Artificial Intelligence Symposium 2026

10 February 2026, Virtual delivery

Session abstracts

Keynote, 09:05 – 09:50, Zoom 1

Navigating discord and disruption: Five principles for building coherence in an AI age
Professor Lydia Arnold, Associate Pro Vice-Chancellor (Learning, Teaching and Digital) , Harper Adams University

While governments and employers frame AI as a driver of economic and social change, universities are grappling with what this means for teaching, learning and assessment. Across the sector, enthusiasm for AI's potential sits alongside serious concerns about academic integrity, equity, disciplinary identity and the nature of learning itself. Students and staff alike report both widespread use and ALSO significant unease about fairness, inclusion, data, and future employability. Rather than prescribing what institutions or individuals "should" do, the session invites participants to reflect on their own values and practices using an *AI principles of change framework*. It asks how we might create the conditions to engage with AI thoughtfully and ethically, balancing many legitimate concerns with the pace of change. It also argues that while individual responses matter, coherent programme and institution-level approaches are now essential if students are to be supported rather than confused.

Parallel session 1, 09:55 – 10:55, Zoom 1

Session 1.1a

The InterACT Project (Interprofessional Acute Care Training with Artificial Intelligence)
Dr Laura Green, University of Manchester

We present InterACT-AI, a mixed-methods evaluation of a generative-AI simulated patient used to accelerate interprofessional learning across Nursing, Medicine, Pharmacy and Speech & Language Therapy. Using an acute stroke scenario, students complete an individual AI-mediated consultation, then work in mixed-profession teams to compare reasoning, prioritise actions and produce an SBAR handover. Outcomes include changes in collaborative competence (e.g., ICCAS), team communication and role clarity. The project builds in feasibility and safeguards for responsible AI use. The presentation will be interactive; participants will role-play the students to experience it as facilitated in practice. Discussions from the presentation will be used to further develop the project and content and develop a network of educators to collaborate on the future of this pedagogical approach, including research and evalaution.

Session 1.1b

AI-Assisted Reflective Blogging as a Pedagogical Innovation for Educational Leadership in Higher Education
Dr Aysha Alshamsi, Emirates College for Advanced Education

The mixed-methods study explored how AI-assisted reflective blogging fosters reflective thinking, ethical awareness, and leadership learning among 28 postgraduate students enrolled in an Educational Leadership master's program in the UAE. Over an 11-week intervention, participants showed significant gains in reflective thinking practice ($p=5.003$), adaptive learning ($p=0.015$), and AI usability ($p=0.024$). Qualitative analysis revealed six themes highlighting deeper self-awareness, ethical reasoning, and theory-to-practice

integration. The study presents a pedagogical model of human-AI collaboration that ethically enhances reflection and educational leadership identity. Findings offer global insights into how AI ethics and reflective pedagogy can jointly advance professional growth and educational innovation.

Parallel session 1, 09:55 – 10:55, Zoom 2

Session 1.2a

Triple Engine: AIQ • EEQ • SSQ — Co-creating Ethical, Inclusive AI Cultures in HE

Dr Elena Carruba, Bath Spa U Limited

Using the Power Matrix of AIQ (IQ amplified by AI), EEQ (Emotional Ethical Intelligence) and SSQ (Social Sustainable Intelligence), this session presents co-created pilots and pragmatic templates for embedding ethical AI culture across teaching, assessment and professional services. Drawing on AI EQ and The Vanguard Leader, and tested with the Euno Praxis & Nexus community (250k subs), attendees leave with an adoptable one-page plan, governance checklist and student partnership script to pilot immediately.

Session 1.2b

Introducing Gen AI in the teaching and assessment of an experiential learning module in the medical school

Dr Tanvi Agrawal, Impreial College London

Advent of Gen AI, its wide usage and changing needs of the research landscape, led the medical educators at Imperial College responsible for delivering a research focussed experiential module to Y2 medical students, reconsider their assessment and teaching strategy. A new marking criterion with a focus on assessing the ‘understanding of appropriate generative AI use’ was introduced, alongside other measures to refocus the assessment and teaching on analytical skills and understanding, rather than ‘content generation’.

Session 1.2c

Bite-sized AI: flexible, distributed community learning for educators

Prof Kate Borthwick, Neil Ford, University of Southampton

This session will showcase the creation and impact of a set of flexible, bite-sized, online resources intended for education staff at the University of Southampton: GenAI essentials: quick tips for educators. This resource is the result of collaboration between the University’s Lead for AI in education and GenAI working group, the Centre for Higher Education Practice (CHEP) and Digital Learning team. Our collaborative, distributed approach employs contributions from staff and students to engage educators with experiencing responsible use of AI in education. We will outline the reasoning behind the design and how we’ve actively engaged our audience.

Parallel session 1, 09:55 – 10:55, Zoom 3

Session 1.3a

Mapping the Role of Generative AI in Personalized Learning Across Health Professions Education Programs: Insights from a Scoping Review

Dr Mounyah Basil, Qatar University and Royal College of Surgeon in Ireland

Generative Artificial Intelligence (GenAI) is increasingly used to personalize learning in health professions education (HPE), tailoring content to individual student needs and enhancing engagement. Despite its growing use, its optimal integration in HPE is still

ambiguous. This study synthesizes the global integration of GenAI in HPE, including the associated opportunities, challenges, facilitators, and barriers. Findings reveal GenAI potential to deliver student-friendly, detailed, and structured responses that enhance engagement, satisfaction, critical skills, and performance in academic assessment.

Session 1.3b

AI and Executive Functioning: Development of training

Rachel Branham, University of West London

This presentation explores the collaborative development and delivery of AI-focused training by three professional service teams, aimed at enhancing executive functioning. It addresses the practicalities, challenges, and opportunities encountered, offering insights to motivate colleagues to create similar training initiatives.
The session aims to inspire participants to engage confidently with GenAI tools to support cognition. Attendees will reflect on executive functioning dimensions, investigate GenAI applications, and develop strategies tailored to diverse learning needs. If time permits, an abridged workshop will provide hands-on experience and immediate application of concepts discussed.

Session 1.3c

From Efficiency-led AI Use to Dialogic Co-construction: A Digital Maieutic Approach to Inclusive AI Pedagogy in Higher Education

Dr Charis Manousou, Theofilos Tzanidi, Dr Eleni Tzouramani, University of the West of Scotland

This interdisciplinary project introduces the Digital Maieutic Approach, an integrated framework that shifts generative AI from a transactional tool to a dialogic learning partner. Drawing on an interpretivist study of 92 students across four modules, the approach synthesises Universal Design for Learning, the Zone of Proximal Development, Digital Learning Power, Critical Digital Pedagogy and the ICAP model of cognitive engagement to support inclusive pedagogic design. The session presents evidence of how structured AI-mediated dialogue supported reflective meaning-making and student agency and offers a transferable blueprint for embedding inclusive, ethical and human-centred AI and academically rigorous practices across curriculum and assessment in higher education.

Parallel session 1, 09:55 – 10:55, Zoom 4

Session 1.4a

Building confidence in AI through community: A peer-learning model for academic and professional services staff

Amanda Seys, Alastair Boot, Harper Adams University

This session explores the design and early impact of a cross-institutional Community of Practice (CoP) created to encourage confident, informed adoption of Artificial Intelligence among academic and professional services staff at Harper Adams University. Grounded in the Extended Unified Theory of Acceptance and Use of Technology (UTAUT) framework, the CoP promotes active, enjoyable peer-learning focused on applied professional contexts. The session will share practical design insights, initial findings, and suggestions for developing supportive CoPs that address emotional, social and practical factors influencing AI adoption across diverse university roles.

Session 1.4b

Beyond document management: Graph infrastructure for professional education curricula

Dr Michael Rowe, University of Lincoln, Wesley Lynch, Snapplify

Current professional curricula suffer from a fundamental problem: while comprehensively documented, they lack systematic queryability. This creates unnecessary barriers for students navigating prerequisites, educators identifying gaps, and institutions demonstrating compliance. We propose a three-layer architecture using graph databases as the source of truth for curriculum structure, supported by vector databases for content retrieval and the Model Context Protocol for stakeholder interfaces. This approach makes curriculum structure explicitly queryable while preserving essential pedagogical mediation. Rather than eliminating curriculum complexity, it removes technical barriers to understanding it, supporting educators through better infrastructure while empowering students with structural transparency.

Session 1.4c

A Blind-Study Methodology for Evidence-Informed Integration of AI Productivity Tools in Assessment Design

Prof Cristina De Matteis, The University of Nottingham, Prof Cecilia Goria, Dr Rob Shipman, The University of Nottingham

This session introduces a structured, evidence-informed methodology for evaluating AI productivity tools in assessment design. Developed through a University of Nottingham pilot study, the approach uses standardized prompts, blind reviews, and cross-disciplinary feedback to assess AI-generated multiple-choice questions and explanations. Findings highlight unpredictable tool performance and the need for unbiased evaluation frameworks when integrating AI into teaching and learning. The methodology is platform-agnostic, scalable, and adaptable beyond assessment to broader curriculum design. Attendees will gain practical insights for replication, ensuring AI adoption enhances pedagogical quality and student learning.

Parallel session 2, 11:10 – 12:10, Zoom 1

Session 2.1a

Addressing the elephant in the room: The costs of Generative AI

Prof Sue Beckingham, Sheffield Hallam University, Peter Hartley, Higher Education Consultant

As Generative AI becomes embedded in academic practice, it brings both transformative potential and growing concerns around cost, ethics, and environmental impact. This session explores the hidden resource and sustainability implications of common GenAI tools, from personal and financial costs to the carbon footprint of data generation.
Whilst individuals may not be able to address all these concerns, practical micro-actions can support responsible GenAI adoption in teaching, learning, and scholarly work. Attendees will leave with clear and achievable suggestions that can go some way to reduce waste, improve transparency, and support more sustainable, equitable decision making about GenAI use within their academic contexts.

Session 2.1b

Shaping Responsible & Ethical AI Practices: Staff and Student Insights from Nelson College London

Dr Husam Helmi, Emilia Elena Salageanu, Sajeel Amin, Sheikh Ziaul Haque, Nelson College Lodnon

This presentation, presented by a team from the Research Centre at Nelson College London, including the Research Centre Manager, academic staff, and a student, shares insights from academic and professional services staff on how they guide Higher Education students to use artificial intelligence responsibly and ethically. The presentation reflects on the guidance provided to students, clarifying permissible and prohibited uses of AI and reinforcing NCL's commitment to academic integrity. Drawing on staff and students' feedback, the presentation illustrates how staff shape students' understanding of ethical AI use and the consequences of misuse. Practical, replicable recommendations will be shared, along with student reflections on how this guidance informed their development of research skills as they progress in their education journey.

Session 2.1c

StudentXGenAI Survey 2025: It is a temptation to get it to do the work...the student experience of GenAI in UK Higher Education

Dr Stephen Gow, Prof Sam Illingworth, Edinburgh Napier University

This presentation will highlight key findings from the Leverhulme funded StudentXGenAI Survey which explores the student experiences of generative artificial intelligence (GenAI) at 10 UK universities. The survey is on track for 5000 responses making it one of the highest response rates for a survey of this kind in the UK. The survey which was developed by the AI in Higher Education: Students and AI Project involving researchers and students at four Australian Universities. The survey maps key demographic information with student perceptions of Knowledge & Access (GenAI literacy), Use and Usefulness and Attitudes (trust, values and perceived impact).

Parallel session 2, 11:10 – 12:10, Zoom 2

Session 2.2a

The Cyborg student Challenge: agency and responsibility in using AI

Prof Kate Borthwick, Fatemeh Sargazi, Adrian Chong, University of Southampton

This student-led presentation will showcase the creation and impact of a set of online resources aimed at all students at the University of Southampton. The short online course, 'The Cyborg Challenge,' aims to foster a responsible approach to the use of AI and to encourage students to be critical and creative with GenAI, as well as to think about their own choice and agency in using GenAI. The course has been co-created by a student-staff team with principles of interaction and gamification. We will outline the rationale for the design and how we have engaged students.

Session 2.2b

AI-LIT: Enhancing GenAI Literacy and Academic Integrity Awareness through a Universal Design for Learning Lens-Informed Student Partnership and Co-Design Approaches

Dr Mary-Claire Kennedy, University of Limerick

University of Limerick (UL) developed GenAI literacy and academic integrity resources in 2024 to address evolving student needs. These resources, while informative, lacked a student-centred approach due to the short development timescale. 'Pathfinder' funding from the Higher Education Authority [Ireland] enabled meaningful engagement with students as co-designers. The 'AI-LIT' project consisted of a structured review process and an in-person workshop to facilitate co-design of materials with student partners. Mixed-methods evaluation surfaced requests for disciplinary pathways, positive ethical framing, and accessible design. This session shares our partnership model, thematic findings from co-design, and transferable methods for creating student-centred GenAI guidance.

Session 2.2c

Responsible Generative AI in Practice: Training Staff and Students at the University of Edinburgh

Pragya Modi, Bartlomiej Pohorecki,University of Edinburgh

The University of Edinburgh has adopted a proactive, institution-wide approach to responsible generative AI use, supported by training for both staff and students and the launch of ELM, an institutional point of access to Generative AI. This session shares our practical framework for developing digital literacy, addressing ethical considerations, and supporting confident, context-appropriate use of AI. We will discuss how training is grounded in real-world needs and present feedback and uptake data demonstrating how the initiative is shaping attitudes, skills, and culture across the university.

Parallel session 2, 11:10 – 12:10, Zoom 3

Session 2.3a

Creating 'Simpatient' - A medical training AI platform

Dr Sandhya Duggal, Dr Andrew O'Malley, Syed Murad, Xining-Wang, University of St Andrews

Effective communication is a core competency in medical education, yet opportunities for authentic, low-stakes practice are often limited. Simpatient is an innovative simulation platform developed at the University of St Andrews to help our medical students practice and refine communication skills through interaction with AI-driven virtual patients. Using natural language processing, it generates realistic, responsive scenarios and provides immediate feedback on communication style, empathy, and professionalism. This presentation outlines the pedagogical framework, implementation within the undergraduate curriculum, and preliminary evaluation findings, discussing opportunities and challenges in integrating AI-based simulation into communication skills training.

Session 2.3b

Two Birds One Stone: Embedding Employability by Students Creating AI Resources for Staff and Students

Dr Mark Hobbs, Dr Mark Walmsley, The University of East Anglia

Whether discussing it as an opportunity or a threat, conversations about AI in higher education often take place without students who are far more likely to appear as research

subjects than active participants in responses to AI on UK campuses. Our project utilised a group-based, employability focused module to give students agency in conversations about their own teaching and learning. Having selected AI as their focus, students produced resources aimed at staff and students that filled important gaps and demonstrated the need for more collaborative and co-creative approaches.

Session 2.3c

Co-Authoring Knowledge with AI: Retaining Epistemic Agency through Inclusive and Personalised Learning

Tshering Yangchen, Maria Mojica-Casey James Cook University, Brisbane, QLD

This presentation explores how artificial intelligence (AI) can support inclusive and personalised learning through a co-creation project between a postgraduate student and a university lecturer. Drawing upon reflective research cycles, it examines how AI-mediated dialogues can enhance learners' epistemic agency, utilising the capacity to think critically, act creatively, and situate knowledge within diverse contexts. The presenters share replicable strategies demonstrating how AI can operate as a reflective partner for both educators and learners, enabling culturally responsive, learner-directed approaches to teaching and creative work in higher education.

Parallel session 2, 11:10 – 12:10, Zoom 4

Session 2.4a

Breaking the ice with AI-assisted marking: Early reflections on an assisted marking pilot

Prof Bonnie Latimer, Prof Kate Borthwick, University of Southampton

This work-in-progress presentation spotlights a new pilot at the University of Southampton, one of a small cohort of universities taking part in a Jisc-funded trial of AI-assisted marking tools. Run by the University's generative AI and education lead, and an Associate Dean, this exploratory project is partway through. We will engage our audience to actively reflect on the ethical and practical challenges of introducing AI-assisted marking into an institution which has not yet adopted this technology nor has a widespread culture of AI-use in education, including how we have involved students, securing research ethics permissions, and EDI issues.

Session 2.4b

Beyond the Prompts: a Human-in-the-Loop Neuro-Symbolic Approach to AI-Supported Rubric Design in Higher Education

Dr Iain Stalker, University of Greater Manchester, Rink Desai, WMG, University of Warwick

This presentation introduces a human-in-the-loop neuro-symbolic approach to rubric design that combines structured assessment criteria with the adaptive capabilities of generative AI. Educators define the symbolic framework, while an LLM tailors it to specific tasks, ensuring clarity, alignment and contextual relevance. With human oversight safeguarding pedagogical intent, fairness and ethical integrity, this approach moves AI in assessment beyond simple prompting. Attendees will see how neuro-symbolic thinking can support transparent, consistent and learning-aligned rubrics while keeping human expertise central to the design process.

Session 2.4c

From Curiosity to Capacity: Co-Designing Faculty-Level Approaches to AI Literacy in Higher Education

Prof Helen Williams, Dr Kerry Clamp, University of Nottingham

Higher education institutions are grappling with the opportunities and challenges of generative AI, searching for thoughtful, scalable approaches to AI literacy. This interactive workshop draws on a cross-disciplinary initiative at that integrates staff development, student engagement, and employer insight to build AI confidence and capability across disciplines. Participants will explore how institutional structures, leadership, and partnerships support responsible AI adoption at scale. We will collaboratively identify practical enablers, barriers, and transferable principles emerging from across the sector. The workshop aims to generate a shared framework for thoughtful, inclusive AI integration that moves beyond hype to sustainable practice.

Parallel session 3, 12:55 – 13:35, Zoom 1

Session 3.1

Architecting Uncertainty: Designing AI-Powered Simulations for Novel-Context Assessment in Asynchronous Online Learning

Cohen Ambrose, Digital Learning Institute

How can we know whether students understand in an age of generative AI? This practical workshop explores how AI-powered simulations and role-plays can evidence understanding through application of new knowledge and skill in novel contexts, particularly in online learning. Drawing on a recent pilot in the Digital Learning Institute's Certified Digital Learning Professional programme, we will share student perspectives, AI-powered simulation authoring tools, access to a curated resource site, and a design template for reimagining assessments as AI-facilitated scenarios. Participants will leave with a draft assessment concept aligned to their context, and concrete ideas for embedding, using and critiquing AI.

Parallel session 3, 12:55 – 13:35, Zoom 2

Session 3.2

Introducing TAIL, a Taxonomy of generative AI in Learning (TAIL)

Dr Zoe Handley, University of York

In this workshop, I will introduce Taxonomy of generative AI (GenAI) in Learning (TAIL). TAIL combines a taxonomy of learning objectives and a scale that captures learner engagement to classify students' uses of generative AI. Having illustrated the taxonomy with data from my own research with students and English for Academic Purposes (EAP) tutors, I will invite workshop participants to share their own insights into students' use of GenAI and discuss their acceptability, with a view to identifying points of consensus and issues for further discussion. The workshop will conclude with an overview of possible practical uses of the taxonomy.

Parallel session 3, 12:55 – 13:35, Zoom 4

Session 3.4

Is Generative AI for Me? Live GenAI Use Cases for Academics and Professional Services Staff

Danny Mirza, Coventry University

Join Danny Mirza for a high-energy, show-don't-tell workshop that brings generative AI to life through live, participant-driven demonstrations. Designed for both academics and professional services staff, this session explores how AI can streamline everyday tasks, enhance teaching and communication, and support strategic decision making across higher education. Drawing on insights from over 100 workshops delivered globally across 30+ universities, Danny showcases real-time examples based on participant input, turning ideas into action. Attendees will leave inspired, informed, and equipped with practical, ethical ways to integrate AI into their professional practice.

Parallel session 4, 14:00 – 15:00, Zoom 1

Session 4.1a

From Tool to Co-Learner: Embedding Generative AI into Assessment to Develop Critical and Ethical AI Literacy in Business Education

Prof Xue Zhou, University of Leicester, Lei Fang, Queen Mary University of London

How do we embed GenAI into curricula and assessment without diluting learning? Drawing on a study of 258 business students, this session reframes GenAI as a co-learner within a social constructivist design. Students compared Excel and GenAI analyses, then evidenced process, verification, and ethics. Results show higher evaluative judgement, richer reflection, and clearer professional readiness—when tasks scaffold human-AI co-agency. We'll share a practical framework (foundational→applied→advanced), sample briefs, and rubric criteria you can lift into modules. Leave with teachable, quality-assured ways to prepare graduates to collaborate with intelligent systems—critically, transparently, and responsibly.

Session 4.1b

AI as a Learning Partner: Embedding Critical Evaluation into a Time-Bound Marketing Crisis Assessment

Dr Joanna Pokorska-Zare, Birmingham Business School / University of Birmingham

Explore a practical example of integrating generative AI into assessment design. This session features a 48-hour marketing crisis task where students start with an AI-generated draft and then evaluate, refine, and justify their own response. The approach has helped students develop confidence in using AI critically and strengthened their analytical and decision-making skills under time pressure. Drawing on real classroom experience, the session highlights what worked, what challenged students, and how colleagues can adapt similar designs. Participants will leave with concrete ideas for creating rigorous, authentic assessments that prepare students for AI-enabled practice.

Session 4.1c

From Integrity to Innovation: Embedding AI Responsibly in Undergraduate Music Assessments

Dr Helen Seddon-Gray, Royal Northern College of Music

In autumn 2025, the Royal Northern College of Music introduced its first formally AI-integrated undergraduate assignment within the Music in Context module. Second-year students create public-facing explorations of musical works using formats such as podcasts or digital booklets, supported by structured AI use and reflection. The assessment embeds responsible, transparent engagement with AI to balance innovation, integrity, and inclusivity, ensuring disciplinary rigour while preparing students for professional contexts where AI is prevalent. This presentation outlines the assignment's design, pedagogical rationale, and early outcomes, offering a replicable model for ethically integrating generative AI into arts and humanities assessment practice.

Parallel session 4, 14:00 – 15:00, Zoom 2

Session 4.2a

The Essex AI Change Agent Programme (AI-CAP)

Barry Pryer, Marty Jacobs, University of Essex

The University of Essex AI Change Agent Programme (AI-CAP), a core pillar of the SPARKLE
initiative, equips Directors of Education to lead discipline-specific responses to Generative AI. Through hands-on engagement and strategic workshops, AI-CAP addresses urgent challenges—academic integrity, authentic assessment, and digital equity—while leveraging AI's potential for personalised learning and curriculum innovation. Running across the 2025–26 academic year, the programme aligns with key institutional milestones to ensure future-ready teaching and assessment. This talk shares our approach, lessons learned, and invites dialogue on moving toward ethical, creative integration of AI in higher education.

Session 4.2b

Concise, memorable, and ties your sustainability and AI pedagogy work together.

Dr Dominic Clyde-Smith, TEDI-London

As AI becomes ubiquitous in the workplace, educators must ensure graduates not only know how to use these tools but also understand their implications. Our role is to help students question the purpose of AI, validate its outputs, and apply it responsibly within real-world processes. Using cloud-based platforms such as Google Docs and Office 365, we make students' ideation visible from early notes and ideation drafts. This transparency enables tutors to detect excessive dependence on LLM-generated content and to effectively guide students toward more meaningful critical engagement, thereby supporting their overall learning experience and development of critical thinking skills.

Session 4.2c

The 5P approach to module and assessment design

Prof Berry Billingsley, Tamara Lewis, Dr Sarah Williams, Casey Hopkins, Swansea University

The 5P approach to assessment design is Swansea University's response to the challenge of assessment in the age of AI. Instead of marking outputs that GenAI can fabricate, 5P makes learning visible through five dimensions: People, Places, Perspectives, Presentation, and Process. This session shares how we are redesigning assignments to evidence agency and application to module aims—and what happens when students meet this challenge. Early findings show initial anxiety, followed by creativity and individuality: every blog unique, every response authentic to the student's journey. Join us to explore how 5P disrupts conventions and sparks new possibilities for assessment and collaboration.
https://www.swansea.ac.uk/the-university/artificial-intelligence-framework/ai-framework-teaching-staff/the-5p-model/

Parallel session 4, 14:00 – 15:00, Zoom 3

Session 4.3a

A Step into the Future: Personalising Sustainability Pathways through AI in Higher Education

Dr Steven Forrest, Dr Bianca Kronemann, University of Hull

This session showcases A Step into the Future, an Advance HE Collaborative Development Fund 2024-25 project that uses AI to create personalised education and sustainability-career pathways for students. The project developed an Academic AI Support Resource Package and delivered student-facing workshops that helped learners identify skills, modules and career trajectories aligned with global sustainability challenges. We also present new follow-on work at the University of Hull where the tools have been embedded in teaching and extended to wider student cohorts. Delegates will gain practical guidance for replicating AI-enabled, inclusive and personalised learning approaches in their own institutions.

Session 4.3b

A RAG-Based Personalized Learning Assistant by Leveraging Knowledge Graphs and Prerequisite Learning

Zhuoyang Chan, Wenxia Yang,Marijan Beg,Rhodri B. Nelson,Matthew D. Piggott, Imperial College London

LLMs offer tremendous potential for personalised learning chatbots in higher education course curricula, but often hallucinate and lack pedagogical grounding. We present an educational chatbot built with an end-to-end RAG framework that automatically constructs knowledge graphs from lecture materials. The framework models prerequisite relationships between concepts to support study planning and recommend learning paths tailored to a student's background. Our concept and prerequisite extraction methods achieve state-of-the-art performance despite being lightweight. Experiments using the RAGAS framework show improved answer faithfulness and context relevance over vanilla LLMs and simple retrievers. The fully automated, domain-agnostic design enables deployment across diverse educational settings.

Session 4.3c

Every Learner, Every Need: Hyper-Personalised AI for SEND Education

Dr Pauldy Otermans, Brunel University of London

This presentation examines how AI-driven hyper-personalised learning can better support students with Special Educational Needs and Disabilities (SEND). Drawing on the work of the Otermans Institute (OI) and its AI-powered digital-human teachers, we explore how adaptive content, real-time feedback and flexible pacing can meet the diverse learning profiles of SEND learners more effectively than traditional approaches.

OI's systems show how AI can complement human educators by identifying individual strengths and needs, offering tailored scaffolding, and creating multimodal pathways that reduce frustration and increase engagement. We discuss emerging evidence from OI's global deployments, highlight practical benefits for SEND inclusion, and outline key considerations such as safeguarding, equity, and teacher involvement to ensure ethical and effective implementation.

Parallel session 4, 14:00 – 15:00, Zoom 4

Session 4.4b

Future Pharmacists: Using Learnify Health to Embed EDI focused AI in Curricula, Training and Assessment

Siama Kausar,Haaris Shiraz, University of Bradford, Mahdi Jelodari, Aditya Aggarwal
Learnify Health Ltd

This pilot aims to make pharmacy education more inclusive by embedding EDI principles into AI-supported learning. Current gaps in EDI training can lead to poorer patient experiences and health inequalities. Using Learnify Health, we will explore how AI-driven scenarios can identify and reduce bias, helping students develop skills in patient safety, decision-making, prescribing and culturally sensitive care. The pilot will also examine how AI may shape study patterns and influence assessment approaches, ensuring its integration supports positive learning outcomes. Student perspectives will be involved in the project to evaluate acceptability and impact. Findings could inform improvements across diverse patient populations.

Session 4.4c

Beyond the Keyboard: Teaching Postgraduate Students Creative Methods for AI-Enhanced Data Synthesis in Systematic Reviews

Dr Stephanie Zihms, Dr Pauline Campbell, Glasgow Caledonian University

Overwhelmed by synthesising complex research? Discover how creative methods combined with AI transform evidence synthesis teaching. This presentation lets you experience innovative activities from Glasgow Caledonian University's "Creative Research Methods" series: use AI to generate visual metaphors for zines/storyboards, create data visualisations with intelligent tools, or script research podcasts. You'll learn when creative approaches work best, how AI accelerates ideation whilst maintaining critical control, and leave with ready-to-use resources including workshop blueprints, AI prompt templates, and ethical use protocols. Perfect for anyone supporting postgraduate researchers—no AI experience needed, just curiosity about making research communication more engaging and accessible!

Parallel session 5, 15:15 – 16:15, Zoom 1

Session 5.1a

Threads of Innovation: Co-creating a Values-Led Toolkit for Creative, Critical and Responsible AI Use

Klaire Elton, Natalie Brown, Nottingham Trent University

This session introduces the co-created Art, Design & Artificial Intelligence: An Educator’s Toolkit, developed by academics and educational developers at Nottingham Trent University, Chelsea College of the Arts UAL and Norwich University of the Arts. Informed by insights from a student live project with Liberty Fabrics, the toolkit includes activity plans, values-based frameworks and printable ‘Value Spark’ cards to support meaningful reflection around GenAI. Designed to embed criticality, confidence and care, the toolkit foregrounds the ethical challenges of AI use—including bias, authorship and sustainability—while supporting creative risk-taking and future-facing adaptability across the HE sector.

Session 5.1b

Embedding critical AI literacy in higher education curricula: Preparing students and educators for a GenAI future

Dr Stergiani Kostopoulou, University College Dublin

This session presents a data-informed case study from the Erasmus+ INFINITE AI project, showcasing how University College Dublin embedded critical GenAI literacy into a Pre-Sessional English programme for students and educators. Through co-created guidance with the programme coordinator, evaluative comparison activities, scenario-based ethics work, and scaffolded use of GenAI tools, the intervention strengthened responsible, confident and ethical AI use. Pre–post survey data demonstrated significant gains in AI knowledge, evaluative skills and ethical awareness for both groups. The session will share practical, adaptable strategies and resources that institutions can use to develop or scale effective GenAI literacy initiatives across disciplines.

Session 5.1c

The AI-assisted Groupwork Table

Prof Berry Billingsley, Leanne Howe, Prof Leighton Evans, Swansea University, Dr Carolyn Loveridge, Glasgow University

The AI-assisted Groupwork Table is a shared interface to GenAI to support students who are physically together. Its many uses include helping tutors and teachers to set and assess in-person interdisciplinary groupwork. It can be combined with our 5P approach to module design and assessment to encourage students onto campus to discover People, Places and Perspectives that they might otherwise never meet.
Research questions include: How should the AI adapt for different phases of groupwork—forming, storming, norming, performing? What scenarios do educators envisage and what tools would help them design and evaluate projects for the table?
Proposals so far include an orientation activity for Welcome Week where participants race around the campus collecting clues to solve a puzzle. Imagine the scene: you arrive on campus and are told that you've been selected to take part in a campus wide Agatha Christie crime story. We are using RFID tags for the characters and clues to mean that students don't need phones. Research so far shows that GenAI boosts teachers' and tutors' capacities to create activities that bridge disciplinary silos - a longstanding challenge in Education. Please join us to explore possibilities – and exchange ideas about how it could work for you.

Parallel session 5, 15:15 – 16:15, Zoom 2

Session 5.2a

Building Safe, Equitable AI Generated SAQs in Applied Pharmacology: Early Findings and Open Questions

Chanceeth Chandrakanthan, City St. George's University of London

Physician Associate students can readily access single best answer (SBA) practice, but credible short answer questions (SAQs) aligned to programme expectations are scarce. I prototyped a custom GPT using ChatGPT that generates SAQs and draft rubrics, constrained to national clinical guidelines. Early results suggest time savings for staff and practice for students, but model disparities (e.g., ChatGPT 4o vs 3.5) raise equity concerns that halted a student roll out. I share the approach, model comparisons, a lightweight validation workflow, and student survey insights on AI literacy, then invite discussion on governance, equity, and workarounds.

Session 5.2b

Strange Strangers: Artistic Agency, Generative AI, and Pedagogies of the Uncanny

Dr Paul Jones, Nottingham Trent University

This work-in-progress session explores early-stage experiments in collaborating with AI as an uncanny creative partner. Using speculative studio methods such as textmoshing, analogue cloaking, and voice without a body, the project investigates how unpredictability and failure can reveal new ways of thinking about authorship and creativity. Drawing on posthumanist theory, it reframes AI not as a tool but as a “strange stranger” that disrupts familiar creative habits. The presentation will share examples from the studio and invite feedback on how such critical, process-based approaches might inform art education and digital practice.

Session 5.2c

Embedding Generative AI to Foster Independent Learning in Digital Skills Education

Michael Wiemers, London School of Economics and Political Science

The Digital Skills Lab at the London School of Economics is embedding Generative AI into its digital-skills workshops to foster independent, reflective learning. Our approach treats AI not as a replacement for human skill but as a catalyst for developing meta-learning strategies. In autumn 2025, trainers introduced structured guidance and handouts to help students use AI tools such as Claude responsibly and alongside other strategies like web searches and peer learning. Building on this, the winter term will expand AI integration through a Python Confidence Check web app for self-assessment and a Claude project that shifts between search, coaching, and reflection modes to promote thoughtful engagement and strengthen students’ meta-learning skills.

Parallel session 5, 15:15 – 16:15, Zoom 3

Session 5.3a

Enhancing Teaching and Learning through AI Chatbots at the University of Bristol Business School

Dr Marios Kremantzis,Dr. Anthi Chondrogianni, Dr. Aniekan Essien , Dr. Sophie Lythreatis,Dr. Hua Jin, Dr. Fatema Zaghloul, University of Bristol

Discover how unit-specific AI chatbots, embedded in large Economics and Business units at the University of Bristol, are improving assessment clarity, access to resources and inclusive support, especially for international students. Co-designed with staff and students and aligned to learning outcomes, the pilot blends chatbot analytics with surveys and usage data to evaluate learning, engagement and efficiency. We share early patterns, ethical guardrails, and a practical blueprint for integrating chatbots into the VLE, plus a take-away toolkit for educators ready to scale responsible, student-centred AI.

Session 5.3b

Building Integrity into AI-Enhanced Writing Pedagogy: A Design-Based Model in Progress

Dr Irum Naz, Ben Rejeb, Ridha Akopian, University of Doha for Science and Technology

Generative AI is transforming how students learn and teachers teach, challenging higher education to reimagine feedback, assessment, and curriculum design. This work-in-progress presentation introduces the AI-Infused Learning Ecosystem (AILE), a reform-oriented, design-based framework developed in a multilingual Gulf-region university to promote inclusion, integrity, and feedback literacy in the age of intelligent tools.

Grounded in Sociocultural Theory, Cognitive Load Theory, and Design-Based Research, AILE integrates three interdependent pedagogical approaches: AI-supported feedback, which positions AI as a reflective, metacognitive partner; microlearning, which provides

multimodal, just-in-time instruction to manage cognitive complexity; and authentic assessment, which embeds fairness and transparency through guided, real-world tasks.

Preliminary implementation across multiple course sections has shown stronger learner engagement, improved consistency in grading, and a growing culture of ethical AI use. The next design cycle extends this reform into an institutional Asset-Based Learning Insights (ABLI) Model, a reflective framework for capturing and leveraging patterns in student writing as evidence of growth and instructional impact.

Aligned with the theme of inclusive and personalized learning, AILE illustrates how higher education can turn the challenges of AI into opportunities for ethical, human-centered innovation, curriculum reform, and capacity building across disciplines. Join us to explore how higher education can turn the challenges of AI into opportunities for ethical, human-centered innovation.

Session 5.3c

Closing the Loop: AI for Inclusive Pre- and Post-Lab Learning Support

Dr Wennie Subramonian, Afiq Husaini Bin Rozali, The University of Manchester

This session presents a developing project that integrates AI into the pre-lab and post-lab stages of chemical engineering education. The student-led initiative introduces AI as a “Lab Partner” designed to assist students in experiment preparation, provide personalised guidance before practical sessions, and support reflection and analysis afterwards. By connecting preparation and reflection, the project aims to close the loop of laboratory learning, enhancing inclusivity, independence, and engagement. Participants will explore how AI can bridge gaps in readiness, promote equitable access to support, and personalise learning experiences in hands-on engineering education.

Parallel session 5, 15:15 – 16:15, Zoom 4

Session 5.4a

GenAI Mapping: Using AI agents for curriculum mapping against industry standards in Computing.

Dr Martin Callaghan, The Open University

Keeping Computing curricula aligned with industry standards like SFIA (Skills Framework for the Information Age) and KSBs (Knowledge, Skills and Behaviours) is a significant, time-consuming challenge.

This 'work in progress' session explores a pilot project using GenAI agents to automate this mapping. We are testing how these agents can identify learning outcomes from course materials and generate detailed coverage reports, highlighting gaps against KSBs and SFIA.

We will share our initial framework, the challenges of agent-based alignment, and the potential for AI in quality assurance, inviting feedback on this project as it develops.

Session 5.4b

Misconduct or Misalignment? An Academic Hearing in the Age of AI

Chrissie Gallagher-Mundy, David Weale, University Campus of Football Business (UCFB)

Beginning with a re-enactment of a fictional misconduct hearing on AI misuse by a student, at a university – yet including real institutional dilemmas - our dramatic presentation will examine how generative AI challenges traditional notions of authorship, originality and

assessment.
Participants will feel the emotion and then use that for motivation to take part in a truly out-of- the-box brainstorm on a new culture of for assessment and teaching and learning. What are the abilities, finally, we want students to have?
Join us to rethink assessment not as a product, but as a journey-yet where the human is the final arbiter. This interactive workshop will collate new ideas that can redesign assessments to include, embrace and build on AI - and then go one stage further!

Session 5.4c

Redesigning a Postgraduate Module for AI-Ready Students: Weekly Tasks & Critical Reflection

Dr Danai Serfioti, Nottingham Trent University

Following on from the success of introducing our virtual assistant, Nova, to help students navigate student support services at University of Gloucestershire in 2024, the Careers and Employability Team have been exploring how to build upon these successes to provide targeted AI-led careers support to students, whilst making sure that human connection and coaching remains the focus. In this 15 minute work-in-progress session, we will talk through what has worked with Nova so far, what we want to achieve from a careers perspective, and our ideas for bringing this vision to life!