



IFNTF “Symposathon”
December 4-5, 2023
Augmenting Teaching Excellence:
Embracing the future of Education with AI and Emerging Technologies

PROGRAM AT A GLANCE

SYMPOSATHON LEG 1: UNITED KINGDOM TIME ZONE
17.00 – 20.00

Start Time of this leg in different time zones

UK Time: 5 PM, Monday, December 4

North America EDT: 12 noon

Australia (AEDT): 2 AM, Tuesday, December 5

New Zealand (NZDT): 4 AM, Tuesday, December 5

UK Time	
17.00 – 17.10	Welcome and Introductions Martina Doolan, President, IFNTF
17.10 – 17.30	Keynote Session 1: <i>Seeing student self-efficacy: A key to retention and success</i> Laura Ritchie, University of Chichester, UK
17.30 – 19.00	PAPER PRESENTATIONS: SESSION 1
	<p>1. <i>Augmenting Teaching Excellence: Investment, not a pat on the head, is the way forward</i> Derounian, J. G. Society of Local Council Clerks' (SLCC)</p> <p>2. <i>Using AI in teaching, learning and assessment: How to achieve inclusive, ethical and sustainable innovation</i> Lawrence, J. ¹, Gramaglia, L. ², Fischer, I. ², Morell, L. ³, Fallin, L. ³, Ewen, M. ³, Davis, M. ¹, Wallbank, A. ¹ 1 - Oxford Brookes University, 2 - University of Warwick, 3 - University of Hull</p> <p>3. <i>Assessment and Feedback in the Generative AI Era: Transformative Opportunities, Novel Assessment Strategies and Policies in Higher Education</i> Soupeez, J.-B.R.G., Goswami, D., Yuen, J. College of Engineering and Physical Sciences, Aston University, UK</p>

	<p>4. <i>Developing Higher Education Educators' AI Literacy - An Experiential Learning Method</i> Kurtzke, S., Brodie, J., Edinburgh Napier University, Scotland, UK</p> <p>5. <i>Generative AI - student use of ChatGPT by novice programmers</i> McGowen, A., Anderson, N. Queen's University, Belfast, UK</p> <p>6. <i>Augmenting Objects. Using RFID to promote sustainable practice in Art & Design.</i> Murphy, I., Mayo, N. Cardiff Metropolitan University, UK</p>
19.00-19.10	Discussion/Refreshment Break
19.10-19.50	Celebrating UK NTF 2023 and Panel Discussion
19.50-20.00	Closing and Handover to Symposathon Leg 2 Laura Ritchie, Secretary, IFNTF

SYMPOSATHON LEG 2: NORTH AMERICA EASTERN TIME ZONE

15.00 – 18.00

Start Time of this leg in different time zones

UK Time: 8 PM, Monday, December 4

North America EDT: 3 PM, December 4

Australia (AEDT): 5 AM, Tuesday, December 5

New Zealand (NZDT): 7 AM, Tuesday, December 5

North America Eastern Time	
15.00 – 15.10	Welcome and Introductions Srini Sampalli, VP (Canada), IFNTF
15.10 – 15.30	Keynote Session 2: <i>Title: Using Humanoid Robots to Engage Students in a Research-Rich Learning Community</i> Martina Doolan, University of Hertfordshire, UK
15.30 – 15.50	Keynote Session 3: <i>Title: ChatGPT for Transversal Design: From Research, to Grants, to Classes, to Programs, to Products</i> James Intriligator, Tufts University, USA
15.50 – 16.00	DISCUSSION/REFRESHMENT BREAK
16.00 – 17.50	PAPER PRESENTATIONS: SESSION 2
	<p>1. <i>Incorporating AI into assessments</i> Francis, N.J.¹ and Smith, D.P.² 1 – Cardiff University, UK; 2 – Sheffield Hallam University, UK</p>

	<p><i>2. Generative AI assisted Life-long Learning in Higher Education: a case study of coding learning for business students at Salford Business School</i> Chen, Y.¹, Han, K.¹, Doolan, M. A.² 1 – Salford Business School, The University of Salford, UK 2 – School of Physics, Engineering and Computer Science, The University of Hertfordshire, UK</p> <p><i>3. The meaning of metrics: an educators' perspective</i> Kitchenham, A., Holley, D., Biggins, D., Bournemouth University, UK</p> <p><i>4. A comparative sentiment analysis of human-generated and machine-generated educational content and their differential impact on students' experience and learning</i> Fisher, G.F., Fido, D., and Shaw, P. University of Derby, UK</p> <p><i>5. AI in Education: A Tale of Two Timelines - Navigating the Immediate and Anticipating the Future Impact of Artificial Intelligence</i> Hanna, P., Queen's University, Belfast, UK</p> <p><i>7. Pedagogical and psychological principles to guide tutors in supporting students in adaptive and transformative approach behaviours to digital learning.</i> Mcilroy, D.¹, Todd, V.² 1 - Liverpool John Moores University, UK; 2 – University of Aberystwyth, UK</p> <p><i>8. Alternative pathways for addressing generative AI, and what might be blocking those pathways?</i> Holtham, C. Bayes Business School, City, University of London, UK</p>
17.50 – 18.00	<p>CLOSING AND HANDOVER TO SYMPOSATHON LEG 3 James Intriligator, VP (USA), IFNTF</p>

SYMPOSATHON LEG 3: AUSTRALIA AND NEW ZEALAND

08.00 – 11.00 AEDT, Tuesday, December 5

10.00 – 13.00 NZDT, Tuesday, December 5

Start Time of this leg in different time zones

UK Time: 11 PM, Monday, December 4

North America EDT: 6 PM, December 4

Australia (AEDT): 8 AM, Tuesday, December 5

New Zealand (NZDT): 10 AM, Tuesday, December 5

AEDT	NZDT	
08.00 – 08.10	10.00 – 10.10	Welcome and Introductions Sally Kift, VP (Australia), IFNTF / Heather Kavan, VP (New Zealand), IFNTF
08.10 – 08.40	10.10 – 10.40	Keynote Session 4: <i>Building Learning Communities at University: Challenges and opportunities</i> Stephen Rutherford, Cardiff University, Wales, UK
08.40 – 09.10	10.40 – 11.10	Keynote Session 5: <i>Technology's Influence on Shaping the Future of Teaching and Learning</i> Angela Carbone, RMIT University, Australia
09.10 – 09.20	11.10 – 11.20	DISCUSSION/REFRESHMENT BREAK
09.20 – 09.50	11.20 – 11.50	PAPER PRESENTATIONS: SESSION 3
		1. <i>Using Augmented and Virtual Reality in a Techno-pedagogical Approach for STEM Education</i> Spencer, M.J.S., Livesay, K., Jones, O.A.H., Peake, I.D., Lowe, J.Y.Q. and Carbone, A. RMIT University, Australia 2. <i>Augmenting Teaching Excellence with AI</i> Kootsookos, A., Wiley, T., Harland, J., and Carbone, A. RMIT University, Australia
09.50 – 10.20	11.50 – 12.20	Keynote Session 6: <i>Learning to live with our students' new ever-present AI assistant</i> Michael Cowling, Central Queensland University, Australia
10.20 – 10.30	12.20- 12.30	CLOSING Heather Kavan, VP (New Zealand), IFNTF

SYMPOSATHON TIMINGS AT A GLANCE

	North America (EDT)	UK	Australia (AEDT)	New Zealand (NZDT)
Monday, December 4, 2023 at 15:00:00	Mon 10:00 am	Mon 3:00 pm	Tue 2:00 am *	Tue 4:00 am *
Monday, December 4, 2023 at 16:00:00	Mon 11:00 am	Mon 4:00 pm	Tue 3:00 am *	Tue 5:00 am *
Monday, December 4, 2023 at 17:00:00	Mon 12:00 noon	Mon 5:00 pm	Tue 4:00 am *	Tue 6:00 am *
Monday, December 4, 2023 at 18:00:00	Mon 1:00 pm	Mon 6:00 pm	Tue 5:00 am *	Tue 7:00 am *
Monday, December 4, 2023 at 19:00:00	Mon 2:00 pm	Mon 7:00 pm	Tue 6:00 am *	Tue 8:00 am *
Monday, December 4, 2023 at 20:00:00	Mon 3:00 pm	Mon 8:00 pm	Tue 7:00 am *	Tue 9:00 am *
Monday, December 4, 2023 at 21:00:00	Mon 4:00 pm	Mon 9:00 pm	Tue 8:00 am *	Tue 10:00 am *
Monday, December 4, 2023 at 22:00:00	Mon 5:00 pm	Mon 10:00 pm	Tue 9:00 am *	Tue 11:00 am *
Monday, December 4, 2023 at 23:00:00	Mon 6:00 pm	Mon 11:00 pm	Tue 10:00 am *	Tue 12:00 noon *
Tuesday, December 5, 2023 at 00:00:00	Mon 7:00 pm	Tue 12:00 midnight	Tue 11:00 am *	Tue 1:00 pm *
Tuesday, December 5, 2023 at 01:00:00	Mon 8:00 pm	Tue 1:00 am	Tue 12:00 noon *	Tue 2:00 pm *
Tuesday, December 5, 2023 at 02:00:00	Mon 9:00 pm	Tue 2:00 am	Tue 1:00 pm *	Tue 3:00 pm *

KEYNOTE TALK BRIEFS

Keynote Session 1: Seeing student self-efficacy: A key to retention and success

Laura Ritchie, University of Chichester, UK

Talk Brief: This keynote session presents an alternative approach to viewing students, that allows the academic community to see students as they see themselves. The presentation discusses the development of a software programme, SeeDegree, that enables academics to easily gather a portrait-like profile of students which includes their personal views in the context of their academic study environment. This represents a shift from current practices of ‘telling’ students how they (can) fit into a given setting, and impact of being able to quickly assess and accurately understand student self-beliefs and the implications these can have on a student’s continuing education is discussed.

Keynote Session. 2: Using Humanoid Robots to Engage Students in a Research-Rich Learning Community

Martina Doolan, University of Hertfordshire, UK

Talk Brief: Robotics has emerged as a transformative tool in pedagogy, offering innovative opportunities to engage students in research-informed learning and as a stimulus for collaboration and active engagement in higher education learning environments.

Exemplars of how Robotics were integrated into higher education curricula in computer science will be presented alongside the effectiveness of connecting students with a research rich community. The challenges and opportunities associated with incorporating robotics into teaching methodologies to maximise its educational potential will also be discussed.

Keynote Session 3: ChatGPT for Transversal Design: From Research, to Grants, to Classes, to Programs, to Products

James Intriligator, Tufts University, USA

Talk Brief: Join us on an enlightening journey into the heart of educational and research innovation, where AI and Transversal Design converge. In this presentation, we delve into the transformative potential of ChatGPT, a pioneering tool reshaping the academic landscape. Our exploration begins with the fundamentals of transversal design, emphasizing how ChatGPT serves as a catalyst for this cutting-edge approach. We will then navigate through diverse applications of ChatGPT in academia: from crafting new courses and infusing them with DEI themes to fostering immersive and engaging learning environments, and further to the evolution of innovative educational programs. The discussion will extend to how ChatGPT can elegantly streamline research and grant processes. We will also consider the ethical implications and the rich possibilities for interdisciplinary collaboration that AI introduces. The presentation culminates with a forward-looking overview of emerging trends, positioning this talk as a rapid-fire, transversal exploration of ChatGPT's role in redefining education and research. Attendees will be equipped with novel mental models and insights from real-world case studies, providing a unique perspective on the future of academia through the lens of transversal design.

Acknowledgment: The above talk brief was graciously generated by ChatGPT.

Keynote Talk No. 4: Building Learning Communities at University: Challenges and opportunities
Stephen Rutherford, Cardiff University, Wales, UK

Talk Brief: With the increasing massification of higher education, across the globe, and with the democratisation of information (through the internet, and recently through advances in social media and generative A.I.), we run the risk of developing a gulf between students and educators. A potential way to address changes in student engagement and attainment, is to emphasise the role of the University as a learning community. Following Lave and Wenger's model of Legitimate Peripheral Participation within Communities of Practice, we can view students as apprentice members of our discipline, and therefore as valid members of a learning community within that discipline. Students are therefore important members of the community, not just passive consumers of a product. But to embed inclusive learning communities will require a substantial change of mindset by both learners and educators. Indeed the very roles of learner and educator can become blurred, and begin to overlap.

This talk will look at the concept of learning communities, and discuss some of the barriers and opportunities that surround them in the Higher Education setting.

Keynote Session 5: *Technology's Influence on Shaping the Future of Teaching and Learning*
Angela Carbone, RMIT University, Australia

Talk Brief: In this presentation, Angela will draw on her experiences as an educator and leader in Learning and Teaching to reflect on how technology has and continues to reshape the landscape of education and pedagogy. She will delve into the concept of pedagogy in the digital age, unravelling the intricate role of technology, especially Artificial Intelligence (AI), in shaping modern teaching practices.

Highlighting both the benefits and challenges of effectively implementing technology-driven pedagogy across diverse educational environments, including traditional classrooms and the rapidly expanding realm of online and hybrid learning, Angela will share insights gained from her experiences in higher education. Her presentation will shine a spotlight on innovative initiatives she has led to harness the affordances of technology, creating interactive and transformative learning experiences for students.

Keynote Session 6: *Learning to live with our students' new ever-present AI assistant*
Michael Cowling, Central Queensland University, Australia

Talk Brief: Almost exactly one year on from the general release of ChatGPT by OpenAI, it's fair to say that the technology has had a transformative effect on our day-to-day lives. Referred to more generally as Generative AI, these new tools, which are based on a Generative Pre-Trained Transformer (GPT) model and, in the case of ChatGPT, supported by a Large Language Model (LLM), have impacted practice in fields as diverse as marketing, journalism, and human relations. This is no more apparent than in the field of Education, where our own space has been filled with endless discussions on adapting to and exploring how AI will change the face of education, especially as relates to student assessment practices, including a [white paper](#) from TEQSA, the Australian national regulator.

A key component of these discussions is one of positioning; understanding whether the tool should be embraced or curtailed, and the mechanics of how this can be done in an Education system entrenched (some may say mired!) in a significant history. This keynote presentation will endeavour to unpack some

of these ideas, using as a source of data a [report](#) prepared earlier this year as part of the [Australian Learning and Teaching Leaders Roundtable on Generative AI](#), where L&T staff and students from across the country discussed their perspectives on how Generative AI would affect their work and studies. In general, this data showed a wide cohort were comfortable with the idea of an ever-present AI assistant becoming part of our students lives, and were simply seeking ways to scaffold how this tool would be used. The presentation will finish with some key recommendations on how we can learn to live with this new tool into 2024 and beyond.