

Program Profile

Program	Program name	The World University Rankings for Innovation (The WURI)
	Category	A1: Student Support and Engagement

Summary of Program

Program Name	The World University Rankings for Innovation (The WURI)
Category	A1: Student Support and Engagement
Abstract of Program	Artificial Intelligence (AI) has a lot of promises for its use in educational settings at a rapid pace at which technology is developing, aiding learning outcomes, student engagement, and personalization. In such, it is crucial to understand the factors that influence students perceived learning which is important in improving students' engagement, satisfaction, and academic outcomes. This study explores the impact of AI-powered collaborative learning and instructor contextual support on students perceived learning, with a focus on the mediating role of learning self-efficacy and the moderating role of gender. Grounded by three theories, Social Cognitive Theory (SCT) (Bandura, 2001), Community of Inquiry (CoI) (Garrison, Anderson, & Archer, 2000) and Technology Acceptance Model (TAM) (Davis, 1986) the study explains how students learn through interaction within their environment, emphasizing instructor support and AI-powered collaborative tools extensions of teaching in digital learning environment.

Details of Program

Planning

Objectives	Long-term Goals	Enhance student engagement, satisfaction, and academic outcomes through effective integration of AI tools and instructor support in digital learning environments over the coming years.
	Short-term Targets	Conduct a study examining the influence of AI and instructor support on perceived learning, analyzing mediating and moderating roles of self-efficacy and gender within one year.
	Rationale	Rapid growth of AI in education requires understanding how it affects learning experiences, especially perceived learning, which is key to engagement and success.
Subject (Leader)	Initiator(s)	Dr. SALEH, Tajneen Affnaan
	Champion(s)	Dr. SALEH, Tajneen Affnaan
	Major team member(s)	Dr. SALEH, Tajneen Affnaan
Environment	Nature/Society	AI Integration in Online Higher Education
	Industry/Market	Adoption of AI in EdTech

	Citizen/Government	Citizens (students, educators) increasingly expect technological innovation, but also demand transparency and meaningful learning outcomes from AI implementations.
Resources	Human resources	The study emphasizes the importance of instructor contextual support, implying a need for skilled educators who can effectively use AI-powered collaborative tools.
	Financial resources	Requires subscription for software -SMART PLS4
	Technological resources	Not enough support
Mechanism	Strategy (Weight/Sequence)	The program responds to shifts in online higher education and the growing demand for meaningful digital engagement.
	Organization	The program assumes an environment where instructor support, technological integration, and research can be implemented.
	Culture	The university's culture does not hinder the study. Moreover, the study has implemented the gender perspective as the moderation.
Doing		
Launch date		July 2025
Responsible organization		World University of Bangladesh
Program content and process		Online learning has recently become crucial to higher education, making it more vital to understand what genuinely is considered as meaningful student learning. This study addresses the need to explore how AI-powered collaborative tools and instructor support interact with students' perceived learning and self-efficacy, particularly among genders to shape their perceived learning experiences.
Key highlights of the content/process		AI-Powered Collaborative Learning, Instructor Contextual Support, Learning Self-Efficacy and Gender
Differences from traditional approaches		Before the program's implementation, online learning environments often lacked personalization, consistent engagement, and a clear understanding of how AI could meaningfully enhance learning. The role of AI was underutilized, and instructor support was not fully aligned with digital tools. After implementation, the program introduces AI-powered collaborative learning and contextual instructor support, resulting in more personalized and engaging learning experiences. Students demonstrate higher self-efficacy, better motivation, and improved perceptions of their educational outcomes. The inclusion of gender as a moderating variable also leads to more inclusive teaching practices. Furthermore, educators gain a theory-based framework for integrating technology and human support, backed by empirical insights. Overall, the program leads to a more effective, equitable, and research-informed approach to digital learning in higher education, aligning with current technological and pedagogical trends.
Progress as of today		Data collection process
Problems in implementation		After the data collection is completed there will be a hindrance to run the software due to inaccessibility from the institution.
Approaches to solve the problems		To address the identified challenges such as lack of engagement, low perceived learning, and limited personalization in online education the study proposed integrating AI-powered collaborative learning with

	instructor contextual support.
Completion date, if completed	October 2025
Seeing	
Impacts on students	Students are expected to report higher satisfaction with the program's outcomes due to increased engagement, personalized learning, and improved self-efficacy.
Impacts on professors	Professors are likely to be satisfied with the program's outcomes as it enhances their ability to support students effectively through AI tools and contextual teaching strategies.
Impacts on university administration	University presidents and administrators are generally satisfied with the program's outcomes because it will align with institutional goals for innovation, student success, and ethical AI integration.
Responses from industry/market	N/A
Responses from citizen/government	N/A
Measurable output (revenues)	\$150
Measurable input (expenses)	Transportation costs are required for data collection and three months software purchase.
Cost-benefit analysis for effectiveness	N/A
Future Planning	
Where does the project go from here?	The program will successfully transformed online education by seamlessly integrating AI-powered collaboration with dedicated instructor support, fostering a more engaging, inclusive, and effective learning environment that empowers students and educators alike for the future of digital learning.
Addendum	
Exhibits, pictures, diagrams, etc.	(Attach specific documents that validate the program at the end of this template, and list them here.)
Reports, mimeos, monographs, books, etc.	(Describe the specific documents that validate the program, and list them here.)
Others which may help explain the program (including website links)	(Include any materials that may help validate the program; links to the program's website will be especially useful.)