Session abstracts

Session 1, 10:20 – 10:20

Session 1.1a
Introducing the Leeds BAIBEL project: Building AI-based education languages
Dr Clare Wright, Manoj Ravi, Kashmir Kaur, Matt Bawn and Luisa Cutillo, University of Leeds
Oral presentation
The Leeds BAIBEL project is designed to bring together students, academics, HE professionals and employers to co-create an interdisciplinary common linguistic framework for embedding AI in globalised higher education in ways that are equitable, ethical and sustainable, in line with HEI and UN goals. This talk presents the project’s rationale and methodology, including workshops and design events, exploring practical ways to intertwine AI competencies with social responsibility in higher education, while respecting cultural implications. This project aims to bridge the gap between technological proficiency and global citizenship, facilitating a holistic approach to education in the age of AI.

Session 1.1b
Using generative artificial intelligence (SimConverse) in simulation-based experiential learning for Pharmacy students
Michelle Elston, Olivia Mina and Natalie Lewis, Aston University
Cutting Edge
Aston Pharmacy School are using a generative AI software (SimConverse) for Master of Pharmacy students to simulate consultations that pharmacists would hold in practice. Students speak with an AI character, receive AI-generated feedback against a rubric, then complete debrief questions within the system before being allowed a further attempt at speaking with the AI. The experience to date of the initiative will be outlined, along with an overview of the initial informal feedback gathered and an outline of planned future evaluation of the project.

Session 1.1c
Fear not: Using AI as a tool for creative courses
John Hudson, Staffordshire University
Cutting Edge
AI tools are influencing the creative industries across a number of disciplines including advertising, branding, design and Illustration. In response to this some art & design courses have begun experimenting with AI tools across teaching content and delivery. This session will explore how BA Hons Graphic Design course is not seeing AI as a threat but as an opportunity, as a new set of creative tools that can enhance design process and ideation. The session will share experiences from an industry collaboration that explored AI as a tool to be used responsibly within creative process.
Session 1.2a
Using generative AI to build ethical and sustainable business practices through the development of future-focussed graduate skills
Christopher Bell, Dr Sam O’Neill and Rich Conniss, University of Derby
Oral presentation
As a response to the adoption of Generative AI tools across the HE Sector, the University of Derby has developed a Code of Practice as a set of principles for the use of GenAI technologies in the support of academic practice. The objective of this Code of Practice isn’t to establish a set of rules on the use of Generative AI. Rather its purpose is as a guide designed to provide academic colleagues with a set of prompts to consider how to integrate the use of Generative AI tools into their practice in a responsible and ethical way. By working alongside regional employers to guide them through the principles underpinning our Code of Practice, we have been able to draw parallels between this work and the development of ethical and sustainable policy and procedure within a business context.

Session 1.2b
Utilising ChatGPT to develop students’ holistic capital
Dr Andrew Sprake and John Morgan, University of Central Lancashire
Oral presentation
The proliferation of students’ use of ChatGPT has produced two rival camps: those who advocate punitive measures for academic integrity, and those encourage its productive use. This project presents a balanced pedagogical approach utilising ChatGPT for learning. Drawing on Bourdieu’s capitals, and our institution’s widening participation agenda, we invited students to critically appraise the reliability of essays composed by ChatGPT. Students were challenged to develop their information literacy and criticality, both of which are crucial skills for contemporary citizenship and social mobility. An evaluation of this project is imminent, the outcomes of which may be of interest for symposium delegates.

Session 1.2c
Artificial Intelligence for Academic Purposes (AIAP): Promoting efficacious and responsible use of Generative AI within an EAP module
David Hastie and Cassie Ngo, International College Dundee
Oral presentation
Ideas concerning the need to teach AI literacy, ethics, and appropriate use of AI to students have reached critical mass within the growing body of literature on the topic. Practical and data-driven suggestions for how to do this are however much thinner on the ground. Our session will examine concrete examples of integrating the teaching of AI literacy into an existing English for Academic Purposes (EAP) module, and provide an intellectual and pedagogical approach for adapting this model to other academic contexts.

Session 2, 11:35 – 12:35

Session 2.1
AI Chatbots (LLMs) in education: Current capabilities, what works and what doesn’t, possibilities in your own practice
Dr Deepti Nayak, Aliyah Khanum and Gabsile Phala, University College London
Workshop
Join us for a hands-on workshop followed by an open discussion on the potential of AI Chatbots (LLMs). Use popular AI Chatbots (Google Bard and Chat GPT) in real time and explore risks, benefits and challenges of using them in their current form. Discover insights, exchange ideas with peers, and gain a deeper understanding of the evolving role of AI in
education. Don’t miss this chance to be part of the conversation in shaping the future of teaching and learning.

Session 2.2
Supporting the ethical and equitable use of Generative AI for student learning in higher education
Dr Tiffany Chiu, Dr Richard Bale, Imperial College London and Dr Christine O'Drea, King's College London

Workshop
In this interactive workshop, we will share and discuss case studies of AI implementation in learning, teaching, and assessment at our institutions, particularly in relation to the impact of equity, accessibility and transparency for students. Participants will have an opportunity to become familiar with Prompt Engineering and to run their own questions through AI software. Some pedagogical implications will be shared to recognise the potential for enhance student learning and risks to assessment integrity. Participants will be encouraged to share their practices and thoughts in small groups and consider how AI can be embedded and evaluated in their contexts effectively.

Session 3, 13:25 – 14:05

Session 3.1a
GenAI an institutional approach
Professor Ian Turner and Professor Neil Fowler, University of Derby

Oral presentation
At the very start of the GenAI-demic the University of Derby operationalised a GenAI Task and Finish Group made of key stakeholders from across the institution. The group aim was to provide strategic guidance to the University on applications of GenAI in learning, teaching and assessment. The group has operated in three discrete phases 1) awareness, 2) integration and 3) enhancement. This talk will show how the group has functioned and showcase the key strategic outputs at each stage including a GenAI Code of Practice, GenAI Staff development SharePoint sites and a range of student facing resources.

Session 3.1b
AI and you: Integrating generative AI into institutional academic support at UCL
Dr Jon Chandler, Ayanna Prevatt-Goldstein and Caroline Norris, University College London

Oral presentation
In this session we will discuss how we have integrated generative AI into our institutional academic support. This includes information, guidance, and an asynchronous module designed by an institutional working group, as well as support for academics to embed critical discussions of generative AI into their modules through an online toolkit. We will share the principles and practical steps which guided our work and we will share reflections from staff and students, including feedback and usage data gathered from our asynchronous module.

Session 3.2a
Exploring and supporting students using generative AI for public health
Dr Aradhna Kaushal, University College London

Cutting Edge
In this session you will find out about some of the approaches taken to explore how generative AI can be used by students taking part in an online Masters in Public Health at UCL. Approaches include co-producing multi-media information materials with students – the
aim being to promote transparent and responsible use of generative AI and to tackle potential inequalities in student attainment between those confident and less confident using this technology. We will also report how generative AI is addressed in course assessments, and an example of a teaching activity which embeds the use of generative AI in learning.

Session 3.2b
Impactful AI for online education
Dr Linda Amrane-cooper, Tim Hall and Ahmet Durgungoz, University of London
Oral presentation
This session will explore and demonstrate innovative use of Generative Artificial Intelligence (GenAI) in the field of Online Education, focusing on three key areas: AI literacy development; the piloting of an AI teaching assistant; and exploring GenAI to support learning content creation.

Session 4, 14:10 – 15:10

Session 4.1a
AI-Enhanced lesson planning: Pioneering the future of teaching
Xiang Li, Arden University
Cutting Edge
Learn how AI, specifically ChatGPT, can revolutionise teaching by effortlessly generating personalised lesson plans. Hear first-hand how educators are reducing workload, enhancing student engagement, and fostering innovation. Explore real-world examples and engage in a dynamic Q&A session. Be part of the dialogue shaping the future of teaching and learning. Don't miss this opportunity to unlock the potential of AI in education.

Session 4.1b
A creative approach to Al guidance
Associate Professor Martin Schooley and Dave Watson, Norwich University of the Arts
Oral presentation
A report on an inclusive and collaborative approach to creating University guidance and principles around the use of AI for both staff and students, as well as subject level guidance for different types of student course work.

Session 4.1c
Transforming first-year education: The use of large language models
Sam O’Neill, Chris Windmill, David Mulgrew, Chris Bell and Rich Connis, University of Derby
Cutting Edge
Large Language Models (LLMs) have begun to transform how society interacts with computers to gather information and contextually obtain knowledge. This session details the use of LLMs in first-year undergraduate education. Students were actively encouraged to use LLMs for information retrieval, problem-solving, and self-guided research; they were also given demonstrations on how to interact with these models. The LLMs have also been used to co-create multiple-choice quizzes, tutorial problems, and lecture notes/slides, which are then converted to PDFs using Visual Studio Code. Additionally, students have built their own Discord bot using the ChatGPT API, which serves as an academic mentor.

Session 4.2a
Harnessing automated student comment analysis: Case studies from universities embracing AI in higher education
Dr Stuart Grey, Student Voice Systems Limited
Oral presentation
This presentation will explore the use of AI in higher education through three distinct case studies. Each study examines a different aspect of student feedback analysis: a welcome survey, the Postgraduate Taught Experience Survey (PTES), and the development of custom dashboards for continuous feedback monitoring. This holistic approach demonstrates the diverse applications of AI in enhancing student learning experiences.

**Session 4.2b**

**Harnessing AI for enhanced reflection feedback and improved learning**  
Dr Nazim Ali and Dr Sarah Aynsley, Keele University  
*Oral presentation*

Students being able to reflect effectively forms the basis of their ability to improve and develop themselves. For medical students, becoming a reflective practitioner is central to their professional development. This study demonstrates how generative AI can be used to provide personalized, objective, and timely feedback on student reflections, alleviating the time constraints and potential biases faced by traditional feedback methods.

**Session 4.2c**

**Supporting psychology research methods using Gen AI: A pilot exploration**  
Dr Lydia Elizabeth Devenney, The Open University  
*Oral presentation*

A tutor assistant and series of AI generated quizzes were developed to support 2nd year psychology students at the open university using GPT-3. Module material was automatically ingested so that the tutor assistant could answer research methods related questions, and to create relevant Q&As. The practical applications may include the provision of a 24h first line of support, support staff in understanding student needs, reduced time costs and enhanced learning. The session will discuss the perceived benefits and limitations of a tutor assistant and AI generated quizzes for research methods support.

**Session 5, 15:25 – 16:05**

**Session 5.1a**

**GAI and Creativity: A marriage of human and technology**  
Dr Inci Toral, University of Birmingham  
*Oral presentation*

There is a clear tension between GAI and student use, with much of the focus on GAI and academic integrity. As industry rapidly adapts to using GAI, it is essential that as business school academics, we reflect industry practice. We build on a sustained innovative master’s level retail based digital assessment that has successfully embedded creative and digital skills. In this session we seek to move this conversation forward and examine how GAI can be used to develop the key human employability skill of creativity and enable students to showcase their skill development to future employers.

**Session 5.1b**

**Critique of a ChatGPT output as an assessment tool: Exploring students’ use and perception of AI**  
Dr Lukas J. Helikum, Dr Richard M. Balis and Professor Sarah Jones, Swansea University  
*Cutting Edge*

In our study, we are exploring students’ use and perception of AI by directly engaging students with a ChatGPT-generated output as part of an assessment. Undergraduate students were invited to complete a short questionnaire after submitting a coursework assignment which required them to mark and critique an AI-generated solution. Students were able to reflect on both the relevance and ethical use of AI within their learning journey.
In the session, we will share preliminary analyses of the impact of this innovation and discuss potential takeaways for student learning, future assessments, and university curricula.

Session 5.2a
Image generating AI in a student assignment
Dr Amy Unsworth and Ben Vengerik, University College London

*Cutting Edge*

Midjourney, Bing Image Creator and other image-generating AI tools offer possibilities for designing new kinds of student assignments. In this session, we will present a case study based on a short student/staff co-created project investigating AI image generation for science communication. After reporting on changes introduced this academic year as a result of our findings, we will invite reflection on how assignments might be developed in the future to build students’ skills and creativity whilst encouraging responsible use of AI.

Session 5.2b
AI-aided coding to create visualisations for lecture courses
Dr Caroline Clewley, Imperial College London

*Cutting Edge*

Explore innovative AI integration in education with our session on the ImpVis project, where we utilize ChatGPT for interactive visualizations in STEMM courses. Discover how we’re making coding more accessible and inclusive, overcoming traditional barriers with AI tools. Co-delivered with students actively involved in the project, this session offers firsthand insights into ChatGPT's role in learning unfamiliar programming languages. We'll discuss its strengths, challenges, and the impact on future educational strategies and coding teaching. Join us for a glimpse into equipping graduates for an AI-integrated world, fostering a critically-minded approach to future challenges and opportunities.