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ABSTRACT PROCEEDING BOOK

**2024 International Conference on
Advancing Research in Science,
Education, and Technology:
Impacting the Academic World
(ASET)**

Bangkok Thailand

**Volume 01
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**Proceedings of the 2024 International Conference on Advancing Research in
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CONFERENCE CHAIR MESSAGE

Welcome to the "*Global Academic Research Institute*," a vital platform dedicated to supporting the global scholarly community in exploring the role of multidisciplinary innovations for the advancement of human societies. Our institute fosters collaboration among academicians, practitioners, scientists, and scholars from diverse fields, encouraging the exchange of ideas aimed at innovative interdisciplinary approaches to address societal challenges.

The research presented in this conference reflects exceptional promise and effectiveness, spanning various sub-domains such as Business, Economics, Social Sciences, Humanities, Engineering, Technology, Computer Sciences, Basic Sciences, Applied Sciences, and Medical Sciences.

I extend heartfelt gratitude to our esteemed scientific and review committees for their invaluable time dedicated to the meticulous review process of the conference papers. I also express profound appreciation to all participants for their contributions towards fostering knowledge sharing and learning.

As scholars, we hold a pivotal role in the educated class, entrusted with the responsibility of enriching society with our collective knowledge. Let us transcend all forms of discrimination and embrace a broader perspective. Together, let us strive for the betterment of humanity, fostering harmony and flourishing in all aspects of life.

Wishing you all continued blessings.

Thank you.

Dr. Sennay Ghebream
Conference Secretariat



TRACK A

SCIENCE, EDUCATION & TECHNOLOGY



CREATING ARTIFICIAL INTELLIGENCE (AI) TRAINING WORKSHOPS FOR FACULTY: STRATEGIES FOR INCORPORATING CHATGPT INTO MBA PROGRAMS

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While Artificial Intelligence (AI) has been in the background of computer programming and business environments since the 1950s, only recently with the introduction of more Generative AI programs and tools have attracted the attention of many managerial/business professionals, as well as business professors. Consequently, there is an urgent need for many academic programs to set up specific training programs for their faculties, especially considering students utilize available Generative-AI tools and programs, namely, Chat-GPT. Plagiarism software programs are now including tools to detect AI, as seen in the latest version of Turnitin.com While many educational institutions are focusing on developing specific policies for the use of Chat-GPT, they are not completely addressing the key issue – offering training sessions for their various program faculty members. The purpose of this presentation is to describe how to develop an Artificial Intelligence (AI) Training Workshop to help equip faculty with a better understanding of ChatGPT, as well as enabling them with strategies on how to introduce the use of good best practices used by other faculties using ChatGPT as part of the learning process. There are two streams of thought on the use of ChatGPT – it should be prohibited for use in collegiate studies and research, however, others believe it can be used with proper introduction to students to illustrate how to use this AI tool as a brainstorming method, as well as showing the learner how to best meet the needs of the learning institution's AI policy, as well as learning how to best harness this new set of tools to enhance one's writing and research skills with learning moments as to what is acceptable, as well as what could be problematic.

Keywords: artificial intelligence, chatGPT, best practices, online training



REVISITING MOBILE LEARNING READINESS ASSESSMENT: INSIGHTS FROM THREE STATISTICAL TECHNIQUES

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The Mobile Learning Readiness Measurement Scale (MLRMS) by Lin, Lin, Yeh, and Wang (2016) has gained significance amidst the proliferation of mobile devices and the surge in mobile learning, particularly during the Covid-19 pandemic. However, the evolving landscape of mobile technology and learner characteristics necessitates a re-evaluation of its applicability. This study collected data from 362 learners and employed three statistical techniques to rigorously validate the MLRMS. Utilizing SPSS, exploratory factor analysis, Cronbach's α , and correlation matrix were employed to assess reliability and validity. Additionally, AMOS software facilitated covariance-based structural equation modeling (SEM) to evaluate the measurement model, while Smart PLS software conducted a partial least squares SEM (PLS-SEM) assessment. The results affirmed the reliability and validity of the MLRMS, endorsing its applicability in both academic and practical contexts. The study confirmed that the MLRMS serves as a robust tool for assessing mobile learning readiness, comprising 19 items, three first-order constructs, and one second-order construct. The validated MLRMS presents a comprehensive tool for evaluating individuals' readiness to embrace mobile learning. This study opens avenues for future research, including large-scale surveys and extending the scale's application to assess readiness among educators and organizations. By rigorously validating the MLRMS, this study lays a comprehensive foundation for advancing mobile learning research and practice. Offering a robust tool for assessing mobile learning readiness, the study addresses the evolving needs of mobile technology in education, contributing significantly to the field.

Keywords: mobile learning, mobile learning readiness, exploratory factor analysis, structural equation modelling, measurement scale



DEVELOPING AND VALIDATING A SERVICE ROBOT SYSTEMS SUCCESS MODEL

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The hospitality industry, facing a notable labor pool shortage in recent years, has turned towards robotic technology to simplify service processes. Responding to the proliferation of AI-based service robots in the hospitality and service sectors, this study aims to develop and validate a service robot systems success model based on previous information systems success models. Data collected from 344 respondents are used to validate the research model using the partial least square approach. The results indicate that perceived value is influenced by information quality, system quality, service quality, and intelligence quality while user satisfaction is only affected by system quality and intelligence quality. The newly added intelligence quality is a critical robot systems success measure. Besides, perceived value is found to affect loyalty directly or indirectly through satisfaction. The findings provide several important theoretical and practical implications for developing a successful service robot system in the hospitality and service sectors. This study is a pioneering effort to develop and validate a service robot systems success model.

Keywords: artificial intelligence; service robot; information systems success model; intelligence quality, perceived value, user satisfaction



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