

Session title: Educational Developers Dealing with Generative AI in Context

Session type: Plenary Session

Main presenter(s): Charlie Reis, Xi'an Jiaotong-Liverpool University

Co-presenter(s): Olivia Sun, Xi'an Jiaotong-Liverpool University; Rob Lindsay, University of Liverpool

Session summary:

This presentation will cover how educational developers at Xi'an Jiaotong-Liverpool University and University of Liverpool responded to ChatGPT disruption. The focus will be on academic integrity of UK and Chinese students, the potential for assistive AI technology to improve accessibility, equity, and inclusion, and the use of generative AI to facilitate research-led learning and assessment. Lastly, the presentation will discuss Students as Partners approaches to reframe academic integrity and offer policy and process recommendations.

Session outline:

This presentation will focus on the joint and separate efforts of educational developers at Xi'an Jiaotong-Liverpool University and University of Liverpool to provide a picture of the contextual challenges we faced in responding to ChatGPT disruption.

We will begin by giving a picture of academic integrity of UK and Chinese students, both in terms of practice and understanding. (Gow, 2014) Then we will discuss ChatGPT and other AIs in terms of the potential for improving accessibility, equity and inclusion in education. Through the integration of assistive AI technology, educators may become better equipped to support students protected under equality legislation, first-generation students, students from lower socio-economic backgrounds, students who have been in the care system, student caregivers, and international students. (Dieterle et. al., 2022)

We will consider how generative AI can be used to facilitate research-led and authentic learning and assessment, or if this is just a displacement of the primary issue of authorship. (Bearman et. al., 2022; Lin, 2022)

Finally, we will discuss Students as Partners (e.g. Healey & Healey, 2019) approaches that we have used to reframe understandings of academic integrity in light of the speed and power of generative AI as learning activities as well as policy and process recommendations we have made to our respective universities; for example, we have asked a class of students on an MA Digital education programme to rewrite the academic integrity declaration that prefaces submission of coursework and then use the document this semester.

References:

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Dieterle, E., Dede, C. & Walker, M. (2022). The cyclical ethical effects of using artificial intelligence in education. *AI & Soc.* <https://doi-org.ez.xjtlu.edu.cn/10.1007/s00146-022-01497-w>

Gow, S. (2014) *International Journal for Educational Integrity* Vol. 10 No. 1. pp. 70–83 ISSN 1833-2595. DOI: <https://doi.org/10.21913/IJEI.v10i1.935>

Healey, M. & Healey, R. L. (2019) *Student Engagement through partnership: A Guide and Update to the AdvanceHE Framework (04)*. AdvanceHE, December 1-144.
<https://www.advance-he.ac.uk/guidance/teaching-and-learning/student-engagement-through-partnership>

Lin, H. (2022). Influences of Artificial Intelligence in Education on Teaching Effectiveness: The Mediating Effect of Teachers' Perceptions of Educational Technology. *International Journal of Emerging Technologies in Learning (iJET)*, 17(24), pp. 144–156.
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