



Generative Artificial Intelligence for Learning & Teaching

Newsletter Issue 1

integrate GenAI into their curricula and pedagogic practice. While acknowledging and addressing concerns, our approach remains positive and committed to enabling our students to make the most of the opportunities GenAl offers.

This is the first in a series of GenAl newsletters which is aimed at helping staff

There is a comprehensive on-demand **Generative Al**

GAI Canvas Course

<u>Canvas course</u>, designed by the Centre for Innovation in Education (CIE) colleagues and open to all staff. It includes topics such as GenAl tools, case studies and academic integrity considerations. Please visit the Canvas site to find out more.

GAI Canvas Course

Generative

GenAl Fest

Hosted by the Centre for Innovation in Education, GenAl Fest 2024 was a series of sessions in

September to support and inspire our academic and professional services community in the new academic year. You can find all the session recordings and relevant resources by visiting this GenAl Fest event Padlet.



over 250 members across both UK and international HE institutions, and will be hosting bi-monthly

Generative Al Network (GAIN)

The Generative Al Network, hosted by CIE, now has

webinars and events across 2024-25. **Join GAIN Network**

Assessment Redesign

newsletter, we will share the link and more details.

Assessment redesign was an element of the GenAl Fest event (above) and the resource for

Colleagues in CIE are working on a resource where academic staff can upload examples of how they are redesigning and amending their assessments, in the light of GenAl. In the next

that can still be accessed – which features a <u>lot of examples</u> which staff might find useful. Another tool to help colleagues think about how best to assess students in the context of

GenAl is our <u>CIE asessment designer GPT tool</u>. How to use: press the 'help me to design an assessment' button as your first step, and then follow the steps that the tool gives you. It will

ask a series of questions: the level of the students, the Learning Outcome/skill/ability to which the assessment is tied, how many students there are, and the academic discipline. Answer the questions in the chat bar, and it will generate an assessment idea for you. It will also suggest ideas for incorporating AI into the assessment process.

Following the success of the Pedagogic Research Conference 2024, a special issue of

Developing Academic Practice invites contributions in areas of developing academic practice,

leadership and innovation in relation to generative artificial intelligence (AI) that show a forward-looking scholarly approach to how AI has been used in innovative ways in practice for learning and teaching, especially how evaluative judgment has been supported in the context

Call for Research

of generative tools that can be transferred from one practice to another. The vision for the issue is something that people can read and use, so we encourage submissions concerning

Developing Academic Practice Journal

innovative practice. You can find out more here about the special edition journal, including a call for papers. SEDA Generative AI and Multimodal Learning Project Staff members from CIE are currently working collaboratively with academics from multiple universities across the UK and beyond on a project to explore the impact Generative AI has on multimodal pedagogies. The project seeks to determine whether Generative AI makes multimodal forms of pedagogy (where different modes of information (text, sound, image, video, etc.) are combined, transposed and transformed) more accessible and inventive,

and will ultimately produce a published guide for educators on incorporating GenAl into

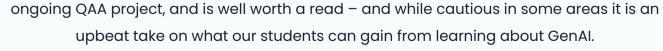
ultimately leading to more complex or alternative ways of making meaning. This project has received external funding from the Staff and Educational Development Association (SEDA)

multimodal pedagogy. For information on this project or to potentially contribute a case study, please contact CIE.

Thought Piece One reflection from numerous colleagues when thinking about how we cope with GenAl in the University context was about how technology shifts what students can achieve and what we can expect from them. As certain previously time-consuming or laborious tasks are automated - be it checking spelling, presentation, crunching data or scouring texts - there is more scope for students to demonstrate higher-order learning. Thereby one of the ways in which will need to adapt our assessment of student work is by being very clear with students that the bar has been raised, and the disciplinary specificities of what we now are hoping to see from them. I have blogged about how technology raised the bar for me, at the tail end of the last century, and GenAI will continue to push it higher!

Podcast: Learning to Al

There is a University of Liverpool series of our own podcasts on GAI and its use in Higher Education **Learning to Al**



upbeat take on what our students can gain from learning about GenAl. Stanford University's <u>Human Centred Artificial Intelligence</u> (HAI) Project published a piece on <u>Covert Racism in Al: How Language Models Are Reinforcing Outdated Stereotypes</u> – which has some really useful links. On a more positive note, Riana Pfefferkorn also has a post on the HAI

site At the Intersection of Technology and Civil Liberties where she talks about her hopes to develop more trustworthy GenAI - it will be interesting to follow her work on this.

GenAl and HE in the news

At the end of July the QAA (Quality Assurance Agency) published a piece on The opportunities Generative AI offers to higher education and graduates of the future. This is a report on an

In Nature last month, a piece entitled <u>AI firms must play fair when they use academic data in</u> training highlighted the use of academics" work in the training of GenAl tools – which may well make us wonder what our own work we may one day find shuffled back to us a query we make at a GenAl system!

References and Useful Links

- Academic integrity process for the misuse of Generative AI
 - A Spotlight Guide on Generative Al Technology • A dedicated Generative AI Teams site
 - University of Liverpool open staff GenAl forum Generative Al Network (GAIN)

To contribute content for future newsletters or for gueries related to this one, please contact

Professor David Webster.