

Wednesday 23rd July 2025

Transforming Business Education: Unlocking Potential for Individuals and Communities

[Prof. Carmel Borg, University of Malta](#)

Abstract

What if we reimagined business education as a tool of radical empowerment—one that does not simply prepare individuals for the market but equips them to redefine it?

This keynote explores business education as a transformative force for individuals and communities. It dismantles the myth that knowledge is neutral, exposing how current curricula often reinforce inequalities rather than challenge them. What would it mean to teach business education not as a set of static principles but as a dynamic, disruptive force for economic and social justice?

We will dive into powerful knowledge—the kind that fosters agency, critical thinking, and systemic change. We will explore radical pedagogies, from emancipatory learning models to decolonized curricula that amplify marginalized voices. And we will confront the emerging role of artificial intelligence: Will AI become yet another instrument of control, or can we reclaim it as a tool for inclusive empowerment?

This is not just a call for reform; it is a call for radical change. Business education must become a space for liberation. If we dare to reimagine, redesign, and deconstruct, we can unleash a future where business education is not about fitting in—but about breaking barriers and building new systems.

Bio-note

Carmel Borg is a graduate of the Ontario Institute for Studies in Education – University of Toronto. A professional educator for the past three-and-a-half decades, the former Head of the Department of Arts, Open Communities and Adult Education, at the Faculty of Education, University of Malta, and former Dean of the aforementioned faculty researches, writes and lectures in: curriculum studies; sociology of education; social-justice education; critical pedagogy; adult education for community development; and parental issues in education and beyond. Borg teaches internationally, where he holds honorary visiting professorships and academic membership in the Netherlands, Lithuania and Scotland. He is the author, co-author and editor of a number of books and academic papers that explore the relationship between education, democracy, social justice and emancipation. In addition to serving as associate editor of a number of periodicals, he is the editor of the Malta Review of Educational Research (MRER) and the Education Research Monograph Series (ERMS), and co-editor of the Postcolonial Directions in Education (PDE). As a public intellectual, his expert opinion is often sought by new and traditional media outlets. Borg is a long-standing member of the International Parent Centred Network (IPCN) and the editor of its (2022) publication entitled 'Reimagining Parenthood in Diverse Contexts. A Handbook of Parent-Centred Approaches'. His most recent book publication is a co-edited volume with Peter Mayo (2024) entitled 'Stretching Boundaries of Critical Education: Past, Present and Future Possibilities' (Faculty of

Education, University of Malta, Publication). In December 2022, on Malta's Republic Day, he was awarded the National Order of Merit for his outstanding contribution to social justice in education.

Thursday 24th July 2025

Empowering Learners and Educators: AI-Enhanced Pedagogy in Business Education

Prof. Leonard Busuttil, University of Malta

Abstract

Generative AI is a significant disruptor, transforming industries and reshaping education. It poses a challenge to traditional teaching and assessment methods, raising fundamental questions about the roles of educators and learners in an AI-driven world. Rather than resisting this shift, business education must utilise AI as a tool for empowerment. This keynote explores AI-powered pedagogies from compulsory schooling to higher education, focusing on 'Assessment as Learning' (AaL) to turn assessment into an active process of reflection and development. AI enables personalised learning, provides scaffolding for problem-solving, and supports differentiated instruction, deepening engagement with business concepts.

A key part of this transformation is fostering the metacognitive skills in planning, monitoring, and evaluating learning. AI serves as both a guide and a challenge, prompting students to refine and critique AI-generated content rather than passively accept it. Educators need to strike a balance between leveraging AI's efficiency and cultivating independent, reflective thinkers.

This is not simply about technological adaptation—it is about intentional, critical integration. AI in business education must go beyond automation to become a catalyst for empowerment, equipping learners to shape, not just navigate, an AI-driven world.

Bio-note

Prof. Leonard Busuttil is an academic at the Faculty of Education, University of Malta, specialising in Computing Education with a particular focus on Generative AI in teaching and learning. His research explores educators' beliefs, practices, and professional development related to AI tools, emphasising how generative AI can enhance pedagogical approaches, assessment methods, and reflective practice. Leonard is actively involved in designing courses and conducting research on AI literacy, computational thinking, and innovative uses of generative AI to foster creativity and critical thinking among students and teachers.