

SEDA Spring Conference 2024



Session Title: Is there a chatbot for that? - Reflections on supporting Faculty as they negotiate the challenges and opportunities of GenAI

Session Type: Lightening talk (10 mins)

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Session Summary: Session title: Is there a chatbot for that? - Reflections on supporting Faculty as they negotiate the challenges and opportunities of GenAI

The rapid development of GenAI tools was a key focus for all involved in educational development over the past year, ranging from concerns regarding academic integrity to considerations of integrating AI to teaching, learning and assessment. Using the lens of Normalisation Process Theory, we reflect both on the scaffolding required to support faculty in approaching the multi-faceted issues which GenAI presents for curriculum design and the lived experience of educational developers responding to that need.

Session Outline: The call for a quick response to the growth of Gen AI has necessitated a considered response from educational developers in balancing the need to facilitate faculty in exploring both the opportunities and challenges posed by the myriad of tools now in play. Potter et al. (2023) have previously reported on their journey in this space and the key role of education developers in building trusting partnerships based on transparent, accountable, and shared leadership. As a team of educational developers in an Irish university, we similarly reflect on our process of negotiating these challenges in the ever-shifting sands of GenAI evolution. Our journey evolved from an initial creation of a “first principles” set of guidelines which aimed to facilitate a considered decision-making process for educators in choosing a design in or design out approach. Subsequent work focused on workshops based around this guidance but also firmly rooted in our 12 in-house principles of assessment design (TEU 2021), and where possible, adopting a discipline specific focus. Of interest to us, as we reflect on this journey, are the dynamic processes at play which lead to innovations such as GenAI being effectively and appropriately absorbed into the work of teaching, learning and assessment, and our own roles

in nurturing this process. Normalisation Process theory (May et al. 2009), often applied in healthcare innovation, is a theoretical framework which aids in the elucidation and understanding of such dynamics. Utilising the categories of Normalisation Process Theory (coherence, cognitive participation, collective action, and reflexive monitoring) to structure our own perceptions of the lived experience of this journey, we also discuss how this framework can be applied to future research and evaluation.

References: - May, C.R., Mair, F., Finch, T., MacFarlane, A., Dowrick, C., Treweek, S., Rapley, T., Ballini, L., Ong, B. N., Rogers, A., Murray, E., Elwyn, G., Légaré, F., Gunn, J., & Montori, V. M. (2009). Development of a theory of implementation and integration: Normalization Process Theory. *Implementation Sci*, 4(29). <https://doi.org/10.1186/1748-5908-4-29>

- Potter, J., Welsh, K., Milne, L. (2023). Evaluating an institutional response to generative artificial intelligence (GenA): Applying Kotter's change model and sharing lessons learned for educational development'. *Journal of Perspectives in Applied Academic Practice*, 11(3), 139-152. <https://jpaap.ac.uk/JPAAP/article/view/582/677>

- Teaching Enhancement Unit. (2021). Academic Integrity Principles for Assessment Design. <https://www.dcu.ie/teu/academic-integrity-principles>