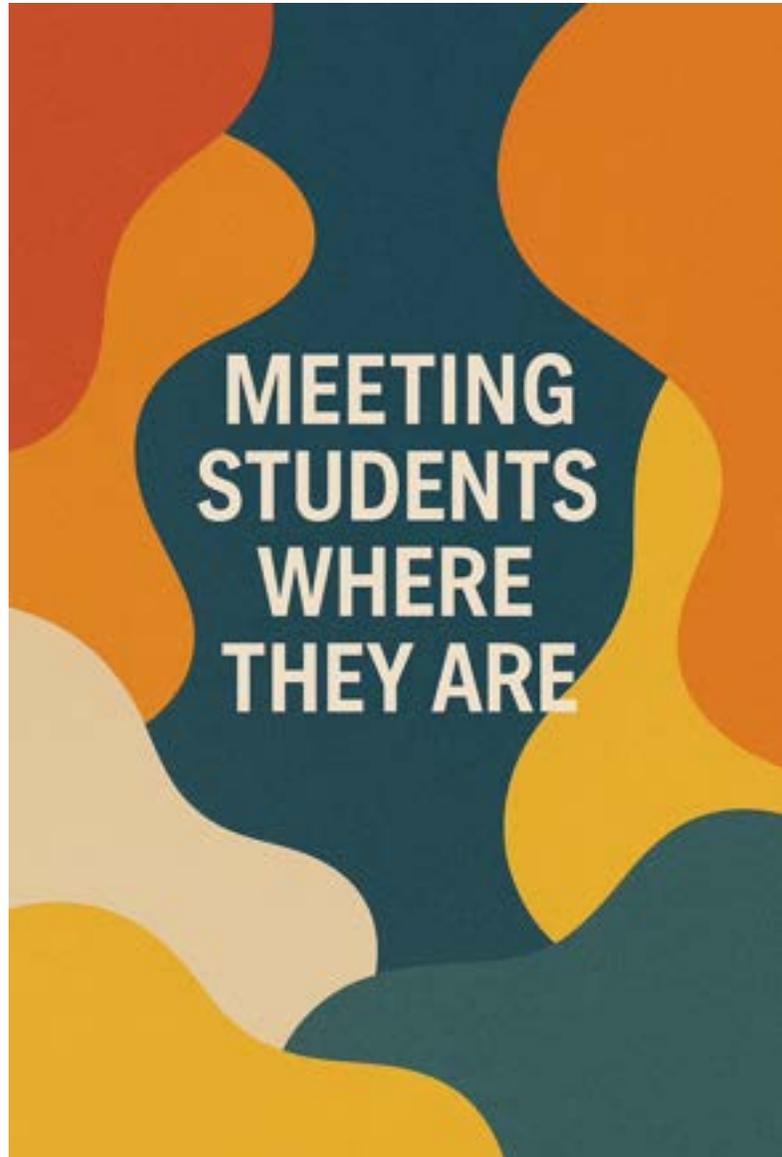


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Center for Innovative Teaching and Learning
Spring 2026
Faculty Development
Collaborate, Create, & Celebrate Teaching



Rethinking Business Leadership Education for Generation Z



SOURCE: OpenAI. (2025). *Abstract digital artwork representing leadership pedagogy for Generation Z* [AI-generated image].
ChatGPT. <https://chat.openai.com/>

Leadership Education Is Evolving

- Traditional models of business leadership education are no longer sufficient for today's learners.

Gen Z Is Redefining the Classroom

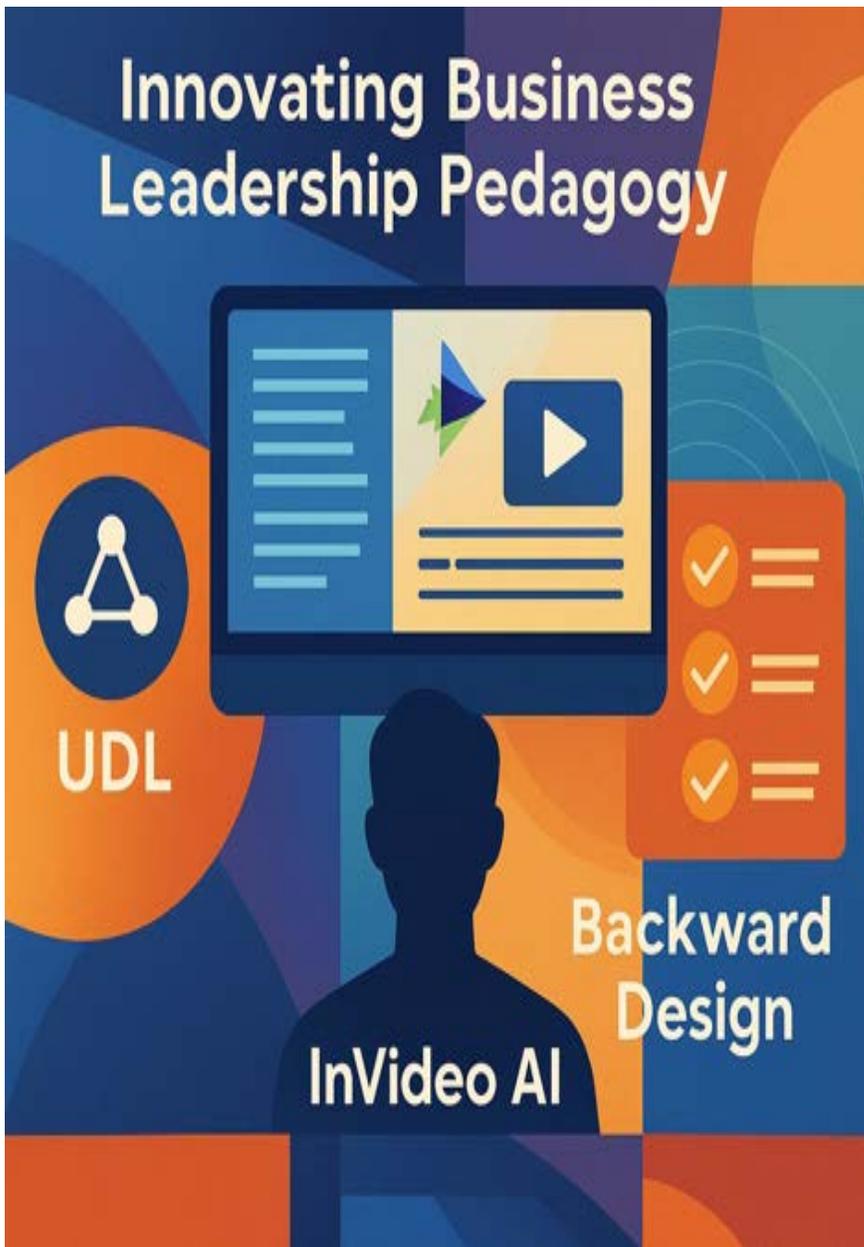
- Graduate students from Generation Z (born 1997–2012) expect learning to be relevant, interactive, and digitally fluent.

Engagement Through Choice and Media

- These learners thrive in environments that offer autonomy, visual content, and alignment with their personal values.

Call to Action for Educators

- Instructors must reimagine leadership education to meet the needs and expectations of this new generation.



SOURCE: OpenAI. (2025). *Abstract digital artwork representing leadership pedagogy for Generation Z* [AI-generated image].
ChatGPT. <https://chat.openai.com/>

Pedagogical Innovation:

- Proposes a redesign of business leadership education by integrating Universal Design for Learning (UDL) with InVideo AI.

Engagement:

- UDL's principles (CAST, 2018) support learner needs through flexible, accessible learning pathways.

AI-Enhanced Communication:

- InVideo AI enables students to express ideas via multimedia, fostering critical thinking and communication skills.

Backward Design Alignment:

- The strategy aligns goals, assessments, and instruction using the backward design model (Wiggins & McTighe, 2005).

According to Seemiller & Grace (2016)



SOURCE: OpenAI. (2025). *Infographic illustrating Universal Design for Learning in leadership education* [AI-generated infographic]. ChatGPT. <https://chat.openai.com/>

Universal Design for Learning (UDL): A Framework for Pedagogy **Empowering Learners Through**

Multiple Means of Engagement

offering choices that foster motivation and sustained interest

Multiple Means of Representation

presenting content in diverse formats

Multiple Means of Action and Expression

enabling students to demonstrate knowledge in multiple ways

INVIDEO AI: Key Features

Effortless Video Creation  Effortless Video Creation	AI-Powered Editing  Diverse Applications	Diverse Applications  Diverse Applications	Free & Paid Plans  Diverse Applications
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InVideo AI is a generative video creation tool that transforms text prompts into customizable, professional-quality videos using AI-powered editing and design features.

WHAT IS V3



FULL-VIDEO GENERATION FROM A SINGLE PROMPT



- Generates scripts, visuals, sound, and transitions from one text prompt
- Removes need to manually stitch scenes

GENERATIVE CONTENT + MULTI-MEDIA COMPOSITION

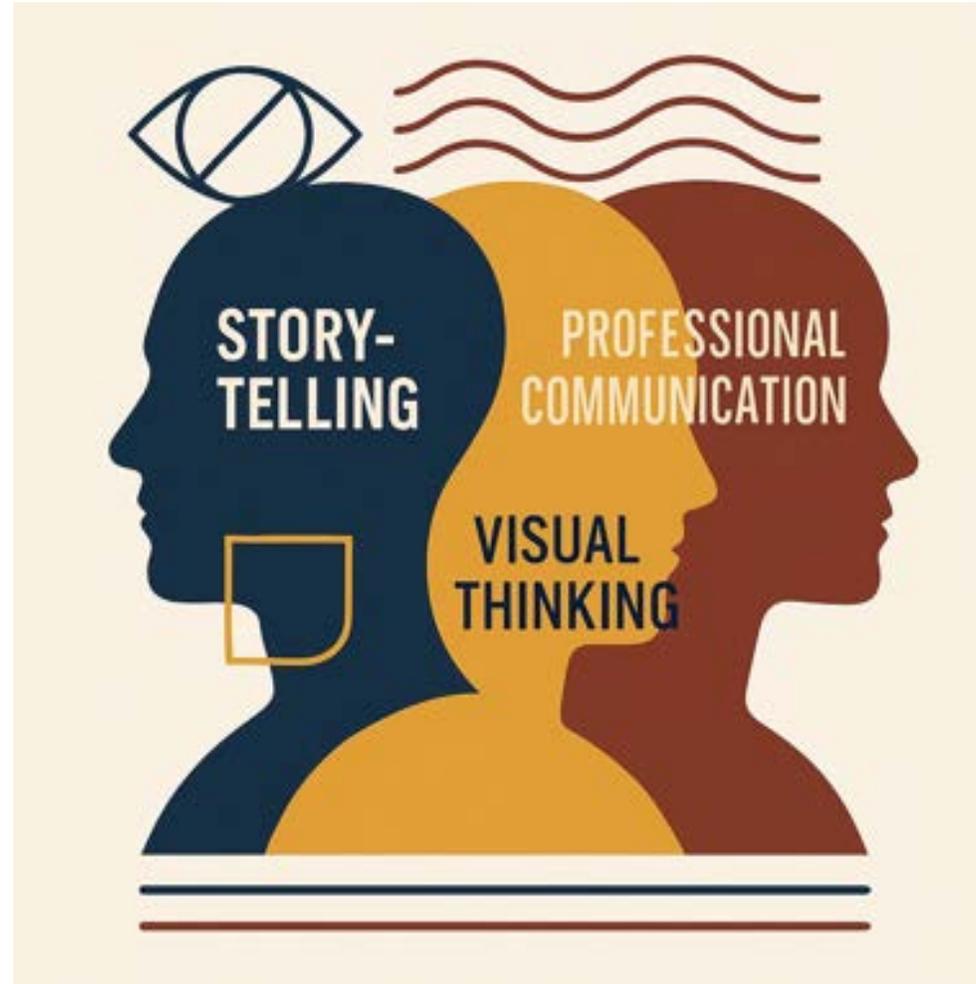
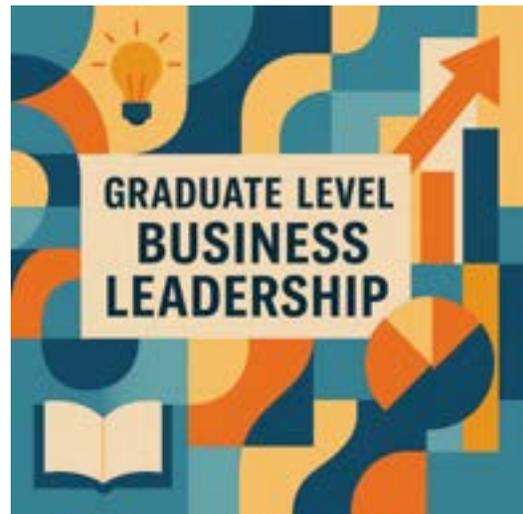


- AI creates or selects visuals, voice-overs, music, and subtitles
- Automates most aspects of video production

IMPROVED REFINEMENT & GENERATIVE MEDIA



- Enhanced from earlier versions (e.g., V2)
- Stronger AI-generated visuals, smoother coherence, better audio integration



SOURCE: OpenAI. (2025). *Infographic illustrating Universal Design for Learning in leadership education* [AI-generated infographic]. ChatGPT. <https://chat.openai.com/>

Assignment Components and Expectations

(Aligned with Backward Design)

Backward Design Component	Components	Expectations
Desired Results	Learning Goals	Apply Bianchi et al. (2017) to analyze early adopter selection.- Explain adopter categories with Gen Z examples.- Strengthen collaboration and presentation skills.- Use InVideo AI effectively.
	Essential Questions How do early adopters drive innovation diffusion? What makes them effective with Gen Z?	
Evidence	Assessments	15-min group presentation (includes 2-min InVideo AI).- Clear intro, innovation purpose, adopter analysis, and conclusions.- APA-formatted references.- Roles of team members indicated.- Active participation in peer discussion.
Learning Plan	Activities	Select innovation category (fundraiser, event, product, program, or tool).- Research Gen Z alignment with adopter categories.- Apply Bianchi framework to justify early adopters.

Assignment Components and Expectations

Group Project: Selecting Early Adopters to Foster Innovation Diffusion
analyze how early adopters influence the diffusion of innovations

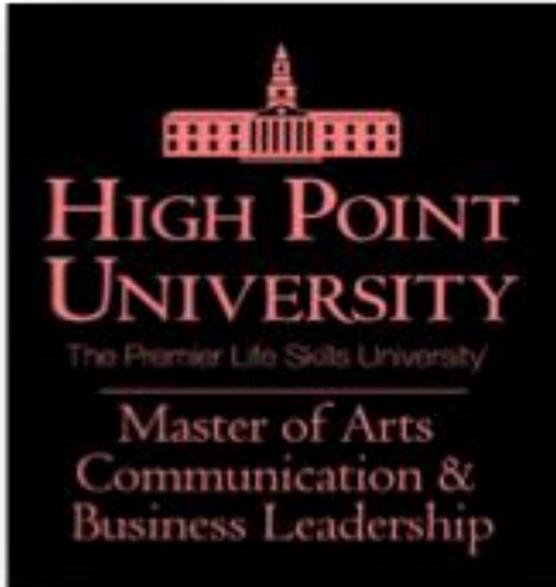
STAGE 1 **Desired Results**

STAGE 2 **Evidence**

STAGE 3 **Learning Plan**

Backward design model
(Wiggins & McTighe, 2005)

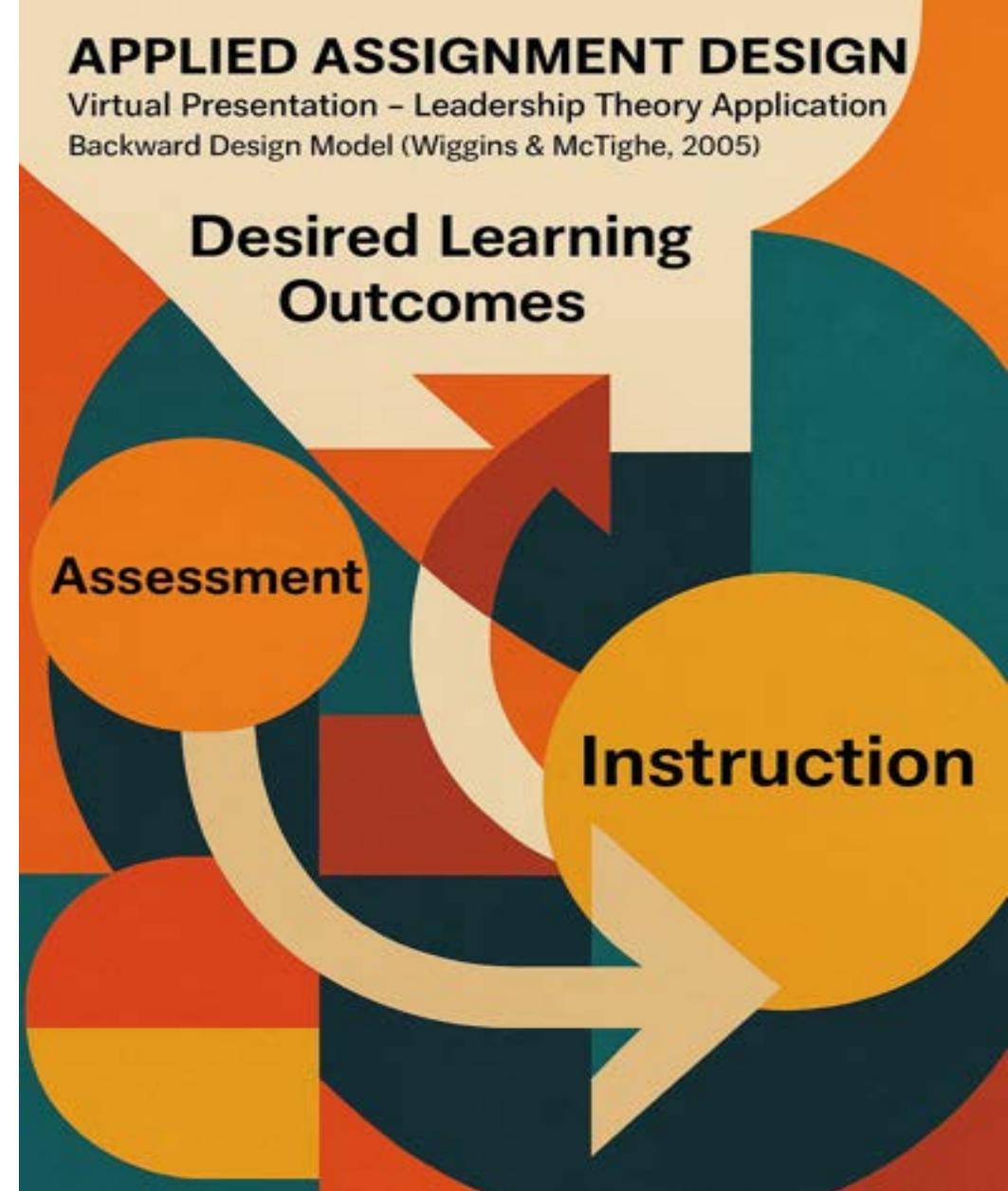
Student Group Project Presentation Using Invideo AI Using the Law of Diffusion of Innovation – Change Management Course

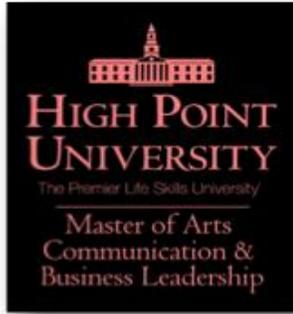


SOURCE: X, X, X, X, & X. (2025, Spring Semester). Bark and Bond: Selecting Early Adopters to Foster Innovation Diffusion [InVideo AI group project]. Change Management course, High Point University. Instructor: Dr. Andrea Hunt.

Assignment Components and Expectations (Aligned with Backward Design)

Backward Design Component	Assignment Element	Description
Desired Results	Learning Objectives	Apply leadership theory (Northouse, 2022); demonstrate scholarly synthesis; communicate professionally.
	Theoretical Integration	One leadership theory from Northouse (2022) applied to assigned topic.
	Scholarly Sources	Minimum of three peer-reviewed sources beyond the textbook.
Evidence of Learning	PowerPoint with Citations	5–8 slides with APA in-text citations, and a Reference slide.
	Recorded Microsoft Teams Video	5–7 minute presentation with the student appearing on screen in professional attire.
	InVideo AI Segment	2-minute embedded video demonstrating real-world application of the theory.
Learning Experience / Refinement	Peer Feedback	Constructive review focused on clarity, effectiveness, and improvement opportunities.
Learning Plan	Submission Guidelines	Upload video and PowerPoint to Blackboard; ensure accessible video permissions.
	Evaluation Tools	Grading rubric and example materials provided on Blackboard.





SOURCE: X, (2025, Summer Semester). Virtual Presentation Assignment: Leadership Theory Application [InVideo AI Segment]. Business Leadership course, High Point University. Instructor: Dr. Andrea Hunt.

Student Virtual Presentation InVideo AI Segment

Business Leadership Course

“How can leaders develop moral reasoning skills to navigate ethical dilemmas?”

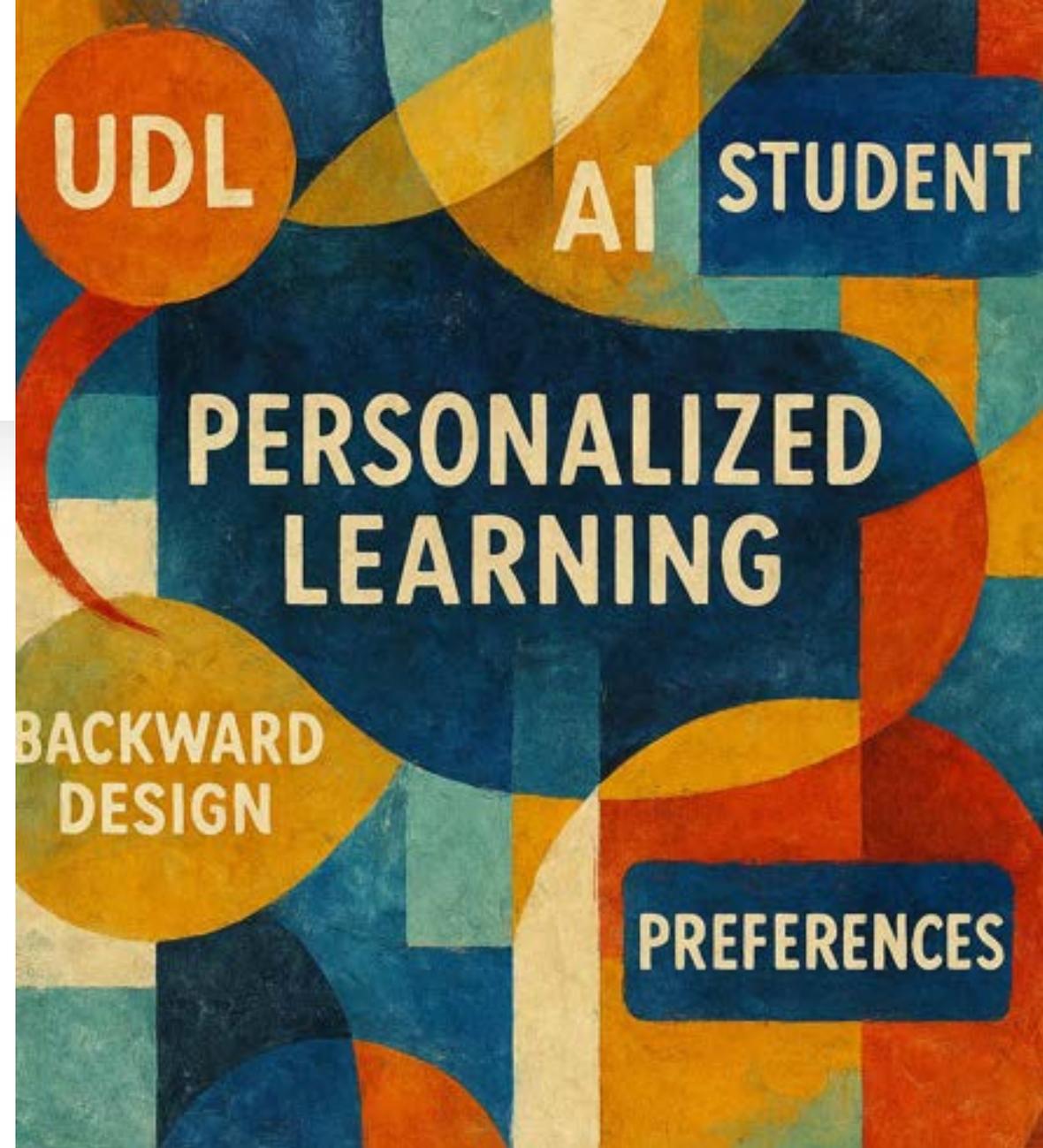
Impact : Student Learning

Increased engagement and enthusiasm

Higher retention of leadership theory

Improved communication, digital literacy, and ethical reasoning

Stronger portfolios with presentation artifacts for professional use



SOURCE: OpenAI. (2025). *Infographic illustrating Universal Design for Learning in leadership education* [AI-generated infographic]. ChatGPT. <https://chat.openai.com/>

Scalability Across Premier Life Skills

Technical Skills

- Build digital literacy and problem-solving for real-world applications.

Human Capital Skills

- Strengthen collaboration, communication, and cultural awareness.

Conceptual Skills

- Enhance critical thinking, strategy, and innovation.

Integrated Scalability

- Foster adaptability and lifelong learning across industries.

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FORWARDING SCALABILITY THROUGH UNIVERSAL AND BACKWARD DESIGN

Scholarly research for graduate students integrating AI tools across industries to prepare for the workforce

ADVANCING STUDENT SKILLS



TECHNICAL



HUMAN CAPITAL



CONCEPTUAL

INTEGRATING AI TOOLS



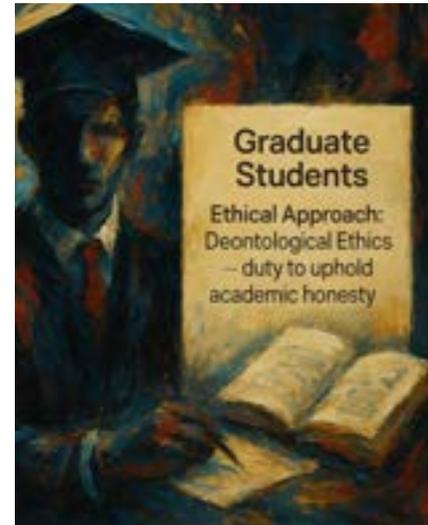
SCALABILITY ACROSS INDUSTRIES



ivideo



SOURCE: OpenAI. (2025). *Infographic Scalability across premier life skills* [AI-generated infographic]. ChatGPT. <https://chat.openai.com/>



ETHICAL LEADERSHIP & AI INTEGRATION

Universal Design for Learning (UDL)

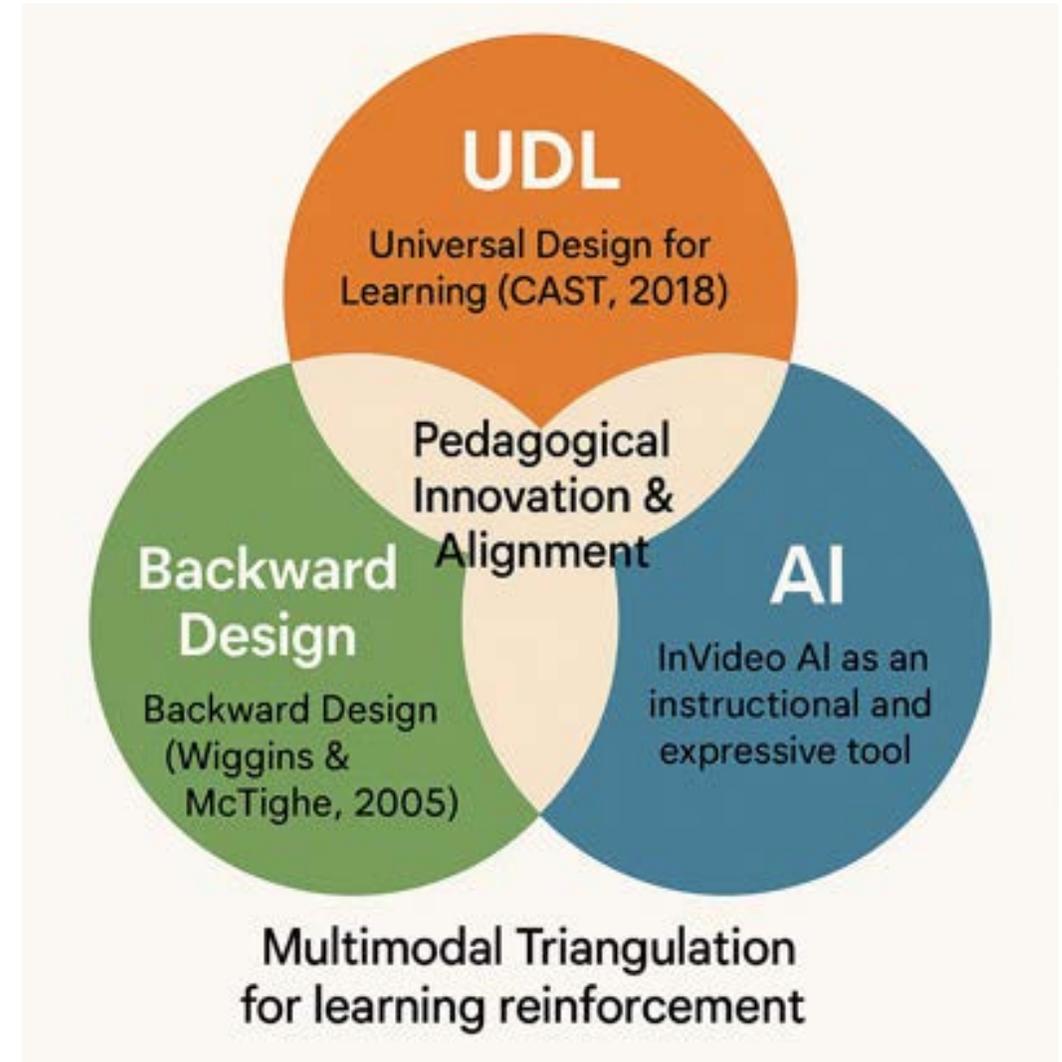
- Every learner has at least three access points to the same core concept—reducing barriers and increasing inclusivity.

Backward Design

- Ensure students not only *hear* the concept but also *see it applied* and *practice expressing it* themselves.

InVideo AI as a Multimodal Tool

- Ensures the same learning objective is **taught, reinforced, and assessed** across three channels: traditional text, interactive discussion, and AI-driven video.



SOURCE: Carter N, Bryant-Lukosius D, DiCenso A, Blythe J, Neville AJ. The use of triangulation in qualitative research. *Oncol Nurs Forum*. 2014 Sep;41(5):545-7. doi: 10.1188/14.ONF.545-547. PMID: 25158659.



SOURCE: OpenAI. (2025). *Infographic illustrating Universal Design for Learning in leadership education* [AI-generated infographic].
ChatGPT. <https://chat.openai.com/>

A New Model for Graduate Education

Integrated Design for Urgent Demands

- UDL, InVideo AI, and backward design engage Gen Z, improve critical thinking, and build real-world readiness.

From Passive to Active Learning

- Empowers students as contributors, not just consumers—bridging theory and practice.

Feedback as a Leadership Tool

- Structured peer feedback encourages reflection and respectful critique.

Building Leadership Through Feedback

- Students develop the ability to give and receive feedback—critical for professional growth.

Think of one recent course you taught where students seemed disengaged or less responsive. What might have contributed to that disengagement?



Faculty Interactive Exercise: Redesigning Leadership Pedagogy with Gen Z in Mind

Connect with a
colleague and ask
for their feedback:



“What worked well
in our design, and
what’s one way we
could improve it?”

Share-Out with your Colleague

Select a **leadership or business concept** (e.g., ethics in leadership, stakeholder analysis, crisis management).

Maximum 2-4 Minute Video

Exchange **email addresses** with your colleague so you can share your InVideo AI presentation afterward and continue the conversation beyond the session.

Conclusion and Implications

Educators as Instructional Architects

Design purposeful learning experiences aligned with modern student expectations, tools, and values.



Integrating UDL, Backward Design & AI

Combine Universal Design for Learning, backward design principles, and tools like InVideo to enhance engagement, accessibility, and impact.



Adapting to AI and Workforce Shifts

Instruction must evolve with technological advances and changing professional landscapes.



We Want to Hear From You!

**HIGH POINT
UNIVERSITY**
THE PREMIER LIFE SKILLS UNIVERSITY

Center for Innovative Teaching
and Learning

CITL Initiatives- Faculty
Feedback- Spring 2026

