

SEDA Spring Conference 2024



Session Title: Generative AI and Educational Development: opportunity, challenge, or potential disaster?

Session Type: Workshop (60mins)

Presenter (s):

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Session Summary: Our students need to develop their skillsets, encompassing and integrating traditional academic skills with new Generative AI (GenAI) techniques so they can succeed in their studies and beyond. This session analyses current GenAI developments, identifying applications with particular implications for educational developers and educational development units. We review surveys of student use of GenAI, different applications of GenAI to enhance pedagogy, and offer a practical crash course in “prompt-craft” to demonstrate future possibilities.

Session Outline: Recent important developments in GenAI could have profound implications for staff and students in Higher Education, e.g.

- Microsoft’s different versions of Copilot.
- ChatGPT developing its ‘memory’.
- OpenAI’s GPT Store, including new educational apps (e.g. Mike Sharples, using his ‘Practical Pedagogy book) plus ‘make your own GPT’.
- Significant software improvements, including text-to-video (e.g. Sora from OpenAI).

We also see increasing numbers of staff integrating GenAI into modules (e.g. Farrell, 2024; Smith and Francis, 2024) and staff investigating the impact of tools like ChatGPT with specific students and cohorts (e.g. Bedford et al 2024; Hemsworth et al 2024)

Structure:

Part 1: GenAI in HE: where are we now? (20 minutes)

We summarise major developments in both GenAI technologies and their application in HE. We identify implications of recent surveys of student use, including findings from the recent survey of almost 500 students from Bangor University and Brunel University. These surveys highlight uncertainty around academic regulations and fair use, and a thirst to know more about ethical AI use.

During this presentation, we invite delegates to add questions and comments to the Padlet which we review in Part 3 of this session.

Part 2: Developing our skills

20-minute interactive workshop on “prompt-craft”, offering some simple ways to get the best out of chatbots like ChatGPT to enhance the quality of responses and reduce hallucinations and erroneous outputs.

Please bring a laptop or other device to gain the most benefit from this exercise. Also, if you have not done so already, please make sure that you have opened an account with ChatGPT or a similar app on your device to participate in the activities.

Part 3: Where do we go from here?

How should Educational Developers and Units respond to the challenges of GenAI?

In this final part, we will:

- suggest ways GenAI can address current, specific challenges in higher education.
- suggest strategies that Educational Development/developers can use to help academic staff make effective use of GenAI.
- respond to questions/issues raised in the Padlet.
- invite further comments and questions from delegates.

An updated copy of the Padlet will be available to delegates after the conference.

References:

Bedford, J., Kim, M. and Ciyu Kin, J. (2024) Building self-confidence and fostering autonomous learning: The role of generative AI in higher education. In S. Beckingham, J. Lawrence, S. Powell and P. Hartley (Eds). *Using Generative AI Effectively in Higher Education: Sustainable and Ethical Practices for Learning, Teaching and Assessment*. SEDA Routledge.

Farrell, H. (2024) Re-imagining Student Engagement in an AI-Enhanced Classroom: Strategies and Practices. In S. Beckingham, J. Lawrence, S. Powell and P. Hartley (Eds). *Using Generative AI Effectively in Higher Education: Sustainable and Ethical Practices for Learning, Teaching and Assessment*. SEDA Routledge.

Hemsworth, K., Evans, J. and Walker, A. (2024) “Understood the assignment”: Co-designing a prompt-engineering toolkit for academic writing. In S. Beckingham, J. Lawrence, S. Powell and P. Hartley (Eds). *Using Generative AI Effectively in Higher Education: Sustainable and Ethical Practices for Learning, Teaching and Assessment*. SEDA Routledge.

Sharples, M. (2024) GPT chatbot based on Practical Pedagogy. *LinkedIn*.
https://www.linkedin.com/posts/mike-sharples-1633153_chatgpt-teachsmart-activity-7128807005363789824-LTxz/

Smith, D. and Francis, N. (2024) Process not product in the written assignment. In S. Beckingham, J. Lawrence, S. Powell and P. Hartley (Eds). *Using Generative AI Effectively in Higher Education: Sustainable and Ethical Practices for Learning, Teaching and Assessment*. SEDA Routledge.