

AI Symposium 2024: AI for All: Using Generative AI to build ethical and sustainable student learning journeys

27 February 2024, theStudio Birmingham

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

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

The potential misuse of AI in online medicine admission interviews

Mandy Hampshire, David James, University of Nottingham and Chris James, LadClan

Oral presentation

Artificial intelligence (AI) is being studied and used in medicine for education, practice and research. It has also been used to aid selection for undergraduate and postgraduate medical training. We report a pilot study of how AI (ChatGPT Pro (GPT-4)) could be misused by applicants to improve their performance in online interviews for admission to medical school. We hope this study will stimulate a discussion of the potential impact of AI in medical student selection

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

This presentation discusses The Open University's School of Psychology and Counselling's participation in an AI supported research methods pilot. The pilot was led by the Knowledge Media Institute within the University. Using GPT-3 and with guidance from the school, an AI tutor assistant and a series of AI-generated quizzes were developed to support 2nd year Psychology and Counselling students. Content relating to research methods was chosen as this is an area that students find difficult. The procedure involved the ingestion of research methods materials so that the AI tutor assistant could answer research methods related questions and create quizzes that support understanding and meaningful learning. To conclude, practical applications within the context of distance learning, and psychology and counselling will be considered.

Session 5, 15:25 – 16:05

Session 5.1a

Enhancing educational feedback with AI: A multi-dimensional approach in mathematics, text, and essays

Austin Tomlinson, University of Birmingham

Oral presentation

This presentation will showcase the transformative role of artificial intelligence in providing assistive feedback across diverse academic areas. Attendees will experience a live demonstration of an innovative AI platform, designed to aid teachers in delivering precise and effective feedback in mathematics, short texts, and essay writing. Discover how this cutting-edge technology not only streamlines the feedback process but also enriches the learning experience for students. Join us for an insightful exploration of AI's potential in revolutionising teaching and learning methodologies.

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

Contra AI detection

Dr Cesare Giulio Ardito, University of Manchester
Oral presentation

We offer a critical examination of AI detection tools within academic settings. The talk delves into the ethical, technical, and practical aspects of employing AI detection in maintaining academic integrity, advocating for a full rejection of this solution. We advocate for the development of an alternative framework for authentic assessment as a necessity to properly integrate generative AI in higher education responsibly, balancing technological advancements with the preservation of academic standards.

Session 5.2b

AI-aided coding to create visualisations for lecture courses

Dr Caroline Clewley, Imperial College London
Cutting Edge

This is an introduction to our new initiative integrating the use of ChatGPT in the ImpVis project, creating interactive visualizations for STEM courses. Co-created 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 educational strategies, fostering a thoughtful approach to embracing generative AI in future coders' learning journeys.