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## Enthusiastically ‘muddling through’: Business School lecturer interpretations of the impact of Generative AI on their pedagogic practices

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**Enthusiastically ‘muddling through’: Business School lecturer interpretations of the impact of Generative AI on their pedagogic practices**

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**Abstract**

The impact of Generative AI (GenAI) on Higher Education (HE) has been documented at the level of the academic literature and in policy documents for several years. This research is positioned into a gap in the literature emerging from the limited research into in-depth lecturer interpretations of the impact of GenAI on pedagogic practices. The focus is on exploring the impact of GenAI on pedagogic practices in a business school in Ireland and building on emerging research in that space. A small-scale qualitative methodology using the semi-structured interview method was implemented. The findings section describes the five key themes emerging from the thematic analysis: Learning to use GenAI for lecturer pedagogy; GenAI: Potential opportunities for the development of pedagogic practices; Incorporating GenAI into pedagogy; Lecturer de-centring; Reconsidering assessment design; Perceptions of limited institutional support.

**Keywords:** Assessment Design, Business School, Generative AI, Impact, Pedagogic Practices

## Introduction

The impact of Generative AI (GenAI) on Higher Education (HE) has been documented at the level of the academic literature and in policy documents for several years (Department of Enterprise, Trade and Employment, 2025; QQI, 2025; Haenlein & Kaplan, 2019; Popenici & Kerr, 2017). Large language models (LLMs) are computer models trained on large volumes of data and capable of understanding and generating language and other content forms (IBM, 2024). Recent advances have made LLMs open to public use through platforms such as OpenAI's ChatGPT, Meta's Llama and Google's Gemini. Training of models involves setting the rules for how the LLM works and three methods of training are identified (Musiol, 2024): In supervised training, human intelligence trains the algorithm; in software training, the training is only done through the software. Finally, a blended method trains through both software and human intelligence. The release of ChatGPT in early 2023 disrupted the Higher Education sector, raising concerns around the validity and reliability of assessments, ethics and the effectiveness of pedagogy (Michel-Villareal et al., 2023). This research is positioned into a gap in the literature emerging from the limited research into in-depth lecturer interpretations of the impact of GenAI on pedagogic practices (Luo & Adelopo, 2025; Van Wyk, 2024; Singh & Ngai, 2024; Bearman & Ajjawi, 2023; Crompton & Burke, 2023; Williamson, Bearman & Shay, 2020). In context terms, we focus on exploring the impact of GenAI on pedagogic practices in a Business School, and build on emerging research in that space (Fischer & Dobbins, 2023; Sollosy & McInerney, 2022).

The aim of the paper is to explore the impact of Generative AI on lecturer pedagogic practices in the context of a Business School. Three supporting research questions are:

- What are the attitudes of Business School lecturers to the impact of GenAI on their practice?
- Do Business School lecturers possess an understanding of the impact of GenAI on pedagogy?
- How are Business School lecturers managing the impact of GenAI on pedagogy?

Beginning with a literature review which aims at conceptualising the impact of GenAI on lecturer pedagogic practices, the paper then moves to articulate the chosen qualitative methodology using the semi-structured interview method. The findings section then describes the five key themes emerging from the thematic analysis. A discussion section evaluates the

findings in terms of the literature review, and a conclusion articulates the research contributions, limitations and future research trajectories.

## **Literature Review**

### ***Business School Context***

A Business School in a Technological University in Ireland provides context for the present study. Central to the future of Business School education, is how education engages with GenAI (Kolade & Owoseni, 2022), and specifically how such engagement shapes the impacts of GenAI impacts on pedagogy (Fisher & Dobbins, 2023; Sollosy & McInerney, 2022). For instance, a critique of GenAI's impact on business pedagogy argues that it allows students to skip important problem solving and critical thinking activities (Jeyaraj & Sethi, 2025). Avoiding such challenges is argued to be possible where lecturers support students to use AI to review teaching materials and to learn more independently online, both individually and through peer support (Luo & Adelopo, 2024). The unique collaboration between industry and academia characteristic of the Business School is argued to support GenAI as a tool to transform both student learning and pedagogic practices (Mu & Zhao, 2024). Interestingly such use of GenAI is argued to depend more strongly on educator perceptions of potential to improve performance, and only secondarily on ease of use (Portuguez-Castro & Marchena Sekli, 2025). A recent Irish publication indicates the importance of educator communities of practice, engagement with learning support departments and accepting that the impact of GenAI on pedagogy is emerging and involves experimentation (Schalk et al., 2025). The present study advances such previous research through taking an integrated approach to exploring the impact of GenAI on lecturer pedagogy, focused by the theory of pedagogic practices.

### ***Pedagogic Practices***

The nature and impact of pedagogic practices depends on an underlying theory base. Bernstein's approach is framed by making power relations more transparent and ultimately aims to view practices as democratising the classroom (Singh, 2017). Approaches from socio-cultural theory frame pedagogic practices as shaped by cultural context but also increasingly by non-human actors (Watkins, Noble & Driscoll, 2015). The present approach is informed by a 'collaborative constructionist' theory (Mor & Abdu, 2018). This approach reflects the opportunities offered by GenAI to educators when willing to collaborate and co-create learning.

Mor & Abdu (2018, p.1165) define a pedagogic practice as a: “recognisable pattern of action used by individuals in a given context to achieved specified aims”.

### ***The Impact of GenAI: Opportunities and Challenges for Pedagogic Practices***

GenAI's broad impact on Higher Education has reshaped knowledge production, assessment and the mechanics of how institutions operate (Dogan, Celik & Arslan, 2025). Opportunities are evident in offering more personalised learning aimed towards an inclusive student body (Crawford, Cowling & Allen, 2024); involvement of student in learning design and assessment (Qureshi, 2023); improved capacity for research including cutting edge knowledge access and potential to support lecturers in assessment design (Portuguez-Castro & Marchena Sekli, 2025). Challenges are evidenced in the areas of developing new pedagogies (Bearman & Ajjawi, 2023); developing new modes of assessment (Rudolph et al., 2023) and in rethinking quality and academic integrity (Van Wyk, 2024).

Strong concerns are found in the literature around ethics (Ivanov, 2022) and such concerns are articulated as: damage to academic integrity (Michel-Villareal et al., 2023) ; impact on future student professional identity (Kramm & McKenna, 2023); diminished credibility of assessments (Fischer & Dobbins, 2023); academic awards (Crompton & Burke, 2023) and the challenges placed on lecturers (Kohnke et al., 2023). The latter can be divided into concerns about potential professional misconduct and work overload.

Responses of lecturer pedagogic practices to GenAI indicates considerable divergence. Recognising the disruption, Bearman & Ajjawi (2023) argue the value of acknowledging social aspects of the impact of GenAI in orienting lecturers towards modes of engagement with both regulators and with students. Given the theoretical nature of their study, the present paper builds on their argument for more empirical work. Focusing on regulatory impacts from GenAI, Williamson et al. (2020) highlight the important role played lecturer perceptions of ethical and quality guidelines in the emergence of new pedagogic practices.

It has been posited that lecturers resist change for a number of reasons. The large size of most Higher Education Institutions positions lecturers into a complex web of relationships, and managing such relationships is possible through developing capabilities from historical learning. Disruptive change creates cognitive challenges to shedding old capabilities and developing new ones (Luo & Adelopo, 2024). Secondly, interpretations of risk from quality

and ethics failure can support retention of the status quo, as opposed to engaging with GenAI (Van Wyk, 2024). Finally, the as with all disruptive change, those involved - in this case lecturers - are subject to affective challenges with resistance being one strategy which can be deployed (Singh & Ngai, 2024).

### ***Emerging Pedagogic Practices in response to GenAI***

Prior to discussing emerging pedagogic practices, the term ‘standard pedagogic practices’ is used to describe pedagogic practices prior to the emergence of GenAI. Based on the work of Mor & Abdu (2018), such practices involve contextual action directed to achieve aims. Focusing on the Higher Education context, such standard practices are rooted in the traditional lecture room and at times the case method. Examples of such practices are lecturing, questioning, dialoguing and motivating.

Indicating the potential of GenAI in supporting new pedagogic practices, Van Wyk (2024) discusses how students can experience learning differently and even personalise their own learning. From a lecturing perspective, new practices can emerge against the background of the potential of GenAI to aid rubric and assessment design and even to aid grading (Qureshi, 2023). It is reasonable to conclude that such new practices will involve lecturers in challenging and yet potentially transformative dialogue with emerging issues such as ethical challenges (Van Wyk, 2024); affective issues in responding to the personal change (Singh & Ngai, 2024); prompting skill development (Qureshi, 2023) and issues around ease of use and credibility (Cambra-Fierro et al., 2025).

Based on Mor & Abdu’s (2018) understanding of pedagogic practices as recognisable patterns of action, we propose a number of pedagogic practices rooted in existing literature and with specific application to the context impacted by GenAI. Given the gaps in student knowledge of GenAI and how it can be used in university (Fuller & Barnes, 2024; Van Wyk, 2024), we propose the pedagogic practice of guiding. *Guiding* involves the lecturer acting at task level in supporting the student in generating prompts, in linking the use of GenAI to the outcomes of assessment and in ensuring ethical compliance. Strategically, guiding involves the lecturer in integrating assessment, context and pedagogy to engage with GenAI. Building on Bearman et al. (2023), this is anticipated to be a challenging process in terms of time and cognitive effort. *Co-creating* involves the lecturer and student beginning to work together (Schalk et al., 2025). For example, in completing report-type assessments, the lecturer provides formative feedback

prior to the final draft. This approach can build on previous pedagogical practices where lecturers take a constructionist approach, but involves greater motivation and more complex engagement with students given the technology platform(s) involved (Robayo-Pinzon et al., 2024). *Personalising* can emerge where students are allowed to engage with GenAI, as with the *guiding* practice (Luo & Adelopo, 2024). *Personalising* can then emerge as the lecturer is better informed about the student needs/capabilities and can to an extent personalise guidance (Crawford et al., 2024; Dogan et al., 2023). In order to overcome critiques that GenAI will lead to lack of student critical thinking (Jayaraj & Sethi, 2025), *Challenging*, is included as a pedagogic practice. *Challenging* sees the lecturer build from the relationships scaffolded by *guiding* and *personalising*, towards offering the student critical feedback with a view to improving work delivered and subsequently assessment performance (Bearman & Ajjawi, 2023; Sollosy & McInerney, 2022). Finally, based on the work of Singh & Ngai (2024), we anticipate the emergence of a pedagogic practice which supports the lecturer in *engaging* students in what is a novel learning environment for both lecturer and learner. *Engaging* involves the development of both social and technical skills as the lecturer contemplates how the new technology and its impacts can bring the best from students (Krause, Panchal & Ubhe, 2023).

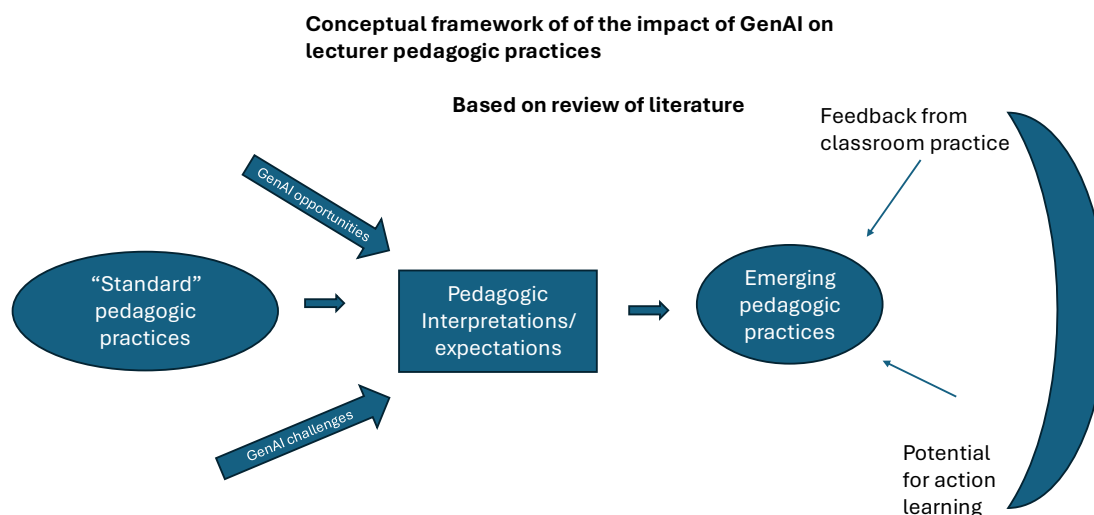


Figure 1: Initial conceptual framework of the impact of GenAI on lecturer pedagogic practices

Figure 1 depicts lecturers as entering the GenAI change with standard pedagogic practices, such as lecturing, dialoguing, questioning and motivating students. The changed environment creates challenges and opportunities, with lecturers interpreting both and developing new ‘emerging’ pedagogic practices. These emerging pedagogic practices take the form of co-creating, personalising, challenging, guiding and engaging students. Over time it is anticipated that feedback from deploying the practices in the classroom creates potential for action learning.

### **Methodological Approach**

Given the exploratory nature of the research aim framed in the language of exploration, the chosen research methodology was qualitative where there was potential to explore interpretations of pedagogic practitioners. Adopting this approach built on previous studies arguing the benefits of in-depth exploration of the experiences of lecturers in dealing with the emergence of GenAI (Fischer & Dobbins, 2023; Sollosy & McInerney, 2023). The in-depth interview methods were chosen as supporting key informants in generating rich data from insights of lecturers. Conducting interviews on the Zoom platform was not deemed to overly limit the rich data, as each participant was familiar with the platform. Further the use of Zoom facilitated accessing the participants with a busy workload, as the platform offered flexibility in scheduling interviews. However, we accept there are limitations with using Zoom, for instance in capturing the essence of the participant’s perspective and in developing rapport (Wakelin, McAra-Cooper & Fleming, 2024). To mitigate this challenge, being introduced to the participants by a senior network member allowed the interviews to be approached with a level of ease of rapport-building. Four participants teaching from different international universities were interviewed and the approach to sampling was to use the academic networks of the researcher to source appropriate participants. The participants were selected by reaching out to a senior figure in the researchers academic networks who helped with recruitment. Only one of the four was previously known to the researchers and that through a distant relationship. While four is a very small sample, the research was conducted as part of a time limited study and also aimed for depth over breadth. Given the influence and seniority of the participants, their insights provided important data. The research received full ethical clearance at School of Education level as part of a Master in Education project at the University. All participants completed a consent form, and measures to assure anonymity included using the coding 1-IV for interviewees, and removing any potential identifying material of the interviewees. Coding

was completed by the lead author on the paper but was subject to ongoing review and critique by the second author. Interview questions are in Appendix 1.

Table 1: Profile of participants

| Code | Background                      | Lecturing area                                 |
|------|---------------------------------|------------------------------------------------|
| IV1  | Previous background in industry | Entrepreneurship and Strategy                  |
| IV2  | Previous background in industry | Global Business, Strategy and Entrepreneurship |
| IV3  | Previous background in industry | Leadership and change management               |
| IV4  | Previous background in industry | Strategy and Global Business                   |

In order to ensure building quality into the research study, the researcher was guided by Lincoln & Guba's (1985) criteria for evaluation of qualitative research. Data analysis was informed by Braun & Clarke's (2006) protocol for thematic analysis. We acknowledge the limited generalisability of the study due to the small sample size and possible proximity with participants through using an academic network to support participation. However, on balance the richness of insight possible through gaining access to four senior lecturers and their willingness to share insights is argued to outweigh these generalisability limitations.

## Findings

In the findings section, five themes emerging from the thematic analysis are presented.

### *Theme 1: Learning to use GenAI for lecturer pedagogy*

This theme reflects the experiences of lecturers as they learned to use GenAI in their pedagogical approach. IV1 relates perceptions of a steep learning curve from this disruptive event:

“It’s like as if we’ve invented fire for the first time and were just learning how it can burn you, and how it can burn down your house and burn down a city... we have this flaming fire of AI and we have to be smart about how we use it”.

The early stage of the disruption indicates much learning has still to come, as IV4 articulates:

“I think it will be enormous in its impact...we’re so early on in impact”

A blend of conversations with colleagues and reading, support learning about the potential impacts of GenAI, as noted by IV4 who articulates the importance of:

“Reading and conversations with colleagues... I’m also trying to use podcasts from those who are close to the technology and how it is actually developing. I’m also using other resources from other universities, I got into the habit of this during Covid. From some U.S. universities and how they are managing this”.

Yet IV3 indicates that learning about GenAI builds on traditional approaches:

“Ultimately we spend a lot of time reading. How do you keep up to date?...how do you keep account of what’s there?...and I think with GenAI it will be rather than me searching out new texts to read, it will be the ability to ask it the basic question: Within the last three months what new ideas have come to the fore; what new work is in place.. So being able to query AI about not just new work coming in, but about what work is being done on existing topics”.

IV3 notes with enthusiasm how easily one can learn to innovate assessment:

“There are a number of little things I’ve been thinking of. Last night ..For example in preparing students for test questions...I can go into an AI and say give me three question each for the last six chapters of...at this level of difficulty...and it comes out boom, boom, boom...*Laughs*”.

From the perspective of learning about pedagogy IV4 relates: “You have to make sense, and potentially tailor it”, suggesting that from Mor & Abu’s (2018) recognisable pattern of action that learning to use GenAI in pedagogy has a sense-making aspect which emerges over time.

## ***Theme 2: GenAI: Potential opportunities for the development of pedagogic practices***

All participants agreed on the potential to use GenAI to engage student research capacity and student critical thinking. IV3 and IV2 both indicate that GenAI could further develop the idea of the flipped classroom and students in preparing theory from outside class. Linking the idea of the flipped classroom to the importance of using contextual pieces of assessment IV3 notes how pedagogy can progress:

“We can look more at contextual pieces <of assessment>..we can look more at interactions...Why are there different views on this topic? What are the contradictions?”. While IV2 relates:

“I think you know a few years ago when we talked about the flipped classroom, and you do your reading in advance of the class, and all we would focus on in the class

on amplifying that and to dig down deeper. I think this has the potential to take this further...do some searches and see that comes up”.

IV4 is optimistic about the potential from GenAI, but notes the need for change to assessment practice:

“The change is here, and its about trying to engage with it and bring it in to the classroom...not trying to stop students from using it...if it’s set up in such a way that ChatGPT can simply do the assessment, then we as academics need to rethink that assessment”.

The importance of guiding students is noted by IV1:

“So it is one of those things...an extremely powerful tool but only to the extent that it supports a student’s work and not to the extent that it does that student’s work for that student...It is like when you are raising a child and you are teaching a child how to saw wood and to do this safely”.

Overall this suggests that actionable pedagogic practices (Mor & Abdu, 2018) responding to GenAI can take the form of guiding students both in the use of AI, but also towards more engagement with assessments with a strong contextual basis.

### ***Theme 3: Incorporating GenAI into pedagogy***

Common to all responses was a sense that responding to GenAI requires lecturers to stretch their pedagogic capabilities. For instance, IV3 comments:

“I think what AI does is it pushes lecturers into maybe reflecting on where are my boundaries and when students are saying well we’ve looked at this from an AI perspective, and it has given us this type of response...lecturers need to be comfortable with <that>.”

IV2 is open to use of GenAI as a means of gaining initial perspectives on a module topic:

“I run an exercise with them around leadership development and leadership development needs, and the way we use AI is to experiment with what does generic leadership development look like from an AI perspective”.

IV4 notes the challenges of using existing literature review-based assessments, considers that inevitable use of GenAI will continue to require the lecturer to guide and even challenge the student towards the development of critical thinking skills, though in a technology mediated context:

“I think the critical ability will still have to sit on top of that...making sense of what they are getting back from ChatGPT, and that they can make this fit with what the aim is of their primary research”.

IV1 exhibits a tension between using GenAI to support a lecture preparation and concerns about loss of professional capability:

“So I can see myself using it to inform me as a foundation for my preparation of the lecture. I think I’m too proud...or too something...to say to AI...I’m too proud to say to AI, find for me or create a powerpoint presentation eleven slides long”.

#### ***Theme 4: Lecturer de-centring: Reconsidering assessment design***

There are indications that participants experienced a level of de-centring in engaging with and embracing GenAI. For example, perceptions of a gap between the human and machine are evidenced by IV 1 who notes:

“I think if we start relying on machines for a lot of our teaching work then we are going to get disconnected and be less effective as teachers”.

Further, IV4 reflects his limitations:

“Students who are better at instructing AI on what to write...which is a skill that’s not a skill I’m teaching now”.

Based on Mor & Abdu (2018) pedagogic practices as “recognisable patterns of action”, this suggests opportunities for lecturers to rethink existing approaches - again both guiding and supporting students to engage with AI.

Perhaps looking to the future, developing pedagogic practices may involve building on previous experiences of change in pedagogy, but within the uncertain and ambiguous environment posed by GenAI. Examples include IV2, who notes when discussing the use of GenAI by students: “I’m about guiding their use” and IV1 who indicates that GenAI may impact in decentring the lecturer as teaching in his context is “about...as with all teaching, creating the right kind of articulations for the right audiences”. In the light of the work by Mor & Abdu (2018), this suggests that new pedagogic practices may have an action dimension which is about responding to the changes context of student engagement. This indicates that new articulations or novel combinations of older articulations may be required. There is also, hinted at in the comments of IV4, how this applies to assessment design:

“It was shifting anyway, in terms of content...the content’s open to everyone ...but with the AI on top of that so it’s up to us to decide what skills do they need going out of here, and to structure the classroom to cultivate those skills”.

### ***Theme 5: Perceptions of limited institutional support***

The final theme articulates strong perceptions of limited institutional support and a context where institutions lag the disruptive technology. IV3 states:

“I find this a bit disappointing...the university itself hasn’t really taken a position on it. They’ve taken a position in terms of saying students should be aware of it...staff should be aware of it...but ok where’s the training courses?...where are the development programmes?...they’re a bit thin...and from my point they focus very much on undergraduate level”.

IV4 concurs:

“The feeling from staff to management is that the university is not moving fast enough, that students are using this technology and that we don’t have policies in place to deal with this”.

A common sub-theme within the lack of support are lecturer concerns around ethical and integrity problems including academic misconduct in using the software to write essays and inadequacy of detection software; Lecturer IV relates:

“We cannot say don’t use this. For example the question at our most recent School meeting around adding plagiarism software to detect whether ChatGPT is used...I’m not sure that’s even a good investment...You can assume it has been used”.

IV3 relates the problem of potentially misleading students through the limitations of GenAI:

“I can see its misconstrued certain terms, putting forward a viewpoint which superficially looks ok, but wouldn’t stand the test of proper scrutiny. Obviously, people, especially in the undergraduate space, more so than the postgraduate space haven’t got the intellectual ability to test that”.

## Discussion

### *Learning to use GenAI for lecturer pedagogy*

In common with the reviewed literature (Dogan et al., 2025; Luo & Adelopo, 2024; Williamson et al., 2020), the findings reflect a sense of disruption to the pedagogic environment, effectively creating a context where learning is almost an inevitable action-based (Mor & Abdu, 2018) response to the change. Yet such a response can be unstructured, experimental and at times ill-suited to the task at hand (Fuller & Barnes, 2024). This reflects the view of Mor & Abdu (2018) that pedagogic practices emerge into action over time, as lecturers engage in a sense-making process to cope with the complexity and uncertainty of the disruptive change. Positively the findings concur with Qureshi (2023) in indicating that over time minor adjustments accompanied by a willingness to engage with colleagues or wider stakeholders can lead to positive pedagogic learning and associated changes to practice. Taking the lens of lecturer experimentation with GenAI, (Schalk et al., 2025) have suggested the potential importance of lecturer engagement in such spaces as driving effective pedagogy in the GenAI context. The present study's findings progress that work in highlighting the willingness to experiment accompanied by some successes to date.

### *GenAI: Potential opportunities for the development of pedagogic practices*

Considering such successes, theme two explored opportunities for the development of pedagogic practices and advanced the initial framework through both concurring with the potential in the five pedagogic practices and yet finding nuances in the findings which require modification of the framework. Engaging students is reflected in the findings with respect to advancing their critical thinking and research capabilities, in both cases lecturers are enthusiastic and realistic about the potential and risks. In respect to guiding of students, the findings concur with the need to steer students (Van Wyk, 2024) but provide evidence of the human concern of the lecturer who takes a personal responsibility in almost a one-one relationship with the student. Such a personal connection to students reflects the lecturer's role as more than simply a transactional job to be performed, and instead perhaps even a role which is underpinned by pastoral concerns. This perspective reflects but moves past the articulation of the importance of the student-lecturer relationship articulated by Singh & Ngai (2024). The perspective also builds on the work of Bearman & Ajjawi (2023) which depicts the 'socio-technical' nature of student engagement with GenAI, and highlights the importance played by the lecturer in engaging socially with the student cohort. In this current study, the findings provide a level of empirical evidence, building on what was previously conceptual work.

### ***Incorporating GenAI into pedagogy***

From the perspective of the lecturer, the existing literature indicates that there are challenges in incorporating GenAI into pedagogy. Concerns that the development of problem-solving and critical thinking skills are interrupted and even damaged by the emergence of GenAI into the classroom are acknowledged (Jayaraj & Sethi, 2025). Yet the findings indicate that lecturers are incorporating GenAI in a manner designed to overcome such challenges. The change which accompanies negotiating the best use of GenAI in pedagogy is difficult, with lecturers pushed past conventional boundaries. However it is acknowledged that this boundary-crossing has always been part of the lecturer's role, albeit in a less disruptive context. In this sense the study advances previous work by Bearman & Ajjawi (2023) in providing empirical evidence of how lecturers negotiate and action the change induced by GenAI. Finally, the findings provide an interesting articulation of a lecturer's honesty in admitting his 'pride' to allow GenAI create module content. Tentatively we suggest that this indicates that there are complex and often individual aspects to how the technology is incorporated into pedagogy. This contrasts with frameworks which indicate that adoption is a somewhat linear process (Cambro-Fierro et al., 2025).

### ***Lecturer de-centring: Reconsidering assessment design***

Bearman et al.'s (2023) systematic literature review introduced the notion of lecturers being 'de-centred' by disruptive technological change from GenAI. Simultaneously they developed the argument that GenAI is not simply an abstract technology, but instead a technology which is interpreted in different ways by lecturers. One strand of findings appears to concur with the former notion of GenAI as an abstract technology, one at times beyond the control or even engagement of the lecturer. From the perspective of assessment design, this perspective can be pessimistic and includes the potential for failures in assessment design with accompanying difficulties around quality systems/ethical implications for both student and the university (Ivanov, 2022). On the other hand, the findings articulate a sense that lecturers can be de-centred and then move from such experience towards actioning change (Mor & Abdu, 2018, p.34) - for instance where it is noted that a lecturer must create 'the right kind of articulations for the right audiences'. From an assessment perspective, de-centring accepts a level of risk and uncertainty with reconsidering assessment design, and from that perspective the present paper builds on the work of Van Wyk (2024) where a more linear and logical approach to assessment change is argued.

***Perceptions of limited institutional support***

Theme 5 articulates interpretations of limited institutional support and perceptions that universities systems and guidelines are lagging in terms of responding to the disruptive change induced by GenAI. This shows some contrast with a study of top ranked universities by Singh & Ngai (2024) where alignment of university policy and support to academics in leveraging GenAI was found to be positive. Interpreting this difference may suggest that the present study's focus on individual lecturer interpretations allows for richer insights, which were difficult to articulate in the larger scale study of Singh & Ngai. Accompanying interpretations of limited ethical support, the interpretations of lecturers concur with studies such as VanWyk (2024) indicating the reality for pedagogic practice of engaging with ethical and integrity dilemmas.

Based on the discussion of the findings we propose a modified framework. Similar to Figure 1, standard pedagogic practices are considered to change through the opportunities and challenges posed by disruptive impacts of GenAI. Figure 2 differs in indicating that lecturers experience a sense of 'muddling through' (Mintzberg, 1967). In using this term, we build on Klag & Langley's (2013) 'conceptual leap', which reflects insight occurring having spent considerable time engaging with and reflecting upon the data and literature in writing the discussion. We allocate an emergent grey space to indicate the time and energy spent prior to the emergence of what are tentative novel pedagogic practices. Hence we acknowledge that such practices are at present not fully developed. As with Figure 1, we suggest the opportunities for the realisation of fuller pedagogic practices through classroom feedback and potential for action learning over time.

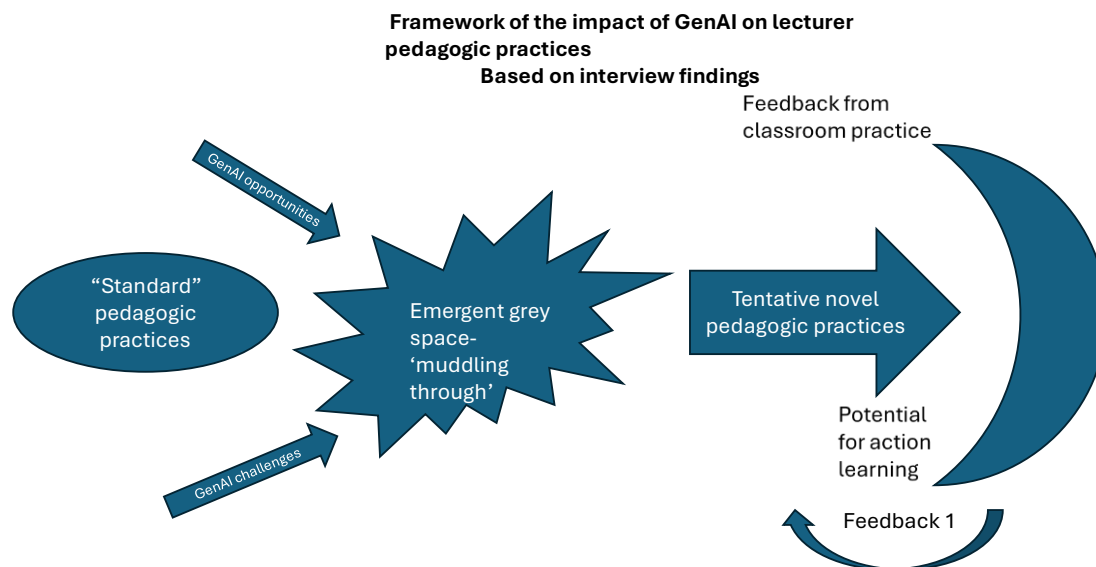


Figure 2: Empirically informed framework of the impact of GenAI on lecturer pedagogic practices

## Conclusion

Based on a small interview-based study in the Higher Education Business School context, we share rich insights into how lecturers are grappling with the impact of GenAI. Taking the lens of pedagogic practices, we propose a framework indicating how tentative pedagogic practices can emerge through a process of ‘muddling through’. In this way, we add to previous studies which have focused on different aspects of the impact of GenAI on Higher Education pedagogy (Luo & Adelopo, 2024; Singh & Ngai, 2024; Van Wyk, 2024; Qureshi, 2023; Bearman & Ajjawi, 2023) without a specific focus on pedagogic practice supported by empirical data.

## Research limitations

The research is limited to a small number of interview participants, and it is indicated that future research might seek a larger number of participants, possibly encompassing a greater variety of lecturing perspectives and disciplines in the Business School. Furthermore, a case study approach could offer deeper insight to how pedagogic practices emerge in the context of strong stakeholder influence, for instance encompassing management perspectives.

### **Practical application**

The proposed framework offers Higher Education lecturers a context-sensitive template onto which to map their pedagogical practice. Mapping can be undertaken at any stage of development and the template encourages experimentation with the five pedagogic practices which can over time be honed through action learning.

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## **Appendix 1: Interview Questions**

### **Question 1**

Can you tell me what kinds of modules you typically teach?"

*Areas: Business School context; Modules; Experience/ history as lecturer;*

*Probes: Do you enjoy? Are there challenges? Examples.*

### **Question 2**

How do you view your own knowledge of GenAI in the area of teaching?

*Areas: Chat-GPT; other technologies; initial perspectives on emergence of technologies in lecturer context.*

*Probes: Examples, initial perspective on impact of GenAI. Would you have had conversations in the area at work?*

### **Question 3**

Do you see any benefits in the use of GenAI in third level teaching?

*Areas: Co-creation; Personalisation; Promoting depth of learning.*

*Probes: Give examples.*

### **Question 4**

Do you see any challenges in the use of GenAI in third level teaching?

*Areas: Ethics/ Quality/ Existing theories of learning/ Surpassing lecturer cognitive expertise*

*Probes: Give examples.*

### **Question 5**

Do you think GenAI will impact on your teaching practice?

*Areas: Co-creation; De-centring; Move away from lecturer perspective to student perspective;*

*Probes: How? Can you give me an example.*

### **Question 6**

Is there anything you wish to clarify or add?