

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

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Universiti Teknologi MARA
Cawangan Johor
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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

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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

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INTEGRATING TECHNOLOGY AND ARTIFICIAL INTELLIGENCE IN TEACHING BUSINESS STUDENTS

Dalila Abu Bakar, Nur Auni Afifah Abdul Karim, Nor Zubaidah Nor Albashri, Noor Insyirah Mohsin.

Transition in learning

Traditional lecture-based teaching methods are gradually giving way to more interactive, technology-supported approaches that emphasize experiential learning, problem-solving, and data-driven decision-making. The integration of technological tools, such as statistical software, financial modelling platforms, and AI-based analytical systems, enables students to interact with real-world data and simulate business scenarios that reflect industry practices. Thus, teaching strategies for business analytics and financial modelling must evolve to reflect this digital transformation.

In the context of higher education, particularly at public universities, lecturers are increasingly expected to adopt innovative pedagogical methods that incorporate digital tools while maintaining academic rigour and critical thinking. Teachers can create more dynamic learning environments by using artificial intelligence and advanced analytics platforms in the classroom. Students are no longer passive recipients of knowledge; instead, they actively participate in the learning process through data exploration, model development, and technological experimentation.

Nowadays, universities are required to equip students not only with theoretical knowledge but also with technological competencies that align with evolving industry demands in IR4.0. The integration of technology and artificial intelligence (AI) into teaching practices has become essential, making them highly compatible with technological innovation in pedagogy.

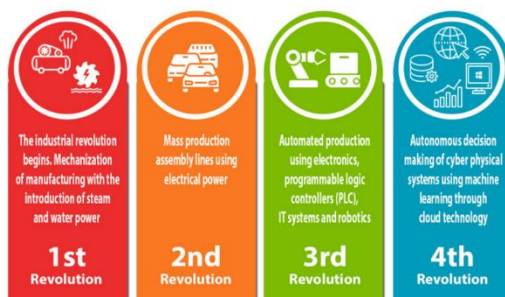


Figure 1: Industrial revolution

The Evolving Role of Technology in Business Education

The integration of technology in my subjects, FIN534 (Business Analytics and Financial Modelling) and FIN659 (Quantitative Research Method), has fundamentally reshaped how knowledge is delivered, accessed, and applied. In these subjects, technological advancements have transformed both curriculum design and instructional practices. As industries become increasingly data-driven, universities must prepare graduates who are capable of interpreting large datasets, developing predictive models, and making strategic decisions based on analytical insights.

FIN534, in particular, is rooted in the application of statistical techniques and data visualization tools to analyze complex business data. Figure 2 shows statistical software, such as Power BI and Tableau, spreadsheets for modelling techniques, and simulation tools to evaluate financial performance and investment decisions. These disciplines demand a learning environment where students can interact directly with data and technological tools.

These software assist students in understanding patterns within large datasets, identifying predictive relationships, and automating repetitive analytical processes. It allows my students to perform exploratory data analyses, generate visualizations, and interpret statistical relationships more efficiently.

The integration of technology into teaching practices supports a shift from theoretical instruction toward applied learning. Instead of solely learning formulas or conceptual frameworks, students are encouraged to build models, test hypotheses, and analyze real-world datasets that they can extract from Data Stream and Kaggle for learning purposes. Employers highly value this approach, as it fosters more profound understanding and develops practical skills.

From a teacher's perspective, it gives me opportunities to create more interactive and personalized learning experiences. I can analyze student performance data, identify areas where students struggle, and provide targeted feedback. Such systems enable me to monitor learning progress and adjust teaching strategies accordingly.

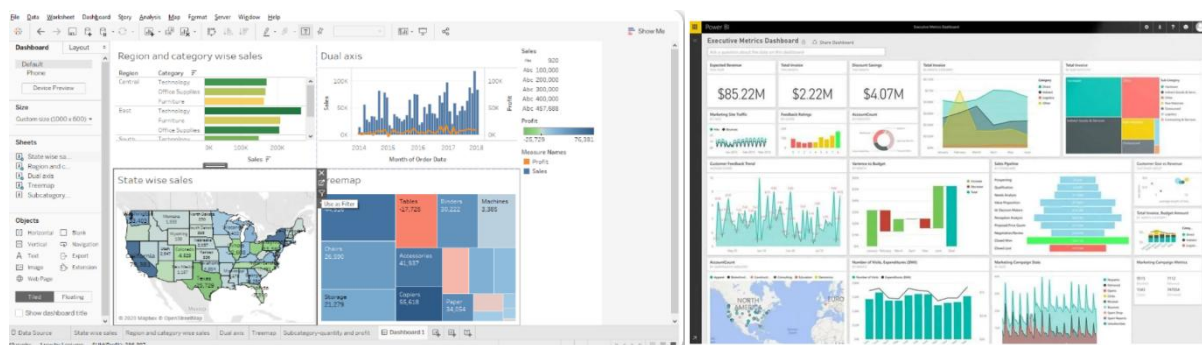


Figure 2: Dashboard in Tableau and Power BI

Technology also enables collaborative and interactive learning experiences. These platforms shaped students to work in teams, share datasets, and develop analytical models collectively and continue working on projects outside the classroom environment. Technological integration enhances accessibility to learning resources. Students can access online datasets, financial databases, interactive dashboards, and analytical software that provide opportunities for independent exploration. These tools encourage curiosity and foster a culture of self-directed learning.

Integrating Technology in Business Analytics Teaching

FIN534 and FIN659 are required for technological integration because the discipline is inherently data-centric. In practice, the integration of technology begins with the selection of appropriate analytical tools that align with course objectives. Commonly used platforms include spreadsheets, statistical software (SPSS, EViews, STATA, and Python), and data visualization tools.

Technology also facilitates visualizing analytical results. Data visualization tools enable students to transform numerical outputs into graphs, dashboards, and interactive visualizations, allowing patterns and trends to be interpreted more easily, as illustrated in Figure 3. Visual analytics encourages students to think critically about how information can be communicated effectively to decision-makers.



Figure 3: Student Excel Dashboard in Excel

Another important aspect of technological integration is the use of simulation exercises. Business analytics students can be tasked with developing predictive models that simulate various business scenarios. For instance, students might analyze historical data to forecast demand or evaluate the impact of pricing strategies on revenue. These exercises allow students to experience how analytical insights can inform managerial decisions.

Collaborative digital platforms also play an important role in business analytics education. Students can work together on shared datasets, develop group-based analytical reports, and present their findings using digital dashboards or presentation software. Such activities promote teamwork and communication skills alongside technical competencies.

Pedagogical Benefits of Technological Integration

The integration of technology in teaching offers numerous pedagogical benefits that enhance both teaching effectiveness and student learning outcomes. One of the most significant advantages is the promotion of active learning. When students interact directly with analytical tools and datasets, they become active participants in the learning process rather than passive recipients of information.

Technology also enhances student engagement. Interactive dashboards, simulations, and analytical software create a dynamic learning environment that encourages exploration and experimentation. Students are more likely to remain motivated when they can see the practical applications of theoretical concepts.

Another key benefit is the development of employability skills. Employers nowadays seek graduates who possess both analytical competencies and technological proficiency. By incorporating technology into coursework, universities prepare students for professional roles that require data analysis, financial modelling, and digital literacy. Studies in educational technology indicate that digital tools can improve learning outcomes and facilitate deeper comprehension rather than functioning solely as supplementary resources (Laurillard, 2012).

Maintaining the Human Dimension of Teaching

Despite the growing role of technology in education, the human dimension of teaching remains essential, such as mentorship, guidance, and interpersonal interaction that cannot be fully replicated by digital systems. I perceive technology as a supportive tool that makes teaching more dynamic and engaging, while still preserving the essential role of the lecturer in guiding the learning process.

In teaching these two courses, I view my role as helping students interpret analytical results and relate them to broader business contexts. While technology is capable of generating analytical outputs, I guide students in questioning the results, engaging in critical discussions, and reflecting on their practical implications.

I believe that maintaining a balance between technological innovation and human interaction is essential to ensure that learning remains meaningful and intellectually engaging. As noted by scholars in educational technology, the most effective digital learning environments are those that combine technological tools with strong pedagogical design and human guidance (Selwyn, 2016).

Conclusion

The integration of technology into my teaching has transformed the way these subjects can be delivered in class. By incorporating digital tools into my teaching practice, I have been able to create a more dynamic learning environment that better prepares students for the increasingly data-driven nature of modern business.

I have observed that the use of technology encourages more active learning and significantly improves student engagement in the classroom. When students work directly with analytical tools and real datasets, they become more involved in the learning process and develop a clearer understanding of how theoretical concepts can be applied in practice. At the same time, I recognise that incorporating technology in teaching also requires careful consideration. Students possess varying levels of technological proficiency, and there is always the risk that overreliance on automated tools may weaken their ability to think critically about analytical processes and results. Therefore, ethical awareness, responsible use of AI (ChatGPT and Gemini), and strong conceptual understanding must remain integral components of the learning process.

From my perspective, the successful integration of technology in teaching requires a balanced approach. Digital tools and AI applications have the potential to significantly improve the learning experience, but they should serve as a complement to sound pedagogical practices, not as a replacement. As a lecturer, it is still my job to help students understand analytical results, question their assumptions, and link technical outputs to larger business contexts.

As higher education continues to evolve in response to rapid digital transformation, I believe that integrating technology and AI into teaching will become increasingly important. By adopting these tools thoughtfully and strategically, I aim to move beyond traditional lecture-based instruction and foster a learning environment that is not only technologically enriched but also focused on critical thinking, ethical awareness, and meaningful human interaction.

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