as Dry Subjects	<i>Tay Bee Hoong, Masitah Omar, Norhasniza Mohd Hasan Abdullah</i>	62-67
16	Challenges in Teaching Islamic Finance	<i>Maizura Md Isa, Nor Hazila Ismail</i>	68-71
17	From Confusion to Curiosity: Introducing Research Methods to Undergraduate Students	<i>Nurul Aien Abd Aziz, Aflah Isa, Nik Nur Shafika Mustafa</i>	72-76
18	Teaching a 'Cold' Subject with a Warm Heart	<i>Rohanizan Md Lazan, Roha Mohd Noah, Nurul Aien Abd Aziz, Nor Hadaliza Abd Rahman</i>	77-80
19	Emotional Barriers in Teaching Quantitative Finance: Addressing Numerophobia in Students	<i>Husnizam Hosin, Yuslizawati Mohd Yusoff, Mohd Hakimi Harman</i>	81-85
20	Encouraging Student Engagement through Strategic Learning Challenges	<i>Zanariah Abdul Rahman, Syaidatul Zarina Mat Din, Akmal Aini Othman, Norashikin Ismail</i>	86-88
21	Reflections on Basic Econometrics: Challenges, Strategies and Insights	<i>Tan Yan Ling, Nurulashikin Romli, Jannah Munirah Mohd Noor</i>	89-93

### CHAPTER 4: Practical Finance Readiness

22	Smart Diversification: Teaching Students How to Build Resilient Portfolios in Uncertain Markets	<i>Nik Nur Shafika Mustafa, Che Khalilah Mahmood, Aflah Isa, Nurul Aien Abd Aziz</i>	94-96
23	Empowering Financial Literacy: The Role of Educators as Mentors and Guides in Financial Planning	<i>Aflah Isa, Nik Nur Shafika Mustafa, Nurul Aien Abd Aziz</i>	97-100
24	Preparing University Students for Financial Reality: Addressing Investment Scams	<i>Ruziah A Latif, Nurul Haida Johan, Zaibedah Zaharum, Mardziyana Mohamad Malom</i>	101-104
25	Teaching ESG and Investment Risk: Transforming Finance Education for a Sustainable Future	<i>Husnizam Hosin, Mohd Hakimi Harman, Yuslizawati Mohd Yusoff</i>	105-109
26	Highlighting the Importance of Financial Literacy for Generation Z	<i>Yuslizawati Mohd Yusoff, Husnizam Hosin, Mohd Hakimi Harman</i>	110-112
27	Reflections in Teaching Personal Financial Planning to Part-time Distance Learners	<i>Nurul Aien Abd Aziz, Rohanizan Md Lazan, Roha Mohamed Noah, Nor Hadaliza Abdul Rahman</i>	113-117
28	The Role of Interactive and Video-Based	<i>Zaibedah Zaharum, Ruziah A.</i>	118-122

Platforms in Supporting Blended Learning in Malaysia Higher Education *Latif, Nurul Haida Johan, Mardziyana Mohamad Malom*

**CHAPTER 5: Human-Centred Education**

29	Embedding MQF 2024, Outcome-Based Education and Sustainability in Higher Education: A Reflective Teaching Case Study in Investment Analytics	<i>Oswald Timothy Edward, Basaruddin Shah Basri, Kamal Fahrulrazy Rahim, Zarith Sofia Jasmi</i>	123-127
30	Learning by Serving in SULAM Advocacy: Evidence on Values Formation and Industry-Ready Skills	<i>Mardziyana Mohamad Malom, Ruziah A. Latif, Nurul Haida Johan, Zaibedah Zaharum</i>	128-133
31	Marketing the Classroom: Co-Creating Value, Trust and Engagement in Higher Education	<i>Sharmin Baba, Azila Jaini, Nur Auni Afifah Abdul Karim</i>	134-137
32	Building a Learning Organization in the Classroom	<i>Khairunnisa Rahman, Rudza Hanim Mohamed Anuar, Nazihah Omar, Yuslizawati Mohd Yusoff</i>	138-141
33	Role of Educators as Mentors, Guides and Learning Designers from Academicians' Perspective in Malaysia.	<i>Mazlina Ismail, Nur Adilah Saud, Muruga Chinniah</i>	142-145
34	Universal Design for Learning for Neurodivergent Students: Journey towards Inclusive Education	<i>Nazihah Omar, Khairunnisa Rahman, Rudza Hanim Mohamed Anuar, Ferri Nasrul</i>	146-149

**CHAPTER 6: Human Side of Teaching**

35	The Evolution of Service Marketing	<i>Nur Adilah Saud, Mazlina Ismail, Muruga Chinniah</i>	150-153
36	Professional Growth as an Economic Educator	<i>Siti Noradiah Amar, Nur Fatihah Shaari, Norfariza Mohd Ali</i>	154-157
37	The Role of Educators as Mentors and Guides in Contributing Knowledge to SME Entrepreneurs	<i>Shaherah Abdul Malik, Noreen Noor Abd Aziz, Nurul Aien Abd Aziz</i>	158-163
38	Role Boundary Conflict in Academia: Integrating Boundary Theory and Social Power Perspectives	<i>Zuraidah Sipon, Nur Liyana Mohamed Yousop, Zuraidah Ahmad</i>	164-167
39	Post-Covid-19 Educational Practices: Insights from Teaching and Learning Experiences at UiTM Johor	<i>Rudza Hanim Mohamed Anuar, Nazihah Omar, Khairunnisa Rahman</i>	168-170
40	Are We Ready for Generation Alpha?	<i>Zanariah Abdul Rahman, Jaslin Md. Dahlan</i>	171-173

## DOES AI ENHANCE STUDENTS' THINKING?

*Azila Jaini, Sharmin Baba, Nur Auni Afifah Abdul Karim*

### Introduction

Artificial intelligence, or AI, is a powerful machine that programs a human thinking model and design to automatically and comprehensively learn and gather huge amounts of data and information worldwide. AI manages to interpret all data and tailor them to the users' needs as well as quickly understand human needs as a whole. Nowadays, the advancement of AI has become a part of our lives, especially in mobile apps, computer software, and Internet searches that already blend in with our daily routine. The fundamental ideas of the AI concept have been researched since the early 50s and then grown dramatically, in line with the advancement of the Internet (Luckin, 2016). The technological breakthroughs of AI tools have impacted most human transactions across various sectors, including technology, science, medicine, decoration and landscaping, communication, and education.

The transformative shift of Artificial Intelligent (AI) tools in education has become more prominent nowadays. The usage of AI tools has been widely accepted by many educational sectors worldwide as well as in Malaysia. For example, according to Berita Harian, the government has allocated RM50 million in 2025 to support Malaysia's research universities in the usage of AI in many areas, specifically in medical and semiconductor research (Rosli, 2024). This allocation showed that the Malaysian government really supports the usage of AI to ensure that education in Malaysia is competitively ready to achieve global technological advancement in the future.

### AI Tools in Education

Today, most pedagogical activities in any education centre are supported with diverse AI tools. There is no doubt that AI tools successfully assist the teachers' skills in creating effective and interesting teaching materials. The syllabus becomes more insightful with interesting images, videos and live content, making the teachers also become more excited in designing their teaching activities. AI tools not only enhance the creative teaching skills; however, they save more time in preparing the teaching materials while ensuring all contents are relevant from time to time. For example, in my class, I did use AI tools in most of my teaching delivery. The AI tools, for example ChatGPT and Gemini, help me in designing simple images and editing the content in a shorter time, and surprisingly I manage to deliver my teaching video with an AI voice that is tailored to my syllabus. The class becomes more alive and interesting when all tools are being integrated. The gamification class also became more interesting due to AI tools assisting me in designing the quizzes and questions in a short period of time according to the syllabus I delivered in class. Furthermore, AI tools also assist me in analysing the students' performance, creating in-depth analysis for each student and giving me more ideas on how to respond to the students dynamically. The teaching delivery becomes more personalised, innovative and more fun. Everything becomes easier, faster and more effective with AI tools. One thing that I need to do is "Ask the AI"!

The assistance of AI is not only beneficial to the lecturers; however, students also gain many advantages. As for students, AI tools become their free tutor. Anything they cannot understand in class, they can "ask the AI". With the right prompt to ask any question, AI tools manage to explain everything in a simple manner with an immediate response. Interestingly, if the students are facing a difficulty in terms of language, AI tools can give a thorough discussion in their own language. How fun is that? The process of learning becomes easier since they can rely on AI tools to give them deeper explanations regarding their subjects as well as take notes in online classes. Besides, AI tools also assist them in giving more ideas in problem-solving projects and give better solutions in completing their assessment.

All these advantages are able to increase the lecturers' and students' performance in pedagogy sessions and definitely enhance the quality of education. Comprehensive learning can increase students' engagement, fostering a positive learning culture in the class. With a lot of time saved in a pedagogy session, it provides more chances for students to explore more in-depth learning regarding their syllabus.

### **AI Challenges in Education System**

Despite all advantages, excessive dependence on the usage of AI tools can lead to huge disaster for students' academic development and their performances. The students lost their integrity in completing their assessment reports. For the students who misused the AI assistance, they were able to complete the reports within 5 minutes of prompt typing, and later, AI did the rest. For example, we all know that AI can give full text on any topic and extend the topic in full paragraphs based on the prompts inserted by students. Then, within a few minutes, a full report will be generated by AI tools and complete the students' project without any hustle. This strategy will lead to no critical thinking, analysis and reading by students. As a result, this situation will cause the students to never try to understand the project's requirements, and no critical thinking will be assessed, totally affecting the quality of their works as well as making them never understand what the project is all about. The students will put no effort into doing any research or filtering any information given by the AI and will result in submitting a low-quality report, definitely affecting their integrity as students.

This is the most challenging situation faced by lecturers at the moment. Excessive reliance on AI tools is definitely against universities' ethics, rules and regulations. As supported by recent news, academic integrity may be affected when students do not put any effort into understanding concepts, critically analyse project issues and evaluate the accuracy of data generated by AI tools (Siti Nasarah, 2026). This scenario also happens in my class, where my students submit their assignments with 100 per cent AI-generated text. The university rules and regulations give good support in AI usage to support students' teaching and learning activities; however, they do not totally depend on it. Basically, AI tools generate massive datasets from many sources, such as books, online articles, and any other information that is available online. Thus, when students type several prompts in AI tools, the results of automated text will be generated within a few seconds, covering huge datasets that may not be closely related to the niche of students' projects. What is actually happening is AI can also generate fabricated references, sometimes referred to as "hallucinated citations". The system attempts to produce text that resembles academic writing; it may create references that look realistic but do not actually exist. Students who rely on these references without verifying them may unknowingly include incorrect citations in their reports, which can affect the credibility of their work.

Additionally, AI tools also can create a mistake while interpreting the prompts given by the students. This may happen especially when the students also do not know how to create accurate prompts to instruct the AI what is actually needed for their project. Thus, AI tools will give huge explanations and generate hallucinated content based on what they've received from the prompts. The results generated are far from the actual context of the project, and if students submit such work without proper evaluation, the quality of the submission will be very poor. Here, the lecturers may easily trace the usage of AI tools due to general discussion from a bigger context which may not exactly discuss the topic of the project in detail or give incorrect citations given by AI. Heavy reliance on AI tools will cause the students to be unable to narrow down the scope of the project generated by AI tools, and this thing will certainly be realised by the lecturers.

Besides reading the AI-generated report, most universities already subscribe to computer software for plagiarism and AI detection. For example, in my university, Turnitin is the software subscribed to by my university that provides comprehensive analysis on the originality of the

report submitted by the students. This powerful software is able to check for any plagiarism and compares the submitted report with existing sources from huge databases such as online work, journals, reports, research papers and any published works. Therefore, with the help of Turnitin, it makes the process of checking the originality of works easier and directly maintains the integrity of an author. This will limit the students from relying heavily on internet sources and any AI tools while writing the project reports. Moreover, by analysing text and comparing it with a large database of academic sources, Turnitin helps educators evaluate the originality of their students' work while encouraging proper referencing practices.

### **How to Use AI Ethically?**

The usage of AI tools in teaching and learning activities is encouraged by our government as well as education administrators. However, being highly dependent on it will affect the accuracy of data gathered by AI. The hallucination in AI is very serious because it can mislead students' understanding and definitely affect their understanding of certain topics. Thus, how do we use AI ethically?

First, students must understand that AI tools generate information from multiple sources whether it is legit or not. Thus, makes AI a supporting tool rather than solely dependent on it. Read the issue in other sources such as books, article journals and other valid sources first and then ask AI to summarize the content. With this method, AI can give justification based on those selected legit content rather than exploring massive data from the Internet. This way can assist the students in understanding the matter easily without having any false data.

Furthermore, keying in the right and specific prompts is vital. It is because specific prompts can prevent AI from hallucinating. Sometimes AI will generate incorrect facts or create several references that do not exist. This is really dangerous because it leads to misunderstanding of the information. Therefore, students need to verify AI content before taking it into their assessments. False information and fake references are serious matters that affect students' integrity. Thus, students really need to cross-check the information with reliable academic sources such as journal articles, books, and credible websites. Besides, discussing the findings with the lecturers can assist the students to filter that information. These processes not only ensure the accuracy of the information; however, they also strengthen students' research and critical evaluation skills.

Finally, high awareness of students' ethics, integrity and responsibility is very important while using AI tools. The usage of AI is not a shortcut in completing a report. It is only a supporting tool to expand students' ideas and allow them to critically evaluate those AI suggestions. Thus, understanding the topics is really important before accepting the AI suggestion. Ethical awareness helps students recognise the importance of producing original work and avoiding practices that may lead to plagiarism or academic misconduct. By maintaining strong ethical values and academic integrity, students can ensure that the use of AI tools contributes positively to their learning process rather than undermining the purpose of education.

### **Conclusion**

In conclusion, Artificial Intelligence (AI) provides massive advantages in our education system. The advancement of AI tools in pedagogy enhances both lecturers' and students' creativity. The process of teaching and learning becomes more advanced and interesting and extends students' capabilities in designing their assessments and encourages them to be more flexible in gathering information from various sources. The process of teaching and learning becomes more engaging and not restricted to lectures, books and class only. AI tools create many advanced pedagogy activities, including gamification and designing interesting content, images and videos within a short period of time. However, the ease of using AI has been misused by many students nowadays. High dependence on AI tools without proper verification of AI content will lead to false data due to AI hallucination. This issue can affect their integrity as university students. Proper usage of AI is crucial to avoid high plagiarism and false data

delivered by AI. By adopting ethical practices in AI usage, students definitely can benefit from it and advance their thinking with AI assistance. The depth of knowledge can be gathered more quickly and efficiently, which gives students more opportunities to explore the information and expand their understanding of various courses. The role of lecturers is really important to ensure students know their barriers and limits when using AI tools. Therefore, AI tools are really helpful and positively enhance students' thinking when they are used in the right way.

## References

Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). *Intelligence unleashed: An argument for AI in education*. Pearson Education.

Rosli, F. A. (2024, October 18). *RM50 juta untuk pendidikan berkaitan AI*. *Harian Metro*; *New Straits Times*.

<https://www.hmetro.com.my/itmetro/2024/10/1145903/rm50-juta-untuk-pendidikan-berkaitan-ai>

Siti Nasarah, I. (2026, March 9). *Mahasiswa tidak boleh terlalu bergantung pada AI*. *Utusan Malaysia*. <https://www.utusan.com.my/rencana/forum/2026/03/mahasiswa-tidak-boleh-terlalu-bergantung-pada-ai/>