TOWARDS A NEW GENERATION OF AI LEADERS: AI AND VIRTUAL REALITY IN TEACHING

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GRENOBLE ECOLE DE MANAGEMENT & TECHNOLOGY

- Former school of Management and Information Systems

- A platform dedicated to innovation called 'Gem Labs'

- GEM learning model: active and immersive teaching

- Use of existing applications and creating our own virtual reality based modules

- Develop students' leadership in understanding how AI/VR can be used for training and various activities

DR STEPHANIE GAUTTIER

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- Head of the Information Systems for Society research team at GEM

- Thesis on augmented reality and ethics

- Further work on technology and the body, including in immersive environments

- Development of a new MSc on managing with data and AI

STUDENT MEETINGS IN VIRTUAL REALITY

- 5 students, 5 meetings over 2 months, Meta Horizon

- A focus on embodiment

- Thinking about spatiality

- Questioning representations of one's identity, information flow to the physical world, and perceived advantages

- More focus/less distractions, possibilities to identify personalities, no role playing
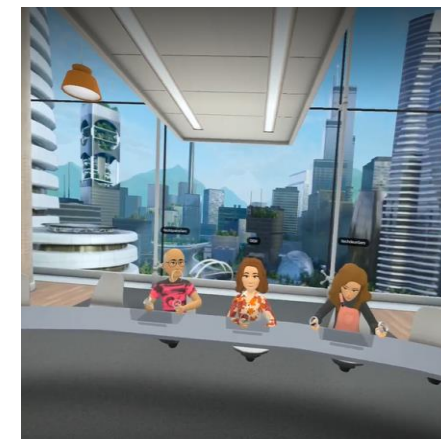
LEARNING SOFT SKILLS WITH VR/AI

- Applications which enable students to increase their skills in terms of leadership, conflict management, mental health

- Usefulness of VR for role-playing in situations difficult to mimic by students

- Feedback loop embedded via AI (speech and posture analysis)

- Possibility for the instructor to retrieve feedbacks and scores

- Currently under deployment

ST 101 – THE USE OF VIRTUAL REALITY AT SCALE

- 1100 students, 20h

- Complementarity between theoretical inputs and immersive simulation

- To increase immersion and relevance, a module co-created with Rossignol, Tessi, Wonda VR, Rev(e) studio

- Play the role of an employee whose mission is to develop recyclable skis

- 14 researchers involved

CONSIDERATIONS FOR THE FUTURE

- Prior use of VR / Gaming and impact into immersion

- Cognitive load: learning the tech, learning the contents, translating to reality

- Fit with preferred modes of learning (interactions, social components)

- Redefining the role of students/teacher interaction

- Ethical considerations: inclusiveness, feedback, reductionism through technology

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