



Aggie Molnar, King's College London

Can you design an educational chatbot?

Chatbots have the potential to provide a personalised learning experience to students. However, how easy is it to design good quality educational conversations? Could a 'socratic' chatbot be designed? What do the questions and the answers depend on?

In this session, participants will be invited to design an educational chatbot and explore the challenges, constraints and ethical dilemma in chatbot design, and the responsibility educators share to shape the direction these tools and the ways they are used will take in the future. Participants will be taken through a gamified design journey.

The presenter has once tried to create a perfect, equitable system that would not only generate high quality conversations and a pedagogically sound learning experience but would make students develop curiosity via being curios itself. The lessons learnt will be shared via the design activity itself. Please note that no technical knowledge is required to participate.

Dr Isidora Maletic, King's College London

Quality assurance in the era of artificial intelligence (AI)

The rise in artificial intelligence (AI) technologies and generative tools has progressively been drawing the attention of regulators globally, with increasing scrutiny of the AI market landscape and several proposals for legislative action. Yet, much remains to be understood about such technologies, including both the opportunities and the potential drawbacks they might present. In this environment, stakeholder input remains critical to unpacking the regulatory challenges.

Against the background of such evolving developments, the educational landscape is similarly being tested, but in possibly yet largely unknown ways. Attaining quality assurance in such circumstances presents particular complexities. Whilst there have already been some indications that AI may pose new challenges for quality assurance processes, the full extent is likely yet to unfold. In such an environment, dialogue remains critical to developing a greater understanding of the evolution ahead.

The present workshop is intended to facilitate two key outcomes: first, exploration on the basis of participant insight and experience of emerging quality assurance issues and practices in the context of AI advancement; and, second, practical suggestions and collaborative consideration of possible future approaches to quality assurance in the era of artificial intelligence.





Marko Lukic, The Arctic University of Norway Co Presenter: Karina Standahl Olsen

Enhancing Sustainability in Higher Education: Implementing ChatGPT as a Personalized Tutor and Evaluator in Master of Public Health Curricula

This project explores the implementation of ChatGPT, a cutting-edge artificial intelligence (AI) technology, as a personalized tutor and evaluator in the context of the Master of Public Health (MPH) program at UiT The Arctic University of Norway, specifically in the epidemiological courses as the part of the MPH program.

The project comprises three work packages: (1) introducing ChatGPT as a personal mentor, (2) applying ChatGPT for tailored formative evaluation, and (3) assessing the viability of ChatGPT as an exam evaluator. The implementation of ChatGPT as a personal tutor could provide students with a highly adaptable learning experience, by offering instant, customized feedback and support based on individual needs and learning preferences. The integration of ChatGPT into formative assessments may streamline the evaluation process and foster the development of critical thinking and problem-solving skills. Finally, the examination of ChatGPT's potential as an unbiased assessor during final exams seeks to improve the consistency, objectivity, and scalability of assessment practices in higher education.

The planned activities and their output will be evaluated using 20mbinateion of quantitative and qualitative methods, to assess the impact of ChatGPT integration from both the teacher and student perspective.

Caroline Plett, LMU Munich

Co Presenters: Prof Nikolaos Koutsouleris and Ariane Wiegand

Artificial intelligence in medical education – prepare future clinicians with the knowledge of a rapidly evolving field

The use of artificial intelligence (AI) in medicine has been rapidly growing, yet medical education curricula have not kept pace. Current literature shows that a competency-based AI curriculum in medical education is essential to prepare students with the appropriate skills for clinical practice. To address this gap, a beginner-level curriculum on "AI in Medicine" was developed by the Chair of Precision Psychiatry at LMU Munich.

The curriculum featured hybrid lectures on topics such as statistics, decision theory, and neural network applications, as well as ethical challenges and AI in public health. Evaluation feedback from 72 participants in the winter term of 2022/23 showed a deep interest in the topics offered and a desire for a longitudinal AI curriculum at the medical school. The interdisciplinary selection of speakers, variety of offered content, and close collaboration with a local student initiative were distinctive features and led to a successful lecture series. Based on positive feedback, the curriculum will be refined for the next semester.

This pilot curriculum demonstrates the value of interdisciplinarity, scientific skills, and close collaboration with students in designing medical education curricula.





Neus Carlos Martinez, University of West London Co Presenters: Simone Morini and Behnam Jafarisalim

Nursing students experience of AI-patient alongside VR to develop communication skills within a simulated placement.

Current health care challenges and NHS staffing levels are impacting on placements providers and student practice learning (HEE, no date; NHS, 2019). This made the Nursing Midwifery Council (NMC) amend some of their Pre-registration standards and increase in the number of simulated hours allowed in the curriculum to ensure the nursing workforce continues developing (NMC, 2023). As a result, some Higher Educator Providers (HEI) feel obliged to facilitate this request and increase the amount of simulated-based learning hours by introducing Simulated based placements as a prospective solution (HEE, no date). The rapid growth of technology such as virtual reality (VR) and artificial intelligence (AI) may help in close this gap (HEE, no date). Using AI simulations, students can engage in virtual conversations with patients presenting with different health conditions and backgrounds. Students can develop listening skills and formulate relevant questions to gather important patient information for their nursing assessment (Liaw et al., 2023, Shorey, 2020). These are essential proficiencies underpinning nursing decision making and required to be achieved in their Practice Assessment Document to become a Registered Nurse (NMC, 2023). This field report aims to explore the nursing students' experience using AI along with VR scenarios.

Lukas Meier, University of Cambridge

AI for Teaching Medical Ethics

Artificial intelligence helps medical staff with a multitude of labour-intensive duties; ethical tasks, however, have so far been excluded from automatisation. With the COVID-19 pandemic, the need for the taking of thousands of morally relevant decisions within short time frames arose. Expand-ing the use of artificial intelligence into the realm of clinical ethics suddenly seemed a worthwhile enterprise. Our interdisciplinary team of doctors, engineers, and ethicists developed the world's first universal medical-ethics advisory system. Published as a Target Article in the American Journal of Bioethics, it has sparked off a lively international debate.

While the preliminary performance is better than expected, ethical advisory systems will likely be employed only to support, not to stand in lieu of, human judgment. However, a very promising field of application is education: the training of medical students and aspiring ethicists. Users are forced to self-analyse which variables they deem important in solving ethical dilemmas since the user interface demands the input of explicit values. Formalising the process of ethical deliberation helps to make explicit unconscious biases and covert assumptions. Students can sharpen their ethical perception by comparing their intuitive solutions for the medical cases with the algorithm's calculated recommendations.

At the conference, we will be exploring the virtues and vices of employing AI for ethics education: What exactly can we learn from training with a moral machine? Can algorithms achieve transparency regarding how an ethical decision was reached in the same way as humans? Does training with automated ethical advisory systems make visible human biases – or does it reinforce them? Is human empathy an essential component of ethical decision-making or do emotions im-pair our rationality? Could a machine ever teach us empathy? In which situations would the ma-chine be superior, and when is the human element still indispensible?





Doug Specht, University of Westminster. Co Presenters: Gunter Saunders. Shall we ask ChatGPT?

The last few years have seen massive growth in AI tools that can help generate writing, art, and even music. We might now question what constitutes original work and to what extent AI can breach the research and understanding of creativity. This has thrown up a wide range of ethical and pedagogical questions for those working in Higher Education. Does AI have a place in learning?

Do we need new tools to detect the use of AI or new ways of working that make its use less tempting? How can these tools make our work as educators easier? To what extent should we integrate such tools into our teaching? This workshop will draw these, and other questions to the fore, to help develop a series of pragmatic ways of working that participants can use in their everyday teaching practice.

Claire Heard, King's College London

Co Presenters: James Findon; Rebecca Upsher; Sumeyra Yalcintas

Considering the future of AI in Assessments: opportunities and challenges

With recent advances in AI, such as ChatGPT, it is clear that assessments aren't free from its influence and the future of assessments needs to consider what role, both positive and negative it may play. Academics are core to discussions of the role of AI, being on the front line and key players in the designing and marking of assessments. The goal of this session is to spark conversations between academics about how AI can be used in assessments. This session is designed to run as a facilitated group discussion, built around an exemplar vignette and several key core questions. We hope to, through discussing the perils of ChatGPT, to consider what guidance needs to be in place (i.e. on "how not to use ChatGPT"), but also start to explore how AI be used in the academic arena by exploring where it's use can be advantageous and supportive of student learning as part of formative and summative assessment, rather than undermining student learning.

Amy Aisha Brown, King's College London

Co Presenters: Keith George-Briant

Creating guidance on the context-appropriate use of AI-enabled assistive technologies: A round table discussion

This round-table discussion focuses on the use of AI-enabled assistive technologies, such as Grammarly and Microsoft Editor, within the higher education context, including by those with SpLDs. In our own contexts, we have been increasingly promoting and training students in the use of such tools as a means of developing their academic skills, but recent developments in generative AI and its possible detection, have led us to question what our position on this should be going forwards. While we see much discussion of generative AI in higher education, we have found little guidance on how we can, in the face of rapid change, guide our students in a way that enables confident, content-dependent decision-making about the use of AI-enabled assistive technologies, while committing to understanding and demonstrating academic integrity. As such, this round-table discussion will challenge participants to develop a set of questions educators and others could use to guide them in making these decisions, with the proposed output being a translation of those questions into a flowchart or similar that can help with future decision making. Some reading and research is suggested prior to the discussion, but anyone interested in the topic would be welcome to attend.





Timothy Pullen. King's College London Co Presenters: Susan Cox

Fair and authentic assessment of bioscience computer coding in the age of generative AI

Generative AI tools allow anyone to produce functioning computer code from plain English, and the limited vocabulary inherent to coding makes it more difficult to distinguish the output from student generated code. Educators therefore face significant new difficulties in assessing computer coding in a fair and authentic way.

The simplest way to preclude AI tool use is through closed book exams. However, this ignores the fact that even experienced coders typically use the internet for reference while coding. Coursework and open book exams therefore represent a more realistic assessment of real-world coding skills, but AI coding tools make it difficult to detect cheating and enforce academic rigour in this type of assessment.

In an undergraduate introductory programming module, we presented an AI-generated coursework submission alongside regular student submissions for marking. None of the six markers who were blinded to author flagged it as suspicious and it gained a first class mark (median 76% from 8 markers).

In light of this, we consider types of question where AI tools perform less well, whether educators should integrate AI tools into their teaching, and how to encourage effective learning and fair assessment of coding.

Mavis Brew, University of Leeds

Students as co-authors Stephen Taylor, Rachel Lam, Educators support: Chrissi Nerantzi and Leo Havemann Reflections on a student-led panel on AI in higher education

This contribution reports on our recent experiences organising a student-led panel on AI in Higher Education as part of the MA in Digital Education in the School of Education at the University of Leeds in collaboration with students and educators from University College London. Educators and students worked together to learn more about the current AI landscape, opportunities and challenges. Modelling is a commonly and effective way of introducing alternative ways of learning and teaching through immersive experiences (Pretorius, 2023) in which educators are co-learners (Debowski, 2014). We will share reflections on organising this student-led panel in March 23 which attracted over 100 participants from 17 countries and engage delegates in a wider conversation and debate and enable the sharing of emerging AI practice examples with a pedagogic purpose while exploring how we could design-in appropriate, critical and creative uses of AI in a range of academic programmes and disciplines to potentially make a real difference to the way we learn, teach and assess.

Ozan Evkaya. University of Edinburgh

Potentials and Challenges of Gen-AI for learning and assessment feedback

The incorporation of artificial intelligence (AI) into education has sparked a lively debate about the technology's potential benefits and drawbacks. Specifically, the rise of generative AI (Gen-AI) unlocked various potentials including new potentials for the future of feedback. Generally, there are two main opponents having compliments or critics for the use of AI in education. Benefits may include more personalized and effective learning experiences and increased information accessibility. Privacy concerns, ethical considerations, and the potential for AI systems to perpetuate existing biases are potential obstacles. For exploring the positives sides, advanced tools powered by AI may enable lecturers to create different sources to support learning and generate different types of feedback. Under the light of these remarks, main open question for the session will be "AI in higher education: Potentials and Caveats"





Leo Havemann, University College London Co presenters: Isobel Bowditch, Eliot Hoving Student presenters: Rachel Lam, Zara Ahmed, Matthias Chuan, Leshi Feng, Zihan Liu, Qijia Wang AI, meet AI: staff and student perspectives on academic integrity in the era of artificial intelligence

Academic integrity in assessment practice and supporting the development of relevant academic literacies are complex areas in which perspectives often vary by discipline. Staff and students may well also have divergent understandings of concepts and requirements in this space. Eaton (2021) highlights the need to have multi-stakeholder approach to creating a culture of integrity. In a context in which LLM artificial intelligence tools, most famously ChatGPT, can instantly generate chunks of apparently evidence-informed academic writing, we decided to ask staff and students what assessment, academic integrity and academic misconduct mean to them, and consider implications for assessment redesign.

Mary Cheng, The Hong Kong Polytechnic University

Investigating the Use of GenAI in Writing Assignments: Exploring the Benefits, Challenges, and Ethical Considerations

The boom of generative artificial intelligence (GenAI) has brought a substantial concern among academia. While some express excitement about the possibilities of this technology to enhance students' writing skills (Baidoo-Anu & Owusu Ansah, 2023), others are concerned about the potential negative effect on students' learning development (Cooper, 2023). This study aims to investigate the current state of GenAI use among students and explore possible ways to use this technology to improve writing skills while maintaining the sense of academic integrity. A questionnaire survey was conducted on undergraduate students in Hong Kong to examine their perceptions and experiences of using GenAI. The findings reveal that majority of the students believed GenAI could help generate and organize ideas, improve their writing quality and save time. However, concerns were also raised over plagiarism and lack of originality. This study concludes with a discussion of the implications of the findings and possible ways to further explore this topic. This presentation will provide insights into the potential benefits and challenges of using GenAI in writing assignments.

Peter Atkinson, University of Westminster

Co Presenters: Munya Chimbaira(King's College London), Deborah Rose (Westminister) A New Pedagogy for the 4th Industrial Revolution: strategy and assessment

A real-time insight into how AI can affect traditional/conventional relationships between students, teachers, and administrators, as well as the role of traditional education approaches in the face of AI's influence. The grid group theory proposes four types of perspectives: individualistic, hierarchical, egalitarian, and fatalistic. Examining these viewpoints can help to identify potential issues around AI's use in higher education and explore their ethical dimensions, such as power dynamics and bias. Through this approach, a deeper understanding of AI's implications for teaching, learning and assessment can be gained.





Helen Beetham, JISC Co presenters: Sheila MacNeill

Designing and resourcing assessment for AI resilience

Ideas for reframing assessment to meet the challenges of AI tend to fall into three kinds. One kind promotes technical solutions, such as better detection of AI-assisted coursework, secure assessment systems, or proctored exams that limit students' access to AI tools. A second kind promotes more extended assignments. These might assess process rather than outcome, or involve reflective tasks alongside coursework. They might ask students to tackle original challenges and real-world scenarios, or defend their work in a live Q&A session, limiting the value of using AI to support their work. A third kind asks students to use the new technologies openly but critically, recognising and reflecting on their limitations. All these approaches have implications for the time, pace and place of assessment, and for teaching staff expertise and attention.

The facilitators have recently completed a study of learning and curriculum design in UK HE and will be sharing resources developed from that study, including an assessment 'lens'. The round table will unfold from questions posed in the pre-session audio discussion. It will be of interest to teaching staff involved in assessment redesign and to everyone involved in curriculum design and teaching staff CPD.

Karen Kenny, University of Exeter

Harnessing the Monster in the Room

This workshop will simulate an academic development session, supporting academics to understand more about generative AI and its potential for their practice. We will address limitations of the technology, strengths and opportunities offered by embracing generative AI in a playful space. The session will begin with a playful interlude to both build an atmosphere of fun and fellowship, while at the same time positioning the session. It will move on to a practical review of existing assessment, allowing space to consider amendments. There will then be a brief introduction to using AI prompts effectively to support assessment writing, before concluding with a plenary conversation.

Akile Ahmet and Marina Franchi, London School of Economics and Political Science

Teaching truth and trust: AI tools and the seduction of speed.

In recent months, the rise and feared use of Artificial Intelligence (AI) systems in the university community has raised concerns among educators. Students will engage with Generative AI from various perspectives as it offers the possibilities of enhancing productivity and perceived accuracy. It is therefore essential to have a more productive and necessary discussion around the broader implications of Generative AI in the curricula. These tools are not neutral and can reinforce existing power dynamics and social hierarchies, as discussed by scholars such as Ruha Benjamin (2018) and Sennay Ghebreab (2021).

As Western universities are called to decolonise and recognise colonial legacies, it is crucial to consider whether AI tools like ChatGPT could encourage students to write and think through someone else's imagination and through the lens of whiteness. At the same time, it is also important to acknowledge that these challenges to imagination unfold within the relational space of the classroom. This open space discussion will explore questions around notions of 'truth' within academic knowledge and trust as a constitutive element of classroom dynamics in relation to Generative AI.





Louise Drumm, Edinburgh Napier University Co Presenters: Ingeborg van Knippenberg, Xiaoxia Wang, Cameron Graham, Sam Illingworth, Stuart Taylor, Pamela Calabrese, Imi Dencer-Brown Student presenter: Olumuyiwa Opaleye

The cat is out of the bag: students' attitudes and experiences of artificial intelligence tools like ChatGPT

The release of easy-to-use platforms such as ChatGPT has sparked wide discussion of the possible impact of Artificial Intelligence (AI) on student learning and assessment, but there is little understanding from the student perspective. The response to these tools may indeed be an opportunity to introduce innovative, authentic and personalised assessment into curricula, but it would be remiss to do so without exploring students' perspectives and current practices with AI.

In Spring 2023, students at Edinburgh Napier University shared their views and experiences of using AI platforms such as ChatGPT in their studies; their thoughts of others' use of AI tools; and what role they think these platforms should play in their learning and assessment at university. A total of 43 posts were submitted on the anonymous Padlet board with results demonstrating widespread use of ChatGPT and other tools by students while emphasising nuanced and highly considered approaches. The message is clear: students wish to see the ethical and appropriate use of these tools incorporated into their studies.

This presentation will open a discussion on how assessment redesign should incorporate student views and use of AI platforms, and make the case for the importance of student co-creation in assessment redesign.

Farhana Ferdousi Liza, University of East Anglia

Promoting Originality and Innovative Research Idea Development among MSc Taught Students through ChatGPT-Assisted Learning

This research investigates the potential of ChatGPT in promoting originality and innovative research idea development among MSc taught students, and the digital and psychological adaptations required for both educational institutions and students. While concerns have been raised about the negative impact of ChatGPT on higher education and assessment, including the potential for students to reproduce ChatGPT-generated responses without critical evaluation, we explore how this technology can be harnessed to enhance learning outcomes. Specifically, we examine the positive impacts of ChatGPT use on early stages of MSc dissertation projects, where students face the challenge of conducting a comprehensive literature review and proposing solutions within a limited timeframe. To address this, we are exploring a novel methodology using ChatGPT to enhance students' research and learning capabilities, drawing on the Elaboration Likelihood Model (ELM) of persuasion to elucidate its underlying mechanisms and effects. The ELM provides a framework based on the dual-process theory of persuasion for attitude change. It suggests that individuals process information and make decisions through two routes: the central route and the peripheral route. This framework can help education researchers identify how students engage with educational materials or interventions, and how they are influenced by different types of messages.





Michael Detyna, King's College London

AI and VR as a window to the world in relevant HE disciplines

Artificial intelligence presents both challenges and opportunities for higher education, and in a number of disciplines. This case study will look at an existing investigation into the use of Virtual Reality (VR) to step into and experience a specific landscape, to support to develop new skills. Additional possibilities include the possibility of using AI tools to generate images in the style of a specific painter, to learn with and through AI. This interactive case study will cover an innovative investigation into the use of virtual reality for educational use conducted at a major London art gallery and university. Viewing an Impressionist landscape painting was also experienced as a 3D virtual reality experience, to consider if this immersive experience could help with learner engagement and understanding of artworks. Further AI generated images will be discussed, and we will invite delegates to share their experience and ideas for integration into teaching.

Helen Beetham, University of Wolverhampton/UCL

Writing as academic practice in a time of AI

Writing in higher education takes many forms but has the common aim of helping students to develop as thinkers and communicators, in the context of particular communities of academic and professional practice. The ability of large language models to produce credible examples of academic writing has led some educators to argue that student writing assignments should be radically rethought, and in some cases even abandoned for alternative tasks such as critical evaluation of AI-generated text.

By comparing the claims made for large language models with insights from linguistic and educational theory, this paper argues that some differences between human and Al-generated writing are fundamental and will not be overcome by further technical advances. It presents a range of assignments that bring the human processes and purposes of writing to the fore. Based on interviews with subject teachers and student learning specialists, it also suggests tasks that can help students to develop a critical and resilient approach to evolving Al capabilities.

Kieran O'Halloran, King's College London

Digital assemblages with ChatGPT for creative interpretation of short stories

In my video presentation, I highlight my accessible university-wide pedagogy for fostering inventive interpretation of short stories, drawing on and enriched by Large Language Model (LLM) Generative AI. Students construct an 'assemblage' around a short story—an evolving network of unusual connections allowing experimentation with unexpected ideas. Use of these experimental connections helps exceed initial intuitions of the story, facilitating creative interpretation. An assemblage in this pedagogy can include extant literary criticism of the short story, text analysis software and LLM Generative AI.

I demonstrate using Edgar Allan Poe's short story, 'The Black Cat'. For producing an inventive interpretation of this story, the assemblage includes, amongst other elements, accessible psychoanalytical literary criticism of 'The Black Cat', easy-to-use text analysis software ('WMatrix') and the LLM Generative AI, 'ChatGPT'. Having set up the pedagogy in the first half of the talk, in the second I highlight the aleatory value of ChatGPT for enriching assemblage-based interpretation of a short story. Creative adaptability and digital literacy are key 21st-century skills. Using the universally known genre of the short story, my presentation highlights the utility of LLM Generative AI in a university-wide pedagogy for enhancing inventive thinking, creative adaptability and digital literacy.





Mengqi Fang, King's College London

An investigation of the value of AI-powered functionalities for ESL learners' learning of English pronunciation

Pronunciation is still a challenge to Chinese English as a second language (ESL) learners due to the limited exposure to English context, the inferences of the mother language, and the insufficient instruction and feedback on pronunciation. Artificial intelligence (AI) applications such as chatbots and automatic speech recognition (ASR) are progressively regarded as a solution to address these difficulties. However, few studies have been conducted to confirm the value of AI-powered functionalities for Chinese ESL learners' learning of pronunciation. To fill the gap, this research conducted two empirical studies. The first study was a single group pre-and-post-test design where six Chinese middle school students were invited to use AI-powered apps for learning pronunciation for four weeks. The second study was a four-week quasi-experiment with two groups of primary school students (N=25) for a detailed examination of the effectiveness of chatbot and ASR in learning pronunciation. The analysis was based on the pre-and post-tests, focus groups, system-generated metrics, and digital diaries taken by the participants. The findings reveal that the ESL learners viewed learning with AI functionalities as easy and enjoyable and beneficial for their learning of pronunciation. Learners in the two studies expressed their preferences and expectations to learn pronunciation with chatbots although the group using a chatbot made no significant improvement in their pronunciation. The ESL learners still believed that having real-time communication with native English-speaking teachers would help to learn pronunciation faster and better.

