



ACBSP REGION 8 CONFERENCE 2026

Stellenbosch, South Africa | 5–7 November 2026

**The AI Revolution: Reshaping Business, Reinventing
Education and Transforming Our World**

CONFERENCE GUIDE



cesim



Perspectives in
EDUCATION

Perlego



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MESSAGE FROM THE ACBSP REGION 8 CHAIRPERSON

It is with excitement and joy that we welcome each delegate to the ACBSP Region 8 Conference 2026, hosted in Stellenbosch, South Africa. We hope you will enjoy this conference your way. If this is your first time in Africa, may your time here be invigorating, engaging, and eye-opening. May its people welcome you, and may you experience the many sides of this beautiful, striking and contradictory continent.

If this is your first time in South Africa and the Western Cape, may you enjoy the hospitality of the people of this country and province. May you experience the beauty of the ocean, the beaches, the mountains and our cities and towns. May you understand the many challenges we face and also the many opportunities within our grasp. May you have deep and meaningful engagements with us. May you learn that Africa and South Africa are complicated, engaging and rewarding places to visit and be.

We hope that you will bring your engaged self to the Conference. We aim to create spaces where you can openly share your thoughts on AI and education with peers who engage meaningfully in response. We hope that you will make new connections, re-establish old ones, and meet new peers over a number of meals we will be hosting over the three days.

We are excited for you to experience South Africa's famed winelands and the historic town of Stellenbosch through our excursions, which showcase South African history, the natural beauty of the area and a few of the many wine farms in the region.

If you are new to the Accreditation Council for Business Schools and Programs (ACBSP), join our free Access Accreditation workshop, where Dr Germain Pichop and Dr Deborah Gaspard will lead an in-person session on the first morning of the conference.

There are a few moments in the programme we hope you will not miss. Prof Ari Katz, CEO of Boston, Dr Germain Pichop, Chair of the ACBSP Board of Directors, and Michael Wiemer, President and CEO of ACBSP, open the conference with the welcome address, and our four keynote speakers, Dr Rob Stegmann, Vreeti Reetoo, Dr Mariam Shebaya and Prof Alistair Mokoena, each bring their own perspective on how AI is reshaping business and education. Join us for the cocktail event on the first day with live music and for the excursions on the afternoon of 6 November. Dr Deborah Gaspard will introduce the ACBSP Teaching Excellence Award. On the third day, Prof Cobus Oosthuizen, Guest Editor of the special edition of Perspectives in Education, will lead a session on the publication opportunity open to all delegates in this Scopus-listed, DHET-approved journal. Veijo Kyosti, CEO of Cesim Simulations, will announce the winners of the Cesim Elite ACBSP Region 8 Qualifier, the two teams who go on to the International Grand Final. We close the conference together at the gala dinner, a traditional South African braai with live entertainment.

Thank you to Boston City Campus, our Host Sponsor, and to Peregrine Global Services (Platinum Sponsor), Perlego (Gold Sponsor), Cesim Simulations (Silver Sponsor), Upgrade LX (Silver Sponsor), SABSA (Network Partner) and Perspectives in Education (Publishing Partner). Thank you to the ACBSP Home Office and Board of Directors for supporting the first Region 8 Conference held in Africa, to STIAS for hosting us, and to Township and Village, VK Innovations, 54 on High Street and Leigh Hondy, whose work allows the conference to give something back to communities in Stellenbosch and Cape Town. Thank you to our presenters, and to the organising team, especially to Dr Linda-Louise Nicholas, who has managed the programme, and to Amanda Azor, Prof Ari Katz, Colette Heunes, Dr Alfred Miller, Dr Rob Stegmann, Erhyn Ferreira, Heidi Bannink, Stuart Grant, and Sue de Roos. This conference would not have been possible without their constant help. Most of all, thank you to each of you for travelling to be with us. We look forward to the conversations ahead.

We warmly welcome you to the ACBSP Region 8 Conference 2026.



MEET YOUR HOST BOSTON CITY CAMPUS

Boston City Campus is a leading degree-awarding private higher education institution, offering locally and internationally accredited qualifications that prepare students for an array of professions and careers. With 50 Support Centres nationwide, Boston makes quality education accessible and flexible through its Open Distance e-Learning (ODEL) delivery method.

Boston's approach combines academic excellence with personalised student support and cutting-edge online learning tools, empowering individuals to study anytime, from anywhere, and achieve their goals at their own pace. Boston City Campus is Serious about Education and Serious about You, with a Mission to provide quality and relevant education and training to all learners.

Programmes

Boston City Campus offers a range of accredited qualifications and courses, including Master's, Postgraduate, Degrees, Advanced Diplomas, Diplomas, Higher Certificates, and Short Learning Programmes. These programmes cover diverse fields such as business management, information technology, marketing, auditing, accounting, hospitality and more. With flexible study options, including full-time, part-time, and flextime, all offered via Open Distance e-Learning (ODEL), we cater to the needs of working professionals and students alike.

Community Engagement & Partnerships

Boston City Campus is committed to positively impacting the communities we serve; through various community engagement initiatives, we seek to contribute to social development and upliftment. In addition, we collaborate with industry partners to provide students with opportunities through our Graduate Support Services programme, enhancing their employability and career prospects.

Quality Assurance and Accreditation

At Boston City Campus, we prioritise academic excellence and adhere to the highest quality assurance standards. We continuously review and update our curriculum to align with industry trends and best practices, ensuring our students are equipped with relevant skills and knowledge.

Local and International Accreditation

Boston City Campus is registered with the Department of Higher Education and Training (DHET), and all our higher education qualifications are accredited by the Council on Higher Education (CHE) and registered on the National Qualifications Framework (NQF) by the South African Qualifications Authority (SAQA). Additionally, our Bachelor of Accounting is endorsed by the South African Institute of Chartered Accountants (SAICA), SAIT-accredited, and ACCA-endorsed.

Boston City Campus holds Independent Higher Education Institution (IHEI) accreditation from the British Accreditation Council (BAC) in the UK, a globally recognised accreditation body acknowledged by students, agents, and government officials as a hallmark of quality education in the private sector. The BAC is a member organisation of the European Association for Quality Assurance (ENQA) in Higher Education. In addition, Boston City Campus is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) in the USA, for specific programmes. The ACBSP is a global business education accrediting body at all levels of collegiate business education degree programmes, from associate to doctoral, and is recognised by the Council for Higher Education Accreditation (CHEA) in Washington DC, USA. Boston City Campus offers accredited international examination centres for Pearson VUE, CompTIA, Cisco and Microsoft.

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Serious about Education.
Serious about You.

MESSAGE FROM THE HOST

On behalf of Boston City Campus, our CEO, Prof Ari Katz, and our Board of Directors, it is my privilege to welcome you to the ACBSP Region 8 Conference.

I want to begin at the table. Long before I found my way into quality assurance and institutional leadership, I spent years as a biblical scholar thinking about meals: who was invited, who sat where, who served, and what happened when bread was broken across lines that were supposed to keep people apart. Table fellowship in the ancient world carried enormous weight. It was one of the primary ways communities were forged, tested, and sustained. To share a meal was to risk something of yourself, to become, for the duration of the meal at least, answerable to the person across from you.

It seems fitting, then, that a conference given over to the topic of artificial intelligence should also be a gathering of people around tables. We will spend a good deal of these days thinking about technologies that generate, summarise, and predict with remarkable fluency. Yet the simple fact of our coming together says something about what remains stubbornly ours to do. We meet. We eat. We argue over coffee and recover our composure over lunch. We encounter ideas in the company of other people, and that company changes how the ideas land and who we become.

The sociologist Hartmut Rosa speaks of resonance, those moments in which something genuinely reaches us and we, in turn, answer it. Resonance arrives on its own terms, which is to say it can be invited, made room for and given time, while remaining beyond our control. As hosts, we have prepared this shared space in that spirit. We have set the tables, so to speak. What happens at them belongs to each of you.

This also asks something of us as guests of one another. Openness to the other is easy to commend and harder to practise, particularly when the other brings a perspective that unsettles our own, from a different institution, discipline, country, or tradition. I would gently suggest that those moments of unsettlement may turn out to be among the most valuable of the conference. Higher education finds itself at a point where few of us can afford to keep our certainties intact.

So, I invite you to wrestle with the questions that matter, especially those without tidy answers. I invite you to meet people you would otherwise not have met, and to linger in the conversations that surprise you. I invite you to ponder what our institutions are for, and whom they are for, in a season of rapid change. And I invite you to imagine, together, new possibilities for higher education in our region and beyond.

Dr Rob Stegmann
Head of Institution
Boston City Campus



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About Us

Peregrine Global Services partners with higher education institutions around the world to strengthen assessment, support accreditation, and drive continuous improvement. Founded in 2004 and headquartered in Gillette, Wyoming, Peregrine began providing assessment services to business schools in 2009. Today, we serve more than 500 institutions across 46 countries and have impacted more than one million learners. Our mission is to transform education and professional development through innovative, data-driven solutions that empower learners, educators, and leaders.

What We Do

Peregrine provides assessment and instructional solutions designed to help institutions measure student learning, understand their results, and use meaningful evidence to strengthen programs.

Our customizable, accreditation-aligned assessments provide objective measures of student achievement along with robust reporting and benchmarking capabilities. Institutions can evaluate performance over time, compare results across student groups and against external peer data, identify opportunities for improvement, and document evidence for accreditation and assurance of learning.

Beyond assessment, Peregrine offers Academic Leveling Modules to build foundational knowledge, Write & Cite® to strengthen academic writing and research skills, and additional solutions that help institutions measure critical thinking, professional skills, and other student learning outcomes.

Throughout implementation, our team works closely with faculty and administrators to align each solution with their program outcomes, assessment strategy, accreditation requirements, and institutional goals.

Why We Support ACBSP Region 8

Peregrine has a long-standing relationship with ACBSP and shares its commitment to teaching excellence, outcomes assessment, and continuous improvement in business education. Our Business Administration Assessment and other academic solutions are designed to support institutions as they measure student learning, benchmark results, and develop meaningful evidence for accreditation. We are proud to support ACBSP Region 8 and the opportunity it creates for business educators to share ideas, learn from one another, and strengthen the quality of business education across the region.

At a Glance

Founded: 2004

Headquarters: Gillette, Wyoming, USA

Institutions served: 500+

Countries: 46

Learners impacted: 1 million+

Focus areas: Outcomes assessment, benchmarking, accreditation support, continuous improvement, academic readiness, and student learning

Meet Us at the Conference

Visit the Peregrine team at the conference to learn how institutions around the world are using assessment, benchmarking, and instructional solutions to measure learning, strengthen programs, and support continuous improvement.

We would love to learn more about your institution, your assessment goals, and the challenges you are working to solve.

Contact

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Perlego

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Find out how Perlego can support your business school's strategic priorities. Talk to us at our ACBSP Conference stand, or visit <https://www.perlego.com/institutions>

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CESIM BUSINESS SIMULATIONS

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Cesim is the leading provider of cutting-edge business simulations for higher education and corporate training. By immersing participants in realistic, decision-driven environments, Cesim simulations foster critical thinking, collaboration, and strategic decision-making skills. Covering diverse fields such as marketing, finance, strategy, hospitality, wealth management, and banking, Cesim's products enable learners to navigate complex, real-world business scenarios within a safe and engaging platform.

Responsible management and ESG are deeply embedded in Cesim simulations, encouraging participants to balance financial objectives with environmental stewardship, social impact, and ethical governance, preparing them to lead responsibly in today's complex global economy.

At the heart of Cesim's value proposition is Cesim AI, which plays two roles designed to keep the cognitive work where it belongs. For instructors, the "Tireless Teaching Assistant" maps simulation activities to specific learning objectives and turns round-by-round results into actionable insights and teachable moments. For students, the AI Coach is a context-aware thinking partner designed to develop judgment: it asks, frames, and questions instead of handing over conclusions.

Trusted by institutions worldwide, Cesim's user-friendly simulations are highly adaptable, catering to various course objectives, class sizes, and delivery modes, including in-person, hybrid, and fully online formats. These solutions empower educators to create dynamic, interactive learning experiences that bridge theory and practice, emphasizing responsible leadership for a sustainable future.



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UpGrade_{LX}

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UpGrade LX develops AI-powered grading and feedback tools for higher education. Its platform streamlines assessment setup using institutional memos and grading resources, facilitates calibration to align automated outputs with academic standards, and provides continuous quality control.

It seamlessly integrates human marking and moderation, allowing institutions to balance automation with human oversight. Used by leading institutions to facilitate grading of hundreds of thousands of submissions, both in-venue and online, the platform streamlines operations, allowing staff to focus on oversight and higher-value activities informed by rich assessment insights.

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STIAS



About the Venue

The Stellenbosch Institute for Advanced Study (STIAS)

The ACBSP Region 8 Conference 2026 is hosted at the Stellenbosch Institute for Advanced Study (STIAS). STIAS was founded in 1999 and modelled on the Institute for Advanced Study in Princeton, making it the first institute of its kind in Africa. Its fellowship programme supports cross-disciplinary research at the highest level, guided by the ethos of offering "a creative space for the mind".

The Institute is located on Mostertsdrift, one of Stellenbosch's earliest farms, whose history goes back to 1691. The restored Victorian-style Manor House serves as STIAS headquarters, and the old wine cellar dates from 1848. The farm, its restored buildings and its antique furniture are heritage-protected.

The Institute's conference facilities are in the Wallenberg Research Centre, formally opened on 15 November 2007. Its two auditoriums can be combined to seat up to 300 delegates, and a breakaway room is also available. Architect Hein Visser designed the building to respect the character of the surrounding nineteenth-century farm buildings. The grounds include waterwise gardens of indigenous Western Cape plants and the half-hectare Perold Vineyard, planted with Pinotage in honour of Abraham Perold, who created the cultivar. The grounds look out over the Jonkershoek Valley.

Address: 10 Marais Road, Mostertsdrift, Stellenbosch. The venue is within walking distance of the town centre.

THREE DAYS IN STELLENBOSCH: THE CONFERENCE PROGRAMME

DAY 1: 5 NOVEMBER 2026

Time	Session	Location
08:00 - 12:30	Arrival & Registration	Reception area
08:30 - 10:30	ACBSP Access Accreditation Workshop <i>Dr Germain Pichop (Chair of the ACBSP Board of Directors) and Dr Deborah Gaspard (Director of Business Programs, Metropolitan Community College)</i>	Main Hall
10:30 - 11:00	Break	
11:00 - 13:00	ACBSP Access Accreditation Workshop <i>Dr Germain Pichop (Chair of the ACBSP Board of Directors) and Dr Deborah Gaspard (Director of Business Programs, Metropolitan Community College)</i>	Main Hall
13:00 - 14:00	Lunch	
14:00 - 15:00	Welcome <i>Prof Ari Katz (CEO, Boston City Campus) Dr Germain Pichop (Chair of the ACBSP Board of Directors) ACBSP CEO Video Address by Michael Wiemer (CEO, ACBSP)</i>	Main Hall
15:00 - 15:15	Break	
15:15 - 16:00	Keynote Address <i>Dr Rob Stegmann (Head of Institution, Boston City Campus)</i>	Main Hall
16:00 - 16:15	Break	
16:15 - 17:30	Plenary Session 1	Corner Room / Main Hall
17:30 - 19:30	Cocktail Event Poster Presentations	Patio / Main Hall

DAY 2: 6 NOVEMBER 2026

Time	Session	Location
08:00 - 09:30	Arrival	Reception area
09:30 - 10:30	Keynote Address <i>Prof Alistair Mokoena (Executive Dean of the Johannesburg Business School, University of Johannesburg)</i>	Main Hall
10:30 - 11:00	Break	
11:00 - 12:30	Plenary Session 2	Corner Room / Main Hall
12:30 - 13:30	Lunch	
13:30	Excursions	

DAY 3: 7 NOVEMBER 2026

Time	Session	Location
08:00 - 09:30	Arrival	Reception area
09:30 - 10:30	Keynote Address <i>Vreeti Reetoo (Quality Assurance Manager, African Leadership College of Higher Education)</i> <i>Dr Mariam Shebaya (Director of Accreditation, Université La Sagesse)</i>	Main Hall
10:30 - 11:00	Break	
11:00 - 12:40	Plenary Session 3	Corner Room / Main Hall
12:40 - 13:30	Lunch	
13:30 - 14:30	Publication Information Session	Main Hall
14:30 - 15:00	Break	
15:00 - 15:30	Conclusion <i>Dr Rob Stegmann (Head of Institution, Boston City Campus)</i> <i>Denver Grigg (Chair, ACBSP Region 8)</i> <i>Dr Jurgita Vizgirdaitė (Chair-Elect, ACBSP Region 8)</i>	Main Hall
15:30 - 16:00	Pre-Dinner Drinks	Foyer and Patio
16:00 - 19:30	Gala Dinner <i>Announcement of the Cesim Elite ACBSP Region 8 Qualifier winners</i>	Patio

PLENARY SESSIONS

DAY 1, 5 NOVEMBER 2026: 16:15 - 17:30

16:15 - 16:40

Main Hall

Teaching, Curriculum
& the AI-Augmented
Educator

Dr Tshepo Moloi and Sandile Lelaka

Integrating AI into Business Courses: An AI Teaching Integration Framework for Enhancing Student Engagement and Learning Outcomes

Corner Room

Assessment &
Academic Integrity

Dr Katalin Kovacs and Kayla Vos

Using Assessment Data for Continuous Improvement

16:40 - 17:05

Main Hall

Teaching, Curriculum
& the AI-Augmented
Educator

Dr Antje Hargarter

The Human Advantage: Designing Commerce Education for Sustainable Success in an AI-Augmented World

Corner Room

Assessment &
Academic Integrity

Prof Cobus Oosthuizen

From AI Literacy to Phronetic AI Literacy: Cultivating Practical Wisdom for Responsible AI Stewardship in Business Education

17:05 - 17:30

Main Hall

Teaching, Curriculum
& the AI-Augmented
Educator

Dr Suhail Sultan and Suzan Shkukani

Aligning Business Education with Digital Transformation and AI Readiness: Birzeit University's Journey Toward ACBSP Accreditation

Corner Room

Assessment &
Academic Integrity

Oliver Olson

Defend It or You Didn't Do It: Rebuilding AI Orientation for Business Students

17:30 - 19:30

Poster Presentations

Main Hall

Teaching, Curriculum
& the AI-Augmented
Educator

Stanley Enga Awaseh and Tichaona Buzy Musikavanhu

From Educator to AI-Enabled Educator: How Artificial Intelligence Is Changing Academic Work in Private Higher Education

Dr Bertus Wessels

Bringing Learning Alive: Using Artificial Intelligence to Transform Teaching into Active, Interactive and Meaningful Learning Experiences

DAY 2, 6 NOVEMBER 2026: 11:00 - 12:30

11:00 - 11:25

Main Hall
Teaching, Curriculum
& the AI-Augmented
Educator

Luigi Lavizzari

*Broadening Access to Business Education
Through Affordable Digital Learning Resources
and AI*

Corner Room
Assessment &
Academic Integrity

Dr Janet Viljoen

*Known by the Algorithm: A Provocation on
Belonging, Mattering, and AI in Business
Education*

11:25 - 11:50

Main Hall
Teaching, Curriculum
& the AI-Augmented
Educator

Dr Deborah Gaspard and Dr Eugene Okyere-Kwakye

*The AI Paradox in Business Education: Applying
Innovation Resistance Theory to Diagnose Student
Pushback and Redesign AI Pedagogy Across
Cultures*

Corner Room
Assessment &
Academic Integrity

Dr Tamilselvan Mahalingam

*A Team of One: How Claude Skills, Connectors and
Cowork Took Over an SEO Operation*

11:50 - 12:15

Main Hall
Teaching, Curriculum
& the AI-Augmented
Educator

Suzan Shkukani

*From AI Readiness to AI-Enabled Teaching: A
Practical Framework for Business Education*

Corner Room
Assessment &
Academic Integrity

Dr Tshepo Moloi and Magoshi Kgole

*Emerging AI Applications Across Business
Functions: Implications for Business Education
Curricula*

12:15 - 12:22

Short-Form

Main Hall
Teaching, Curriculum
& the AI-Augmented
Educator

Dr Deborah Gaspard

Teaching Excellence Award

Corner Room
Assessment &
Academic Integrity

Dr Rosaline Makirimani and Yathika Gowpall

*AI Literacy for Business Students: Developing
Competencies for Ethical, Critical and Responsible
AI Use*

12:22 - 12:29

Short-Form

Main Hall
Teaching, Curriculum
& the AI-Augmented
Educator

Lina Žirnelė and Dr Jurgita Vizgirdaitė

*Entrepreneurship in the Age of AI: Educating
Students to Create, Question and Lead*

DAY 3, 7 NOVEMBER 2026: 11:00 - 12:40

11:00 - 11:25

Main Hall
Teaching, Curriculum
& the AI-Augmented
Educator

Dr Tamilselvan Mahalingam

*Vibe Coding a Faculty Idea Competition for
AI-Driven Business Curriculum Innovation*

Corner Room
Assessment &
Academic Integrity

**Dr Abraham Lincoln Kwame Owusu, Prof Samuel
Amponsah, Prof Albert Ahenkan, Prof Kofi Sarpong
Adu-Manu, Dr Patience Boatemaa Antwi Yamoah**

*From Compliance to Collective Intelligence:
Developing an Ubuntu-AI Cohort Model for
Accreditation and Quality Assurance in African
Business Schools*

11:25 - 11:50

Main Hall
Teaching, Curriculum
& the AI-Augmented
Educator

Dr Edwin Tetteh Ayernor

*Emergent Generative Artificial Intelligence (GAI)
and Implications for Teaching, Learning and
Research*

Corner Room
Assessment &
Academic Integrity

Stanley Nhamoinesu

*The Opportunities and Ethical Challenges of Large
Language Models in Business and Academic
Research*

11:50 - 12:15

Main Hall
Teaching, Curriculum
& the AI-Augmented
Educator

Dr Jane Usher

*Authorial Agency in the Age of Generative AI:
Autoethnography, Exotopy and Reflexivity in
Business Education*

Corner Room
Assessment &
Academic Integrity

Dr Katalin Kovacs and Dr Rob Stegmann

*Building an Assessment Culture: Boston City
Campus' Journey with Peregrine*

12:15 - 12:40

Corner Room
Assessment &
Academic Integrity

Dr Bertus Wessels

*Beyond the Slide: Exploring the Potential of Canva
AI for Student Engagement and Interactive
Learning in Business Education*

12:15 - 12:22

Short-Form

Main Hall
Teaching, Curriculum
& the AI-Augmented
Educator

Yathika Gowpall

*Reimagining Marketing Education with AI:
Fostering Critical Thinking, Creativity and Student
Engagement*

THE VOICES BEHIND THE CONFERENCE

Meet the Keynote Speakers

Dr Rob Stegmann

Dr Rob Stegmann, an educator at heart, has spent the last two decades in various educational and administrative roles in higher education. Currently, he serves as the Head of Institution at Boston City Campus, where he applies his expertise as a leader and quality assurance expert in higher education. Additionally, he is a research fellow at Stellenbosch University, a published author, and a contributor to the Oxford Encyclopaedia. Rob is passionate about thoughtful, informed, and adaptive quality assurance practices in education. He is active in various quality assurance-related working groups and advisories locally and internationally and serves on the Council on Higher Education's Accreditation Committee.



Institutional Affiliations: Boston City Campus and Stellenbosch University

Email: robs@boston.co.za



Prof Alistair Mokoena

Prof Alistair Mokoena is an internationally acclaimed speaker and a seasoned leader with 29 years of experience in both the corporate world and business education. He is the Executive Dean of the Johannesburg Business School and Vice-Chairman of the South African Business Schools Association. His previous executive roles include Google's Country Director in Southern Africa and Chief Executive Officer of Ogilvy South Africa.

He is the author of the popular personal effectiveness book "Servings of self-mastery", which was launched in October 2023, and "Servings of self-mastery Journal", which launched in May 2025. He co-authored two other books, namely "The book that every leader needs to read" and "The book that every marketer should definitely read."

He has received many industry awards over the years, including the Global Brands Magazine's Best Advertising and Marketing Leader Award in South Africa (2019), North-West University's Alumni Excellence Award for Business Leadership (2023), a Finalist in the Institute of Marketing Management (IMM) Marketing Excellence Awards (2023) and Rhodes University Distinguished Alumni Award (2024).

Meet the Keynote Speakers



Vreeti Reetoo

Vreeti Reetoo is a higher education quality assurance professional with more than ten years of international experience spanning Africa, Europe, and North America. She currently serves as Quality Assurance Manager at African Leadership College of Higher Education, where she leads institutional accreditation and quality enhancement initiatives across transnational higher education contexts. Her expertise includes academic governance, regulatory compliance, programme accreditation, and institutional quality assurance systems. Vreeti has successfully

coordinated complex accreditation processes with international and regional quality assurance bodies, including the US New England Commission of Higher Education (NECHE), the UK Institution of Engineering and Technology (IET), and the Rwandan Higher Education Council (HEC).

Dr Mariam Shebaya

Dr Mariam Shebaya works at the intersection of institutional development (strategy, accreditation, quality assurance, systems) and human development (coaching, leadership, wellbeing).

An organizational psychologist, organization development consultant, and executive leadership coach, she has spent two decades on both sides of that line. Currently the Director of Accreditation at Université La Sagesse, she was the director of AACSB accreditation at the University of Balamand, and she designed the quality assurance and data-informed decision-making systems that carried the faculty of business and management to initial accreditation.

Her doctoral research examined developmental readiness — what it takes to actually change. A professor of management and organizational behavior, she prioritizes student agency and integrates AI as a tool that amplifies critical thinking. She advises SelfStir Limited (UK).



BOOK OF ABSTRACTS

Day 1: 5 November 2026

THE HUMAN ADVANTAGE: DESIGNING COMMERCE EDUCATION FOR SUSTAINABLE SUCCESS IN AN AI-AUGMENTED WORLD

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ABSTRACT

Artificial intelligence is transforming commerce, reshaping professional roles, decision-making processes and the capabilities expected of graduates. While higher education has responded by integrating AI tools into teaching and learning, less attention has been given to the distinctly human capabilities that will remain essential in an AI-augmented economy. This conceptual paper explores how commerce education can be designed to prepare graduates for sustainable success in a rapidly evolving technological landscape. Drawing on emerging literature on artificial intelligence, sustainable development, future skills and responsible leadership, the paper considers whether commerce education should place greater emphasis on capabilities such as ethical judgement, systems thinking, sustainability literacy, creativity, interdisciplinary collaboration, critical thinking and responsible leadership. Rather than positioning AI as a replacement for human expertise, the paper argues that these capabilities enable graduates to work effectively with AI while evaluating its organisational, societal and environmental implications. The paper contributes to ongoing debates on the future of commerce education by proposing an initial conceptual framework to inform curriculum design and guide future empirical research. It argues that the enduring advantage of graduates will lie not in competing with artificial intelligence, but in combining technological capability with uniquely human judgement, adaptability and purpose to create sustainable value in an increasingly AI-enabled world.

Keywords: Artificial Intelligence (AI); Commerce Education; Graduate Capabilities; Sustainability; Curriculum Design

Track 2: AI Literacy for Business Students

Theme: Teaching, Curriculum & the AI-Augmented Educator

BRINGING LEARNING ALIVE: USING ARTIFICIAL INTELLIGENCE TO TRANSFORM TEACHING INTO ACTIVE, INTERACTIVE AND MEANINGFUL LEARNING EXPERIENCES

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ABSTRACT

Artificial intelligence (AI) is changing not only the tools available to educators but also the possibilities for designing meaningful learning experiences. This practice-based poster explores how generative AI can support a shift from predominantly content-driven teaching towards active, interactive and learner-centred education. Drawing on active-learning principles and a reflective practitioner perspective, the poster demonstrates how AI can be purposefully integrated into educational design to support scenario-based learning, simulations, role play, authentic problem-solving, formative assessment, differentiated explanations and multimodal learning. The approach begins with the intended learning outcome and asks what learners should actively do to achieve it. AI is then used selectively to create authentic contexts, stimulate interaction, support exploration and provide opportunities for feedback and reflection. The educator remains central to the process, exercising professional judgement regarding curriculum alignment, accuracy, ethics, inclusion and the appropriate use of AI. The central finding is that AI adds educational value when it expands learner activity rather than simply increasing the volume or efficiency of content production. Its potential lies in creating more opportunities for learners to question, predict, apply, create, debate, evaluate and reflect. The poster, therefore, positions the educator not as a producer of more content but as an architect of meaningful learning experiences. It proposes a practical design model for educators seeking to use AI to transform static lessons into active and authentic learning experiences.

Keywords: Generative AI; Active Learning; AI-Enhanced Pedagogy; Student Engagement; Learning Experience Design

Track 1: Teaching with AI

Theme: Teaching, Curriculum & the AI-Augmented Educator

FROM AI LITERACY TO PHRONETIC AI LITERACY: CULTIVATING PRACTICAL WISDOM FOR RESPONSIBLE AI STEWARDSHIP IN BUSINESS EDUCATION

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ABSTRACT

The rapid integration of artificial intelligence into business practice has intensified calls for AI literacy within management education. Current approaches, however, tend to emphasise technical proficiency and rule-based ethical compliance, often overlooking how students ought to judge and act in complex, evolving AI-mediated contexts. This paper reframes AI literacy as a phronetic endeavour, centred on the cultivation of practical wisdom (phronēsis) as a dispositional capacity for responsible AI stewardship. Drawing on Aristotelian virtue ethics, the paper develops a conceptual account of phronetic AI literacy that integrates epistēmē (theoretical understanding), technē (practical skill), and sophia (reflective insight) within an orientation toward praxis—context-sensitive, ethically grounded action. Central to this framing is hexis (formed disposition), through which students develop the capacity to deliberate well, navigate competing goods, and act in accordance with rational and moral principles. AI literacy is thus situated within the broader telos of eudaimonia (human flourishing), where responsible AI use extends beyond compliance toward the cultivation of sound judgment shaped by context and conscience. The paper contributes by advancing a virtue-based reconceptualisation of AI literacy and outlining implications for curriculum design and assessment. It advocates pedagogies that foreground deliberation, ethical reflexivity, and real-world complexity, positioning business education as a formative space for developing graduates capable not only of using AI, but of stewarding it wisely.

Keywords: AI Literacy; Phronēsis (Practical Wisdom); Responsible AI Stewardship; Business Education; Virtue Ethics

Track 2: AI Literacy for Business Students

Theme: Assessment & Academic Integrity

USING ASSESSMENT DATA FOR CONTINUOUS IMPROVEMENT

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ABSTRACT

The real value of assessment comes from understanding what the results mean and using them to inform decisions about student learning and program quality.

This session will explore practical ways business programs can move from assessment results to continuous improvement. Using examples from Peregrine Global Services' Business Administration Assessment, presenters will demonstrate how institutions can examine performance by topic, compare results across student groups and assessment periods, use internal and external benchmarking to add context, and identify patterns that may warrant further investigation.

Participants will also explore how assessment findings can contribute to curriculum discussions, improvement initiatives, and subsequent assessment cycles, creating a clearer connection between measurement, action, and evidence of improvement. The goal is for participants to leave better equipped to ask meaningful questions of their assessment data and use the answers to guide improvement.

Keywords: Assessment Data; Continuous Improvement; Business Programs

Track 2: AI Literacy for Business Students

Theme: Assessment & Academic Integrity

DEFEND IT OR YOU DIDN'T DO IT: REBUILDING AI ORIENTATION FOR BUSINESS STUDENTS

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ABSTRACT

Many AI orientations for business students follow the same pattern. They explain how the tools work, tour the products, then tell students not to use them for coursework. Students already know the tools, often better than faculty do, so the message lands as a ban, and detection software doesn't fix that. This session shows how Maastricht School of Management (at Maastricht University) rebuilt its GenAI orientation for incoming master's and MBA students around one test: if you cannot explain and defend your work in a conversation, you didn't do it. Developed with colleagues Dr. Adriana Seclaman and Dr. Vincent Feltkamp, the redesign opens with a screen-free exercise that corrects the belief that AI copies and remixes existing text. It then moves to Socratic scenarios with live polling, where students face realistic choices and have to defend them. The product catalog moves to a self-serve resource outside class. Delegates will work through one of these scenarios themselves, see what changed when the session ran with two cohorts in September 2026, and hear how a scalable oral defense process (using GenAI) might be able to turn the principle into assessment. They will leave with a design they can adapt to their own programs without special technology or licenses.

Keywords: AI Literacy; Academic Integrity; Oral Defense; Responsible AI Use; Student Orientation

Track 2: AI Literacy for Business Students

Theme: Assessment & Academic Integrity

FROM EDUCATOR TO AI-ENABLED EDUCATOR: HOW ARTIFICIAL INTELLIGENCE IS CHANGING ACADEMIC WORK IN PRIVATE HIGHER EDUCATION

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ABSTRACT

Artificial intelligence, particularly generative AI, is becoming part of academic work across higher education. Previous studies on AI in higher education have primarily focused on student use, classroom practice and academic integrity, with less attention paid to how these technologies may alter educators' wider responsibilities in private higher education. This literature-informed conceptual article examines the movement from educator to AI-enabled educator: an academic who uses AI tools while remaining responsible for professional judgement, educational quality and ethical practice. It considers how AI may affect teaching preparation, assessment and feedback, student support, research, administrative work, professional identity and continuing development. The discussion highlights that AI adoption will not just change how educators teach, but also the nature, distribution, and expectations of academic work in general. It also examines whether these tools may increase workloads, produce inaccurate material, raise concerns about privacy and academic integrity, limit professional judgement, or require educators to develop new skills. Their effects will depend on how educators use them and on the training, policies and support provided by their institutions. This paper argues that effective AI adoption in higher Education, especially in the private sector, requires institutions to redesign their staff development, workload allocation, and governance while retaining the Educator's responsibility for academic judgment and educational quality.

Keywords: Educator; Generative Artificial Intelligence; Private Higher Education

Track 1: Teaching with AI

Theme: Teaching, Curriculum & the AI-Augmented Educator

ALIGNING BUSINESS EDUCATION WITH DIGITAL TRANSFORMATION AND AI READINESS: BIRZEIT UNIVERSITY'S JOURNEY TOWARD ACBSP ACCREDITATION

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ABSTRACT

This paper examines Birzeit University's experience in redesigning its Business Administration program into a B.A. in Business Administration and Digital Transformation while preparing for ACBSP accreditation. In 2026, Birzeit University became an ACBSP member, marking an important institutional step toward candidacy and future program accreditation. In response to the AI revolution and rapidly changing labor-market expectations, the redesigned program seeks to move beyond traditional business education by integrating digital transformation, AI awareness, data analytics, innovation, entrepreneurship, and technology-enabled decision-making into its curriculum and learning outcomes. Using a qualitative case study approach, the paper draws on program documents, curriculum plans, accreditation materials, stakeholder feedback, advisory committee input, and internal quality assurance records. The case shows how ACBSP accreditation can serve not only as an external recognition process but also as a practical framework for curriculum renewal, assurance of learning, faculty development, stakeholder engagement, strategic planning, and continuous improvement. The paper highlights key challenges, including faculty readiness, assessment of digital and AI-related competencies, documentation requirements, experiential learning, and the need to balance international accreditation standards with local Palestinian realities. It offers practical lessons for business schools in developing and resource-constrained contexts seeking to modernize business education, strengthen AI readiness, and build more relevant, accountable, and future-oriented academic programs.

Keywords: AI Readiness; Digital Transformation; Business Education; ACBSP Accreditation; Assurance of Learning

Track 2: AI Literacy for Business Students

Theme: Teaching, Curriculum & the AI-Augmented Educator

INTEGRATING AI INTO BUSINESS COURSES: AN AI TEACHING INTEGRATION FRAMEWORK FOR ENHANCING STUDENT ENGAGEMENT AND LEARNING OUTCOMES

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ABSTRACT

South African universities are increasingly incorporating generative artificial intelligence (AI) into teaching, learning, and assessment. However, institutional responses have largely focused on academic integrity, ethical AI use, and assessment policies, with limited attention given to defining the competencies business students require to work effectively in AI-enabled organisations. Consequently, approaches to AI literacy remain fragmented across institutions, creating uncertainty regarding the knowledge, skills, and professional capabilities graduates should possess. This paper argues that AI literacy should be recognised as a core graduate competency within business education rather than as a digital skill or compliance requirement. To address this gap, the paper proposes a Responsible AI Competency Framework (RAICF) for South African business education. A conceptual research methodology was adopted through a critical review and synthesis of literature on AI literacy, responsible AI, graduate employability, business education, and South African higher education policy. Scholarly literature, institutional AI guidelines, professional competency frameworks, and emerging evidence on AI adoption within higher education were analysed to identify the competencies required for responsible AI use in business practice. These findings informed the development of a competency framework comprising AI understanding, critical evaluation, responsible use, human-AI collaboration, ethical decision-making, and professional accountability. The analysis indicates that AI literacy extends beyond technical proficiency and requires graduates to evaluate AI-generated outputs critically, recognise bias and limitations, protect data and intellectual property, and remain accountable for AI-assisted decisions. The proposed Responsible AI Competency Framework provides a structured approach for embedding AI competencies across South African business programmes and graduate employability.

Keywords: Artificial Intelligence; AI Literacy; Responsible AI; South African Business Education; Graduate Competencies

Track 2: AI Literacy for Business Students

Theme: Teaching, Curriculum & the AI-Augmented Educator

THE AI PARADOX IN BUSINESS EDUCATION: APPLYING INNOVATION RESISTANCE THEORY TO DIAGNOSE STUDENT PUSHBACK AND REDESIGN AI PEDAGOGY ACROSS CULTURES

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ABSTRACT

Gen Z is living what Gallup now calls the AI paradox: more exposure, less confidence. Excitement about AI dropped 14 percentage points in a single year; eight in ten Gen Zers say AI will make future learning harder; and employed Gen Z workers are three times more likely to say the risks of AI outweigh its benefits. Yet faculty routinely frame student resistance to AI as avoidance, laziness, or academic dishonesty. This co-presented session argues that resistance is none of those things — it is structured, culturally situated diagnostic data, and reading it correctly requires a framework faculty currently lack. This session introduces the Cross-Cultural AI Resistance Framework (CCARF), grounded in Innovation Resistance Theory (Ram & Sheth, 1989). IRT identifies five barriers driving resistance to innovation — usage, value, risk, tradition, and image — grouped as functional and psychological. Applied to AI in business education, these barriers map directly onto the resistance patterns faculty observe daily: low tool confidence, skill atrophy concern, academic integrity anxiety, cultural deference, and representational distrust. Cognitive offloading (Risko & Gilbert, 2016) is introduced as the psychological mechanism explaining why value and image barriers activate so strongly among Gen Z, students resisting detrimental offloading of the cognitive struggle that produces durable professional skill. Using a US–Ghana comparative lens, the session demonstrates how Hofstede's cultural dimensions of power distance, individualism, and uncertainty avoidance explain why the same IRT barrier manifests differently across institutional contexts and demands differentiated AI pedagogy responses. Attendees leave with a theoretically grounded diagnostic tool, culturally responsive intervention strategies, and assessment approaches aligned with ACBSP Standards 3, 4, and 6.

Keywords: Innovation Resistance Theory (IRT); Cognitive Offloading; Cross-Cultural Business Education; AI Paradox

Track 2: AI Literacy for Business Students

Theme: Teaching, Curriculum & the AI-Augmented Educator

KNOWN BY THE ALGORITHM: A PROVOCATION ON BELONGING, MATTERING, AND AI IN BUSINESS EDUCATION

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ABSTRACT

[This is intended to be a reflexive, conceptual presentation.]

As business educators, we are being asked, urgently, to prepare students for an AI-integral future of decision-making, strategy, and operations. But in that rush, we risk losing sight of something foundational: does the student still feel they belong, and matter?

The stakes are high. Belonging predicts student engagement, wellbeing, and retention (Gilani & Thomas, 2025); connection to others, not skill or curriculum design, is its strongest predictor (Crawford et al., 2024).

This presentation opens from a personal account: returning, after years away, to a city I knew intimately, only to discover that familiarity is not belonging. I recognised every street; the city did not recognise me. That distinction is the diagnostic lens, turned now on AI. Adaptive learning platforms and AI advising chatbots create familiarity at scale, but familiarity is not belonging, and belonging is not enough without mattering's reciprocity. Can an algorithm make a student feel they matter, or does personalisation trade relational depth for efficiency?

This is not only a classroom question: today's business students will build tomorrow's AI-enabled organisations, deciding how AI mediates belonging and mattering for their employees and customers.

This presentation offers no model for producing belonging or mattering in AI-mediated business education. It leaves three uncomfortable questions instead: whose responsibility is it, in institutional settings, to ensure a student belongs? Do we understand what belonging and mattering actually mean, or are we using the terms interchangeably and glibly? And what does contextual 'designing for mattering' look like?

Keywords: Belonging; Mattering; Artificial Intelligence; Business Education; Student Retention; Human-Centred Leadership

Track 1: Teaching with AI

Theme: Assessment & Academic Integrity

ENTREPRENEURSHIP IN THE AGE OF AI: EDUCATING STUDENTS TO CREATE, QUESTION AND LEAD

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ABSTRACT

Purpose: This presentation examines how entrepreneurship education must evolve as artificial intelligence transforms opportunity recognition, business-model development and managerial decision-making. It argues that technological fluency alone is insufficient: students must also learn to create value with AI, critically evaluate its outputs and lead responsibly amid uncertainty. **Methodology:** The presentation adopts a practice-based case approach, drawing on educational experience at Vilnius University Business School—the Home of Entrepreneurship. It analyses learning practices that combine real-life business challenges, international and interdisciplinary collaboration, engagement with entrepreneurs, AI-supported experimentation and authentic assessment. **Key findings:** AI can enhance customer discovery, opportunity recognition, business-model experimentation and personalised learning. However, its educational value depends on learning designs that require students to validate AI-generated ideas, identify bias and misinformation, defend their decisions and consider wider ethical and societal consequences. Experiential and human-centred approaches help students remain active creators rather than passive users of AI-generated solutions. They also strengthen capabilities that AI cannot readily replace, including creativity, critical thinking, ethical judgement, intercultural competence and responsible leadership. **Implications:** Business schools should integrate AI throughout entrepreneurship education while redesigning assessment and learning activities to preserve independent judgement and human agency. The goal is not to prepare students to compete with AI, but to develop graduates who can combine technological fluency with curiosity, imagination, responsibility and the courage to lead meaningful change.

Keywords: Artificial Intelligence; Entrepreneurship Education; Experiential Learning; Human-Centred Education; Responsible Leadership; Authentic Assessment

Track 2: AI Literacy for Business Students

Theme: Teaching, Curriculum & the AI-Augmented Educator

BROADENING ACCESS TO BUSINESS EDUCATION THROUGH AFFORDABLE DIGITAL LEARNING RESOURCES AND AI

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ABSTRACT

How are business school students globally actually engaging with digital learning resources and AI, and what does that mean for how institutions support them?

In this session, Perlego will share findings from digital reading behaviour and AI tool usage data on their platform from learners across the EMEA regions and Asia, offering a practical picture of how student habits are shifting and what institutions can learn from emerging trends.

We'll explore case studies of how business schools are using online library Perlego to expand access to learning materials, while broadening reading depth and discovery through our innovative AI tools such as Research Assistant and Smart Search.

This session is designed to give you useful, evidence-based insights you can take back to your institution in an AI-driven world.

You'll learn:

- Key trends in student reading engagement and AI usage data.
- Balancing academic integrity and critical thinking with AI literacy.
- How Perlego supports broadening access to business education.
- Strategies to drive digital transformation and secure student and faculty adoption of new technology.

Keywords: Digital Learning Resources; Artificial Intelligence; Access to Education; Student Engagement; Business Education

Track 1: Teaching with AI

Theme: Teaching, Curriculum & the AI-Augmented Educator

AI LITERACY FOR BUSINESS STUDENTS: DEVELOPING COMPETENCIES FOR ETHICAL, CRITICAL AND RESPONSIBLE AI USE

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ABSTRACT

Artificial intelligence (AI) is rapidly transforming contemporary business practice, reshaping how organisations analyse information, make decisions, engage stakeholders and create value. As AI becomes increasingly embedded across business operations, graduates require more than technical expertise with AI tools. They must possess competencies necessary to comprehend AI capabilities and limitations, apply AI appropriately in business contexts, critically evaluate AI-generated outputs, and make ethically responsible decisions while maintaining human judgement and professional accountability. Therefore, it is becoming increasingly crucial for higher education institutions to incorporate AI literacy into business education. This conceptual study explores how AI literacy can be developed among business students, with particular emphasis on critical evaluation, ethical awareness and responsible AI use. Adopting a qualitative approach, the study draws on literature, established AI competency frameworks and documented educational practices to identify core competencies and pedagogical considerations relevant to business education. It proposes a Business AI Literacy Competency Framework comprising four interconnected competencies: understanding AI concepts, capabilities and limitations; applying AI tools effectively to business-related tasks; critically evaluating AI-generated information and outputs; and engaging with AI ethically, responsibly and transparently. These competences are based on human judgment and accountability, which are reinforced by factors such as academic integrity, data privacy, bias, fairness, and suitable human oversight. The study contributes to emerging scholarship on AI-ready business education by offering a structured framework to inform curriculum design and pedagogical practice, shifting the emphasis from tool-based AI proficiency towards developing critically informed, ethically responsible and professionally accountable graduates prepared for AI-enabled business environments.

Keywords: AI Literacy; Business Education; Responsible AI; Critical Thinking; Ethical AI Use

Track 2: AI Literacy for Business Students

Theme: Assessment & Academic Integrity

FROM AI READINESS TO AI-ENABLED TEACHING: A PRACTICAL FRAMEWORK FOR BUSINESS EDUCATION

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ABSTRACT

Artificial intelligence is reshaping not only what business students need to learn, but also how they engage with knowledge, analyze problems, and demonstrate learning. This paper presents Birzeit University's emerging approach to moving from curriculum-level AI readiness toward purposeful integration of AI into business teaching, applied learning, and assessment. Using a practice-oriented case study, the paper draws on the redesign of the B.A. in Business Administration and Digital Transformation, course and program learning outcomes, applied and industry-based assignments, faculty development activities, assurance-of-learning practices, and the pilot introduction of GoPrep by GoLead. This accreditation intelligence system connects institutional learning data with ACBSP evidence requirements. The proposed approach integrates three interrelated dimensions: AI-supported learning, in which students use AI to explore business problems, generate alternatives, analyze information, and refine solutions; critical validation, in which students assess AI-generated outputs using disciplinary knowledge, evidence, ethical considerations, and professional judgment; and learning assurance, in which student performance is systematically linked to defined course and program outcomes. The case indicates that effective teaching with AI requires more than access to generative tools. AI-enabled activities should be deliberately aligned with learning outcomes, authentic business problems, assessment criteria, faculty guidance, and continuous improvement. By linking classroom AI use with GoPrep-supported learning-outcome mapping and accreditation evidence, the paper offers a practical framework for integrating AI across business courses while strengthening accountability for student learning, particularly in developing and resource-constrained institutions.

Keywords: Teaching with AI; Generative AI; Business Education; Applied Learning; Assurance of Learning

Track 1: Teaching with AI

Theme: Teaching, Curriculum & the AI-Augmented Educator

A TEAM OF ONE: HOW CLAUDE SKILLS, CONNECTORS AND COWORK TOOK OVER AN SEO OPERATION

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ABSTRACT

This is a practical demonstration. Working alone with Claude, one person took over the content and search marketing of a professional certification training business — work that would normally need a team or an agency. The session shows exactly how. Google Search Console and website analytics decided what to fix first: pages already ranking, pages competing against each other, and questions customers were asking that nobody had answered. A Google Drive connector opened the company's own course material. Cowork let Claude work straight inside the folders where the files live, with no uploading or copying. SEO skills handled keyword grouping, page optimisation, schema and internal links. Web search checked every fact against the certification bodies' official websites. The result: 165 articles and 390 original exam-practice questions, produced in thirty batches — one batch written, checked and approved over a single weekend. The talk is honest about the hard part, which was not the writing. It was the checking. Every batch was built by a script from one shared list of verified facts, run through automated tests, then read by separate AI reviewers hunting mistakes. The mistakes were predictable: invented numbers, claims with no source, links to pages that did not exist, two pages saying opposite things. Passing the automated tests meant nothing — five rounds of review were needed every time. Attendees see the real setup, the step-by-step process, and the checklist that keeps AI-produced work fit to publish. Anyone running content or marketing can copy it on Monday.

Keywords: Agentic AI; Marketing Operations; Claude Skills and Connectors; Content Quality Control; Team of One

Track 3: AI Trends in the Business Workplace

Theme: Assessment & Academic Integrity

EMERGING AI APPLICATIONS ACROSS BUSINESS FUNCTIONS: IMPLICATIONS FOR BUSINESS EDUCATION CURRICULA

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ABSTRACT

Artificial intelligence is reshaping business functions at different rates and in different ways, fundamentally changing how organisations make decisions, deliver services, manage operations, and create competitive advantage. While AI adoption continues to accelerate across finance, marketing, operations, human resource management, and supply chain management, business education has responded more slowly. Existing curricula remain largely discipline-specific and provide limited guidance on the competencies graduates require to work effectively in AI-enabled business environments. Although previous studies have examined AI adoption within individual business functions and the use of AI in higher education, limited attention has been given to translating emerging AI workplace applications into integrated curriculum outcomes across business disciplines. This paper addresses this gap by proposing an AI Business Function Competency Framework (AIBCF) to guide curriculum renewal. A conceptual research methodology was adopted through a critical review and synthesis of literature on AI-enabled business transformation, graduate employability, curriculum development, and responsible AI. Scholarly literature, industry reports, and AI governance frameworks were analysed to identify emerging AI applications across major business functions and the competencies increasingly required by employers. These findings were synthesised into an integrated framework linking AI-enabled business practices to discipline-specific graduate competencies and curriculum outcomes. The analysis indicates that AI is transforming business functions beyond process automation by increasing demand for competencies in human-AI collaboration, data informed decision-making, AI governance, ethical judgement, critical evaluation, and strategic thinking. The paper argues that curriculum renewal should move beyond introducing AI as an isolated topic and instead embed AI-enabled competencies across all business disciplines. The proposed AI Business Function Competency Framework provides a structured approach for aligning business education with emerging workplace requirements, strengthening graduate employability, and supporting the development of future-ready business professionals.

Keywords: Artificial Intelligence; Business Functions; Curriculum Renewal; Graduate Competencies; Human-AI Collaboration

Track 3: AI Trends in the Business Workplace

Theme: Assessment & Academic Integrity

FROM COMPLIANCE TO COLLECTIVE INTELLIGENCE: DEVELOPING AN UBUNTU-AI COHORT MODEL FOR ACCREDITATION AND QUALITY ASSURANCE IN AFRICAN BUSINESS SCHOOLS

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ABSTRACT

Artificial intelligence (AI) is reshaping higher education through data-driven decision-making, knowledge management, and quality assurance. However, AI-enabled accreditation raises a critical question for African business schools: how can globally recognised quality standards be pursued without marginalising African institutional contexts, values, and indigenous epistemologies? This conceptual paper addresses this tension by proposing an Ubuntu-AI cohort model that reframes accreditation from compliance-oriented evaluation to collective institutional learning, continuous improvement, and a shared excellence trajectory. This study creates a conceptual framework that integrates three dimensions: Ubuntu-informed relationality, AI-enabled institutional intelligence, and cohort-based collaborative learning. It draws on the Ubuntu philosophy, responsible AI, organizational learning, communities of practice, and current quality assurance scholarship. Ubuntu provides an ethical foundation through the principles of human dignity, reciprocity, relationality, solidarity, and collective responsibility, whereas AI supports evidence mapping, institutional benchmarking, gap analysis, knowledge management, and quality monitoring. Cohort-based engagement enables business schools to share knowledge, undertake peer learning, co-create solutions, and strengthen their accreditation readiness. The eight-stage cycle of Connect, Understand, Diagnose, Learn, Co-create, Implement, Reflect, and Improve operationalises this integration. Additionally, it suggests an Ubuntu AI Quality Charter that emphasises data ownership, fairness, transparency, inclusivity, human oversight, and cultural contextualisation issues. The study argues that this strategy can turn accreditation into a tool for collective intelligence and ongoing quality improvement, allowing African business schools to interact with international norms while enhancing institutional agency, social responsibility, and contextual relevance. This study advances responsible AI and quality assurance in African business education by providing a human-centered, theory-based framework.

Keywords: Artificial Intelligence; Ubuntu; Accreditation; Cohort Learning; Collective Intelligence

Track 3: AI Trends in the Business Workplace

Theme: Assessment & Academic Integrity

BEYOND THE SLIDE: EXPLORING THE POTENTIAL OF CANVA AI FOR STUDENT ENGAGEMENT AND INTERACTIVE LEARNING IN BUSINESS EDUCATION

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ABSTRACT

Generative artificial intelligence is enabling educators to move beyond conventional content delivery towards more interactive and student-centred learning experiences. However, how educators can purposefully use AI-assisted instructional design to support engagement and meaningful learning in business education requires further investigation. This study explores the potential of Canva AI, particularly Canva Code and Magic Studio, to transform traditionally static business education materials into interactive, self-guided learning environments. The study examines how AI-generated learning resources can incorporate scenario-based activities, formative quizzes, immediate feedback, reflective exercises and self-paced navigation to support behavioural, cognitive and emotional engagement. Particular attention is given to educator prompt design and iterative prompting. The study investigates how prompt specificity, pedagogical intent and successive refinement influence the relevance, structure, interactivity and educational usefulness of AI-generated learning resources. It further explores how business educators can translate learning outcomes and pedagogical objectives into purposeful prompts and critically evaluate and refine AI-generated outputs. The study also distinguishes technological interactivity from meaningful learning, recognising that increased participation does not necessarily result in deeper learning. Consideration is given to accessibility, content accuracy, prompt quality and pedagogical alignment within business education contexts. The study aims to contribute an evidence-informed approach to purposeful Canva AI integration in business education, emphasising educator-led pedagogical design, purposeful prompting and iterative refinement rather than technology alone.

Keywords: Canva AI; Prompt Design; Student Engagement; Generative Artificial Intelligence; Interactive Learning; Business Education

Track 1: Teaching with AI

Theme: Assessment & Academic Integrity

EMERGENT GENERATIVE ARTIFICIAL INTELLIGENCE (GAI) AND IMPLICATIONS FOR TEACHING, LEARNING AND RESEARCH

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ABSTRACT

As development in AI gains traction and momentum, competition over what is the best generative tool in education is growing, prompting commercial market developers to develop a faster, stronger and profitable tool. This study examines 100 Generative Artificial Intelligence (GAI) Technologies and their implications for teaching, learning and research. A random selection of the GAI applications was studied from publicly accessible online (web-based) platforms, through searches from search engines, technology news and marketing websites. Findings revealed that Article/Text Generation, Chatbots, Content Analysis, Idea Generators and Re-writers were observed to be the most common functionality and feature of the evaluated GAI tools. While most of the evaluated AI tools allowed for fair utilisation of the functions and features of GAI Tools, there were significant affordability issues, as the majority of the evaluated GAI tools were commercially packaged with limited free trial versions. Thus, educators and students in institutions without budgetary allocation will be excluded from the benefits of Generative AI tools. Limitations of AI training data and interpretation of natural language are factors that affect the quality of content generated by these AI Tools. To address this limitation, the study calls for digital literacy in Web 2.0 skills, use of smart devices, email account management and how to use Credit/Debit accounts online.

Keywords: Generative Artificial Intelligence; GAI; AI; AI Model; AI Tools

Track 1: Teaching with AI

Theme: Teaching, Curriculum & the AI-Augmented Educator

AUTHORIAL AGENCY IN THE AGE OF GENERATIVE AI: AUTOETHNOGRAPHY, EXOTOPY AND REFLEXIVITY IN BUSINESS EDUCATION

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ABSTRACT

Business educators need to prepare graduates to use generative artificial intelligence (GenAI) while retaining the judgement required to evaluate recommendations and take responsibility for decisions. This article examines that responsibility through the author's experience of using Jenni.AI in academic writing. Fluent suggestions began to influence the argument's direction, prompting concern about authorial agency and intellectual ownership. An autoethnographically informed account brings this experience into dialogue with the author's conceptual framework for authentic learning in MBA education. The framework connects autoethnography, which grounds inquiry in lived experience, with exotopy, which introduces alternative perspectives, and reflexivity, which enables writers to question assumptions and justify changes in understanding. The article applies these concepts to decisions about AI-generated text and explores how MBA students should check the evidence and assumptions behind AI-generated content in academic work and business decisions. It proposes learning activities that combine situated accounts, dialogue, reflexive memoranda, and oral defence. These activities ask students to explain why they accept, revise, or reject suggestions and to consider the consequences of their recommendations. The account offers an interpretation of a single writing experience and proposals for teaching and practice; it does not test the framework or demonstrate improvements in learning or workplace performance. Its contribution is to connect authorial agency with the broader educational task of developing epistemic agency and accountable professional judgement.

Keywords: Authorial Agency; Epistemic Agency; Generative Artificial Intelligence

Track 2: AI Literacy for Business Students

Theme: Teaching, Curriculum & the AI-Augmented Educator

BUILDING AN ASSESSMENT CULTURE: BOSTON CITY CAMPUS' JOURNEY WITH PEREGRINE

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ABSTRACT

Assessment becomes meaningful when it moves beyond a reporting requirement and becomes part of how an institution understands student learning, evaluates academic quality, and makes decisions. In this session, Boston City Campus and Peregrine Global Services will explore what it takes to build a sustainable culture of assessment and continuous improvement.

Using Boston City Campus as a case study, presenters will share how assessment has been incorporated into an ongoing process of examining student performance, identifying opportunities for improvement, and using evidence to inform academic decision-making. The session will also consider the broader conditions that help an assessment culture take hold, including faculty engagement, consistent processes, meaningful data, benchmarking, and a shared understanding of why assessment matters.

Attendees will leave with practical ideas for moving assessment beyond compliance and creating a more intentional, evidence-informed approach to continuous improvement.

Keywords: Assessment Culture; Continuous Improvement; Evidence-Informed Decision-Making; Case study

Track 1: Teaching with AI

Theme: Assessment & Academic Integrity

THE OPPORTUNITIES AND ETHICAL CHALLENGES OF LARGE LANGUAGE MODELS IN BUSINESS AND ACADEMIC RESEARCH

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ABSTRACT

The growing adoption of Large Language Models (LLMs) is transforming knowledge production, business decision-making and academic research. While these technologies offer opportunities to enhance productivity, facilitate information synthesis, support analytical processes and improve access to knowledge, their use raises ethical concerns regarding research quality, algorithmic bias, transparency, explainability and accountability. This paper explores the opportunities and ethical challenges associated with LLM use in business and academic research, with particular attention to the implications for responsible knowledge production and research integrity. The study employs a desk research methodology, drawing on scholarly literature and the contributions of leading researchers in artificial intelligence to examine the evolving capabilities, limitations and ethical implications of LLMs. A theoretical review of virtue ethics, deontology and Ubuntu philosophy is employed to provide complementary perspectives for evaluating responsible human–AI interaction. Virtue ethics foregrounds intellectual integrity, honesty and practical wisdom; deontology emphasises moral duties, respect for persons and adherence to ethical principles; while Ubuntu highlights relational responsibility, human dignity and collective well-being. UNESCO's Recommendation on the Ethics of Artificial Intelligence serves as the normative framework for examining these concerns, particularly its emphasis on human rights, fairness, transparency, accountability and human oversight. The findings remain provisional as the review is ongoing. Preliminary analysis examines the tension between the efficiency gains offered by LLMs and the risks they introduce to the credibility, fairness and trustworthiness of research and business practices. The paper aims to contribute to discussions on responsible LLM adoption by integrating ethical theory with international AI governance principles to inform more transparent, accountable, and human-centered approaches to knowledge production.

Keywords: Large Language Models; Business Research; Academic Research; AI Ethics; Virtue Ethics; Deontology; Ubuntu; UNESCO.

Track 1: Teaching with AI

Theme: Assessment & Academic Integrity

VIBE CODING A FACULTY IDEA COMPETITION FOR AI-DRIVEN BUSINESS CURRICULUM INNOVATION

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ABSTRACT

What happens when you use AI both to build the tool and to judge the ideas? This presentation shares an initiative at the Higher Colleges of Technology (HCT), UAE, where the Faculty of Business crowdsourced ideas for embedding AI across its portfolio of business programs through a faculty competition. The web application behind it was vibe-coded: built through conversation with generative AI rather than traditional programming, using Google Apps Script and Google Sheets, and connected to the Claude API, which scored and ranked every submission automatically. The competition generated 91 faculty ideas, and the entire AI evaluation cost less than one US dollar. The 20-minute session will show how a faculty member with no development team built a working application through vibe coding, how the competition was designed, how the AI rankings were used, and what an exploratory content analysis of the ideas reveals. The emerging themes show where faculty see AI adding value to teaching, learning and assessment, and where their thinking shifts from simply using AI toward exercising judgment about it. The presenter will also reflect candidly on the limits of letting AI evaluate faculty work, and on the ethical and consent considerations involved. Participants will leave with a replicable, near-zero-cost model for driving AI curriculum change across multiple programs, practical lessons for vibe-coding their own academic tools, and insights on engaging faculty in curriculum innovation in ways that support ACBSP's emphasis on faculty involvement and continuous improvement.

Keywords: Generative AI; Vibe Coding; AI-Assisted Evaluation; Curriculum Innovation; Business Education

Track 1: Teaching with AI

Theme: Teaching, Curriculum & the AI-Augmented Educator

REIMAGINING MARKETING EDUCATION WITH AI: FOSTERING CRITICAL THINKING, CREATIVITY AND STUDENT ENGAGEMENT

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ABSTRACT

Teaching Marketing with AI: Transforming Student Engagement, Creativity and Learning Artificial intelligence (AI) is changing marketing practice,, influencing how to understand consumers, analyse markets, develop strategies and create content. This trajectory shift presents marketing academics with the opportunity to rethink how students develop the skills, knowledge, creativity and critical thinking necessary in an increasingly AI enabled environment. This study examines the ways in which generative AI can be integrated into marketing education to enhance student engagement, productivity, creativity and meaningful learning. There are three objectives: to explore how students engage with AI supported marketing activities; to examine the extent to which AI integration supports critical thinking, creativity and the application of marketing theory; and to identify the opportunities and challenges associated with AI use in marketing education. A qualitative case study design will be adopted across selected learning activities on consumer behaviour, market segmentation, marketing communications and marketing strategy. Data will be collected through analysis of student outputs, reflections and lecturer observations, supplemented by focus groups. Thematic analysis will be used to identify patterns around engagement, learning, creativity, critical thinking, AI literacy, trust and ethics. The expected contribution from this study is a practical framework for integrating AI into marketing. The study positions AI not as a replacement for student thinking, but as a learning tool. South African marketing contexts will demonstrate how AI supported activities can connect theory with local consumer, brand and market realities. The study further provides educators with adaptable pedagogical approaches for developing graduates who can use AI creatively, critically and responsibly in an increasingly AI enabled professional environment.

Keywords: Artificial Intelligence (AI); Marketing Education; Student Engagement; Critical Thinking

Track 1: Teaching with AI

Theme: Teaching, Curriculum & the AI-Augmented Educator

ACBSP ACCESS ACCREDITATION WORKSHOP

ACBSP's Access Accreditation Workshop opens the Region 8 Conference with a practical morning for business schools weighing up international accreditation.

For business schools considering international accreditation, the hardest part is often knowing where to begin. What does accreditation actually ask of a programme? How long does it take, and who needs to be involved? ACBSP's Access Accreditation Workshop is designed to answer exactly these questions.

Access Accreditation Workshop

Thursday 5 November 2026, from 08:30 to 13:00, in the Main Hall, STIAS. The workshop will be led by Dr Germain Pichop (Chair of the ACBSP Board of Directors) and Dr Deborah Gaspard (a Past Chair of the Board of Directors). It is open to all delegates.

Who should attend

The workshop is especially useful for institutions whose business programmes are not yet ACBSP-accredited. That includes institutions exploring accreditation as an option and those that have already decided to pursue it. All delegates are invited, so colleagues from accredited institutions are welcome to join for a refresher.

What the morning covers

ACBSP's Access Accreditation Workshops explain the accreditation process, the standards, and good practice for meeting each standard. Delegates can expect to leave with:

- ➡ a clear picture of the route from membership and candidacy to self-study, site visit and decision;
- ➡ an understanding of what ACBSP's seven standards ask of a business unit, and what counts as evidence;
- ➡ a realistic sense of the time, people and data involved, including ACBSP's expectation of at least three cycles of learning-outcomes assessment before a self-study can go ahead;
- ➡ answers to their own questions from people who know ACBSP from the inside.

CONFERENCE EXCURSIONS

On Friday afternoon, delegates step away from the programme to see Stellenbosch in three different ways.

Stellenbosch is widely known for its university and its wine farms. It also carries histories that visitors are seldom told. The three conference excursions on the afternoon of Friday 6 November are designed to show delegates both the town's familiar character and some of the stories that sit behind it.

What we set out to do

Two of the three excursions are run by Township and Village, a social enterprise founded by the SEED Trust that works with community guides, local entrepreneurs and non-profit leaders so that tourism benefits the communities it visits. We chose to work with them so that the conference supports Stellenbosch communities affected by the legacy of apartheid, and so that delegates see more of the town than the usual visitor does. In 2025, Township and Village received Gold at the WTM Africa Responsible Tourism Awards and Silver at the ICRT Global Responsible Tourism Awards. The third excursion offers a more familiar Stellenbosch experience: an afternoon in the winelands.

Excursion 1: Social Justice Walk

A guided walk through central Stellenbosch that looks at the racial divides of the town's past, including the 1964 forced removals in Die Vlakte, and at the transformation and visual redress work now under way at Stellenbosch University. Stops include Lückhoff School, the Die Vlakte exhibition, the mosque, the town's churches, Nelson Mandela Square, and the Constitution installation. The walk ends with a light meal in the courtyard of the CoCreate Hub.

Excursion 2: Stellenbosch Wine Hike

A guided hike up Helshoogte's old pass from Idas Valley Nature Reserve to Le Pommier Wine Farm, through dramatic mountain landscapes. Township and Village guides share the region's heritage and wine culture along the way, with a wine tasting and padkos (road snacks) en route and dinner at Le Pommier Wine Farm.

Excursion 3: Stellenbosch Wine Tractor Tour

A hop-on, hop-off afternoon on the Wine Tractor Experience among three estates on the slopes of the Helderberg mountains: a four-wine tasting on the lawns at Longridge with views of Table Mountain, a classic four-wine tasting at Webersburg overlooking the dam and the Helderberg, and gourmet burgers or pizzas at Eikendal.

We look forward to hosting you on one of these three excursions.

TAKE YOUR RESEARCH FURTHER

Publish Your Work in Perspectives in Education

A conference presentation is often the start of a research story, not the end of it. The ACBSP Region 8 Conference 2026 has partnered with Perspectives in Education to offer academics and practitioners within the field of AI and education a dedicated route from the podium to the published page.

About the journal

Perspectives in Education is a peer-reviewed, Scopus-listed South African journal hosted by the University of the Free State. It is fully open access, so every article is freely available online as soon as it is published. For presenters, that means their work can reach readers well beyond the conference room and the ACBSP Region 8 community. The journal welcomes both theoretical and practical contributions on contemporary educational issues.

How the pathway works

Accepted presenters are invited to develop their conference papers into full manuscripts for the journal. An appointed guest editor, Prof Cobus Oosthuizen, will guide authors through the process. Manuscripts go through the journal's standard peer-review process, and a standard publishing fee applies once the journal accepts an article.

Why it matters now

This year's theme, The AI Revolution: Reshaping Business, Reinventing Education and Transforming Our World, is one of the defining questions in higher education today. Whether your presentation explores teaching with AI, AI literacy for business students, or AI in the business workplace, this pathway offers a way to put your findings into the scholarly record.

Key details

Journal	Perspectives in Education (University of the Free State)
Open to	Academics and practitioners within the field of AI and education
Support	Appointed guest editor: Prof Cobus Oosthuizen
Publishing fee	Fee rates available at https://journals.ufs.ac.za/index.php/pie/index
How to submit	Submit your article and accompanying information via the online submission portal: https://www.acbspreregion8.com/submission-for-publication
Queries	ACBSPConferenceSouthAfrica@boston.co.za

Thank you for travelling to be part of the first ACBSP Region 8 Conference held in Africa, and for the ideas, questions and conversations you brought with you. We hope you leave with new connections and much to take back to your institutions.

Our thanks also go to Boston City Campus, our Host Sponsor, and to Peregrine Global Services, Perlego, Cesim Simulations, UpGrade LX, SABSA and Perspectives in Education, whose support made this conference possible.

We look forward to welcoming you to the ACBSP Region 8 Conference 2027, hosted by Vilnius University Business School in Vilnius, Lithuania. Details will follow at www.acbspreregion8.com.

Safe travels, and until next year.



Help Us Shape 2027!
Share Your Thoughts