

09:29:05 From Mark Leach to Everyone:
Good morning everyone, we'll be getting started soon.

09:29:17 From Clare Campion to Everyone:
Loving the music!

09:29:20 From Mark Leach to Everyone:
Tell us where you are dialling in from today!

09:29:32 From Bonnie Latimer to Everyone:
Plymouth!

09:29:35 From Debbie McVitty to Everyone:
Also tell us the name of your robot companion

09:29:36 From Michelle Elliott She/Her Bath Spa University to Host and Panelists:
Bath

09:29:36 From Kara Knight to Everyone:
Dundee

09:29:37 From Simon Parr to Everyone:
Oxford

09:29:39 From Hazel Fuller to Everyone:
Good morning from University of Nottingham SU

09:29:40 From Emily Yarrow to Host and Panelists:
Newcastle upon Tyne

09:29:40 From Clare Campion to Everyone:
Manchester

09:29:41 From Matthew Fields to Everyone:
Good morning from Ayrshire Scotland

09:29:42 From Nicola Marlborough to Host and Panelists:
Falmouth

09:29:42 From Adam Peakall (Derby – Student Rep Coordinator) to Everyone:
Derby :)

09:29:43 From Daniel Robinson to Everyone:
Nottingham

09:29:44 From Rebecca Garland to Everyone:
Somerset

09:29:44 From Stuart Porteous to Host and Panelists:
Yes I am so psyched by the music. From Leeds University Business School.

09:29:45 From Nicki Holmes to Everyone:
Sheffield

09:29:46 From Janice Kearns to Host and Panelists:
Coventry

09:29:46 From Sean Bechhofer to Host and Panelists:
Manchester

09:29:47 From Ian Nairn to Host and Panelists:
a ferry travelling between Estonia and Finland

09:29:47 From Michelle Smith to Everyone:
Northampton

09:29:48 From Helen James to Everyone:
North East Wales

09:29:48 From Paul Taylor to Everyone:
Ormskirk, Lancs

09:29:49 From Mark Lester to Everyone:
Stunning choice on the music – Cardiff/Wales

09:29:49 From Mark Godwin to Host and Panelists:

Good morning. Joining from a slightly overcast Birmingham

09:29:50 From Elena to Everyone:
Edinburgh

09:29:51 From Edward to Everyone:
Sheffield

09:29:51 From Simon Rhodes to Everyone:
Norwich

09:29:53 From Caroline Williams to Everyone:
Harrogate

09:29:54 From Rashid to Everyone:
Ulster University Belfast

09:29:54 From Natalie Lafferty to Host and Panelists:
Dundee

09:29:54 From Tom Holberton to Host and Panelists:
London

09:29:54 From Robert Herniman to Host and Panelists:
Chichester

09:29:56 From sarah.boraston to Everyone:
Hi all – greeting from Austria where I am working remotely

09:29:56 From SJ Maze to Host and Panelists:
Surrey

09:29:56 From Natasha Layley (she/her) to Host and Panelists:
Portsmouth

09:29:57 From Anthony Cule to Everyone:
Noriwch

09:29:58 From Anna Goatman to Host and Panelists:
Manchester

09:29:58 From Victoria Stec to Everyone:
Gelnfinnan, Scotland

09:29:59 From Gavin Murray to Everyone:
Good Morning from Dundee

09:29:59 From Sion Morgan to Everyone:
Bristol

09:30:00 From Wayne Leung to Everyone:
Morning from Kingston

09:30:00 From Helen Bowstead to Everyone:
University of Plymouth

09:30:00 From Charlotte Coupland to Everyone:
Bristol

09:30:01 From Dr Mark E Allinson (LSE) to Host and Panelists:
Hi from the LSE.

09:30:01 From Emma Bramwell to Everyone:
Manchester SU

09:30:02 From Mark Clements to Everyone:
Exeter

09:30:03 From Suzanne Hermiston (she/her) Royal Botanic Garden
Edinburgh to Everyone:
St Andrews

09:30:03 From Tom Holberton to Everyone:
London

09:30:05 From Jaimie Lennard (NSU) to Everyone:
Newcastle

09:30:05 From jslack to Everyone:
Edinburgh, there may be many of us

09:30:06 From Sue Liddon, (RGU) to Everyone:
Hello, rousing stuff this intro music. I'm in Aberdeen.

09:30:07 From Dave Hulse to Everyone:
Keele

09:30:08 From Tom Yates to Everyone:
Good morning from Gloucester

09:30:08 From Helen Jopling to Everyone:
Manchester

09:30:09 From Fiona Kennedy to Everyone:
Morning from sunny Glasgow!

09:30:09 From Lis Elliott to Host and Panelists:
Morning all from Bath

09:30:10 From Madeleine to Everyone:
University of Twickenham

09:30:11 From Jacqui Brasted – SFC to Everyone:
Scottish Funding Council (Edinburgh by way of Bristol....)

09:30:13 From Gurdeep Singh Sheri to Everyone:
King's College London

09:30:14 From Adam Bowman to Everyone:
Uni of Manchester. Good morning!

09:30:15 From Kate Borthwick to Everyone:
Morning from Southampton!

09:30:16 From Areeq Chowdhury to Everyone:
London – and loving the music

09:30:17 From Liza Zamboglou to Everyone:
Hi from Belfast!

09:30:17 From tcleary to Everyone:
Ireland

09:30:18 From Laura Ali to Host and Panelists:
Cambridge University SU

09:30:19 From Robert Webster to Everyone:
UCLan Preston

09:30:19 From Jen Lawrence to Host and Panelists:
Hello from Oxford!

09:30:19 From Andy Calvert to Everyone:
Coventry

09:30:19 From Clare Loughlin-Chow (SRHE) to Everyone:
Good morning from the Society for Research into Higher Education, based on the Regent's Canal in London!

09:30:22 From Tai Li Ling (TEL) to Everyone:
SW London :)

09:30:23 From Jon Revis to Host and Panelists:
Morning from sunny Dundee!

09:30:25 From Lee Pike, UCL Careers to Everyone:
Good morning from south London

09:30:26 From lawqcr to Everyone:
Hertfordshire

09:30:26 From Lucy Riley to Everyone:
Morning! I'm Lucy from St Mary's in Twickenham.

09:30:29 From jcarroll to Everyone:
St George's University of London

09:30:31 From dmdcd to Everyone:
Good morning from Sheffield Hallam University

09:30:33 From Glen Noble to Everyone:

Ningbo, China

09:30:34 From Martha to Everyone:
Hi from Uni of Nottingham

09:30:37 From Kate SL to Everyone:
Morning from Kate at Leeds Beckett

09:30:37 From Meg Coffey to Everyone:
Morning! Manchester Met SU

09:30:37 From Sarah Dawes to Host and Panelists:
Bath Spa

09:30:46 From Mark Hughes to Everyone:
Cardiff Metropolitan University, dialling in from not so
sunny Barry...

09:30:50 From William Heathcote to Everyone:
Hi from Leeds Trinity University 🙋

09:30:50 From Michael Eardley to Host and Panelists:
Morning! Warwick

09:30:53 From Claudia to Everyone:
Good morning from Canterbury Christ Church Uni

09:30:53 From Thomai Filippeli to Host and Panelists:
Good Morning from Queen Mary London!

09:30:54 From Raghav Sandhu to Host and Panelists:
Good morning from Raghav at Kortext!

09:30:54 From Nicola Wilson to Everyone:
Good morning from University Centre Leeds

09:30:57 From Tristan Mathieson to Everyone:
Good morning from GroupGTI, in Oxford!

09:30:58 From Stephen Griffin to Everyone:
Morning from the University of Birmingham

09:31:00 From Kate to Everyone:
Hi from University of Hertfordshire

09:31:02 From Mel Reynolds to Host and Panelists:
Morning from Moulton, Northampton

09:31:03 From Darius Austin to Everyone:
Good morning from the University of Chester!

09:31:03 From Jaimie Lennard (NSU) to Everyone:
Northumbria SU, based in Newcastle

09:31:05 From Heather Ellis to Host and Panelists:
Hi from Sheffield

09:31:05 From Adrian Holliday to Everyone:
Good morning from Newcastle University

09:31:06 From Jon Rowlands (University of Lincoln) to Host and
Panelists:
Good morning from University of Lincoln.

09:31:07 From Alastair Wehbeh to Host and Panelists:
Hi from University of Manchester

09:31:07 From Molly Cowling to Everyone:
Morning all, from St Mary's Twickenham :)

09:31:08 From Victoria Barrett(She/Her) to Everyone:
Hello from Brighton SU :)

09:31:09 From Tony Roche to Everyone:
Emerald Publishing, channelling The Yorkshire Dales

09:31:09 From Rob Cain to Everyone:
Hi – Edinburgh University here

09:31:10 From Naila Anwar (Uni of Huddersfield) to Everyone:

Morning from University of Huddersfield.

09:31:13 From Stuart Monro to Everyone:
Hi from University of St Andrews

09:31:14 From Jane Mills to Host and Panelists:
Good morning from University of Northampton

09:31:14 From Laura Lowe to Everyone:
Hi from University of Hertfordshire

09:31:14 From Frank Longdon – Lancaster University Students' Union to Everyone:
Good morning from sunny Lancaster! ☀️

09:31:16 From Ruth to Host and Panelists:
Morning from Sheffield

09:31:17 From Ed Griffith to Everyone:
Morning all from UCLan in Sunny(ish) Preston

09:31:18 From Helen Seddon-Gray to Everyone:
Good morning from the Royal Northern College of Music!

09:31:20 From Gillian Molyneaux to Everyone:
University of Salford here, dialling in from sunny Preston :) Morning all

09:31:23 From Adam Peakall (Derby – Student Rep Coordinator) to Everyone:
love the music feels like I'm watching a marvel movie

09:31:23 From howard scott to Everyone:
Hello from Uni of Wolverhampton

09:31:24 From Cem to Host and Panelists:
Morning from Net Natives

09:31:25 From Victoria Ballantyne to Everyone:
Morning – Manchester Met

09:31:30 From Kelly Preece to Host and Panelists:
Good morning from overcast Devon!

09:31:32 From jude jensen to Everyone:
Good morning, from Brighton SU.

09:31:36 From Ali Eyden to Everyone:
Morning from Canterbury Christ Church Uni, that music is quite something!

09:31:38 From Sofia Khan to Everyone:
Good morning from Glasgow :)

09:31:38 From Peter Wilkie to Everyone:
Royal Botanic Garden Edinburgh

09:31:39 From Rupri Dhaliwal to Everyone:
Morning – Brunel University London

09:31:39 From Cian O'Sullivan, Newcastle University, UK to Everyone:
Hello from Newcastle :)

09:31:39 From Sarah B to Everyone:
Sarah here from De Montfort. Vibing to this music. Better than coffee tbh.

09:31:44 From Steven Burgess (LBSU, he/him) to Everyone:
Good morning from Leeds Beckett!

09:31:48 From Joshua Thorpe to Host and Panelists:
Glasgow

09:31:48 From Stuart Bell to Everyone:
And hello from The Institute of Cancer Research, too (though I'm up in the Peak District) :-)

09:31:52 From Jane Mills to Everyone:

Good morning from University of Northampton
09:31:53 From Anna Michalska to Host and Panelists:
Good morning from Warwick! :)
09:32:00 From Christie Pritchard to Host and Panelists:
Morning from University of Plymouth
09:32:02 From Olga Sierocinska King to Everyone:
Good morning from the Medical Schools Council
09:32:03 From Luisa Cáceres-Soto to Host and Panelists:
Good morning from Cardiff Metropolitan University :)
09:32:06 From Alice Garrett Browne (KCL) to Everyone:
Morning from KCL
09:32:07 From Mark Lester to Everyone:
The music is making me feel like I'm about to go on a ride
at Alton Towers – hope this event is going to just as exciting 🙌
09:32:08 From Melvin Chan to Everyone:
Good morning from Kaplan International Pathways!
09:32:15 From Hannah Cock to Everyone:
Good morning all from St George's University of London
09:32:15 From Sian Wilson to Host and Panelists:
Morning from The Skills Network
09:32:16 From Stacy Gillis to Host and Panelists:
Morning, all, from Uni of Newcastle. Is Aragorn going to
ride up soon, to this music?
09:32:20 From Joanne Fallows (OU) to Everyone:
Morning from the OU campus in Milton Keynes
09:32:27 From Mark Leach to Everyone:
For fans of dramatic music, this is the playlist I use
[https://open.spotify.com/playlist/2476s3ZGVFgtLBnttuyFLN?
si=f0f7d7403c7d47d4](https://open.spotify.com/playlist/2476s3ZGVFgtLBnttuyFLN?si=f0f7d7403c7d47d4)
09:32:27 From Julie Neenan (Cardiff Metropolitan University) to
Everyone:
Bore da from Cardiff Met
09:32:28 From Tai Li Ling (TEL) to Everyone:
Hahah this music is WILD
09:32:36 From Adam to Everyone:
Morning from Malmsbury
09:32:40 From Rebecca Garland to Everyone:
I think I need this music for my morning alarm! :D
09:32:41 From Christie Pritchard to Everyone:
Morning from the University of Plymouth
09:32:43 From Pete Lonsdale (Keele) to Everyone:
Good morning from Keele University (well I'm in my garden
office but you get the idea)
09:32:45 From L Coulthwaite to Everyone:
Good Morning from Manchester Met
09:32:54 From Heather Moyes, UWE Bristol to Everyone:
Morning all from UWE Bristol
09:32:54 From Tom Owen-Smith to Everyone:
Joining from London as well 🙌
09:32:56 From MDMNSFL2 to Everyone:
Good morning from the University of Manchester
09:33:02 From Chris Little to Host and Panelists:
Also hello from Manchester Met
09:33:05 From Katie Grant to Host and Panelists:

Good morning from sunny Glasgow.

09:33:07 From JCAscroft to Everyone:
Morning from the University of Central Lancashire

09:33:07 From Rob Spark (University of Sheffield) to Host and Panelists:
Good morning from Sheffield

09:33:10 From Clare Campion to Everyone:
It's a 'dramatic playlist'!

09:33:11 From Tim T (DfE) to Everyone:
Good morning from Department of Education

09:33:15 From Mick Marriott to Everyone:
Hello from Sheffield Hallam University

09:33:16 From jude jensen to Everyone:
Garden office? I'm jealous, I'm at my kitchen table!

09:33:19 From Erdal Dogan to Everyone:
Morning everyone, from St Mary's University London

09:33:20 From Martyn Polkinghorne to Host and Panelists:
Hello from sunny Bournemouth

09:33:21 From Stuart Bell to Everyone:
Top tip Mark -- saved!

09:33:23 From Karen Barton to Everyone:
Good morning from University of Strathclyde in a very sunny Glasgow 🌞

09:33:24 From Jim Dickinson - Wonkhe to Host and Panelists:
Good morning from the cloud

09:33:24 From Shannon Farrell to Everyone:
Good morning from Glasgow Caledonian University!

09:33:25 From Sabrina to Everyone:
Good morning from University of Edinburgh

09:33:26 From Linda Amrane-Cooper to Everyone:
Morning from Uni of London. Loving the music.

09:33:27 From Mary Jacob to Everyone:
Bore da from Aberystwyth in sunny Wales :-)

09:33:27 From Olga Sierocinska King to Everyone:
I was listening to AI discussion on Radio 4 this morning
-strong views on need for regulation

09:33:27 From Jessica Steventon to Everyone:
Bore da from Welsh Government knowledge and analytics

09:33:28 From Ruth to Everyone:
Morning from LBU

09:33:28 From robturner to Host and Panelists:
Hi all from KCL

09:33:38 From Jon Rowlands (University of Lincoln) to Host and Panelists:
The music is making me feel like we're in the final act of the movie and just when we think all is lost, WonkHE will save the day. (No pressure.)

09:33:48 From David Webster to Everyone:
Morning, from the University of Liverpool!

09:33:49 From Kate Weston to Everyone:
Morning from Southampton SU

09:34:00 From Nichola Callow to Everyone:
Good Morning from Bangor University, North Wales.

09:34:00 From Mary Maclachlan to Everyone:

Good morning from Glasgow Caledonian University 🙌

09:34:03 From durcane to Everyone:
Hello from the University of Westminster

09:34:04 From Steve Wilks to Everyone:
Good morning from Leeds! :-)

09:34:06 From Chris Little to Everyone:
Morning everyone, repping Manchester Metropolitan University alongside other colleagues

09:34:15 From Dom Smithies (he/him), Student Minds to Everyone:
Morning all from Student Minds (working from Manchester!)

09:34:18 From Paul McMullan to Everyone:
Morning all from University of the Arts in London

09:34:19 From Kate Everett to Everyone:
Good morning from St George's University of London

09:34:22 From Sarah to Everyone:
Good morning from sunny Bournemouth

09:34:24 From Jon Rowlands (University of Lincoln) to Everyone:
Good morning from University of Lincoln.

09:34:29 From Katie Grant to Host and Panelists:
Good morning from the Royal Literary Fund, and all RLF Fellows and RLF Consultant Fellows.

09:34:31 From Kim Soin to Host and Panelists:
Good morning from SP Jain London School of Management

09:34:32 From Maddalaine Ansell to Host and Panelists:
Good morning from the British Council

09:34:34 From Jonathan Segal to Everyone:
Good morning from Middlesex University :)

09:34:38 From Steve Wilks to Everyone:
University of Essex Online. :-)

09:34:42 From Harry to Everyone:
Good morning from the University of Surrey

09:34:47 From University of Edinburgh LTW to Host and Panelists:
Good Morning from Sunny Edinburgh!

09:34:50 From Jo McShea to Everyone:
Morning from the sunny South East. The music (and the Alton Towers comment!) has already made my day!

09:34:55 From Sean Duffy to Everyone:
Morning from Oxford

09:34:55 From sttb1279 to Everyone:
Morning all from King's College London – although I'm working from home today in sunny Brighton

09:34:59 From clsfurne to Everyone:
Good morning from University of Reading.

09:35:05 From mcondon to Everyone:
Good morning from the Teaching Council of Ireland

09:35:07 From Iain to Everyone:
Morning all, from the University of Leicester

09:35:08 From Martin Schooley to Host and Panelists:
Good morning from Norwich

09:35:10 From ankrahdb to Everyone:
Goog Morning from London Southbank University

09:35:12 From Harriet Kenney (she/ her) to Everyone:
Good morning from Sage Publishing in London :-)

09:35:13 From Terese Bird to Host and Panelists:

Good morning from Leicester – cloudy but dry:-)

09:35:28 From Emma Adamson (she / her) to Everyone:
Morning / Bore da from the University of South Wales

09:35:36 From Huw Cumming to Everyone:
Good morning from NU

09:36:00 From Anna Mathews IHE to Everyone:
Hello from Independent Higher Education (IHE)

09:36:57 From Jessica Evans to Everyone:
Good Morning, from the Open University

09:37:43 From Cheryl Dunn – Blackpool and The Fylde to Everyone:
Morning all from Blackpool and The Fylde College

09:38:03 From Liz Bennett to Everyone:
Morning from University of Huddersfield

09:38:09 From Camille Baker to Host and Panelists:
Hello all from the RCA 😊

09:40:26 From Martyn Polkinghorne to Host and Panelists:
lol! how funny. I was on tomorrow's world in 1995 with my AI ship autopilot

09:43:12 From Debbie McVitty to Everyone:
This is the blog by the way: <https://wonkhe.com/blogs/the-free-speech-problem-is-a-crisis-of-confidence/>

09:44:07 From Suzanne Hermiston (she/her) Royal Botanic Garden Edinburgh to Everyone:
Does it add ALT text and references to the images?

09:44:50 From Team Wonkhe to Everyone:
The images are all generated by AI

09:45:19 From Jessica Evans to Everyone:
BING Chat provides lots of sources too, when you ask it a question.

09:45:25 From Clare Loughlin-Chow (SRHE) to Everyone:
As the images are generated by AI, I take it there are no copyright issues?

09:45:25 From Mary Jacob to Everyone:
Are these real or hallucinated papers?

09:45:31 From Debby Cotton to Host and Panelists:
On the topic of presentations, this is interesting: <https://twitter.com/MaryJacobTEL1/status/1647890264306900993>

09:45:39 From Kate S to Everyone:
Great question about ALT text – would the presentation generated be accessible?

09:45:47 From Joelle Fanghanel to Host and Panelists:
Hello everyone – are those 'real' papers?

09:45:48 From Heather Ellis to Host and Panelists:
But quite a few of those aren't relevant to the topic

09:45:53 From Helen Bowstead to Everyone:
Where is it searching? Google scholar?!!!!?

09:45:54 From Mary Jacob to Everyone:
What is the added value of a tool like that in comparison to normal search?

09:46:11 From Sue Liddon, (RGU) to Everyone:
Are the papers AI generated, or if they are genuine – will there be a block from subscription sites?

09:46:24 From Heather Ellis to Host and Panelists:
Indeed that relies on OA

09:46:34 From Jenny Hemming to Host and Panelists:
Not just students who will find it useful

09:46:38 From Debby Cotton to Everyone:
On the topic of presentations, this is interesting: <https://twitter.com/MaryJacobTEL1/status/1647890264306900993>

09:47:09 From David Webster to Everyone:
The research/paper-finding is interesting! Back in the olden days (about 1999) I was able to use a CD-ROM to do some tasks with Buddhist texts that would previously taken a team of monks a decade...

09:47:23 From Terese Bird to Host and Panelists:
What is meant by 'hallucinations' in this context?

09:47:35 From MDMNSFL2 to Everyone:
What are 'hallucinations'?

09:47:44 From Team Wonkhe to Everyone:
'Hallucinations' are made up references by the AI

09:47:47 From Debbie McVitty to Everyone:
"Hallucination" is when an AI tool produces a plausible response that is completely false

09:47:48 From Jessica Evans to Everyone:
I use Bing chat search a lot. It's very good. It gives references for everything.

09:47:52 From Debby Cotton to Everyone:
Some of the summaries of research are a bit rubbish though! (Hallucinations means 'made up references')

09:48:13 From Rachele De Felice to Everyone:
In this Humata tool, are there any copyright concerns with uploading the documents? do they retain them?

09:48:15 From Mick Marriott to Everyone:
GPT 4 embedded bing is not yet being deployed in educational versions of the product

09:48:23 From Dave Hulse to Everyone:
Can you ask 'humata' to critique the paper?

09:48:24 From Advice Service to Everyone:
Never heard of Hallucinations, that's really interesting/helpful to know! :)

09:49:38 From Terese Bird to Host and Panelists:
@Mick do you know if any of the earlier versions of GPT are allowed to be embedded in Bing for education?

09:49:59 From howard scott to Everyone:
These are useful if your prime object is to sift and sort hastily; I'm quite fond of reading and the slow processes involved in searching. That's where some cognitive work takes off.

09:50:16 From Olga Sierocinska King to Everyone:
Does it only quote open access articles?

09:50:20 From Emily Yarrow to Host and Panelists:
An interesting read on AI hallucinations here: <https://www.nytimes.com/2023/03/29/technology/ai-chatbots-hallucinations.html>

09:50:26 From Debbie McVitty to Terese Bird, Host and Panelists:
@Terese don't forget to toggle your chat to "everyone"

09:50:28 From Jessica Evans to Everyone:
So is it only Chat GPT 3.5 and 4 that is time bound (doesn't go beyond 2021)?

09:50:42 From Stuart Porteous to Host and Panelists:

Does Google Scholar not already provide abstracts, every paper has an abstract as an intro? Not sure what elicit is doing there, sorry.

09:50:46 From Helen Bowstead to Everyone:

Selecting by popularity is a self-fulfilling prophecy

09:50:53 From Ellie Cox to Everyone:

I'd like to know too about whether they can only access OA papers

09:51:04 From Adam Peakall (Derby – Student Rep Coordinator) to Everyone:

one thing that I've seen students have started doing on tiktok is they get ai to write essays and to avoid ai detection they run it through a programme that changes the words

09:51:04 From Ian Clark (he/him) to Everyone:

Wondering how it accesses full text of paywalled articles (if it does) and whether publishers will find ways to protect their property...

09:51:04 From Terese Bird to Everyone:

@Mick do you know if any of the earlier versions of GPT are allowed to be embedded in Bing for education?

09:51:36 From Bonnie Latimer to Everyone:

One wonders what impact this will have on the role of RAs in e.g. STEM disciplines

09:51:38 From sarah.boraston to Everyone:

I can see this being very useful for students who struggle to get through long research papers

09:51:39 From howard scott to Everyone:

neat hack that, Adam

09:51:47 From Lisa B to Everyone:

Hi @MarkLeach – could you please make sure that the various and interesting questions in the chat are addressed or at least summarised before we move on?

09:52:02 From Mary Jacob to Everyone:

How can we make sure students actually read the articles critically and learn from them, rather than grabbing summaries from these tools and relying on that?

09:52:09 From Mick Marriott to Everyone:

@terese, not at this point. But that does not stop students using non-educational versions of the products

09:53:21 From Heather Ellis to Host and Panelists:

But grammar isn't what we should be assessing primarily anyway

09:53:26 From David Webster to Everyone:

– Wirth noting that reading these summaries may be better than the manual old-school approach of just reading the intro, and conclusion, and then scanning for a quote (I have even heard that it is not just students who do this...)

09:54:02 From Debby Cotton to Everyone:

I've used some of those research summarisers – and I do have some concerns about how well they summarise papers – they seem to have quite a science/ quants bias too!

09:54:04 From Rob Cain to Everyone:

You can even generate songs in the style of specific singer/

songwriters

09:54:18 From Tristan Mathieson to Everyone:

can AgentGPT also read/write files on your computer, like AutoGPT?

09:54:37 From Heather Ellis to Host and Panelists:

Indeed, it prioritises certain things about papers which may not be useful (at all) for lots of researchers.

09:55:10 From Rebecca Hodgson to Everyone:

Is Agent GPT free?

09:56:02 From jslack to Everyone:

I've signed up now and asked it if it is free, it says yes!

09:56:02 From Joelle Fanghanel to Host and Panelists:

then we will have to mark very similar texts from students

09:56:05 From Mick Marriott to Everyone:

@rebecca yes

09:56:43 From Mick Marriott to Everyone:

@rebecca, if you get the API setup, it becomes more useful

09:56:59 From Helen Bowstead to Everyone:

The OfS's insistence on 'maintaining rigour' in spelling, punctuation and grammar is going to have an impact on the use of these tools.

09:57:14 From Rebecca Hodgson to Everyone:

@thanks Mick – and hello :)

09:57:21 From Jon Rowlands (University of Lincoln) to Everyone:

Thanks Jim! (I also have to ask what the rest of the letters behind you spell...)

09:57:29 From Camille Baker to Host and Panelists:

will we get a copy of this chat or a summary of it?

09:58:56 From Team Wonkhe to Camille Baker, Host and Panelists:

Yes the chat will be saved and we'll endeavour to answer all the questions raised

09:59:06 From Debby Cotton to Everyone:

There's a very big resource collection on AI here: <https://docs.google.com/document/d/1V1drRG1XlWTBrEwgGqd-cCySUB12JrcoamB5i16-Ezw/edit#heading=h.949b0ip95rwz>

09:59:24 From Ian Nairn to Host and Panelists:

Wanted to share a great resource from Ethan Mollick at Wharton School from the USA

[https://www.oneusefulthing.org/p/how-to-use-ai-to-do-practical-stuff?](https://www.oneusefulthing.org/p/how-to-use-ai-to-do-practical-stuff?utm_source=substack&publication_id=1180644&post_id=111359068&utm_medium=email&utm_content=share&triggerShare=true&isFreemail=true)

[utm_source=substack&publication_id=1180644&post_id=111359068&utm_medium=email&utm_content=share&triggerShare=true&isFreemail=true](https://www.oneusefulthing.org/p/how-to-use-ai-to-do-practical-stuff?utm_source=substack&publication_id=1180644&post_id=111359068&utm_medium=email&utm_content=share&triggerShare=true&isFreemail=true)

09:59:33 From Dave Hulse to Everyone:

This paper discussed with our Human Evolution students a couple of years ago seems prophetic: <https://www.sciencedirect.com/science/article/pii/S0168010219304882>

10:00:36 From Eve Alcock – QAA (She/Her) to Everyone:

Huge climate impact of the power and resource needed to train ever more sophisticated AI too – policy not yet that joined up with net zero etc

10:00:44 From Camille Baker to Host and Panelists:

thanks

10:01:28 From Jon Rowlands (University of Lincoln) to Everyone:

Agree Eve.

10:01:46 From Jessica Evans to Everyone:

<https://wac.colostate.edu/repository/collections/ai-text-generators-and-teaching-writing-starting-points-for-inquiry/>

10:02:26 From Jessica Evans to Everyone:

<https://docs.google.com/document/d/15CwNGJ9tPWJz826WYHd6ueVGIWN19UBGbqqKuARIm8o/edit>

10:02:51 From Sean Duffy to Everyone:

are we (or government) being naïve about thinking we can police/have policies to establish or maintain any leading position? surely this is a free-for-all (in terms of where the global leadership is coming from), and is moving too fast for government?

10:03:33 From howard scott to Everyone:

By the time any government starts deciding to be a global leader in AI, commissioned and written white papers, AI tech corps have totally exceeded them and changed the territory

10:03:50 From Dan Thompson to Everyone:

Does that graph top-right include private investments or just state?

10:06:13 From Heather Ellis to Host and Panelists:

Surely the question is, can AI take into account emotions etc?

10:06:21 From Mary Jacob to Everyone:

The question for me as an educator is not only whether a summary is accurate enough, but whether relying on these tools allows students to bypass the learning. How can they be used to promote learning instead? This requires a big shift in thinking for lecturers etc.

10:06:29 From Tristan Mathieson to Everyone:

The "Sparks of AGI" paper by Microsoft provides some really interesting insight on GPT-4's current abilities, and how far off it is from true AGI: <https://arxiv.org/pdf/2303.12712.pdf>

10:06:58 From Dave Hulse to Everyone:

Agreed Mary Jacob

10:07:05 From Rachele De Felice to Everyone:

Great question Mary Jacob!

10:08:02 From Helen Bowstead to Everyone:

I have a feeling AI is fuelled by testosterone ...

10:08:22 From Chris Little to Everyone:

Following on from Mary's point, is about redefining what learning actually is? It's such a minefield moving forward

10:08:23 From Rob Cain to Everyone:

It's similar in scope to changes seen in biomedical sciences in the 80s/90s. Development of Polymerase Chain Reaction technology meant a task like cloning a gene in the lab that would be a PhD by itself, could be completed in a week. It was a step change in the speed with which something could be studied, and there were people at the time who said students were losing the context of understanding of how genes worked, but what it meant in reality was freeing up brain power and labour to work on other things

10:08:24 From Kate Borthwick to Everyone:

Agree Mary Jacob.

10:08:36 From Natalie Lafferty to Everyone:

Futurepedia has a daily updated directory of AI tools
<https://www.futurepedia.io/>

10:09:42 From Rob Spark (University of Sheffield) to Everyone:
really handy link, thanks!

10:09:52 From Katie Grant to Host and Panelists:
Can the chat be saved, please, and be available to participants?

10:10:30 From Team Wonkhe to Everyone:
The chat will be saved and sent with the event resources

10:10:40 From Katie Grant to Host and Panelists:
Thank you.

10:11:16 From Katie to Everyone:
This is a fascinating piece on how ChatGPT works (and what it can't do – computationally irreducible problems) with provocations on what we may learn from AI about human language
<https://writings.stephenwolfram.com/2023/02/what-is-chatgpt-doing-and-why-does-it-work/>

10:12:28 From Helen Bowstead to Everyone:
What does 'better' mean?

10:12:30 From howard scott to Everyone:
In even 12 months from now the capacity will be extraordinary

10:12:32 From Debbie McVitty to Everyone:
<https://royalsociety.org/topics-policy/projects/online-information-environment/>

10:13:37 From Rob Spark (University of Sheffield) to Everyone:
well, there are basic assumptions that Tom Cruise is a bit 'odd' so would anyone notice something a bit 'off'?

10:13:52 From Clare Campion to Everyone:
There was a drama series on BBC about a politician who was caught up in a deep fake 'scandal'. Pretty terrifying how easy it was to believe.

10:13:54 From Simon Davies to Host and Panelists:
I think we are talking about different intelligences, rather than a 'proxy human intelligence'. There are a range of philosophical, biological and emotional realities that provide the ground for human intelligence. I'm excited about the usefulness of generative AI assistance – I already use it for specific tasks to save time. And I learn something from the types of solutions it generates!

10:14:02 From Adrian Holliday to Everyone:
So the Pope was never actually in East 17!?

10:14:04 From Debbie McVitty to Everyone:
<https://www.bbc.co.uk/news/av/technology-50381728>

10:14:11 From Tai Li Ling (TEL) to Everyone:
Clare was it Putin?

10:14:17 From Debbie McVitty to Everyone:
For the Johnson/Corbyn deepfake

10:14:19 From Adam Peakall (Derby – Student Rep Coordinator) to Everyone:
Adrian that was amazing 😂

10:14:27 From Charlotte Coupland to Everyone:
I fell for it too! Just realised now in this event...

10:14:30 From Clare Campion to Everyone:
No, it was a drama programme. Can't remember the name of it.

10:14:55 From Adrian Holliday to Everyone:

I think the drama was called Capture

10:14:56 From Rob Cain to Everyone:
Are there any AI- image tools that can do hands properly yet? That's mostly what I look for to check, but it's just a matter of time until that's fixed

10:14:59 From katie.martin to Everyone:
The Capture?

10:15:02 From Clare Campion to Everyone:
Yes that was it!

10:15:09 From howard scott to Everyone:
what are the differences between an AI tool creating disinformation and traditional media doing that. It seems to me the issue isn't the vehicle, but the reception

10:15:11 From Tai Li Ling (TEL) to Everyone:
Thanks!

10:15:49 From Team Wonkhe to Rob Cain, Host and Panelists:
Yes rob, Midjourney V5 is rather successfully creating hands

10:16:06 From msalotti to Everyone:
<https://www.theguardian.com/technology/2023/apr/17/photographer-admits-prize-winning-image-was-ai-generated>

10:16:07 From Luke Frost (He/him) to Everyone:
The latest iteration of Midjourney seems to have mastered hands.

10:16:33 From Glen Noble to Everyone:
I may be hopelessly naive, but being able to produce plausible text in volume is clearly not the same as genuine insights – just have to look at the amount of zero-value nonsense produced by management consultancies which recounts common knowledge at length and passes it off for genuine insight. It might fool an lay-person, but it not a genuine expert. I think the biggest risk here is the public impact of these technologies and, in an academic context, the added workload on staff to parse large volumes of student assignments – presumably 'AI-tracker tools' will be rapidly developed to help with much of this and become a standard part of submission and fact-checking workflows.

10:17:48 From Rob Cain to Everyone:
AI tracker tools are being developed, but the level of resources going into these is not the same as into the AI generators themselves. Will always lack behind

10:17:55 From Rob Cain to Everyone:
lag

10:17:58 From Olga Sierocinska King to Everyone:
Rather than trying to catch students red handed, perhaps it's about changing what is taught and how it is assessed?

10:18:07 From Terese Bird to Everyone:
I asked GPT some genuine medical questions concerning Reproductive, and it just kept giving me 'Error'

10:18:10 From Clare Campion to Everyone:
Isn't it about how you phrase the questions?

10:18:21 From Rebecca Garland to Everyone:
<https://www.bristol.ac.uk/news/2023/march/students-app-aims-to-catch-ai-essay-cheats-.html>

10:18:32 From Tai Li Ling (TEL) to Everyone:
Absolutely Rob, thats why its about embracing these tools

and having clear guidance rather than demonising them

10:18:45 From Debbie McVitty to Everyone:

<https://royalsociety.org/topics-policy/projects/ai-narratives/>

10:19:06 From Adrian Holliday to Everyone:

ChatGPT doesn't provide betting advice. So, perhaps we frame all assessments in the form of a gambling scenario?

10:19:12 From Tai Li Ling (TEL) to Everyone:

And the point Glen made, AI tools cannot provide genuine insight merely reproduce commonplace viewpoints

10:19:56 From Glen Noble to Everyone:

It'll become the same kind of tech arms race that cryptography and code-breaking/hacking has undergone – new tools emerging from massive industries on both sides

10:19:57 From howard scott to Everyone:

multiple forms of assessment sidesteps ai-produced texts

10:20:05 From Tai Li Ling (TEL) to Everyone:

Its also about the variety and structure of assessments, the traditional essay is the most vulnerable to these types of AI tools

10:20:39 From jslack to Everyone:

The main concern for me is the propagation of existing biases within data or other existing sources

10:20:52 From Rebecca Garland to Everyone:

Maybe AI will be able to give genuine/alternative insights in the future – once it is developed further...?

10:20:58 From Katie Grant to Host and Panelists:

Does AI generate in languages other than English? Also hope we might hear about impact for students and researchers who struggle with English. This technology could remove a whole bank of language worries, and allow more time for thinking about ideas and actual research.

10:21:10 From Sean Duffy to Everyone:

there are two challenges – (i) detection – presumably will need AI tools to detect where AI is used for assignments (and avoid someone tasking AI tools to create content which the detectors can't spot!), and (ii) HE institutions to really question/consider what is the goal of the student's learning – the evolution from learning regurgitation (memorising), through AI/GPT, to the real core of HE learning (accepting that AI/GPT is a rapidly improving reality)

10:21:37 From Camille Baker to Host and Panelists:

I would have thought that TurnItIn was on this?

10:21:58 From Debby Cotton to Everyone:

There is a Turnitin plug-in for AI detection but a lot of universities have turned it off

10:22:01 From Mick Marriott to Everyone:

@sean <https://www.zerogpt.com/> detects AI generated content

10:22:03 From Natalie Lafferty to Everyone:

That point about AI not understanding things speaks to the danger of giving AI human attributes, have heard concerns already about the term 'AI hallucinations'. The issues are around how it's developed and there's a lot of concern that OpenAI, Google etc are launching here tools too early and lots of ethical concerns.

10:22:12 From Mary Jacob to Everyone:

Gen AI reproduces the biases of the material it was trained

on. This is one of its weaknesses. Don't we need to train our students, university staff, and the general public in thinking critically about this?

10:22:42 From Ed Griffith to Everyone:

I think the AI detection is a bit of a fool's errand. If our assessment can be successfully passed using AI without any real thought then it is our learning outcomes that need to be reconsidered. If we are measuring learning outcomes that no longer need to be achieved because widely available and free software can do it then what exactly are we teaching our students?

10:22:55 From howard scott to Everyone:

it's plausible that in within a short time, there will be nanotechnologies that can read electromagnetic fields revealing thought patterns in the brain. That should be difficult for students to hack if we're only worrying here about plagiarism.

10:22:56 From Camille Baker to Host and Panelists:

Exactly Mary

10:22:57 From Tai Li Ling (TEL) to Everyone:

Completely agree Ed

10:23:03 From Tony Moss to Host and Panelists:

The fact that outputs from these AI tools are so often described as being superficially believable, even when they might be 'hallucinating' (or simply producing outputs which contribute nothing new to a discussion), arguably says more about how much stock we put in certain ways of communicating, rather than thinking about what we are hearing/reading – thinking here in particular about biases which exist between people based on accent, dialect, etc. Will we trust AI more simply because it 'sounds right'?

10:23:05 From Glen Noble to Everyone:

I recently set GPT some questions asking for essays justifying contentious opinions – such as the value of communism – the answers very quickly fell apart as the agent struggled to find the sources to support the argument I asked it to produce

10:23:20 From Sarah Wilson-Medhurst to Everyone:

Thinking fast and slow – Daniel Kahneman

10:23:32 From howard scott to Everyone:

ref: <https://www.science.org/content/article/ai-re-creates-what-people-see-reading-their-brain-scans>

10:23:35 From Ugur Efem to Host and Panelists:

human brain looks for coherence in the sense of Kahneman. Can/does AI mimic this?

10:23:44 From Camille Baker to Host and Panelists:

Perhaps its about going ack to viva's so students need to be able to explain what they read and wrote without tools and on the spot

10:23:52 From Ellie to Everyone:

does anyone know where I can get resources for teaching information literacy? all levels of learner, children to adults, thanks

10:24:00 From Linda Amrane-Cooper to Everyone:

We will have a listing of the chat here in this meeting – lots of thought provoking and useful info from colleagues.

10:24:05 From Rob Cain to Everyone:

Ask ChatGTP

10:24:40 From Mark Lester to Everyone:

Talk to your librarians (if you're in HE especially) about Information Literacy

10:25:14 From Bonnie Latimer to Everyone:

Does anyone else have a concern that despite the ostensibly pro-innovation stance of the govt, education in particular may see a more heavy-handed approach to regulation? One hand doesn't always know what the other is doing?

10:25:14 From beeg011 to Everyone:

It needs an international treaty; domestic legislation wont be enough

10:25:20 From Chris Little to Everyone:

Seems to me that, like we have study skills tutors and careers advisors, etc, there is likely going to be a much-needed new set of roles in the sector to help students with not just AI tools but to finally offer support for use of desktop applications. It often falls between the gaps between lecturers, personal tutors, study skills, library, IT.

10:25:25 From Manuel López-Ibáñez to Everyone:

We still require children to learn how to do mathematical operations that a calculator can do.

We still lift weights and ride bicycles even though we have machines that can do that work.

That a machine can do it does not always mean that it is not worth learning or doing by a human.

10:26:05 From Dave Hulse to Everyone:

Nice point eloquently put Manuel

10:26:16 From Baba Sheba to Everyone:

The issue of course is that the output of the models are inherently 'original' and the source material only serve to support their learning process.

10:26:18 From Ed Griffith to Everyone:

@Manuel – there are plenty of mathematical calculations that we don't expect children to learn anymore.

10:26:24 From howard scott to Everyone:

trying to legislate technologies seems futile to me. you're only giving other states advantages in harnessing them

10:26:28 From Adrian Holliday to Everyone:

I agree, Ed. Currently, the level of critical thinking deployed by AI tools is limited. An AI-generated assessment would likely pass at most UG levels, but wouldn't be great, especially at L6. Our assessments should challenge data evaluation, evidence synthesis, and critical thought/applications. AI tools – for now – aren't great at this.

10:26:47 From howard scott to Everyone:

how do you regulate evolution?

10:26:47 From Heather Ellis to Host and Panelists:

The calculator analogy is a really good one. It is the value of the skills for the personal development of the individual.

10:26:50 From Tai Li Ling (TEL) to Everyone:

At the end of the day, it can write an Essay, it can't do a presentation for you

10:26:50 From Jon Rowlands (University of Lincoln) to Everyone:

I share concerns about what data AI could be favouring,

especially given the efforts being put into diversifying and decolonising our curriculum by universities; we are trying to manually balance some of the more established texts, with important, but potentially less prominent work within a UK context, but this could set that back if AI biases particular legacy and publishing records.

10:27:17 From Luke Frost (He/him) to Everyone:

It's about how willing you are to accept the use of AI in doing the brute work, and whether it is legitimate to be using the tools as tools, rather than to try and produce a finished product without inquiry or learning.

10:27:30 From Helen Bowstead to Everyone:

Yes, this is really important, Joe.

10:27:33 From Michelle Elliott She/Her Bath Spa University to Host and Panelists:

Another weakness of AI is that it cannot yet replicate embodied cognition. Our senses and and motor systems are key in helping us to understand the world and processing information.

10:27:41 From Simon Parr to Everyone:

Thanks for such an informative session.

10:27:48 From Ugur Efem to Everyone:

human brain looks for coherence in the sense of Kahneman.

Can/does AI mimic this?

10:27:49 From Heather Ellis to Everyone:

The calculator analogy is a really good one. It is the value of the skills for the personal development of the individual.

10:27:53 From Emily Yarrow to Host and Panelists:

Thank you for a great session, Debbie

10:28:08 From Sarah B to Everyone:

Agree, Heather – loved the analogies in that :)

10:28:17 From Helen James to Everyone:

Professional Bodies accredit degrees, do we have any insight about how these tools will impact on this activity?

10:28:32 From Areeq Chowdhury (Royal Society) to Everyone:

It would be great to connect with people here. If you're interested in learning more, my email is areeq.chowdhury@royalsociety.org. Our Education policy team is also looking into this and I'm sure they would be keen to hear from people on this call.

10:28:46 From Jessica Evans to Everyone:

Many of us have wanted a revolution in assessment design for years, not just to make plagiarism virtually impossible, but to facilitate far deeper learning that is metacognitive even for first year students. Surely AI must force a rapid adaptation by all universities now – so yes Ed, I completely agree we need to rethink what we want to teach, what evidence we want students to demonstrate of their learning via assessments, and move assessment much more towards the idea that knowledge is constructed/contested/value-driven. Just as Areeq is saying – use AI to engage in dialogue with students about critical engagement with source material, validity, authentic contexts, authorial voice, debates over 'quality criteria' (comparing written work), etc.

10:28:49 From howard scott to Everyone:

some resources for information literacy from ChatGPT: Jisc –

Developing Digital Literacies:

Jisc is a UK-based organization that supports the use of digital technologies in education and research. Their digital literacies framework includes information literacy as one of the core competencies.

<https://www.jisc.ac.uk/guides/developing-digital-literacies>

The Open University – Information Literacy Online Course:

The Open University offers a free, online course on information literacy. This course can be a valuable resource for both educators and learners.

<https://www.open.edu/openlearn/education-development/information-literacy/content-section-0>

SCONUL – The Seven Pillars of Information Literacy Model:

The Society of College, National and University Libraries (SCONUL) has developed a model called "The Seven Pillars of Information Literacy" that can be used to guide the teaching and learning of information literacy skills.

<https://www.sconul.ac.uk/page/seven-pillars-of-information-literacy>

10:28:59 From Camille Baker to Everyone:

I wrote this just for the panelists: surely we need to go back to viva's so that students need to be able to explain what they read and write without tools, on the spot

10:29:18 From Bryony (She/Her) to Everyone:

I am also interested in an earlier question about whether or not these technologies can access papers behind paywalls?

10:29:20 From Rebecca Hodgson to Everyone:

This Hoffer quote springs to mind: "In times of change, learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists" – higher education needs to radically rethink how we design learning, teaching and assessment. What is its purpose? What are the outcomes we're trying to achieve? What do our students need to succeed in the 21st century? Who do they need to be when they graduate? And how do we design courses to help them get there?

10:29:28 From Areeq Chowdhury (Royal Society) to Everyone:

<https://royalsociety.org/topics-policy/projects/online-information-environment/> – the misinformation project I mentioned

10:29:45 From Howard Scott to Everyone:

Viva + presentation + exam + essay (too much?)

10:29:53 From Jessica Evans to Everyone:

Yes more 'live' presentations, group work, assessments involving the process of producing research, etc.

10:29:55 From Bryony (She/Her) to Everyone:

Viva's might be biased against certain groups of students

10:30:04 From Sarah B to Everyone:

Yes, Rebecca! Totally agree

10:30:16 From Katie Grant to Everyone:

Does AI generate in languages other than English? Also hope we might hear about impact for students and researchers who struggle with English. This technology could remove a whole bank of language worries, and allow more time for thinking about ideas and actual

research.

10:30:16 From Victoria Barrett(She/Her) to Everyone:

YES. That's the logical next step – prove this is yours by telling me about it!

10:30:23 From sarah.boraston to Everyone:

100% Rebecca

10:30:25 From Tristan Mathieson to Everyone:

In the same way that the "Google Effect" has made our brains more likely to forget information that is readily available through Google, I wonder how generative AI will fundamentally change the structure of how our brains store information and approach problem solving.

10:30:47 From Natalie Lafferty to Everyone:

@Jessica Evans – piece in THE this morning from David Carless saying exactly this <https://www.timeshighereducation.com/campus/how-chatgpt-can-help-disrupt-assessment-overload>

10:31:09 From Chris Little to Everyone:

Let's not forget the elephants in the room when thinking about in-person assessments – scale (Is it possible with ever growing cohorts in the hundreds, to do individual presentations?), inclusivity (We know that exam rooms, etc can often disproportionately disadvantage students with disabilities, for example)

10:31:45 From Tony Moss to Everyone:

[A message I sent earlier to the host and panellists] The fact that outputs from these AI tools are so often described as being superficially believable, even when they might be 'hallucinating' (or simply producing outputs which contribute nothing new to a discussion), arguably says more about how much stock we put in certain ways of communicating, rather than thinking about what we are hearing/ reading – thinking here in particular about biases which exist between people based on accent, dialect, etc. Will we trust AI more simply because it 'sounds right'?

10:32:03 From Rob Spark (University of Sheffield) to Everyone:

the thing with the calculator analogy is that calculators don't get things wrong

10:32:36 From Liz Bennett to Everyone:

I ask my students to record a 5 minute video to summarise an aspect of the assessment using Capture by Techsmith. This ensures that I have more evidence of authenticity of the assessment

10:32:43 From Gillian Molyneaux to Everyone:

On the topic of more 'live' assessments, this post was shared at yesterday's QAA event on AI and assessment: https://old.reddit.com/r/ChatGPT/comments/12o4qaw/i_delivered_a_presentation_completely_generated/

10:33:20 From Joshua Thorpe to Everyone:

Tony Moss, can you expand? Don't understand the insight. Thanks!

10:33:29 From Jessica Evans to Everyone:

Big fan of Carless, and David Nicols and David Boud, Sadler – all of them are onto this, and if only we actually engage with the scholarship of T, L and A, we find some of the answers there which act as a staging post towards mitigating against abuse of AI and facilitate a creative integrity-based use of it.

10:33:47 From Emily Yarrow to Host and Panelists:

The more savvy students are already using ChatGPT to write more accurate prompts off their initial questions, and in turn improve the output for assessment

10:34:20 From Jessica Evans to Everyone:

Good idea Liz Bennett.

10:34:32 From Sue Liddon, (RGU) to Everyone:

Can you pop the link to this in the chat please?

10:35:25 From Debbie McVitty to Everyone:

Debby's article: [https://www.tandfonline.com/doi/full/](https://www.tandfonline.com/doi/full/10.1080/14703297.2023.2190148)

10.1080/14703297.2023.2190148

10:35:27 From Leanne Fitton to Everyone:

Good point Rob. If it does, you can return it to the shop and hold the company that made it to account. Developing information literacy is important, but it places the responsibility on the user and shifts it away from the tech companies.

10:36:02 From Liz Bennett to Everyone:

I fell for it I thought it wasn't brilliantly written but interesting

10:36:09 From Jessica Evans to Everyone:

I agree Rebecca Hodgson – good quote.

10:36:10 From Joshua Thorpe to Everyone:

Jessica Evans: The aspect of authorship or voice you mention is fascinating. Our concept of authorship is being radically challenged isn't it? Exciting but also kind of reality collapsing.

10:36:36 From Chris Little to Everyone:

I've found that Bard is around 50% incorrect too btw, in terms of other tools. You can give Bard a weblink to a paper and ask it to summarise, it returns a convincing looking summary which is in fact incorrect and of a completely different paper in a different field.

10:37:02 From Emily Yarrow to Everyone:

This is a really interesting and important piece of research, particularly for Chairs of Boards of Examiners given that many universities' policies are currently inadequate in dealing with AI output being submitted for assessments

10:37:04 From Camille Baker to Everyone:

It also makes me worry that if the AI bots are trained on current scholarship and whatever else is already online, would the use of it then stop innovative thinks and scholarship and instead all we get is all regurgitation and false content by students and academics alike

10:38:46 From Tony Moss to Everyone:

Hi Joshua, I was reflecting on an earlier point, that a lot of the outputs from these tools can seem superficially quite impressive, even when the content (on closer scrutiny) is either nonsense or not actually that meaningful/original. We've known for a long time that superficial factors can impact significantly on the credibility of a source – working class academics, people with diverse/strong accents, are very familiar with this in our sector (and beyond).

10:39:41 From Karen Barton to Everyone:

Our HE system is one that focusses on assessing product/ outputs (ie proxies for learning) and not what students have learned

themselves. Hence Gen AI can create a passable product. We need to rethink how we go back to the fundamentals of knowing and assessing learning – ie process not product.

10:39:47 From Rob Spark (University of Sheffield) to Everyone:
is there a knowledge vs 'truth' argument here?

10:39:53 From Glen Noble to Everyone:
You've got to have specialist knowledge in order to know what questions will be valuable to ask in the first place

10:40:16 From Mick Marriott to Everyone:
should we look to exclude this tool, rather than embrace it and adapt

10:40:19 From Jon Revis to Everyone:
In Health Science it is blending the knowledge and softer skills – the process of not "owning" the knowledge means only surface learning potentially..... and poorer skills, i suspect

10:40:56 From Mick Marriott to Everyone:
in the next few months, exams and vivas may also become 'obsolete' with the use of AI tools

10:41:04 From howard scott to Everyone:
practical application of knowledge

10:41:21 From Ellie Cox to Everyone:
I personally would be concerned if healthcare workers did not have a base knowledge of biology when working in hospitals

10:41:21 From Helen Bowstead to Everyone:
The transactional nature of HE is the real issue.

10:41:41 From Mick Marriott to Everyone:
@helen, completely agree

10:41:49 From Mary Jacob to Everyone:
Can you please give the link or citation for the percentage of UK students saying they've paid for essays?

10:41:54 From Matthew Fields to Everyone:
I think it's interesting that AI can be used as a symptom of disengagement. But if used to summarise textbooks, notes etc., is it not indicative of helping students to engage and consolidate their learning

10:41:54 From Terese Bird to Everyone:
'Learning has intrinsic value' --- I have discussed this with medical students and they often disagree and tell me the difference between learning and exam revision.

10:41:58 From Mary Jacob to Everyone:
I'd like to share it :-)

10:42:14 From Joelle Fanghanel to Everyone:
thank you Debbie, really important experiment, and fascinating implications

10:42:18 From Camille Baker to Everyone:
seems live assessment is the only way to assess knowledge acquisition and comprehension

10:42:26 From Advice Service to Host and Panelists:
Just wanted to check is there a break in the webinar at any point?

10:42:27 From Joshua Thorpe to Everyone:
Tony Moss: Now I understand, thanks! Do you think these tools will eliminate reader bias as tools make tone and style more generic?

10:42:32 From Natalie Lafferty to Everyone:

Is part of the problem also the general massification of education. Also prevailing practice like anonymous marking, breaking down the relationship between teachers and students, this doesn't help.

10:42:47 From Team Wonkhe to Advice Service, Host and Panelists:

Break around 11.15

10:42:56 From Advice Service to Host and Panelists:

ok thank you

10:43:40 From Laura Ali to Host and Panelists:

Fascinating discussion so far. I think the use of AI for students with additional needs/disabilities is important to consider also, and to avoid thinking of students as a singular entity when it comes to AI usage.

10:44:17 From Debbie McVitty to Everyone:

<https://twitter.com/ProfDcotton/status/1648263678192496641>

10:44:27 From Laura Ali to Everyone:

Fascinating discussion so far. I think the use of AI for students with additional needs/disabilities is important to consider also, and to avoid thinking of students as a singular entity when it comes to AI usage.

10:44:37 From Heather Ellis to Everyone:

Then why do we teach school students mental arithmetic? There is nothing in primary maths that a calculator can't do.

10:44:40 From Jessica Evans to Everyone:

Agree Natalie. What teachers are actually doing in the classroom and how students are spending their time in and out of the classroom needs radical rethinking, and investment.

10:44:43 From Camille Baker to Everyone:

I put this into the Q&A but I think we need not only to talk about text based tools but also the image generated tools – I'm at the RCA and we are already seeing students using Image generators in assignments and applicants using them in portfolio submissions and we need to create a strategy to deal with this

10:45:03 From Tony Moss to Everyone:

Joshua Thorpe: my own confidence in this is pretty low – societal biases are sadly extraordinarily resilient, and I think AI might even struggle with this! Par top this may be because 'AI literacy' and knowing how to ask questions in the right way, to get the outputs you are seeking, is a skill that needs to be learned in itself. (Sidenote, one of my favourite things to do when messing about with ChatGPT is to ask it to write something 'in the style of a pirate' – so it can do dialect!)

10:45:12 From Camille Baker to Everyone:

we need to figure out how AI tools can support creativity and not wipe it out

10:45:34 From Terese Bird to Everyone:

@Debbie in a way yes but in a way no. I want my Emergency Department doctor to know exactly what to do without having to look it up.

10:45:46 From Adam Peakall (Derby – Student Rep Coordinator) to Everyone:

what you are asking for would be government intervention, and that has come in to some companies around the world so they

don't go full automation where they'd need to hire a certain percentage of humans

10:45:46 From Katie Grant to Everyone:

Still no answer to my question about whether this technology is only using English!

10:45:57 From Rachele De Felice to Everyone:

Great point Debbie – things are moving so fast now that it is a crucial skill to know how to learn, how to assess and doubt, how to decide

10:46:00 From Adrian Holliday to Everyone:

Many students don't appreciate the value of knowing how to learn, and developing learning/academic skills. I find it's a hard sell, when all they really care about is their grade and degree classification. Again, perhaps we need to change what we are assessing.

10:46:00 From Ellie to Everyone:

lots in China

10:46:39 From Glen Noble to Everyone:

@katie Grant – no, not just English – I often use it for Chinese translation tasks

10:46:44 From Sarah B to Everyone:

Critical Thinking is the key with this and pretty much everything else :D

10:46:57 From Jessica Evans to Everyone:

Agree Jim and Debby, it IS about those higher skills of validity testing and contextual understanding...

10:47:08 From Mark Lester to Everyone:

Information literacy....academic librarians can help with that

10:47:12 From Helen James to Everyone:

@adrian holiday I agree and regulators have a role here also.

10:47:13 From Terese Bird to Everyone:

Yes @Adrian sadly I see this in many med students

10:47:39 From Nicola Marlborough to Host and Panelists:

@Camille We see the same issue with Animation students and the potential with image generating for early character and concept art.

10:47:47 From Adam Peakall (Derby – Student Rep Coordinator) to Everyone:

I have to admit even I'm using AI to be lazy, I have a radio show and have been using Chat GPT to write the plan for my weekly show saving me hours of work

10:47:50 From Rob Spark (University of Sheffield) to Everyone:

part of the issue is we're still debating what 'truth' actually is, which leaves a gap for 'mass knowledge' and AI to really cash in on

10:48:11 From Katie Grant to Everyone:

Thank you, GN. So L2 students could use it to reduce worries about the quality and grammatical accuracy of their written English and spend more time thinking and researching.

10:48:14 From Debbie McVitty to Everyone:

Hackathon of course a possible (formative?) assessment exercise!

10:48:19 From Martin Schooley to Everyone:

I'd also welcome some input on non-text based AI tools and associated issues. I work at Norwich University of the Arts, and although our students have written work as part of their course, the vast majority is image-based or 3D / physical work.

10:48:43 From University of Edinburgh LTW to Host and Panelists:

Students tend to care about their mark and degree more than intrinsic learning because we tell them from an early age that it's the only reflection of achievement - there are all sorts of modes of education that move focus away from curriculum and onto the learning environment that help to work against this

10:48:44 From Tai Li Ling (TEL) to Everyone:

Yes agree @Terese. Students in fields like medicine are very concerned with their grade due to the real impact on their ability to continue their studies as junior docs etc. Combating this and providing an encompassed learning experience is absolutely about varying assessment but also teaching sessions

10:48:52 From Julie Neenan (Cardiff Metropolitan University) to Everyone:

Absolutely @mark - big shout out to the Information Professionals / Librarians on the call today - please do include us in this debate within your Institutions. Information Literacy / Digital Literacy is critical here.

10:49:45 From Chris Little to Everyone:

Seeing as though these tools are going to be non-negotiable in some form, we will all have to engage with them to some degree, I'm desperately hoping that universities will plan for this and do training for all staff on this, rather than just hoping staff pick this up

10:49:48 From howard scott to Everyone:

@Martin have your art students done any comparisons between AI generated art and more organic versions? Can they detect differences?

10:50:10 From University of Edinburgh LTW to Everyone:

Students tend to care about their mark and degree more than intrinsic learning because we tell them from an early age that it's the only reflection of achievement - there are all sorts of modes of education that move focus away from curriculum and onto the learning environment that help to work against this

10:50:19 From Chris Little to Everyone:

We have lots of different HE professionals here, many far more expert on this than me, but has anyone ever been trained on how to use this?

10:50:24 From Terese Bird to Everyone:

Thanks @Tai Li yes. Many USA med schools have gone pass-fail, and I get it.

10:50:27 From Ed Griffith to Everyone:

Agree that the obsession with grades is harmful to students' learning, but as long as we give grades this is (I think) an intractable problem.

10:51:40 From Terese Bird to Everyone:

Yes @Ed. At least if we could get rid of the practice of telling students their decide ranking. Not sure if many disciplines do this, but we do in Medicine and it seems toxic even without AI

questions.

10:51:48 From Terese Bird to Everyone:
decile.

10:51:55 From Martin Schooley to Everyone:
@howard Scott: depends on the media being used and the purpose, etc. As we already know, it's pretty impossible to tell the difference in some contexts (particularly digital illustration and photography).

10:51:56 From Iain Garner to Everyone:
What AI appears to do is put into stark relief that we have indulged within HE in the habit of assessing what is easy(ier) to assess – the write an essay on style assessment. Suddenly, these types of assessment can be effectively undertaken using AI, causing us all to reflect on what we are already doing and whether it is the assessment of understanding. AI is making us face up to the challenge of how we assess understanding, deeply, rigorously and fully. This challenge is perhaps something we have been able to duck via there not being a way to 'cheat' the proxy assessments we currently are wont to employ. We must be careful that within this context we don't shoot the AI messenger when we should have more rigorously assessing understanding all along.

10:52:16 From Tai Li Ling (TEL) to Everyone:
@Chris Little we haven't but in our TEL Team we are actively setting up events to make staff aware of these tools and help demystify them a little. We're planning more and looking at training also

10:52:22 From Hannah Cock to Everyone:
Medicine is already pass/fail, and we've stopped sharing deciles with them (other than for UKFP0 where mandated) but that doesn't stop students wanting to prove they are better than their peers....

10:52:28 From Joshua Thorpe to Everyone:
Tony, yar. I'm hopeful that 'voice' and other forms of expression will emerge. But I think the next few years will create a lot of chaos and inconsistency of access, use, authorship, and readership.

10:52:32 From Sarah B to Everyone:
Love that, Iain

10:52:34 From Adrian Holliday to Everyone:
Perhaps we re-think what we award grades for. Again, focussing on the learning process and skills rather than outputs.

10:52:35 From Natalie Lafferty to Everyone:
Spot on @Iain

10:52:38 From Terese Bird to Everyone:
@Hannah yay for that!

10:52:52 From Tai Li Ling (TEL) to Everyone:
@Terese yes seen first hand the obsession with deciles!

10:53:16 From Chris Little to Everyone:
@Tai Li Ling, have you received any training on this consistently across your team ahead of offering similar to others?

10:53:24 From Ed Griffith to Everyone:
@Terese – I'm from a very different academic background (Humanities) and I see toxicity too. I tried to implement a system of non-graded assessment but I am yet to get this off the ground.

10:54:11 From MDMNSFL2 to Everyone:

Can you share the cortex (have I spelt this correctly?) website link?

10:54:22 From Tai Li Ling (TEL) to Everyone:

@Chris not yet we're in the early stages really on our end hence why we've done more preview events for staff to help make them aware we are looking into it and giving those who are unaware an introduction of sorts

10:54:27 From Debbie McVitty to Everyone:

<https://www.kortext.com/>

10:54:29 From Tony Moss to Everyone:

@Iain Garner: could not agree more! If there are any degree programmes out there (and I suspect this is actually not the case) where it would be possible for a student to sail through using AI to pass every assessment and get a qualification, without actually learning anything themselves, then such a degree is already deeply flawed. I really welcome what the advent of AI is causing us to discuss.

10:54:35 From Ed Griffith to Everyone:

Very well put Iain.

10:54:46 From Mary Jacob to Everyone:

The risk is students thinking they 'have it' by relying on brief summaries instead of learning. Moreover, how accurate and complete are the summaries?

10:55:07 From Chris Little to Everyone:

@Tai Li Leng, same for us. I think people are looking for trained experts when non really exist outside of the companies themselves

10:55:26 From Ian Clark (he/him) to Everyone:

I would have welcomed an AI generated summary of Dicken's Dombey and Son when I did my lit undergrad...

10:55:29 From Debby Cotton to Everyone:

Reference on 14% cheating here: QAA. (2020) . Contracting to cheat in Higher Education – How to address contract cheating, the use of third-party services and essay mills. Quality Assurance Agency (QAA).

10:55:32 From Debbie McVitty to Everyone:

We've been working with Kortext on assessing UK educators attitudes to education technology – findings coming in the months ahead

10:55:52 From Chris Little to Everyone:

The risk of inequity in competence with AI tools across staff is as pressing an issue as the inequity amongst students

10:56:03 From Tai Li Ling (TEL) to Everyone:

@Chris yes I get the same feeling too. We've very much taken the approach that we need to be skilling up on this area so we can then help inform others and support policy that clearly needs to be made surrounding AI

10:56:09 From Suzanne Hermiston (she/her) Royal Botanic Garden Edinburgh to Everyone:

Collaborative use of AI raises even more questions – how do students 'trust' their peers input and know whether or not they are using AI responsibly?

10:56:31 From Glen Noble to Everyone:

From a research publication perspective – If we get to a point where the summarisation capabilities are genuinely excellent, is there a world in which we start to see fewer (or at least shorter) academic articles as a lot of what used to be a specialist academic task, i.e. reviewing the current literature on a specific topic, becomes easily accessible to all and therefore pointless to publish?

10:56:54 From Jon Revis to Everyone:

How cool!

10:57:09 From Joshua Thorpe to Everyone:

“Onus on the student” is loaded though. There’s an ethical area here to unpack regarding how students make decisions or are empowered to make decisions. Twitter for example makes people crazy! So tech is not neutral. :)

10:57:52 From Laura Ali to Everyone:

Fabulous module – always great to see these discussions across disciplines

10:58:05 From Debbie McVitty to Everyone:

True story: I asked Iliada for her module reading list and she said they can’t have one because the technology is moving too fast to keep the reading up to date!

10:58:37 From Chris Little to Everyone:

Feels like every discipline could use a module like this in Year 1 of UG perhaps? Looks amazing Iliada

10:59:48 From Natalie Lafferty to Everyone:

Fictional sources – we’ve had students asking librarians to help them find some of these fictional references that AI generates.

11:00:55 From Bonnie Latimer to Everyone:

I have a colleague who used to create fake Wikipedia pages and then ask students to investigate a particular topic without using Wikipedia.... formative ex to see how many came back with her page!

11:01:46 From Camille Baker to Everyone:

A friend of mine at UAL’s CCI has been researching and using ChatGPT with Creative Coding students recently and wrote an interesting article on her approach to working with text generators for programming and debugging here <https://phoenixperry.substack.com/p/decoding-chatgpt-students-weigh-in> and I think we all need similar strategies and pedagogical thinking for our students as well.

11:01:51 From Mary Jacob to Everyone:

This code of conduct looks great! It's quite consistent with what I've heard from ENAI (European Network for Academic Integrity) about their forthcoming guidance (recent webinar gave an advance glimpse). Nicely done.

11:02:44 From Joelle Fanghanel to Everyone:

Real good learning from students Illiada. What did students think?

11:03:10 From Debbie McVitty to Everyone:

Iliada has to shoot off after this session but her co-investigator Ajmal is with us and can answer any questions you have in the chat box

11:05:13 From Ajmal Mubarik to Everyone:

Hi, I will be happy to answer any questions. Student

responses are currently being discussed by Iliada within the presentation

11:05:38 From Suzanne Hermiston (she/her) Royal Botanic Garden Edinburgh to Everyone:

If these are first year students, how much experience do they have to compare their experience of using AI versus traditional research methods?

11:05:49 From Dave Hulse to Everyone:

Have the wider UoM student population been similarly surveyed or just those on your module?

11:06:42 From Sarah Wilson-Medhurst to Host and Panelists:

This is fascinating, is a quick comfort break planned before 12.30 :-)

11:07:02 From Debby Cotton to Everyone:

I really think we should encourage students to use AI to *ask* them questions (rather than students asking the AI questions) – much better way of learning..

11:07:17 From Debbie McVitty to Everyone:

Break is scheduled for 11.15 (ish)

11:07:19 From Ajmal Mubarik to Everyone:

The students are from all years, as well as from a wide range of courses, and so their experiences vary

11:07:43 From Ajmal Mubarik to Everyone:

The study was just for students on this module

11:08:49 From Debbie McVitty to Everyone:

On the site this morning: <https://wonkhe.com/blogs/towards-an-inclusive-approach-to-using-ai-in-learning-and-teaching/>

11:09:25 From Manuel López-Ibáñez to Everyone:

@Ajmal and @Iliada, congratulations! Excellent work!

11:10:32 From Ed Griffith to Everyone:

This is a fascinating piece of work. Thank you for sharing.

Can I ask, were you able to do any check on if those students who said they found it beneficial to their learning actually did benefit? (By which I mean that a perceived benefit isn't always that in reality)

11:10:43 From Nichola Callow to Everyone:

Thanks Iliada and Ajmal – so helpful

11:11:07 From Kerry Collier to Everyone:

Really interesting Iliada, thank you

11:11:45 From Helen Bowstead to Everyone:

Perhaps we need a bit more unpacking of what we mean by 'proper' teaching and learning practices ...

11:11:57 From Mary Jacob to Everyone:

Great talk Iliada and Ajmal, I want to follow up on your research. Is the code of conduct available online :-)?

11:12:28 From Caroline Williams to Everyone:

yes I would be interested in seeing the code of conduct if it is available

11:12:39 From Kendal Dewar to Host and Panelists:

Yes please!

11:12:41 From Ajmal Mubarik to Everyone:

The study was of student use for an assessed assignment, and so we were able to assess the impact on their work and compare it to

use without Generative AI tools

11:12:47 From Jon Revis to Everyone:

There is an assessment period on all the times in some schools!

11:12:56 From Nichola Callow to Everyone:

I'd love to see the code too!

11:13:04 From Ed Griffith to Everyone:

I'd also love to see the code!

11:13:18 From Camille Baker to Everyone:

Perhaps the HE managers will get in AI to do the assessment and then strike are mute?

11:13:26 From Claudia to Everyone:

Also love to see the code :)

11:13:32 From Milner, Michele to Everyone:

Yes I would love to see the code too please.

11:13:36 From Rebecca Wood to Everyone:

Me too please

11:13:49 From Christie Pritchard to Everyone:

A fantastic example of changing a module/prorgamme to help develop students' learning. Thanks for sharing, thinking how it is possible to support all staff to be able to develop this in relation to their own disciplines and for all students to have the opportunity to engage with – huge task.

11:13:51 From Ali Eyden to Everyone:

Me too, would be good to see it

11:13:54 From Ajmal Mubarik to Everyone:

Great to see all of the interest in the Code of Conduct, which we aim to make available for use in the very near future

11:14:17 From Rob Cain to Everyone:

Banned in legislation, but still look to be thriving out there.

11:14:25 From Debbie McVitty to Everyone:

When it's out we'll invite Ajmal and Iliada to write us a piece for Wonkhe about it!

11:14:48 From Rob Cain to Everyone:

A plus of AI is that it'll surely put essay mills out of business!

11:15:44 From Hayley Card to Everyone:

Agree Rob, the mills are probably investing a lot into detecting tools!

11:15:49 From Liz Bennett to Everyone:

We have been testing turnitin's detection tool with past student assignments and haven't found any false positives

11:16:35 From Ajmal Mubarik to Everyone:

Yes we will be sure to keep everyone up to date on Wonkhe

11:16:42 From Linda Amrane-Cooper to Everyone:

We found false positives with the Turnitin tool at UoL.

11:16:43 From Sarah B to Everyone:

Does anyone have a link to the Turnitin detection controversies?

11:16:47 From Iliada Eleftheriou to Everyone:

Hi everyone, many thanks for an amazing session! I'll have to sadly leave shortly. My colleague Aj is in the call and I'm sure he is more than happy to answer questions around the study. We are

more than happy to share these results and the revise AI Code of Conduct – we still have to finish some final thematic analysis from the students responses. More than happy to answer any questions offline – iliada.eleftheriou@manchester.ac.uk

11:16:58 From Jessica Evans to Everyone:

Liz – intrigued. How do you know there are no false positives? Is it because the students were truthful and told you they had used AI?

11:17:38 From Liz Bennett to Everyone:

they are old assignments from pre ChatGPT era

11:18:49 From Jessica Evans to Everyone:

I have analysed some scripts with the AI flags on Turnitin and can't see any difference between the bits flagged up as AI and the bits that are not! One huge problem is that the assignments students write are 'robotic' anyway, because of poor assessment design.

11:19:08 From Mary Jacob to Everyone:

@jessica there have been some high-profile studies on this. e.g. Fowler, G. A. (3/4/2023), We tested a new ChatGPT-detector for teachers. It flagged an innocent student, Washington Post

11:19:21 From Mary Jacob to Everyone:

<https://www.washingtonpost.com/technology/2023/04/01/chatgpt-cheating-detection-turnitin/>

11:19:41 From Jessica Evans to Everyone:

Thanks @MaryJacob

11:20:41 From Ian Clark (he/him) to Everyone:

Not sure about the Google point...in theses you'd expect students to note where they searched the literature. Certainly as a librarian I'd be concerned if they didn't note where they searched.

11:20:44 From Joshua Thorpe to Everyone:

Jessica: can you say more about poor assessment design?

11:20:44 From Mark Lester to Everyone:

<https://drsaraheaton.wordpress.com/2023/02/25/6-tenets-of-postplagiarism-writing-in-the-age-of-artificial-intelligence/>

11:21:56 From Julie Neenan (Cardiff Metropolitan University) to Everyone:

Dr Sarah Eaton's book – <https://www.abc-clio.com/products/a6237p/>

11:22:04 From Debby Cotton to Everyone:

The idea of authenticating process rather than product is really important but challenging!

11:22:04 From Tony Moss to Everyone:

Really good point, Eve. Focusing on enforcement is wrongheaded and not sustainable. It is interesting to engage students in thinking about how they might use AI, but creating an entire industry around students submitting 'proof' will create a huge burden of work for us all, which must be avoided at all costs. Education existed before Google, before the internet, before spell/grammar check, and before AI. Rather than trying to hold back the tide, we need to change the way we operate and see this as a great opportunity to improve the overall value of education.

11:22:41 From Liz Bennett to Everyone:

Its now for us...our assignments were handed in on 17th April for our MA Education.

11:22:43 From Helen Bowstead to Everyone:

Really important questions and provocations, Eve. I like the reminder to work from a base of trust students...

11:22:51 From Natalie Lafferty to Everyone:

This piece in the Australian press also good re the Tuniitn AI piece and assessment design – <https://www.smh.com.au/education/university-cheats-on-notice-after-launch-of-chatgpt-detection-software-20230403-p5cxpc.html>

11:22:56 From Helen Bowstead to Everyone:

basis of trust, I mean

11:23:00 From Chris Little to Everyone:

There will be the majority of students not cheating, we have to remember that. It saddens me to hear cheating students at the forefront of all of this. Yes we have to consider this but most students don't cheat, the overwhelming majority in fact

11:23:16 From Debby Cotton to Everyone:

That's the exciting part Jim!

11:23:20 From Ajmal Mubarik to Everyone:

The Code of Conduct encouraged a critical approach to the use and output of Generative AI, rather than just declaring use

11:23:34 From Liz Bennett to Everyone:

I've come up with a solution using Capture creating short video

11:24:09 From Bonnie Latimer to Everyone:

The mention of student anxiety is sthg we haven't discussed yet but it's a biggie—I have students who are not just enthused but frightened of implications of AI -- we need to be stewards and guides here, not just policemen

11:24:14 From Mary Jacob to Everyone:

@Eve I love what you've said about trust, co-design, and foregrounding process. Important for all of us.

11:24:31 From Ed Griffith to Everyone:

@Chris Little – I think that's probably true, but there will be a cost/benefit analysis happening right now. Remember online exams during the lockdown times students were much more likely to cheat, not because they thought it was OK, but because they believed most others would and they didn't want to be disadvantaged. AI is surely the same principle.

11:24:32 From Joshua Thorpe to Everyone:

Bonnie: well said.

11:25:02 From sarah.boraston to Everyone:

Student anxiety is such a huge one – so many of our students get so anxious during practical assessments as it is. I can't imagine the stress if all assessments were to be conducted in 'real time'

11:25:33 From Edward to Everyone:

I'm really interested in how embracing AI within HE could actually enable the scaling of these more effective assessment methods, not only to enable accreditation, but also for the good of students, who benefit enormously from frequently, high-quality feedback on their learning.

11:25:44 From Chris Little to Everyone:

@Ed Griffith, but that is still a minority of students. I agree it's the same, those that think they can, or should cheat,

will just like they would with essay mills, and during covid. But the same overwhelming majority of students won't cheat – history has shown us this

11:25:47 From Bonnie Latimer to Everyone:

Well Sarah, and also just existential -- I overheard two students joking recently about not going into law because 'they won't need lawyers in 5 years'

11:26:11 From Heather Ellis to Everyone:

Why do you need a script for a podcast?

11:26:30 From Chris Little to Everyone:

The podcast has a script?? (Joking)

11:26:36 From Liz Bennett to Everyone:

Great session. Thanks

11:26:46 From Helen Seddon-Gray to Everyone:

Such a helpful session, thank you!

11:27:03 From Chris Little to Everyone:

Fab session , really helpful set of discussions – thanks to all

11:27:06 From Sean Duffy to Everyone:

reconvene at?

11:27:12 From Ed Griffith to Everyone:

@Chris Little, there was some evidence that when it was perceived cheating was widespread then it was actually a majority who engaged in it (something on this at the Secret Life of Students, forgive me I cannot remember the presenter's name right now) I think AI will be similar

11:27:14 From Eve Alcock – QAA (She/Her) to Host and Panelists:

Thanks all! off to find out how the Georgian quality system works!

11:27:14 From sarah.boraston to Everyone:

Amazing session thank you

11:27:19 From Tony Moss to Everyone:

I really hope we don't end up seeing a shift towards in-person/exam type assessments as a 'solution' to AI. We have to keep sight of the fact that AI is here, and it is here to stay. Trying to assess students in some kind of sterile environment just so we can avoid changing the way we work is a really depressing thought!

11:27:26 From Heather Moyes, UWE Bristol to Everyone:

Can you remind us how long the break is please?!

11:27:33 From Ali Eyden to Everyone:

agenda said 15 mins?

11:27:36 From Joshua Thorpe to Host and Panelists:

Eve: Can you say more about baseline standards changing? Love to hear more about how that might look and how fast.

11:28:36 From Debbie McVitty to Everyone:

We'll start again at 11.35 everyone

11:28:43 From Lee Pike, UCL Careers to Everyone:

We're back to the 'what an amazing magic trick' soundtrack. Cool.

11:28:45 From Debby Cotton to Everyone:

Thanks all for the interesting discussions. I have to go – but enjoy the rest of the event!

11:29:46 From Jessica Evans to Everyone:

I don't think the concept of 'cheating' is relevant in this

new landscape. We have been encouraging plagiarism for years with poor assessment design. These AI tools are now embedded in everyday apps we all use as has been so ably shown this morning, and if WE are using them, students will be – and they don't know what a legitimate use of them looks like unless we absolutely build integrity based methods and rules into each and every assessment design.

11:30:31 From Adrian Holliday to Everyone:

On a slightly different topic, can any AI tools effectively mark/assess work? Has anyone tried this?

While I am not advocating AI tools replace us as assessors, could they be used effectively for moderation?

11:30:35 From Ajmal Mubarik to Everyone:

I agree Tony. Hopefully instead of that scenario, we will have a future where students are able to use AI as a research tool to improve efficiency and be able to focus more on original work, and creativity

11:31:39 From Natalie Lafferty to Everyone:

Agree Jessica!

11:34:12 From Lee Pike, UCL Careers to Everyone:

As a careers consultant, I come to AI from a different approach – using it to write cover letters/CVs. These are usually the first impressions prospective employers get of a candidate. We advise on the best approach. What if students are using AI but don't know what 'good' looks like?

11:34:16 From GibsonAZ to Host and Panelists:

hello, will the chat be shared along with the recording?

11:35:08 From Debbie McVitty to Everyone:

Yes, we'll share chat, slides and recording later this afternoon

11:35:09 From Maria Walker to Everyone:

@Adrian Uploading students essays to AI would be a breach of GDPR

11:35:18 From Debbie McVitty to Everyone:

We're about to begin again, strap in!

11:36:25 From Edward to Everyone:

GDPR only applies to personal data. I really don't think it affects essays

11:37:23 From Rob Cain to Everyone:

If they're anonymised, then GDPR doesn't apply

11:37:29 From Kate S to Everyone:

but surely students should be informed if their essays would be shared to external AI tools in this way?

11:37:53 From Rob Cain to Everyone:

They're already shared with Turnitin for no benefit to the student

11:38:17 From Chris Little to Everyone:

@Adrian, @Edward, following @Maria here, surely, whether it's a GDPR breach or not, students have not signed up to study and be assessed by AI – would you assess student work with AI without their consent or informed knowledge?

11:39:27 From Kate S to Everyone:

but they know about Turnitin as this is apparent when uploading assessments etc. but if their original work is going to be

pasted into any newly created AI app, with no idea how secure this is or how it will be used...?

11:39:30 From Kate SL to Everyone:

22 GDPR Automated individual decision-making, including profiling. The data subject shall have the right not to be subject to a decision based solely on automated processing, including profiling, which produces legal effects concerning him or her or similarly significantly affects him or her.

11:39:34 From howard scott to Everyone:

there are questions arising about the privacy settings around ChatGPT, including lack of transparency re: what happens to any data that is fed into it. I'd be careful about inputting student work into OpenAI platforms.

11:40:04 From Ed Griffith to Everyone:

I suspect that using AI to replace a marker or moderator would breach academic regulations in most institutions – could always change them (which would also address Chris's point about informing the students)

11:40:21 From Maria Walker to Everyone:

Have a look at OpenAI's privacy policy. It is basically a free licence to use anything uploaded to it however they want. We should not be breaching student's IP in that way. Turnitin is different as we have agreements with them which limits what they can do.

11:41:02 From Chris Little to Everyone:

I might be old fashioned but, second point regarding using it to mark, I feel that's cheating at being an academic just as students using AI to uncritically produce assignments and pass them off as their own would be cheating.

11:42:04 From howard scott to Everyone:

unless it can do it more efficiently and effectively

11:42:39 From Natalie Lafferty to Everyone:

@Chris – effectively could lead to robots marking robots

11:43:24 From Christie Pritchard to Everyone:

Our number one question too!

11:43:25 From Wayne Leung to Everyone:

true, I used to write computer programs to help marking computer programs submitted by students

11:43:31 From Chris Little to Everyone:

Exactly @Natalie

11:44:05 From Helen James to Everyone:

does it have positive application in engineering programmes.. anyone have experience of this please? especially mech eng, systems engineering

11:44:06 From Rebecca Hodgson to Everyone:

@Chris – some exams / MCQs are automatically marked and it's possible to create simple programs that combine appropriate (pre-prepared by the tutor) feedback that is (relatively) personalised to that specific performance – is that 'cheating' do you think? As that's been around for a long time....

11:44:26 From Dave Hulse to Everyone:

The return of the dreaded Microsoft paperclip???

11:44:40 From Linda Amrane-Cooper to Everyone:



11:44:57 From Camille Baker to Everyone:

I do have a friend who is using it to help her code in Unity 3D to help her to make better VR projects

11:44:59 From Wayne Leung to Everyone:

paperclip made from "vibranium"

11:45:00 From Kate S to Everyone:

clippy <3

11:45:03 From Tai Li Ling (TEL) to Everyone:



11:45:13 From Luke Frost (He/him) to Everyone:

Don't mention paperclips to AI

11:46:37 From Chris Little to Everyone:

@Rebecca, that's an interesting one. I guess with MCQs it would not require judgement on a correct/incorrect answer. For other types of assessments that have degrees of correctness/performance/ etc I do think it's an interesting area to programme marking. Do we tell students that their personal feedback is not actually personalised but appropriately selected from a pre-written menu of comments? Do they ever know this? Really great question though

11:48:25 From Debbie McVitty to Everyone:

<https://padlet.com/debbie167/university-tasks-we-d-like-to-outsource-to-ai-89w1cvoj6cz04jzw>

11:48:34 From Rosemary Hayward to Everyone:

@Chris, students do compare the comments on their work on turnitin, especially if it doesn't look very personal. Even more so if the lecturer has a reputation on that front...

11:49:21 From Mary Jacob to Everyone:

Reminds me of 'Ask Jeeves' 😊

11:49:38 From Debbie McVitty to Everyone:

<https://padlet.com/debbie167/university-tasks-we-d-like-to-outsource-to-ai-89w1cvoj6cz04jzw>

11:49:40 From Linda Amrane-Cooper to Everyone:

We are exploring an AI tutor in a pilot with students on several of our programmes. IN the crudest sense it digests all of the module content, and then creates personalised tests and supports for students. In this case studnets are aware.

11:51:20 From Adrian Holliday to Everyone:

I posed the question about marking from a functionality perspective. Of course, the ethical considerations and consideration of data protection, IP, academic regs are important and would need to be adhered too. It was just an initial thought, really.

I wouldn't advocate a student's grade being awarded by an AI tool. But I can see benefits for moderation. I imagine an AI tool could allow for pretty good reproducibility for grading for certain assessments (dare I say it, better than a human).

11:51:41 From Adam Peakall (Derby – Student Rep Coordinator) to Everyone:

aha I'm working from home and you just set my alexa off

11:52:00 From Helen Bowstead to Everyone:

I would like it to try and work on my personality ...

11:52:33 From Liz Bennett to Everyone:

@Adrian like the idea of AI for moderation

11:52:45 From Mark Lester to Everyone:

Do you think it will make Teams better or worse?

11:53:13 From Olga Sierocinska King to Everyone:
Better! If it keeps on top of messages and ads tasks into project planner

11:53:30 From Natalie Lafferty to Everyone:
Will students put effort into work if they know AI is marking it rather than a human. We're already depersonalising learning with anonymous marking.

11:53:50 From howard scott to Everyone:
that cuts both ways Natalie!

11:53:51 From Bonnie Latimer to Everyone:
@Natalie goes back I think to Eve's point about building trust

11:54:02 From Christie Pritchard to Everyone:
I'd be interested to hear or read more about their use of student engagement AI, particularly the ethics and human decision making processes and how that is built in.

11:54:04 From Mark Lester to Everyone:
That's what I'm hoping for! @olga

11:54:05 From Olga Sierocinska King to Everyone:
Where is the 1 month integration into Microsoft confirmed?

11:54:22 From Natalie Lafferty to Everyone:
What's the problem AI is trying to solve. Isn't one the problems that we have too many Teams meetings as it is that reduce our productivity.

11:55:09 From Mary Jacob to Everyone:
@Stephen How do students feel when they learn that AI and analytics are being used to identify students who might be slipping in engagement? Do they welcome it when the teaching staff contact them to offer support?

11:55:54 From Helen Bowstead to Everyone:
Isn't a curated data set a library?

11:56:15 From Mary Jacob to Everyone:
@Helen indeed!

11:56:26 From jslack to Everyone:
How would you handle it if a student questioned that assessment of their performance, with what evidence would you say you trust it, can you explain it's reasoning

11:57:22 From Debbie McVitty to Everyone:
<https://padlet.com/debbie167/university-tasks-we-d-like-to-outsource-to-ai-89w1cvoj6cz04jzw>

12:00:45 From Olga Sierocinska King to Everyone:
How would we protect our data if we need to feed this into AI programmes so that we can accomplish these tasks?

12:01:51 From howard scott to Everyone:
presumably AI programmes that are built into existing systems are bound by the license regs of those @olga

12:03:37 From Baba Sheba to Everyone:
@olga - Derivate AI systems can be localised i.e. contained within an organisation so that the training data is local

12:03:47 From Rebecca Hodgson to Everyone:
Re-thinking graduate skills / attributes is a key part of our task in my opinion.

12:04:20 From Lee Pike, UCL Careers to Everyone:
Is the evolution of AI virtual informational or even

interactive sessions on the Metaverse?!

12:05:32 From Rob Cain to Everyone:

Will the padlet of suggestions also be made available after the end of the session?

12:07:12 From Debbie McVitty to Everyone:

@Rob sure - we'll include the link in the follow up email

12:07:19 From Mary Jacob to Everyone:

<https://nationalcentreforai.jiscinvolve.org/wp/>

12:07:41 From Camille Baker to Everyone:

But does anyone have any pedagogical resources on teaching and assessment for the role of AI in creative education?

12:09:03 From Mary Jacob to Everyone:

@Camille CreativeHE# has some good things. <https://creativehecommunity.wordpress.com/2023/02/02/creating-a-collection-of-creative-ideas-to-use-ai-in-education/>

12:10:20 From Tony Roche to Everyone:

With accelerated use of AI tools, what might the next stage of evolution of the scholarly research article look like, and how might research be evaluated?

12:11:03 From Laura Ali to Everyone:

Could you exemplify "things you're not worried about which you should be worried about"? Thank you.

12:11:07 From Rob Cain to Everyone:

@Tony - I've had pretty robotic peer-review comments in the past, so maybe already here

12:11:25 From Sarah B to Everyone:

Rob - lol!

12:12:11 From Camille Baker to Everyone:

Thanks Mary!

12:13:15 From Karen Barton to Everyone:

Should we be looking at different workload/resourcing models for teaching, learning and assessment?

12:14:28 From Debbie McVitty to Everyone:

<https://www.oneusefulthing.org/>

12:14:38 From Rebecca Hodgson to Everyone:

it doesn't do those things... yet?

12:14:38 From Kelly Preece to Host and Panelists:

The best advice I've seen about how to use it is to start by telling it what you want it to be I.e. respond as if you were a first year undergraduate history student at a UK university!

12:15:10 From Rebecca Hodgson to Everyone:

Where's Arnie when you need him?

12:16:31 From Natalie Lafferty to Everyone:

The AI might not kills, but it can influence and perhaps insight violence. We've already seen that happen through misinformation and deep fakes shared via social media.

12:17:24 From Stephen Griffin to Everyone:

<https://www.lesswrong.com/posts/ip2vSzkcmi3rBbnYE/agi-doesn-t-need-understanding-intention-or-consciousness-in>

12:17:45 From Luke Frost (He/him) to Everyone:

I think the link Stephen has just posted is well worth a read.

12:18:00 From Joshua Thorpe to Everyone:

Paul: this is downplaying the risks. It's the applications

and relationships we're rapidly creating that can be dangerous.

12:19:01 From Natalie Lafferty to Everyone:

Thanks for sharing that link Stephen.

12:19:32 From Jessica Steventon to Everyone:

agree this downplays the risk – Role of AI-powered propaganda and biasing elections could clearly affect how the world is run

12:19:33 From Helen Bowstead to Everyone:

Ha ha. Humans will be needed to fill the gaps left by AI ...

12:19:53 From Laura Ali to Everyone:

AI definitely has high risks in regards to applications and relationships – do you think this may be seen in a university context? If so, how? Would be interested to hear thoughts

12:20:03 From howard scott to Everyone:

what existing research studies are there on speculations or impact of how the advent of Google would impact education, back in the day? are there lessons to be drawn from those about overhauling systems pre-emptively or preparing better?

12:20:36 From Pranav Kapadia to Everyone:

@Paul, that's very useful context. How do you see this tech help students learn better, improve and retain their learning.

12:22:12 From Stephen Griffin to Everyone:

Also, Tristan Harris and Aza Raskin's presentation 'The AI Dilemma' is well worth a look: <https://youtu.be/xoVJKj8lcNQ>

12:23:07 From Ellie to Everyone:

which/ are there any universities that are investing particularly well in digital infrastructure and whole staff upskilling?

12:25:18 From Joshua Thorpe to Everyone:

Yes, we must realise that there can be serious unintended consequences to the use of new technologies. Bringing any of these tools into our assessments, while I acknowledge may be the most reasonable solution, also treats students as test subjects in an experiment we're making up as we go along.

12:25:59 From Catherine Brown to Host and Panelists:

Two points: 1) would not one approach be to think of what will be required of people in different professions in the future, given AI, and work backwards from there in our programme design? 2) what parallel conversations are going on amongst academic publishers??

12:27:42 From Natalie Lafferty to Everyone:

Does all of this make things better? Have any of the technologies that we've adopted own higher education made things better. It's always sold as bringing more efficiency and giving us more time to think. Will AI deliver on this promise? Will it reduce the bureaucracy? Linking to Heidi's point earlier about universities becoming more agile, are there are other changes we need to make in parallel as we adopt AI, like culture and the way we organise ourselves.

12:28:14 From Sarah B to Everyone:

agree, Natalie

12:29:21 From jude jensen to Everyone:

ditto

12:29:34 From Adam Peakall (Derby – Student Rep Coordinator) to

Everyone:

I'm going to have to head off, but thanks for the great talk

12:29:34 From howard scott to Everyone:

Was it Plato who railed against the act of writing?

12:29:43 From Glen Noble to Everyone:

I'm reminded of contemporary Luddism and the philosophies of technology that highlight the ways in which the technology adopted by a society shapes that society, not the other way around – key case study is the car and its impact on urban culture... someone needs to be thinking more long term

12:29:59 From Luke Frost (He/him) to Everyone:

It's true that these companies want to make money and move quickly. Is that a real motivator for ethical behaviour. The motto "move fast and break things" hasn't served us very well so far, has it?

12:30:17 From Helen Bowstead to Everyone:

better is very subjective ...

12:30:25 From Linda Amrane-Cooper to Everyone:

We've had this discussion and interact through tech. Feels like it made this morning better.

12:30:37 From Joshua Thorpe to Everyone:

Socrates

12:30:50 From sarah.boraston to Everyone:

I'm not sure Universities know what the term moving 'fast' is though...painfully slow to change anything. No fear of them moving too fast :D

12:31:01 From jude jensen to Everyone:

lol

12:31:21 From Maria Walker to Everyone:

Think that sums it up. "It will solve a bunch of problems and it will create a bunch of problems"

12:31:24 From Joshua Thorpe to Everyone:

Glen: technological determinism, McLuhan... totally agree

12:31:26 From howard scott to Everyone:

who was it who said 'if you don't like the way America is today, it's probably a lot better than whatever comes next.' Maybe that's a pessimistic parallel for what education and society in this age!

12:31:38 From Suzanne Hermiston (she/her) Royal Botanic Garden Edinburgh to Everyone:

Sorry. I also have to head off, but great session. Thanks to all the speakers. Lots to think about...

12:32:17 From Andy Calvert to Everyone:

When synthesizers first came along it was apparently the end of musicians and the end of orchestras ...

12:32:22 From Bonnie Latimer to Everyone:

Thanks to Mark, Jim, Debbie and all the speakers – some really fascinating moments! Genuinely useful session.

12:32:25 From Michelle Elliott She/Her Bath Spa University to Host and Panelists:

Fantastic morning and so much to consider moving forwards. Thank you everyone.

12:32:27 From Hannah Cock to Everyone:

fantastic session all

12:32:28 From Nichola Callow to Everyone:
Fabulous event – so helpful – thanks to all of the speakers.

12:32:30 From Heather Ellis to Everyone:
Thank you!

12:32:33 From Paul Taylor to Everyone:
Can I please have a document confirming the importance of the Philosophy department to show my parents?

12:32:36 From Martyn Polkinghorne to Host and Panelists:
amazing

12:32:36 From Rashid to Everyone:
Thank you very much.

12:32:37 From sarah.boraston to Everyone:
Fab event – thanks so much

12:32:38 From Clare Loughlin-Chow (SRHE) to Everyone:
Many thanks for this excellent session.

12:32:38 From Sue Liddon, (RGU) to Everyone:
Thank you so much – a really interesting morning. I have a huge amount to go away and read now.

12:32:40 From Jane Mills to Everyone:
Thank you, great morning

12:32:41 From Kate Borthwick to Everyone:
Thank you – a fantastic event!

12:32:41 From Anna Michalska to Host and Panelists:
Great session! Thank you, all!

12:32:42 From Camille Baker to Everyone:
Thanks everyone – I have to leave and look for to the resources

12:32:43 From Anna Mathews IHE to Everyone:
Thanks everyone. Plenty of food for thought!

12:32:46 From Karen Barton to Everyone:
Stimulating morning, thanks to all contributors.

12:32:46 From Michael Eardley to Everyone:
thank you very much – it's been very insightful and useful

12:32:47 From Craig Fletcher to Everyone:
Thank you

12:32:47 From Laura Ali to Everyone:
Thank you to everyone. Going away with lots to think about.

12:32:48 From Christie Pritchard to Everyone:
Thanks everyone

12:32:48 From Linda Amrane-Cooper to Everyone:
Great stuff

12:32:48 From Tai Li Ling (TEL) to Everyone:
Amazing thank you so much! Chat at Padlet was also so good too

12:32:49 From Rob Cain to Everyone:
blew my mind

12:32:50 From Martin Schooley to Everyone:
Thanks so much

12:32:50 From Rebecca Garland to Everyone:
Thanks Everyone :D

12:32:50 From Ian Clark (he/him) to Everyone:
Thank you

12:32:52 From Helen James to Everyone:
Fabulous. Thank you

12:32:52 From Pranav Kapadia to Everyone:
Thanks everyone 1

12:32:52 From Stuart Bell to Everyone:
Well done WonkHE (and all the speakers) for a really helpful
webinar -- many thanks!

12:32:53 From Jacqui Brasted - SFC to Everyone:
Many thanks. That was fascinating!

12:32:53 From Sarah B to Everyone:
Excellent session, and music!

12:32:53 From Mark Hughes to Everyone:
Thanks everyone!

12:32:53 From Olga Sierocinska King to Everyone:
Thank you, this was thought provoking

12:32:54 From jude jensen to Everyone:
brilliant event, thank you all presenters

12:32:54 From Lee Pike, UCL Careers to Everyone:
Thank you.

12:32:54 From Tai Li Ling (TEL) to Everyone:
Have a lovely day!

12:32:54 From Kate Weston to Everyone:
Thank you!

12:32:55 From jcarroll to Everyone:
Excellent session! thanks.

12:32:55 From Dave Hulse to Everyone:
Many thanks all

12:32:55 From Kate SL to Everyone:
Thank you

12:32:55 From Erdal Dogan to Everyone:
Thank you

12:32:57 From Kara Knight to Everyone:
Thank you, very interesting

12:32:57 From Paul McMullan to Everyone:
Thanks - great stuff

12:32:58 From Kate S to Everyone:
thank you

12:32:58 From Natalie Lafferty to Everyone:
Many thanks, lots to reflect on

12:32:59 From William Heathcote to Everyone:
A really informative session - thank you to all the
presenters!

12:33:00 From Mary Jacob to Everyone:
really great session, thanks so much

12:33:03 From Heather Moyes, UWE Bristol to Everyone:
Really brilliant event. Thanks to all contributors!

12:33:04 From Dom Smithies (he/him), Student Minds to Everyone:
Thanks all!

12:33:04 From Gavin Murray to Everyone:
Thanks everyone, great session

12:33:08 From Dan Thompson to Everyone:
Thanks all

12:33:09 From Victoria Ballantyne to Everyone:
Thanks - really informative

12:33:09 From Luisa Cáceres-Soto to Host and Panelists:
Great session! Thanks :)

12:33:10 From Ed Griffith to Everyone:

Thanks to all presenters and those in the chat too!

12:33:14 From clsfurne to Everyone:

Brilliant event – so varied. Great chat too. Thanks, all

12:33:17 From Shuai Zhang to Host and Panelists:

Can I also request the chat history as well please

s.zhang@ulster.ac.uk

12:33:20 From Claudia to Everyone:

Thank you to all!

12:33:25 From Mary Maclachlan to Everyone:

Thanks great session!

12:33:41 From Husna Ahmed to Everyone:

Fantastic, thank you very much