

FROM EXPLORATION TO INTEGRATION: EVOLVING USE OF GENERATIVE AI IN PROPERTY TECHNOLOGY EDUCATION

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ABSTRACT

As the Australian property sector embraces GenAI-driven change, future-ready graduates must develop ethical and effective generative artificial intelligence (GenAI) practices. GenAI is reshaping property curriculum, offering both opportunities and challenges to align education with practice. This study presents an action research project integrating GenAI tools into an undergraduate Property Technology (PropTech) course in 2024 and 2025 at an Australian university, conducted by a PropTech academic and industry practitioner. In 2024, students pitched technological solutions to industry problems as an assignment, with only 70% voluntarily using GenAI tools to enhance creativity in their pitches. In 2025, following a new university policy prohibiting restrictions on GenAI, the assignment and curriculum were redesigned to mandate GenAI use. Findings show that a structured GenAI-integrated curriculum enhanced student creativity, engagement, and ethical practices while aligning with institutional policy and industry needs. The study illustrates how inherently technology-focused courses facilitate effective and ethical GenAI integration.

Keywords: Artificial Intelligence, Generative AI, PropTech, Education, Technology, Action Research

INTRODUCTION

The property industry is undergoing a substantial transformation driven by advancements in artificial intelligence (AI), with the increasing adoption of generative artificial intelligence (GenAI) tools. It is estimated that GenAI could unlock between USD10 to 18 billion in value across the property sector globally (Fitzpatrick et al., 2023), indicating a profound impact on productivity, innovation, and customer service. While the industry begins to embrace this shift, preparing graduates with the necessary skills and ethical awareness to navigate AI-integrated workplaces is becoming urgent.

With GenAI, the educators are often caught between the promise of innovation and concerns around academic integrity (Weng et al., 2024). The launch of OpenAI's ChatGPT in 2022 followed by numerous GenAI tools raised concerns over potential misuse in assessments (Rudolph et al., 2023; Hsu & Ching, 2023). In response, many universities initially implemented restrictions on GenAI use. As the benefits of GenAI became evident, institutional perspectives evolved. In November 2024, "Gen AI strategies for Australian higher education: Emerging practice toolkit" was launched by the Tertiary Education Quality and Standards Agency (TEQSA) in Australia. This toolkit encourages the ethical and pedagogically sound use of GenAI in teaching and learning (TEQSA, 2024). This shift is reshaping learning outcomes to emphasise graduate attributes such as adaptability, critical thinking, ethical reasoning, and digital literacy (Nikolic et al., 2024). Facilitating and observing students' use of GenAI tools not only provides valuable pedagogical insights through reflections but also enables educators to respond to broader institutional and industry expectations (Lodge & Ashford-Rowe, 2024).

For technology-centric disciplines, the integration of GenAI into the curriculum and assignments is both timely and essential (Baidoo-Anu & Ansah, 2023). This study is situated within the context of a *Property Technology* (PropTech) sub-major offered as part of undergraduate construction and property programs at a metropolitan Australian university. A subject in this stream, *Property Technology and Innovation*, explores how AI and big data are reshaping commercial real estate. In 2024, the curriculum and the assignments in the subject followed the cautious approach adopted by the university with the GenAI integration. In 2025, following the university's new policy that prohibited banning GenAI in assessments and the increased AI misuse in the property sector, the curriculum was revised to incorporate the innovative and ethical use of GenAI. These two years presented an opportunity to reflect on how GenAI integration evolved in the same subject, under different industry and

institutional conditions. This study applied the spiral action research model (Kemmis & McTaggart, 1988) to analyse two action research cycles in 2024 and 2025. With that research model, the study explored how structured GenAI integration impacted student learning, creativity, ethical reasoning, and alignment with institutional and property industry needs.

LITERATURE REVIEW

Application of AI in the Property Industry

Artificial Intelligence or AI refers to computer systems capable of performing tasks that typically require human intelligence such as reasoning, problem-solving and learning from experience (Gil de Zúñiga, Goyanes & Durotoye, 2023). A subset of AI focused on creating new content, such as text, images, audio, or video by learning patterns from existing datasets, is called generative AI (GenAI) (Sengar et al., 2025). A type of generative AI explicitly designed for understanding and producing human language is called a large language model (LLM). LLMs use large datasets, advanced machine learning algorithms and deep neural networks to generate coherent text, answer questions, and perform other language-based tasks (Peykani et al., 2025). Generative Pre-trained Transformer (GPT) is a family of LLMs developed by OpenAI that uses the transformer architecture to predict and generate language outputs based on input prompts. ChatGPT is an LLM and an implementation of GPT. Similar to Microsoft Copilot, ChatGPT falls under the category of Generative AI tools (Abdullah, Madain & Jararweh, 2022).

Such GenAI tools have the ability to process large datasets, assist with decision-making, and enhance customer experiences. Thereby, the applications of GenAI tools are valuable in the property sector, which is traditionally reliant on manual processes (Chui et al., 2023; Grabovyy et al., 2023). For example, AI-powered chatbots and virtual assistants further enhance customer service by enabling real-time responses to tenant queries. Another growing area is predictive analytics, where GenAI supports proactive maintenance, resource optimisation, and cost control (Topraklı, 2025). In investment and valuation, GenAI tools analyse large volumes of market data to support risk assessments, identify opportunities, and enhance decision-making processes (Szumilo & Wiegelmann, 2024). In marketing, AI-generated content and targeted campaigns help agencies personalise customer interactions, while AI-powered virtual tours improve engagement and broaden market reach (Topraklı, 2025).

Despite its potential, the adoption of GenAI in the Australian property sector is not without challenges. Key concerns include data quality and standardisation, as fragmented and inconsistent datasets can compromise AI model accuracy (Australian Property Institute, 2023). Technical integration is also difficult due to outdated legacy systems that are often incompatible with AI platforms (Szumilo & Wiegelmann, 2024). Successful implementation requires significant investment in infrastructure and interoperability planning. Resistance to change, fear of job displacement, and uncertainty around return on investment can decelerate adoption (Koroleva & Souza, 2023). Ethical and legal considerations are equally critical. Concerns about data privacy, algorithmic bias, and regulatory compliance must be addressed to ensure fairness, transparency, and responsible AI use (Szumilo & Wiegelmann, 2024). The Property Council of Australia (2023) advocates for a human-centred approach to AI integration in the property sector, emphasising the need to balance automation with human judgement. Therefore, workforce readiness is crucial. Real estate professionals and property graduates must acquire new digital and AI competencies to work effectively alongside AI systems (Topraklı, 2025).

AI adoption in the Australian Property Sector from 2024 to 2025

The adoption of GenAI in the Australian property industry, especially the commercial real estate sector remained preliminary during early to mid-2024. A survey conducted in 2023 by Yardi and the Property Council of Australia discovered that 31% of respondents had not taken any steps toward AI adoption, while only 26% had implemented systems, suggesting that most property organisations were still in exploratory phases (Property Council of Australia, 2024). Pilot initiatives were typically narrow in scope, such as AI chatbots used within Yardi Rentcafe, which can communicate with prospective build-to-rent customers and perform preliminary tasks for leasing agents (Yardi, 2024). Global industry surveys carried out by Deloitte (2024) similarly observed that while GenAI's potential to reshape commercial real estate was recognised, adoption was still cautious, with experimentation limited by data quality, technical capabilities, and organisational readiness.

By 2025, the use of GenAI in the Australian property sector had expanded significantly. However, this rise was accompanied by growing ethical concerns, regulatory responses, and cases of misuse reported in the media. A high-profile case in late 2024, where a branch of the real estate agency, LJ Hooker used ChatGPT to publish a rental listing that falsely referenced non-existent schools, highlighted the risks of unchecked AI-generated content (The Guardian, 2024). In early 2025, real estate professionals noted a surge in misleading AI-generated marketing language, which drew criticism for hiding property defects and misinforming consumers (Daily Telegraph, 2025). In response, the New South Wales Government (NSW Government) introduced new legislation to strengthen renter protections by mandating disclosure of AI-altered images and penalising misleading rental advertisements (NSW Government, 2025). The Australian Property Institute (API) introduced the “*Valuation Process Quality Control Protocol*”, effective from March 1, 2025, establishing a checklist-based framework to ensure transparency, integrity, and risk management. Its emphasis on declaring methodologies implies that any AI-driven components must be disclosed within valuations (API, 2025a). Parallel to this, the API and International Valuation Standards Council are urging caution around AI use in valuation, reinforcing that professional scepticism, disclosure, and human judgment remain essential (API, 2025b). Beyond advertising and valuation, misuse cases also drew attention with high media coverage in 2025. Cybercriminals employed AI-generated voice cloning and sophisticated fake emails to defraud property buyers and sellers, with property settlement scam losses rising to AUD 43.2 million according to the Australian Competition and Consumer Commission (News.com.au, 2025). In another instance, a Queensland real estate agent was found to have repeatedly submitted AI-generated legal arguments containing fabricated precedents and fictitious citations to the Queensland Civil and Administrative Tribunal, underscoring the dangers of unverified reliance on GenAI outputs in legal contexts (Courier Mail, 2024).

These developments illustrate the rapid rise of GenAI use in the Australian property sector and the parallel emergence of regulatory, professional, and ethical safeguards in response to its misuse. This evolving landscape underscores the critical importance of equipping future property professionals with the knowledge and skills to engage with GenAI responsibly and effectively.

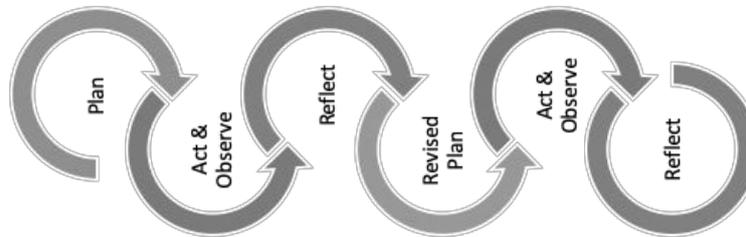
Effective and ethical engagement with GenAI

Developing GenAI literacy within university programs helps students build critical thinking and ethical reasoning skills to perform efficiently in their professional careers (Zaphir et al., 2024; An et al., 2025). Educators play a key role by facilitating structured, reflective engagement with GenAI tools, which has been shown to develop AI skills (Rowland, 2023; Lodge & Ashford-Rowe, 2024). GenAI can enhance student creativity by simulating industry practices by offering new ways for students to engage with complex content, generate ideas, and visualise innovative solutions (Daher & Hussein, 2024; Law, 2024). Studies show that technology-enhanced assignments encourage more creative and critical engagement than traditional assessment tasks (Henriksen et al., 2021). However, concerns about the authenticity of AI-assisted student work remain. While GenAI can support the creative process, educators must also ensure that assessments are designed to preserve academic integrity and encourage student ownership of ideas (Mohammadkarimi, 2023). A major concern is GenAI’s tendency to fabricate information (Cui & Alias, 2024), which may lead students to unknowingly include inaccurate content. Over-reliance on GenAI can undermine problem-solving and critical thinking (Ogunleye et al., 2024), while inherent biases in AI algorithms raise ethical concerns about fairness and objectivity (Batista et al., 2024). Disparities in student access to GenAI tools can also exacerbate educational inequalities (Cui & Alias, 2024). In response, universities are updating policies to support responsible and innovative use of GenAI in educational contexts aligning with industry practice (Batista et al., 2024).

RESEARCH METHODOLOGY

To explore how structured integration of GenAI tools evolved in Property Technology education, this study adopted the spiral model of action research proposed by Kemmis and McTaggart (1988). The case context was the *Property Technology and Innovation* subject taught over two consecutive offerings (2024 and 2025). The spiral model of action research frames action research as a dynamic, iterative cycle consisting of the phases - plan, act and observe, reflect, revised plan, act and observe, reflect. This model is illustrated in Figure 1.

Figure 1: The spiral model of action research



Source: (Kemmis & McTaggart, 1988)

The spiral approach acknowledges that reflection leads to new cycles of planning, creating a responsive and evolving learning environment. Therefore, this model positions educators as practitioner-researchers, continually refining their pedagogy through evidence-based inquiry (Kemmis & McTaggart, 1988).

The subject is delivered in a four-day block format (9 am -5 pm) simulating a real-life work environment. It is characterised by the practice-based design blending theoretical content with AI and big data applications in the commercial real estate sector. The subject delves into property technology (PropTech). “PropTech is one small part of the wider digital transformation of the property industry. It describes a movement driving a mentality change within the real estate industry and its consumers regarding technology-driven innovation in data assembly, transactions, and the design of buildings and cities” (Baum, 2017).

The action research was conducted by a Property Technology Academic (PTA) and a Property Technology Industry practitioner (PTI), both with PhDs in AI and experience in the commercial real estate sector. This collaboration warranted a balanced integration of academic insight and industry perspective. The core assignment required students to pitch a PropTech solution to an existing industry problem. The objective was to introduce students to GenAI’s practical applications in property, leveraging their academic and industry perspectives. The students were not participants in this research. Teacher observations and reflections were used as research data across the two action research cycles. As the analysis technique, the analytical framework of sensemaking (Weick, 1995) was used. This helped the researchers to look for patterns during data analysis. According to Weick (1995), sensemaking involves observing, experiencing, noticing and interpreting data by looking for patterns and is suited for studies which involve reflections.

RESULTS AND DISCUSSION

2024 Action Research Cycle

The first action research cycle was commenced in May 2024 with the *plan* phase. The phases of *act and observe–reflect* were conducted during the Spring 2024 teaching session from August to October 2024.

Plan Phase

In May 2024, during course preparation, the PTA identified the growing significance of GenAI in the property sector through both a review of current literature and discussions with the PTI. At the institutional level, the university’s 2024 GenAI Policy permitted academics to prohibit students’ GenAI use in assignments and classified unethical or inappropriate use as academic misconduct. However, the policy lacked clear definitions of what constituted ethical or appropriate use, leaving interpretation largely at the discretion of individual academics. Although the university maintained an enterprise subscription to Microsoft Copilot, functionality at the time was limited to text generation, offering students only limited exposure to GenAI capabilities through the university-approved GenAI platform.

With this context, recognising the need to build students’ awareness and skills in this rapidly emerging area, the PTA, drawing on PTI’s industry insights, developed a dedicated GenAI lecture. In addition, PTI planned

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to deliver an industry guest lecture focused on the applications of AI in commercial real estate. To reinforce this focus, a new assignment was designed connected with the lecture. Students were tasked with producing a short video pitch for a pilot PropTech project addressing a real-world commercial property challenge through technological innovation. This was an individual assignment submitted online. The assignment aligned directly with the learning outcome requiring students to present compelling cases for technology investments in the property sector. In the assignment brief, the use of GenAI tools to enhance creativity in the pitch was encouraged but not made mandatory. Of the total 40 marks available, five marks were allocated to “use of visual aids and interactive content,” encouraging the students to explore GenAI while still allowing the use of alternative non-AI tools. The assignment brief included a disclaimer requiring students to declare any GenAI use and cite tools according to the APA-7 referencing format provided by the university library. The assignment brief also clearly mentioned that the non-use of GenAI carried no penalty.

Act and Observe Phase

The subject was delivered in intensive block mode across four classes during August–September 2024. The GenAI lecture, delivered by the PTA, was scheduled in the September block. The cohort comprised 30 students, 60% of whom were concurrently employed in the property industry.

The PTA’s lecture introduced students to the definition of GenAI and a range of tools, including ChatGPT, DALL·E, Copilot, VEED, and Claude. Only the free-of-charge subscriptions were used. A hands-on activity enabled students to experiment with these tools. Students were encouraged to craft a commercial real estate advertisement using ChatGPT and Copilot text generation. Then the students were asked to use DALL·E for real estate image generation. The same content was used through VEED for video content creation for a real estate advertisement. Guidance on crafting effective prompts was embedded into the activities.

The session was very engaging. It sparked a class-wide discussion on ethical concerns such as bias, misinformation, and privacy while appreciating the innovation and effectiveness of GenAI tools for learning activities. The students, who were employed in the property industry shared their experience of using ChatGPT and Copilot for tasks such as email writing and report editing.

Following this session, the PTI delivered an industry guest lecture on AI applications in commercial real estate, with an emphasis on PropTech start-ups leveraging AI and big data in the property development sector. The lecture sparked strong interest, with students questioning how PropTech companies source and utilise data for their solutions. Some students also approached the PTI about testing the performance of these tools in real-world contexts.

The assignment was formally introduced after the lectures. Students were encouraged to seek support with GenAI, and many consulted the PTA both in person and via email for guidance on prompt engineering, tool functionality, and correct citation practices. Some students showed the draft presentation outline of their pitch to seek in-depth guidance on the use of GenAI tools.

Marking was completed in October. Below are the findings.

- Of the 30 students enrolled, 27 submitted the assignment. Out of them, 21 students voluntarily incorporated GenAI tools in their pitch presentation.
- All of them used ChatGPT and DALL·E. Of the 21 students, 12 of them also used Copilot, Claude and VEED. ChatGPT, Claude and Copilot were used to create an outline for the presentation, and DALL·E and VEED were used to create interactive content.
- Additionally, 05 of them experimented with GenAI tools that were not introduced in the lecture. Image Generator and Myninja.ai were the other GenAI tools used by the students to enhance the visual interactivity. Among these students, 03 of them specifically identified Canva as a GenAI tool for its AI-assisted presentation features.
- Nine students cited tools correctly using APA and included the required GenAI usage declaration. Twelve students declared use but did not meet formal citation standards.
- Six students did not reference or declare GenAI, suggesting they had not used these tools.

Reflection Phase

Given that mainstream GenAI use had only become widespread following the release of ChatGPT in late 2022, students were still relatively new to GenAI tools in 2024, either through their studies at the university or

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workplace practices. Nevertheless, most students demonstrated strong enthusiasm and curiosity when the ethical considerations and practical experimentation with industry insights were integrated into the learning process.

The cycle revealed four key insights through reflections, which were carried out in October 2024.

- Students embraced the opportunity to explore GenAI in an applied context, often drawing connections with their professional and academic experiences. The practical nature of the assignment provided the opportunity to explore GenAI more innovatively to enhance the creativity in their presentations.
- Voluntary use of GenAI fostered creativity but created inconsistencies in engagement and outcomes between users and non-users. The non-users of GenAI could also have concerns such as AI bias, creation of misinformation, and data privacy.
- Many students struggled with correctly citing GenAI tools or disclosing the use of GenAI, reflecting uncertainty around ethical and academic expectations.
- Some assignments contained generic content, indicating an overdependence on GenAI tools with minimal demonstration of personal insight or critical analysis.

These insights highlighted the need for clearer scaffolding around academic integrity, innovation, creativity, ethical use, and citation practices. The insights also informed revisions to the lecture and assignment redesign for the 2025 cycle, in anticipation of a changing institutional policy landscape and industry practices.

2025 action research cycle

The second action research cycle, which involved the revised plan, act, observe, and reflect, was conducted for the Spring teaching session of 2025 (August – November 2025).

Revised Planning Phase

Building on the 2024 reflections and responding to the introduction of a new university GenAI policy (effective January 2025), the PTA and PTI sought innovative strategies to embed GenAI into the curriculum. The university lifted the restrictions on students' use of GenAI. Instead, the academics were encouraged to incorporate GenAI tools into assignments to teach students the innovative and ethical use of GenAI tools. An enterprise license for Microsoft Copilot was rolled out across the university with advanced features. The library developed guidance resources to support students' responsible and effective use of Copilot. Two university-developed GenAI tools, an academic writing assistant and a research assistant were made available to students through the library. This was significant due to the advancements in GenAI in 2025 and the increased use of these tools across every industry. Additionally, the increase in unethical use of GenAI tools by the students was also a concern.

In May 2025, the PTA, through literature review and industry engagement with the PTI, identified significant advancements in GenAI, particularly the rise of AI start-ups in the property industry of Australia. Parallely, the literature reported the increased misuse of GenAI tools by real estate professionals. The lecture content was refined to emphasise the innovative and ethical GenAI applications in commercial real estate, the range of tools available, and the importance of structured prompting. With input from the PTI, the GenAI lecture was enhanced and supplemented with plans for two additional PTI-led lectures focused specifically on LLMs, ensuring deeper technical and applied understanding.

The 2024 assignment was revised for 2025. The assignment task was to produce a short video pitch for a pilot PropTech project that addresses a real-world property challenge, aligned with the learning outcome of presenting compelling investment cases. In 2025, the assignment task was presented as a hypothetical real-life industry scenario to highlight the practical value. A key change was that GenAI use became a mandatory requirement of the assignment. Five of the 40 marks were explicitly allocated to the quality of visual aids and interactive content, recognising GenAI's creative and communicative potential. Students were required to declare all GenAI use and provide citations for tools in accordance with university guidelines and two marks were allocated to meet that marking criteria. The expectation was set that all students would adhere to academic integrity standards and demonstrate a high level of professionalism and ethical mindset.

Act and Observe Phase

The course was again delivered in intensive block mode, with the GenAI lecture scheduled in the first August block to ensure early exposure. The cohort comprised 40 students, 70% of whom were concurrently employed

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in the property industry. The lecture content and the activities were the same as last year, with emphasis on recent developments such as ChatGPT's and Copilot's new image-generation capabilities, which replaced DALL·E. Additionally, the students were introduced to advanced prompt engineering. They were also introduced to CanvaAI to design interactive content. The GenAI tools developed by the university were presented to the students. The demonstrations of custom GPTs in ChatGPT and custom AI agents in Copilot showcased practical applications in the property industry. Moreover, the recent unethical use cases of GenAI in the property industry were discussed with the students to capture their opinion. Many students shared workplace experiences with GenAI, specifically with Copilot for professional writing and reporting, and half the class reported holding paid ChatGPT subscriptions. Privacy concerns were raised by 12 students, prompting a robust discussion on data privacy and ethical use. The PTI delivered two lectures on LLM applications in the property industry, providing real-world examples. The students were very curious to learn more about these applications.

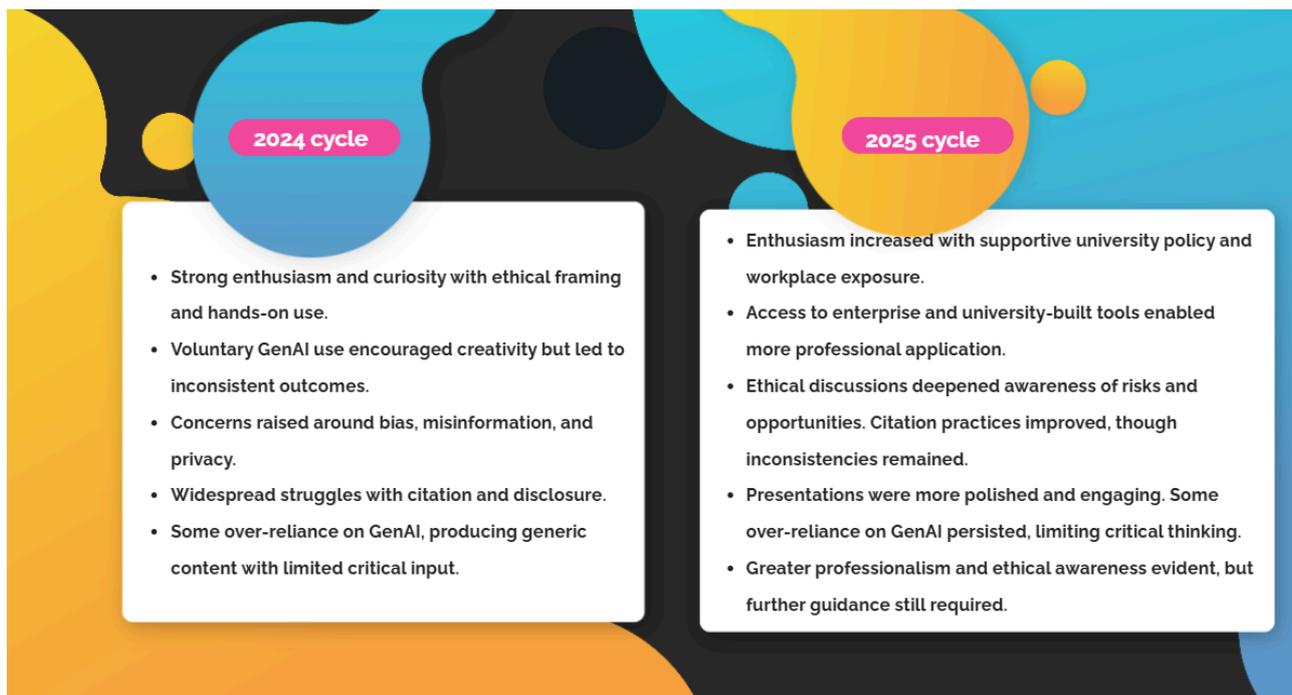
Following the lectures, the video pitch assignment was introduced, and students actively sought feedback on prompts, tool features, and citation practices, with greater emphasis on citation standards and GenAI declarations compared to 2024. Although the teaching block did not coincide with the release of GPT-5, students later experimented with the newest models and informed PTA of their experiences via email. In late August, the marking was completed.

- Of the 40 enrolled students, 38 submitted the assignment, all of whom incorporated GenAI tools into their pitches.
- Every student used Copilot through the university license, 20 students also used ChatGPT, and others experimented with Claude, Myninja.ai, VEED, Image Generator and CanvaAI similarly as in 2024.
- Citation practices showed improvement from the previous year as 30 students correctly cited tools using APA referencing.
- They also included a GenAI usage declaration aligned with university guidelines, while 08 students declared tool use but did not follow formal citation standards.

Reflection Phase

The second cycle showed an increased student enthusiasm for GenAI when combined with ethical framing and hands-on experimentation. The university policies, resources and the increased GenAI use in the industry have influenced students' mindset. As demonstrated by the GenAI disclaimers and the quality of the assignment output, the majority of the students have awareness of both the opportunities and risks associated with GenAI use. However, inconsistencies in citation practices persisted, signalling the need for ongoing instructions. Compared with 2024, the visual quality of presentations improved significantly, with all submissions being visually engaging and well-structured. Compared to 2024, few assignments still included generic content, suggesting an over-reliance on GenAI outputs and limited evidence of personal insight or critical thinking. This highlighted the continuing challenge of fostering critical engagement with GenAI, as students navigate its integration into professional work beyond their academic tasks. The insights gained from the 2024 and 2025 action research cycles are visualised in Figure 2.

Figure 2: The insights from action research cycles



The two action research cycles (2024–2025) established increasing student enthusiasm for GenAI for academic and professional tasks. This was evident by the significant improvements in the visual quality of assignments with a stronger alignment with real-life industry practices. The teaching and learning were supported by ethical framing and hands-on experimentation. These outcomes indicate that technology-enhanced assignments can foster creativity and deepen conceptual understanding (Henriksen et al., 2021; Law, 2024) to align with real-life property applications. At the same time, the findings highlighted persistent challenges, including occasional over-reliance on GenAI outputs (API, 2025b). Such concerns echo the risks associated with GenAI use, including misinformation and integrity issues (Cui & Alias, 2024; Batista et al., 2024). Institutional developments, such as the rollout of Copilot Enterprise license, the introduction of library-developed tools, and updated GenAI policies, played a significant role in shaping students' perceptions, practices, and confidence in applying GenAI within academic and professional contexts. These insights reinforce broader calls for universities and industry to support responsible integration of GenAI through clear policies, carefully designed instructions with targeted professional development (Zaphir et al., 2024; Weng et al., 2024; NSW Government, 2025).

CONCLUSIONS AND FUTURE DIRECTIONS

This study is situated within the property industry, which is undergoing rapid transformation through AI. The two-cycle action research study demonstrated the potential of integrating GenAI into property technology education to enhance alignment with property industry practice. Across 2024 and 2025, students showed sustained enthusiasm for experimenting with GenAI tools, particularly when ethical considerations and hands-on activities were embedded into the curriculum. The inherent technological nature of the subject facilitated the integration of GenAI. On the other hand, having both an academic and an industry professional teaching the subject was vital in bridging theory with practice. The academic provided research-informed concepts and ethical framing, while the industry expert offered real-world applications of GenAI in property contexts. This combination enhanced curriculum relevance and deepened student engagement. The action research cycles also highlighted the important influence of institutional policy shifts in shaping teaching and learning in the era of GenAI. The occasional over-reliance on AI-generated content without sufficient integration of personal insights is a recurrent problem in the property industry as well as in academia.

Future research should investigate strategies for strengthening academic integrity and critical thinking in GenAI-integrated assignments in education. Further exploration is also needed into discipline-specific applications of GenAI in property and real estate education, with a focus on balancing technical proficiency

with professional judgement. A longitudinal research tracking graduates' use of GenAI in the workplace could offer valuable perspectives on how higher education can better prepare students for the evolving demands of an AI-enabled property industry.

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