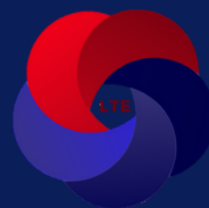
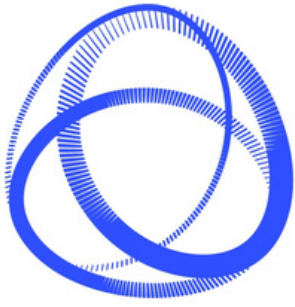


CCCU LEARNING  
AND TEACHING  
CONFERENCE  
2023

Human  
Intelligence in  
an age of AI

15th November  
12:00–16:00  
Verena Holmes





# INTRODUCTION



Welcome to the 2023 Learning and Teaching conference at CCCU.

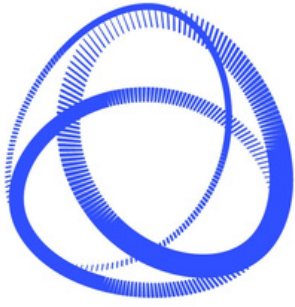
Generative Artificial Intelligence (AI) has dramatically altered the way we consider learning and teaching in Higher Education. As we continue to grapple with the implications for learning, teaching and assessment across schools, colleges and Universities, we are delighted that you have joined us today to discuss the impact on our University, help find solutions, and create positive and proactive approaches to learning and teaching.

Today, we come together to discuss, debate and find solutions to the challenges, by considering the value of human intelligence in the age of AI.

The theme is broad, and we are excited about the many ways it has been interpreted by our colleagues from across academic disciplines and professional services.

Our keynote speaker, [Dr Sarah Eaton](#), will discuss the unfolding implications of open access generative AI on the higher education landscape, and we thank her for her invaluable contribution to today's event.

Julie Taylor  
Deputy Director of Learning and Teaching



# ABOUT VERENA HOLMES



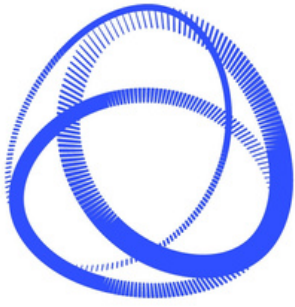
Verena Holmes (1889-1964) was one of the first professional female mechanical engineers in the UK. A trailblazer for women within the industry, she was dedicated to the development of female engineers and represented a breakthrough for equal rights in the early 20th century.

Born in Ashford, Kent, Verena's technical specialities included marine and locomotive engines, diesel and internal combustion engines. She was also a prolific inventor with strong links to medicine and took out a dozen patents for medical and safety devices.

She was an early member of the Women's Engineering Society (WES) in 1919 and became the first female member elected to the Institute of Mechanical Engineers (IMechE) in 1924. Her engineering firm, which she set up in 1946 in Gillingham, Kent, employed only women.

CCCU's Verena Holmes building, opened in 2021, is named in her honour to celebrate her tremendous legacy and achievements as an engineer and inventor, as well as her outstanding advocacy in supporting women in engineering.





**PUBLIC LECTURE  
18:30 TONIGHT**

**DURHAM CASTLE AND  
CATHEDRAL WORLD  
HERITAGE SITES:  
STORYTELLING, THE NON-  
HUMAN AND NEW ANIMISM**

How light installations, festivals and trails use light technology to tell stories with the non-human and folkloric.

Dr Jane Lovell, Reader, Christ Church  
Business School

Register [here](#), or follow the QR  
code:



# SCHEDULE

12:00-12:30	Registration & Refreshments		VH.0.91 (Foyer) & VH.3.90b (3rd Floor area)
12:30-12:45	<b>Opening Address</b>	Prof Rama Thirunamachandran	VH.3.90b
13:00-13:50	Parallel Sessions 1, 2 & 3		
	<b>Session 1</b> - Lightning Talks		VH.3.03 (Board room)
	Jodie Calleja, Julie Rees & Steve Peters	The importance of human connection in libraries	
	Dr Bojan Koltaj	Dyslexic student and AI: reading, comprehension and analysis of articles with chatpdf	
	Daniel Clark	The Grand Hallucination: Why a deficit model of AI Literacy is problematic	
	John Hoyle & Sian Robson	AI Alchemy: Transforming Careers!	
	<b>Session 2</b> - Lightning Talks		VH.0.04 (Michael Wright Lecture Theatre)
	Jaspal Kaur Sadhu Singh & Kos Siliafis	Reflections on Legal and Ethical Challenges of Generative AI Technology as a Learning and Teaching Tool	
	William Henniker	Online Learning and University Community Management through Discord	
	Laura Hackett	"A Bittersweet Story": climate change from the perspective of a chocolate bar	
	<b>Session 3</b> - Interactive Workshop		VH.3.90a (3rd Floor area)
	Dr Jennie Bristow, Dr Jesse Potter, Dr Anwesa Chatterjee & Dr Sarah Cant	'Why game your education?' Inspiring students through subjects	

# SCHEDULE

14:00-14:50	Parallel Sessions 4, 5 & 6		
	<b>Session 4</b> - Interactive Workshop		VH.3.03 (Board room)
	Fiona Yardley & Samuel Clarke	How can the core educational purpose of employability be enhanced by students' use of AI?	
	<b>Session 5</b> - Solutions Room		VH.3.90a (3rd Floor area)
	Prof Berry Billingsley	How do we make AI fair and healthy? Unpacking what we want for our approach to AI by considering Assessment, Learning and Research.	
	<b>Session 6</b> - "Kicking the Hornet's Nest"		VH.0.04 (Michael Wright Lecture Theatre)
	Hosted by LTE with an introduction by Shauna McCusker & Janet Beale	"Alexa, what is the difference between human and artificial intelligence?"	
14.50-15:00	Introducing the new look Teaching Excellence Awards & today's Keynote Speaker, Dr Sarah Eaton	Prof Niamh Downing, Pro Vice-Chancellor (Education and Student Experience)	VH.0.04 (Michael Wright Lecture Theatre)
15.00-16:00	<b>Keynote Address</b> (Virtual) Dr Sarah Eaton, University of Calgary	"Human Intelligence in an age of Artificial Intelligence: Looking Beyond Today"	VH.0.04 (Michael Wright Lecture Theatre)

# Abstracts

## Session 1 - 13:00-13:50 - Lightning Talks - VH.3.03 (Board room)

1	Jodie Calleja, Julie Rees & Steve Peters	The importance of human connection in libraries
<p>Libraries are the centre of a university in many ways; they are one of the keys to unlocking education. Libraries foster independent and collaborative learning, function as safe and brave spaces, and allow for innovative and creative thinking. Where AI is growing, we want to share the importance of human interaction that is central to our university library, focusing on the user experience. We will provide a short lightning talk on UX (user experience feedback/research) and our plans to enhance human connection and community in response to isolation post-COVID. We will share examples of UX techniques and touch on the impact of our stressless events, which strengthen our staff and student community. We will briefly capture the effects of AI on libraries, then direct our focus to how we plan to maintain and grow our human interactions to serve all of our students, staff and local communities.</p>		
2	Bojan Koltaj	Dyslexic students and AI: reading, comprehension and analysis of articles with chatpdf
<p>This lightning talk will share experience of using chatpdf in reading, comprehension, and analysis of academic articles by a student with Dyslexia. Excitement about success, obstacles, and questions will be analysed from the perspective of a Learning Developer.</p>		
3	Daniel Clark	The Grand Hallucination: Why a deficit model of AI Literacy is problematic
<p>The proliferation of generative AI has had a significant impact on education and Universities are having to react quickly to its impact upon learning, teaching, and assessment. One area of focus has been on the development of so-called AI literacy; empowering students to understand how generative AI works and to think critically about the veracity and effect of its outputs.</p> <p>As this short presentation will describe, some models of AI literacy are inherently problematic in that they tend to individualise and personalise the broader philosophical, moral, and ethical issues of generative AI. In this deficit model of AI literacy, such issues come to be located with the individual - ameliorated through notions of improved literacy and greater awareness. This approach is problematic in that it cedes overall responsibility away from the organisation and its policies, practices, and procedures, and instead makes the student themselves accountable for the relative success or failure of their 'literacy' levels and the informed use of generative AI in their studies.</p> <p>Drawing upon data gathered from all publicly funded UK Universities, this presentation will demonstrate how this model of AI literacy is the predominant model in the UK. This presentation will highlight the challenges this poses and offers an alternative narrative for organisations as they continue to grapple with AI and its impact upon learning, teaching, and assessment.</p>		

# Abstracts

## Session 1 - 13:00-13:50 - Lightning Talks - VH.3.03 (Board room)

4	John Hoyle & Sian Robson	AI Alchemy: Transforming Careers!
<p>AI is an important new tool for both students and recruiters in the job seeking process. Therefore, is the role of the University Careers Service obsolete? Absolutely not! In 10mins you will leave the room not only convinced of our continued importance, but enthused and ready to signpost students our way!</p>		

## Session 2 - 13:00-13:50 - Lightning Talks - VH.0.04

1	Jaspal Kaur Sadhu Singh & Kos Siliafis	Reflections on Legal and Ethical Challenges of Generative AI Technology as a Learning and Teaching Tool
<p>In this talk, we will be raising awareness of a number of legal and ethical issues arising from the use of generative AI technologies and their implications in the education context. By way of a scene setting, we will address how LLMs, in contrast with other technologies, appear more authoritative and convincing, projecting information, knowledge, views and analysis produced by an algorithm, and whether this functionality aligns with the aim of assessing learners (demonstrate mastery of subject matter, cultivation and demonstration of analytical and critical thinking skills).</p> <p>The main thrust of our presentation is in light of the absence of governance structures in place, we will raise several legal and ethical issues (citing examples and illustrations) that plague the use of generative AI technologies based on, firstly, the UNESCO recommendations such as principles of inclusion, equity, quality, and safety; secondly, the converging values promoted by AI Ethical frameworks globally such as trustworthiness, self-determination, autonomy, non-discrimination; thirdly, the threat to freedom of thought; fourthly the use of data for future training of algorithms; and finally, issues around copyright and attribution.</p> <p>Our proposal overlaps with several strands of the conference theme. These include, but are not limited to - Academic integrity, academic ethics, contract cheating and legitimate learning; Maintaining standards and rigour; and AI as a personal tutor; AI as a friend.</p>		



2	William Henniker	Online Learning and University Community Management through Discord
<p>Generative AI technology presents a significant challenge to the traditional peer-to-peer learning dynamics, not only in Game Design but also across education as a whole. In Game Design, we employ AI-enhanced online tools to manage our student community and enrich their learning experience while fostering a sense of belonging.</p> <p>This technology has the potential to disrupt the organic knowledge exchange that has long been fundamental to education. While we harness AI to improve our students' experiences, it's vital to strike a balance between technological enhancements and the preservation of the valuable human connections that drive learning and this talk will discuss how we tackle that on Game Design.</p>		

3	Laura Hackett	"A Bittersweet Story": climate change from the perspective of a chocolate bar
<p>This talk will outline how I used creative prompt-writing in ChatGPT to create a series of resources that can be used in sustainability education. Based on Oxfam's 'For the Love of...!' campaign, in which they got people thinking about the things we love that may be impacted by climate change, I asked ChatGPT to explain climate change from the perspective of those things we love (such as flying, beer and chocolate). The title of this talk was generated by a line in ChatGPT's response when acting as a chocolate bar. It proceeded to write: "As climate change affects cocoa production, there's a risk of shortages. With supply dwindling, the cost of producing chocolate rises, which can lead to higher prices in the market. We, chocolate bars, don't want to become a rare luxury you can't afford!"</p> <p>The mix of artificial intelligence (information and efficiency) with human intelligence (creativity and a sense of humour) I found fascinating and intriguing. It helped me create a better end product than I could have achieved alone. I anticipate the resources will become a talking point, and hopefully help to educate others on climate change and carbon reduction.</p>		

### Session 3 – 13:00–13:50 – Interactive workshop – VH.3.90a

Dr Jennie Bristow, Dr Jesse Potter, Dr Anwesa Chatterjee & Dr Sarah Cant	'Why game your education?' Inspiring students through subjects
<p>Research with colleagues prior to the Covid-19 pandemic, on 'Generational encounters with Higher Education: The academic-student relationship and the University experience' (Bristow, Cant and Chatterjee, 2020) found that 'academic instrumentalism' featured strongly in students' approach to their degree courses. However, aspirations were not limited to 'getting a good degree': they also sought meaningful learning relationships with peers and academic staff, and a wider experience that allowed them to develop socially and intellectually. Ongoing research, by Potter, Chatterjee, Cant and Bristow, adds depth to findings from existing literature, that the pandemic highlighted the difficulties confronting students when everything bar the course was taken away. Our workshop will explore the relation between the recent memory of alienating learning practices during the pandemic, and the apparent promise offered by AI, of achieving a degree without engaging in the wider creative process of studying a subject. It will also reflect on the continuing importance of the human academic-student relationship in the technological age, and the role of subject knowledge itself in understanding the benefits and pitfalls of AI in education.</p>	

### Session 4 – 14:00–14:50 – Interactive workshop – VH.3.03

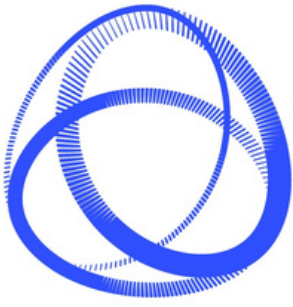
Fiona Yardley & Samuel Clarke	How can the core educational purpose of employability be enhanced by students' use of AI?
<p>This workshop combines analysis of a case study of an individual's use of AI through the lens of both a teacher and student with a review of the literature and discussion. Our aim is to determine if a good university experience in the 21st century is synonymous with one that encompasses AI, and if so, to discuss how students could use AI in a way that enhances their studies and addresses the core purpose of education for employability.</p> <p>Debate about academic integrity and AI-induced plagiarism have ravaged both mass media and lecture halls. We believe that, despite all the doom and gloom, AI is not something to be feared, so long as you know how to use it. AI is already being used by university students to: generate ideas for graphics in their presentations; review and critically analyse written materials to assess their validity; improve their grammar and writing structure – especially if English is their second language; experiment with different writing styles; find explanations and; debug code.</p> <p>A global snapshot from the 2022 QS Global Employer Survey revealed communication, teamwork, problem-solving and flexibility to be highly valued by employers, with 63% of 26,742 respondents stating AI will have a positive impact on their industry and society. Biesta (2015) argues that purpose is constitutive of education and AI is at the heart of a 21st century purpose of higher learning: graduate employability. In this workshop you will consider the case study of a student using AI in both their studies and graduate employment, and discuss how students can be supported to use AI to enhance the core educational purpose of employability.</p>	

## Session 5 - 14:00-14:50 - Solutions Room- VH.3.90a

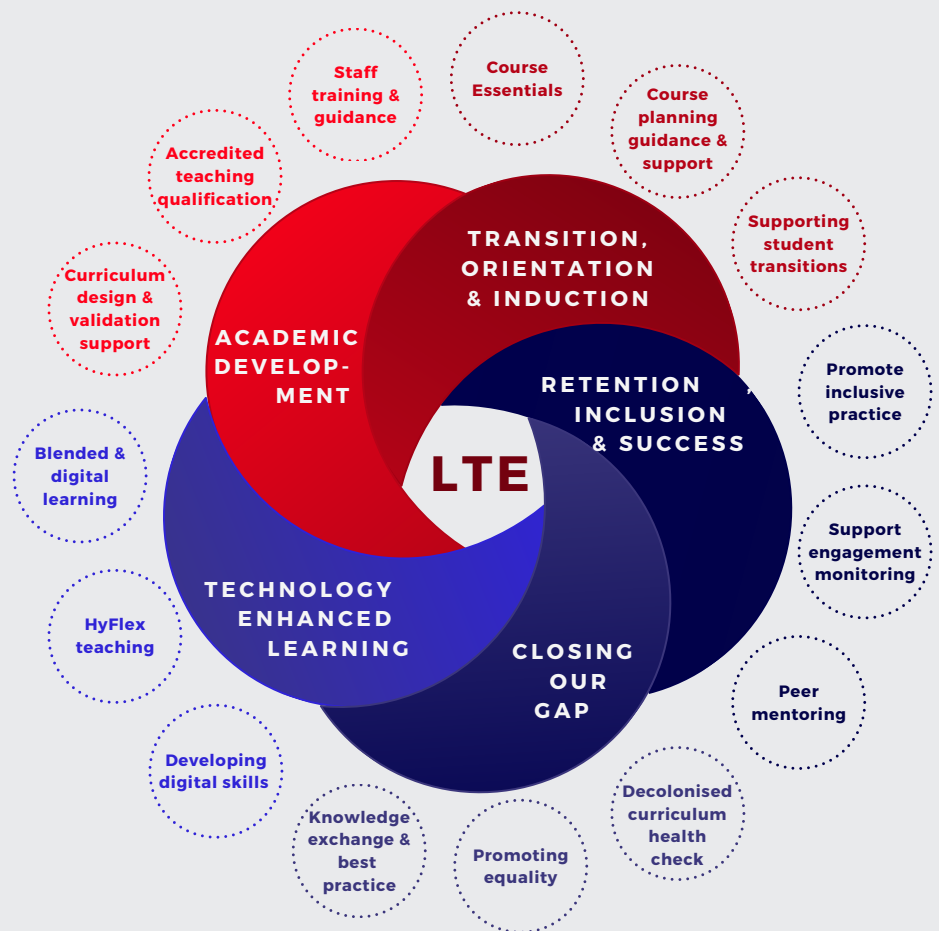
Prof Berry Billingsley	How do we make AI fair? Unpacking what we want for our approach to AI by considering Assessment, Learning and Research.
<p>The workshop aims to unpack what is meant by an educative approach to AI and consider how to make it fair, healthy, and transparent for students, researchers and academics.</p> <p>GenAI is available to more and more of us - as Bing Chat, Bard, ChatGPT and as an enhancement in everyday packages. In part 1 we ask, how should we acknowledge the tools we use and which tools should we see as standard, which as extras, which as cheating? When and where should we be using them? For learning, for assessments, for writing applications?</p> <p>In part 2, we ask if it's a problem if students are increasingly working alone on their pcs rather than capitalising on the value of human interaction. Can interacting with Bing ever beat interacting with your peers? What risks come with becoming a chatbot addict? If human interaction matters then what is its purpose and how are the gains assessed?</p> <p>We live in a world of opportunity but it's also a world where the design, use and availability of technologies can be unfair, challenging and lead to unforeseen consequences. But here the ambition is for a bright future, and we'd be very pleased if you join this workshop and help make that come true</p>	

## Session 6 - 14:00-14:50 - Kick the Hornets' Nest - VH.0.04

Hosted by LTE with an introduction by Shauna McCusker & Janet Beale	"Alexa, what is the difference between human and artificial intelligence?"
<p>With an introduction by Shauna McCusker, Director of Criminology, Sociology and Forensics, a trained counsellor and psychotherapist and Janet Beale, Senior Lecturer in Criminology and a Therapeutic Counsellor and Psychological Practitioner.</p> <p>In order to evaluate the usefulness of artificial intelligence in HE, we asked an expert what is the difference between human intelligence and artificial intelligence. Alexa stated that "humans have consciousness and sentience and artificial intelligence does not". So how important is consciousness and sentience to learning in HE? Let's kick the hornets' nest and find out!</p>	

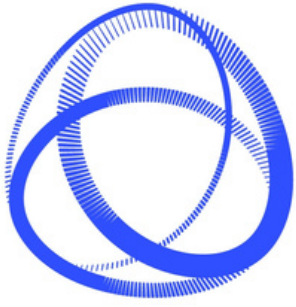


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