

SEDA Autumn Conference 2024



Session Title: Leveraging the Potential of Generative AI Tools for Personalised Learning and Reflective Teaching Practices from Subject to School Levels

Session Type: Provocations (10mins)

Main presenter(s): Dr. Naima Iftikhar, Western Sydney University, Australia

Co presenter(s): Stephanie Bourke (Western Sydney University, Australia)

Session Summary: This session explores the development of a generative AI tool with multiple interfaces for personalised learning and reflective teaching practices. It invites educational developers to contemplate on generative AI solutions that go beyond chatbots, enhancing learning and teaching quality at subject, program, and school levels. Solutions that consider challenges such as diverse student populations and the need for scalable digital solutions, aligning with institutional strategic goals of inclusive digital transformation.

Session Outline: Abstract: In the evolving landscape of higher education, the integration of generative AI tools offers a transformative approach to personalised learning and reflective teaching practices. This session invites educational developers to explore the potential of AI solutions that extend beyond basic chatbot functionalities, aiming to enhance the quality of learning and teaching at various levels—subject, program, and school.

Context: The diverse student population at Western Sydney University (WSU) presents unique challenges in terms of academic preparedness, socioeconomic background, digital literacy, and academic well-being. The post-pandemic shift towards hybrid and flexible learning environments has accelerated the demand for scalable digital solutions. WSU's strategic goals, including digital transformation, personalised learning, and inclusivity, align with global trends in higher education, such as the increasing focus on generative AI and data-driven decision-making.

Session Focus:

The session will focus on sharing the underpinning framework of a gen AI tool with multiple interfaces that can:

1. Offer Personalised Learning by tailoring educational experiences to individual student needs, improving engagement and outcomes
2. Promote Reflective Teaching Practices by supporting educators to enhance their ability to innovate, evaluate and adapt approaches
3. Identify Challenges and issues across the lifecycle of subject, degree program and overall department performance

4. Strategically Align with WSU's Digital Acceleration (DX) initiative, promoting innovative and agile educational models.

The session will emphasise the importance of interdisciplinary collaboration, centralising and accessing data to support informed decision-making. By leveraging strategic insights and cutting-edge educational trends, participants will be invited to think radically about how generative AI solutions can enhance academic development and contribute to improved academic well-being. Join us to explore the future of educational development through the lens of generative AI, fostering a culture of continuous growth.

References: Bearman, M., Tai, J., Dawson, P., Boud, D., & Ajjawi, R. (2024). Developing evaluative judgement for a time of generative artificial intelligence. *Assessment & Evaluation in Higher Education*, 1-13.

Beckingham, S., Lawrence, J., Powell, S., & Hartley, P. (Eds.). (2024). *Using Generative AI Effectively in Higher Education: Sustainable and Ethical Practices for Learning, Teaching and Assessment*. Taylor & Francis.

Beetham, H., & Sharpe, R. (Eds.). (2019). *Rethinking pedagogy for a digital age: Principles and practices of design*. Routledge.

Bowen, J. A., & Watson, C. E. (2024). *Teaching with AI: A Practical Guide to a New Era of Human Learning*. Hopkins Press.

Ellis, R., & Hogard, E. (Eds.). (2019). *Handbook of quality assurance for University teaching*. London and New York: Routledge.

Mollick, E. (2024). *Co-Intelligence*. Random House UK.

Pratschke, B. M. *Generative AI and Education: Digital Pedagogies, Teaching Innovation and Learning Design*. Springer.

Shabaninejad, S. (2024). *Recommending insightful actions in learning analytics dashboards*. [PhD Thesis] University of Queensland.