

Migration Studies in Higher Education: Teaching and Learning in the Era of GenAI

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Abstract

Higher education approaches are constantly evolving to reflect changes in society and advances in educational technology. Global migration patterns drive the exponential growth of vital data for teaching and learning in migration studies. Implementing GenAI in this subject has pro and cons, which require further investigation. The presented research project focuses on how teachers and students perceive the study of migration in higher education and the role of GenAI in this process. The theoretical framework is grounded in active learning, interdisciplinary teaching, a decolonising approach, community engagement, and digital pedagogy. The empirical data is drawn from face-to-face semi-structured interviews with teaching staff and an online student survey with quantitative and qualitative components. All participants have experience in teaching or attending courses with migration studies content. The results show the range of factors and pedagogical tools used in designing and delivering these courses. The findings demonstrate that migration studies are sensitive to the students' migration experiences and political positions. The student-teaching interaction can be optimised by effectively considering teachers' positionalities and personal migration experiences. The research confirms the growing interest in GenAI in migration studies, highlighting the nuances of its implementation for particular topics. For example, ChatGPT can be used to create artificial migrant biographies to analyse the nexus of personal and institutional factors, special illustrations dealing with historical elements of migration, quizzes, and other student activities. The findings are evaluated in terms of the implementation of the results into teaching practice.

Keywords: active learning; ChatGPT; decolonization; inclusivity; teaching migration