

Abstracts booklet - Festival of Learning & Teaching 2025

#StMarysFLT25

Session	Presenter(s)	Abstract
Keynote	Jonathon Cardoso-Silva Deputy Head – LSE Data Science Institute	Can Generative AI be a catalyst for learning?
A1	Matt James	<p>"I'm sorry, Dave, I'm afraid I can't do that": Exploring the ethical potential and pitfalls of AI in Higher Education</p> <p>The rapid advancements in AI offer transformative opportunities that can significantly benefit humanity and the common good. In HE, generative AI is revolutionizing teaching, learning, assessment, and the overall educational experience, sparking crucial debates on academic integrity and the future role of HE institutions.</p> <p>Recent reports from the UK House of Lords, the EU High-Level Expert Group on Artificial Intelligence, the OECD, and IEEE are helping to inform the development of ethical codes, frameworks and principles across society. However, principles alone are insufficient. They must be integrated with practical applications and a deep understanding of the social context in which these technologies operate to maximize benefits and mitigate risks.</p> <p>This presentation will explore these ethical principles and their application in HE pedagogy. We will examine how these principles can enhance teaching methods and equip students to become “independent problem solvers and socially responsible individuals” (Vision 2030). Reflecting on John Henry Newman's vision of the university, characterised by intellectual curiosity, personalizing and broadening access to education, we’ll consider how we might address the preservation of humanistic values. By navigating the intersection of AI, ethics, and education, we can chart a course for a future where technology and humanity thrive together.</p>
A2	Angela Platt	<p>Integrating AI in the Humanities: Balancing Innovation, Ethics, and Integrity</p> <p>In this brief presentation, I will discuss work which has been on-going as part of my SL role in SCALA for the past year or so. I have been engaged in research and practice investigating the benefits and detriments of AI in humanities teaching and learning. Through this research, I have identified best practice from other institutions which has suggested that AI must be both integrated and combatted in various ways within the curriculum. For humanities, this may look like capitalising on trends in applied humanities as well as considering creative ways to ask students to document their use of AI. I will discuss examples of how we have begun to do this within SCALA, with included feedback from one of my students. I will also discuss the planned way forward in our School, as part of on-going research and curriculum development.</p>

A3	Jade Ellams	<p>How useful is Generative AI in supporting curriculum design? A Personal Reflection</p> <p>We are encouraged to integrate Generative AI in our teaching practices, encourage students to use AI as a learning support tool and more recently use AI as a space for learning within. But what if we used Generative AI to design curriculum from the outset? This lightning talk will discuss preliminary findings from my PGCAP Action Research Project. This will include: prompting Gen AI for curriculum design, the opportunity areas for use of Gen AI within curriculum design, limitations and make comment on the overall usefulness of using Generative AI when designing curriculum.</p>
A4	Livia Pataki	<p>Academic Summaries in the Age of AI: Help or Hindrance?</p> <p>Imagine a world where students can access crisp, clear academic summaries in seconds—thanks to the power of AI, they now can! In higher education, AI isn't just a tool; it's a game-changer. It boosts efficiency, breaks down language barriers, and makes complex information more accessible than ever before or does it? But “with great power comes great responsibility”. While AI can streamline learning, it also challenges us to stay sharp—raising important questions about critical thinking, originality, and the trustworthiness of machine-generated content. This lightening talk will present a description of a classroom activity where undergraduate students in small groups summarised academic texts and collaboratively created poster summaries. Then they compared their summaries with an AI-generated one. The purpose of this was to teach students critical thinking skills when using GenAI and to evaluate the reading and thinking processes whilst working with texts. Example posters will be shared (1 or 2) and findings from students will conclude this lightening talk.</p>
A5	Shalini Bhorkar and Viki Veale	<p>Shaping the Future: Foregrounding Children and Young People's Insights</p> <p>The DfE (2023) highlighted the potential of Gen AI to support learning. Tools such as ChatGPT, Google Gemini or My Snapchat AI are now readily used by children and young people. Recent research from Ofcom (2023) finds that children from as young as seven are engaging with using these tools regularly. However, the true extent of use of these tools in schools and for education purposes is as yet underexplored.</p> <p>This project gathered data on how children from across their education journey (year 5, 9 and 12) are currently using these tools to support their learning. The findings highlighted the different ways participants are using Generative AI.</p> <p>We suggest that children and young people are well positioned both to respond to and inform future developments of Generative AI. We advocate that children and young people's voices and insights should be positioned centrally in policy, pedagogy and practice, acknowledging them as digitally literate citizens who are already shaping the future.</p>
A6	Bob Hope and Janie Angell	<p>Bridging the Gap: Empowering Students Through Workplace Placements to Build Future-Ready, Digitally Agile Graduate Professionals</p> <p>In a rapidly evolving graduate employment landscape, the demand for digitally literate and agile professionals has never been greater. Artificial Intelligence (AI) is transforming industries, reshaping roles, and creating new career paths at unprecedented speed. To prepare students for this dynamic world, it is vital that universities embed real-world AI exposure into their curricula. This proposal advocates for the importance of enabling university students to engage with AI in the workplace through structured placement experiences. Such placements allow students to contextualize their academic learning, build critical skills, and develop an applied understanding of AI technologies, ethics, and their impact. A 15-minute presentation will share experiences from recent placement programmes and outline effective module delivery and assessment options for integrating work related AI and skill development into learning. It will also explore strategies designed to gather first hand experiences of students and employers in terms of AI in the workplace. As graduate roles continue to shift in response to automation and innovation, universities must act proactively to bridge the gap between AI theory and practice.</p>

		Empowering students with direct AI workplace experience is not just beneficial—it is essential for their future readiness and for building a workforce equipped for tomorrow’s challenges.
A7	Luisa Weinzierl, Antonia Alafouzo and Robin Birn	<p>The role of AI and its place in learning and teaching practices in FOBL</p> <p>This presentation will address the AI in education theme of the Festival of Learning by presenting: a. the work of its newly established FOBL business clinic and the AI marketing workshops it has held and its contribution to our learning practices and b. the role of AI in authentic assessments and role modelling simulations in our teaching practices. a. The activities of the Business Clinic, led by Luisa Weinzierl, encourages students to leverage AI, thereby significantly contributing to their experiential learning opportunities and allowing students to apply theoretical knowledge to real-world business challenges. The hands-on approach enhances skills, promotes deeper understanding, and prepares students for effective and versatile careers. Leading industry experts participate on a regular basis in its workshops and hackathons. Specifically, AI has been featured and will continue to be a focus of the clinic as it can help students gain practical experience, enhance learning and engagement: their academic performance, and prepare them for future careers. In one of our recent workshops, Celia Rizothanasi, the Queen Bee of LinkedIn, using her proprietary model, The iA Framework™, showed us how to become more effective in the use of AI Chatbox and to how to refine marketing strategy results : • Develop the right AI strategy • Identify smart AI tools • Create your AI play book The learning was clear. It was just what we needed - to come away highly motivated to get to know AI and make it work for us. b. AI in our teaching practices : AI can be a valuable tool for supporting and enhancing student interactive role-play scenarios, simulations, and games within teams to encourage active participation and engagement. We will present how AI is beginning to be featured expansively into co-created assignments and practical role modelling and organisational simulations encouraged by the feedback of our students and of employers requiring the transferable skills of digital AI literacy. Specifically, some of our challenges are: How do you integrate AI as part of the collaborative dynamic of teams that are so prized by employers. Can there be effective ‘collaborative team intelligence’ with AI as team member? How does this develop in terms of effective learning. There are some issues, among many, to address in our roles as educators and not least just as central are ethical considerations</p>
B1	Michael Hobson and colleagues	<p>Humanising assessments in the age of artificial intelligence (AI): An EPIC process-oriented approach</p> <p>This project presents a department-wide initiative to humanise assessment in higher education through the development and implementation of an EPIC framework (Evidence-informed, Professional, Intentional, and Critical). In response to declining engagement, increased anxiety, and shifts in student learning behaviours post-COVID and in the age of AI, the Physical Education, Sport and Youth Development (PESYD) team redesigned assessments across multiple modules. The revised approach prioritises formative, process-driven learning that develops reflective, ethical, and critical habits essential for future educators and practitioners. Assessments now emphasise reading, planning, note-taking, and ethical use of AI over the final written product, with weekly scaffolded tasks and draft submissions replacing high-stakes end-of-term deadlines. Evidence of effectiveness includes improved engagement with virtual learning environments, increased use of assistive technologies, enhanced academic confidence, and better time management. The project draws on critical pedagogical theory, particularly the work of Paulo Freire and Zygmunt Bauman, to foster biographical reflection and adaptability in uncertain socio-educational contexts. It aligns with institutional and sector priorities around inclusion, student wellbeing, continuation and attainment, particularly for underrepresented and widening participation cohorts. The initiative offers a scalable model of assessment reform grounded in compassion, academic integrity, and professional development. By shifting focus from performance to process, it supports learners to navigate complex academic landscapes with agency, resilience, and critical consciousness.</p>

B2	Stephen Bunbury	<p>Adapting Assessment and Learning Outcomes for the AI Era: Ensuring Academic Integrity in a Changing Educational Landscape</p> <p>The rapid adoption of artificial intelligence (AI) across educational settings has created an urgent need to reimagine academic assessment. This presentation explores how we can uphold academic integrity while harnessing AI's potential to enhance learning, acknowledging that AI tools remain both accessible and beneficial to students. By encouraging critical engagement with AI technologies, we can better prepare students for an AI-driven future - equipping them with the digital fluency and critical thinking skills increasingly demanded in the workplace. Being AI-ready is not only essential for academic success, but also for employability in rapidly evolving, technology-rich industries. Drawing on principles of authentic assessment and the imperative to meet diverse learning needs, we will examine implementation strategies rooted in inclusive design. These approaches move beyond rote memorisation to cultivate deep learning experiences, positioning AI not as a threat to academic integrity, but as a collaborative tool.</p> <p>The presentation showcases assessment examples that provide insights into designing tasks which leverage AI to enhance learning outcomes without compromising academic standards. Through thoughtful integration, we can empower both students and educators to navigate an educational landscape where technology and learning increasingly converge.</p>
B3	Sophie Wilson	<p>GIS-T: Using AI-Generated Videos to Support Climate Education</p> <p>The GIS-T project has used AI to create instructional videos that make climate education more accessible and practical for teachers and students worldwide. These videos were originally produced in English, then quickly and accurately translated into multiple languages, helping educators deliver high-quality lessons as part of the online training course Teach for the Future. By combining AI with Geographic Information Systems (GIS), the project provides clear explanations of climate science, helping students analyse data and develop solutions for climate challenges. This talk will show how AI-generated videos improve learning, support teachers, and make climate education more engaging for a global audience.</p>
B4	Alison Horner Le Riche	<p>Beyond the bookshelf: AI's impact on how we discover</p> <p>Artificial Intelligence (AI) is reshaping library research by enhancing search precision, guiding discovery, and supporting critical inquiry. Traditional keyword searches often yield overwhelming or irrelevant results. In contrast, some AI tools, can understand context and intent, offering more nuanced search outcomes. Tools such as Proquest's AI research assistant offers suggestions and prompts at critical points, helping students formulate next steps by providing key takeaways of the literature. Some AI tools also facilitate critical inquiry by identifying gaps in literature, synthesising diverse viewpoints, and encouraging comparison across sources. Prompt-based interfaces further allow researchers to explore "what-if" scenarios, interrogate assumptions, and generate deeper, more reflective questions, core components of academic investigation. AI doesn't replace critical thinking but acts as a partner, providing scaffolding for inquiry, especially for early-stage researchers. With responsible use and academic oversight, AI-powered library tools have the potential to make research more inclusive, critical, and reflective of scholarly complexity.</p> <p>Librarians play a pivotal role in helping students navigate the landscape of AI tools used for finding evidence and information. By scaffolding AI literacy into our information literacy teaching, we can equip students to use these tools confidently, ethically, and critically. This talk will highlight emerging AI tools and explore practical strategies for promoting their effective use among students.</p> <p>References:</p> <p>Gmiterek, G. and Kotula, S.D. (2025) 'Generative artificial intelligence in the activities of academic libraries of public universities in Poland', The Journal of Academic Librarianship, 51(3), article number 103043. Available at: https://doi.org/10.1016/j.acalib.2025.103043 (Accessed: 9 May 2025)</p>

		ExLibris (2025) The Impact of Generative AI on Libraries. LTR/BD-KS.10-23. Available at: https://clarivate.com/academia-government/wp-content/uploads/sites/3/dlm_uploads/ExLibris_GenerativeAI_Whitepaper_1023_WEB.pdf?utm_medium=Referral&utm_source=clarivate-com (Accessed: 29 April 2025).
B5	Alice Upfield	<p>Investigating Student Readiness and Ethical Implementation of AI in Physiotherapy Education</p> <p>Artificial intelligence (AI) continues to shape healthcare education and practice, yet its integration into physiotherapy education remains relatively underexplored. This 15-minute presentation is based on an ongoing PhD study investigating how AI is influencing physiotherapy both academically and clinically, with a focus on ethical implementation and student engagement.</p> <p>The session will begin by presenting findings from the ongoing literature review, which highlights key ethical considerations and barriers to adoption using the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) framework. The Rumsfeld Matrix is also used to explore the 'known unknowns' and 'unknown unknowns' of AI in clinical education. Early findings suggest that while its known we need to teach ethical AI use and reduce the digital divide, there are still unknowns around how best to achieve this in practice. The work also considers the “unknown unknowns” and how to best respond to the unexpected consequences of AI adoption.</p> <p>Initial findings from the first empirical study will also be presented. This mixed-methods survey builds on a previous pilot, presented at last year’s conference, and explores UK physiotherapy students’ digital and AI literacy, perceptions of AI, and factors influencing adoption.</p>
B6	Sam Lovatt	<p>Challenging the digital native assumptions of student proficiency with artificial intelligence tools</p> <p>This presentation will discuss the implications of the ‘digital native’ narrative that is still prevalent in mainstream media and education (Mertala et.al., 2024). This narrative is influencing how teachers and leaders view their student's proficiency with technology, and specifically generative artificial intelligence. This thinking is giving way to a new form of digital native, an AI native (Elliot, 2022).</p> <p>This piece will discuss the implications of this view and the barriers it presents to a student’s digital skills (Ofsted, 2022). It will use literature, such as Yang (2022) and research from the Raspberry Pi Foundation to discuss the need for learning about AI to be in the curriculum and not just the responsibility of the computing teachers. This discussion will also consider wider barriers to introducing this into the curriculum, such as the impact of the digital equity (Illingworth, 2023) and wider issues of the tools such as sustainability (Selwyn, 2024). To conclude, the piece will offer suggestions on what teachers can do to introduce the teaching of generative artificial intelligence into their sessions.</p>
B7	Ben Stanway	<p>Utilising Artificial Intelligence for the Automation and Enhancement of Student Professional Practice Development in Higher Education</p> <p>The integration of artificial intelligence in education is becoming increasingly significant within educational innovation, with automation representing a key application. In higher education, automation is crucial for reducing time spent on routine administrative tasks, thereby reallocating resources towards complex activities requiring human expertise would benefit the institution and staff member(s) in question. Within the BSc Sports Performance Analysis and Talent Identification programme, approximately 56 students currently engage with a professional placement form to document their experiences. This form records the date, time (from/to), total hours, and supervisor verification. However, its structure does not support formal interaction between mentor, student, and academic staff, nor does it encourage reflective practice, alignment with existing job roles, analysis of progression over time, or the uploading of session plans and additional materials. Moreover, it lacks integrated functionality for curriculum vitae creation and career related documentation. As securing employment within their chosen field following graduation remains the primary goal for many students, it is essential to stimulate and support their professional practice journey effectively. To address this, a new digital platform will be introduced,</p>

		incorporating structured reflection, formalised mentor student academic interaction, and automated processes designed to streamline administrative demands while enhancing professional and personal development.
--	--	---