



Emotion and AI an Applied Contribute

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Emotion and Ai
An applied contribute

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The involvement of external stakeholders in pedagogical activities in higher education has increased in recent years because this engagement has the greatest potential to improve student learning outcomes. This collaborative design approach aims to raise awareness of what learning can mean, by whom, and what learning with AI can look like, and emphasises the proactive involvement of companies, educators and students in co-designing the future they want, to help shape learning and life in an AI world. This paper presents a case of external stakeholder involvement in the design and implementation of an experiential learning project for an elective module of the Master in Leadership and Management at Roma Tre University, Italy, based on a pedagogical model. This contribution presents an applied case of a company that developed together with the university a training project that connects emotional education and includes all stakeholders. The Paper underscores the developed teaching model can serve as an effective means of engaging external stakeholders in planning and implementing significant classes for authentic learning at the university level.

Keywords: ai, emotion, education, university stakeholder, company

1 Introduction

Higher education institutions are currently passing through a transformation of their own. Their teaching and research missions are being reassessed, with particular emphasis on their respective contributors to the well-being of their social and economic environments (Thomas et al., 2020). To achieve this, higher education institutions must commit to productive relationships with their various stakeholders and incorporate their respective visions and goals into their management practises. Thus, higher education institutions must first identify these stakeholders and their needs before establishing relationship priorities and strategies for each entity. This paper presents a case of external stakeholder involvement in the design and implementation of an experiential learning project for an elective module of the Master in Leadership and Management at Roma Tre University, Italy, based on a pedagogical model. This approach of collaborative design aims to increase people's consciousness of what learning can mean, by whom, and how learning with AI can look, and highlights the

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proactive involvement of companies, educators, and students in co-designing the future they want, to help model learning and life in an AI world.

The paper concluded that the developed teaching model can serve as an effective means of engaging external stakeholders in planning and implementing significant classes for authentic learning at the university level.

2. The role of emotion for wellness company

The area of emotions is very ancient and has been dominated by a clinical approach; the traditional study of emotions has primarily addressed the negative emotions that are associated with mental health and mental illness in particular. The traditional study of emotions in psychology has been largely negative; The recently formed Society for Affective Sciences did not include a single paper on productive emotions at its first meeting (2014), while literally hundreds of oral and poster presentations have been made. There has been some movement in the positive direction: the emergence and growth of positive psychology has led to the consideration of positive emotions as happiness and the publication of the first handbook of positive emotions (Tugade, Shiota,&Kirby, 2014). Moreover, many prior academic works on emotions have focused on competing theories of emotions. Some authors have included the theoretical context in the design of methods for emotions in the output. At present, one of the hottest topics is that of well-being. Many companies want their products to contribute to wellbeing and the feeling people receive. Defining wellness and completely delimiting the boundaries of the wellness field is a very complex subject and cannot be satisfactorily addressed in this review. The term well-being relates to the subjective aspect of health, which is almost always considered multidimensional (Foster, Keller, McKee, & Ostry, 2011). Health is evaluated by medical tests ordered and interpreted by professionals, whereas well-being is a subjective state, described by the individual. While health is usually characterised in negative terms, well-being is frequently described in positive terms. Companies around the world today use emotional recognition technology for a variety of goals. For example, IBM, Unilever, Microsoft and Softbank use emotional analytics not only in recruiting (Richardson, 2020) but also to track employees in terms of engagement, productivity and compliance, productivity, compliance (Sun Lopez et al. 2019) and, in addition, to provide a more detailed description of performance, well-being (Spataro 2020). In addition, the technology of emotion detection technology, once developed to test the effectiveness advertisement is now used to evaluate the employees' focus and interest and involvement of employees in meetings at a distance.

With the help of computer technology and artificial intelligence, emotions can be detected through the detection and analysis of psychological parameters.

There is an ever-increasing call for AI that can perceive, reading and assess the emotions of workers. Popularly known by the commercial name Emotional AI, the technology blends emotional processing, big data analysis and machine learning. In addition, the scope of emotion-sensing technology apps and gizmos expands every year, and includes biosensors that measure breath, heart rate, and skin conduction rates, speech processors that analyzing tone of voice, video recognition software that maps facial microexpressions, headsets that map brain activities, and mood-sensing wearables (Cillo, Caggiano, 2015).

Companies around the world are using emotional recognition technology for a variety of purposes. For example, IBM, Unilever, Microsoft, and Softbank use emotional analytics not only for recruitment purposes (Sorbie, Richardson et al. 2020), but also to monitor employees

in terms of engagement, productivity, compliance (Suní Lopez et al. 2019), and, increasingly, well-being. The research scenario could involve adding emotion responses to other collected data, e.g. an in-depth physiological test. The integration of physiological monitoring of emotion indexes might be the most straightforward addition to the existing research method. For all these and other research scenarios, it is important to emphasise that decisions on emotion measuring methods cannot be made in isolation. The choices of methods have to be considered in combination in order to achieve an approach best suited to the needs of the investigation and the limitations of the situation.

At a more profound degree, we would suggest that the wild emotional AI workplace acceptance is driven by a deteriorating context of insecurity, i.e., job insecurity, financial insecurity, and, most importantly, increasing job dissatisfaction in the traditional workplace. Nowadays, negative emotions (stress, anxiousness, resentment, angry, and depressive) are the primary cause of job absenteeism, which costs the global economy over \$1 trillion a year in terms of lost output (Santos et al. 2023). Recent studies have demonstrated that COVID-19 has only exacerbated this pattern. As a consequence, employers are now rushing to adopt emotion-tracking devices and data-driven wellness programs to combat this cost draining trend and to leverage greater managerial control as remote and hybrid work practices becomes a part of the "new normal" in the post-pandemic Society.

3. AI and Emotion: Lab x SocraTech Ambassador

The voice communication of emotions is both biologically adaptive for the living beings and has evolved in a phylogenetically continuous way. The evolution of language, which is unique to the human species, was based on the voice as a signal carrier and thus the effects of emotions on the speech become audible during speech.

SocraTech is a company that has developed software that is able to recognise emotions by means of AI. The company's goal is to use the software in organisational contexts in order to assess the use of emotions and to address the optimisation of performance through practices that promote well-being. The company's presence within the Master's programme in Leadership and Humanistic Management was considered important, and a training project was designed for aspiring Socratech Ambassadors. Through focus groups and interviews with technicians and trainers, the competencies of future ambassadors were outlined, and a blended learning course was formulated to train the professionals who will present the software in organisational contexts. SocraTech is a company that has developed software that is able to recognise emotions by means of AI. The company's goal is to use the software in organisational contexts in order to assess the use of emotions and to address the optimisation of performance through practices that promote well-being. The company's presence within the Master's programme in Leadership and Humanistic Management was considered important, and a training project was designed for aspiring Socratech Ambassadors. Through focus groups and interviews with technicians and trainers, the competencies of future ambassadors were outlined, and a blended learning course was formulated to train the professionals who will present the software in organisational contexts. The first results demonstrate the interest of the students in gaining expertise with respect to AI, the interest of the target companies in exploring tools to improve the expression of emotions in organisational contexts, and the university's successful willingness, together with

the stakeholders, to participate and create social value. The experience of involvement and active participation of companies is considered a viable and inclusive way to be disseminated in university education.

4. Conclusions

This approach of collaborative design aims to increase people's consciousness of what learning can mean, by whom, and how learning with AI can look, and highlights the proactive involvement of companies, educators, and students in co-designing the future they want, to help model learning and life in an AI world. This article argues that both educators, companies, universities, and students should be engaged not only in learning, but also in co-designing learning in an AI world. In addition, they should together explore the knowledge, goals, and actions that could help individuals shape future AI scenarios and learn how to deal with high degrees of uncertainty.

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