

RESEARCH AND SCHOLARSHIP QUARTERLY

AI THEMED EDITION

ISSUE 9 MAY 2024

Welcome to the ninth issue of the Research and Scholarship Quarterly which is an AI themed edition. In this issue, we explore how AI is disrupting and reshaping traditional teaching, learning, research and student support activities and practices.

Dr Festus Ituah, a Senior Lecturer and Dr Morris Anglin, Dean, and both School of Health and Sports Science delve into the transformative integration of AI into the experiential classroom training of new educators, heralding a paradigm shift in pedagogical methodologies.

Dr Nwaubani Joel C, a Senior Lecturer and Module Leader of the School of Business & Law and Dr Obiozor Ogechi Roseline, MOUAU, College of Education; examine nurturing ethics in the era of Artificial Intelligence: Striking the right balance for progress and responsibility in Higher Education.

Next, Dr Associate Professor, Ebikinei Stanley Eguruze, of the School of Business & Law, presents a comparative study of AI in HE: stakeholders' conflicting-interests, risks, and rewards.

Dr Xavier Matieni of the School of Engineering and Computing discusses the transformative potential of AI in assessment and feedback.

Anuradha Sulane, Programme Leader of the School Engineering and Computing unlocks the mysteries of AI by discussing how it works.

Finally, Dr Shobha Harebasur, Programme Leader & Sandhya Thirunagari, Head of Postgraduate

Programmes, both of the School of Business & Law writes about fostering Intelligence Augmentation (IA) through Artificial Intelligence (AI) among educators and learners.

In this issue, we remind staff about the funding opportunities available to RCL staff, recap this years' series of the Academic Staff Development programme, sharing all the topics covered and thanking all the presenters who contributed to the success of the series. Finally, we make a call to share articles published and presentations presented by our staff.

We hope that this newsletter will continue to grow and develop a hunger to explore about AI in learning, teaching, and assessment as we strive to "...provide outstanding flexible higher education to people from all backgrounds, enabling them to achieve the academic, personal, and professional development they seek at a time and place convenient to them" (RCL's mission statement).



**Giselle Kouassi, Scholarship
and Academic Development
Coordinator/ Editor**



On Friday 19th April, Regent College London held our annual Learning and Teaching Conference at our Great Titchfield Street campus. This year's theme was

'Artificial Intelligence: Changing Practices, Creating the Future'.

Chaired by our Deputy Provost [Paul Williams](#), the conference provided a forum for RCL's academics and leading external speakers to explore how AI is disrupting and reshaping traditional teaching, learning, research and student support activities and practices.

Generative AI is emerging as an increasingly powerful agent of change in higher education, RCL and institutions across the sector with several academic, ethical and employability-related opportunities and challenges.

Recognising that AI is here to stay, the conference aimed to encourage educators to discuss new ways of transformative thinking in order to infuse AI into

the curriculum, examine evolving pedagogical models that embrace AI, rethink and retool teaching within the experiential classroom, and consider how AI might be used practically to develop authentic assessments to better prepare graduates for employment in the era of AI. To continue reading, visit our blog, [RCL's AI conference explores the fascinating future of education](#)

Following the conference, this AI themed Quarterly Newsletter is published to continue the momentum of thinking about, talking about, and applying AI in our teaching, learning and assessments. Shortly, you will have access to the conference slides via Regent Digital Library.

Funding 2024 Updates

Academic Staff Development and Scholarship Fund

While the Academic Staff Development and Scholarship Fund (ASDSF) was launched last year and is still open to applicants. In January 2024, we launched the second cohort of Advance HE Fund (AHEF) which is now underway with participating academics successfully multitasking by enhancing their CPD through the course however, pressing on in their day job, offering students the best level of teaching or other professional services. We are also very keen to offer more funding to academics who wish to embark on research. For this purpose, we launched the Regent Research Fund (RRF) which is still open to applicants.

Regent Research Fund (RRF)

The Regent Research Fund (RRF) is a £5,000 annual fund The purpose of

the Regent Research Fund (RRF) is to provide financial assistance to academic staff so that they may undertake short-term research projects which are directly relevant to the College. It is meant to kickstart research activities that support academics in the early stages of their career or help those more established who wish to pursue projects that will lead to further research success at a higher level. It is part of the wider Academic Staff Development and Scholarship Funding Policy.

This launch will stay open until we have awarded 10 grants. When these have been awarded, this fund will close.

Academic Staff Development and Scholarship Fund (ASDSF)

The Academic Staff Development and Scholarship Fund (ASDSF) provides a

total of £45,000 funding for permanent and fixed term contract academics with up to £300 per annum toward the cost of scholarly and developmental activities, while providing MUC academics with up to £100 per annum toward the cost of scholarly and developmental activities. Such activities may include training programmes; CPD courses; a one-off contribution toward the cost of a PhD, Masters, PGCE; or a one-off contribution toward annual membership to a professional body (eg. CMBE, Allied Health Professions Federation, British Computing Society, Law Society), amongst others.

For further information please contact: scholarship@rcl.ac.uk.



Innovative Pedagogical Paradigm: Integrating Artificial Intelligence in Experiential Classroom Training for New Educators

By Dr Festus Ituah



and Dr Morris Anglin



We have witnessed the continual evolution of the educational landscape, the demand for proficient and adaptive educators becoming increasingly paramount. At the heart of this evolution lies the integration of artificial intelligence (AI) into educator training, presenting a novel approach to enhancing the training experience for aspiring educators. In this newsletter, we delve into the transformative integration of AI into the experiential classroom training of new educators, heralding a paradigm shift in pedagogical methodologies.

The symbiotic relationship between AI and experiential learning forms the cornerstone of our exploration. By seamlessly weaving AI technologies such as machine learning algorithms, natural language processing, and adaptive learning systems into educator training programs, we amplify the efficacy of traditional pedagogies while fostering an environment conducive to the development of adaptive teaching methodologies.

Central to this integration is the utilization of AI-driven personalized learning paths, real-time data analytics, and intelligent feedback mechanisms. These technologies tailor the training experience to the individual needs of educators-in-training, optimizing pedagogical efficiency and increasing student engagement.

The integration of AI in experiential classroom training for new educators represents a pivotal step towards a futuristic and adaptive education system. By embracing the potential of AI, we empower educators to navigate the complexities of contemporary learning environments, thereby laying the foundation for a progressive and responsive educational landscape.

The integration of artificial intelligence (AI) into experiential classroom training emerges as a transformative approach to

educator preparation. This paper explores the symbiotic relationship between AI and experiential learning, highlighting the benefits of AI integration for educator training.

Utilization of AI-Driven Personalized Learning Paths:

AI facilitates personalized learning paths tailored to the unique needs of educators-in-training, optimizing the learning experience and ensuring efficient knowledge acquisition.

Real-Time Data Analytics and Intelligent Feedback Mechanisms:

AI enables real-time feedback mechanisms, providing actionable insights into educators' performance and progress, thereby enhancing teaching strategies and addressing learning gaps effectively.

Ethical Considerations and Challenges:

Ethical AI deployment is crucial in educational settings, necessitating careful consideration of data privacy, algorithmic bias, and the preservation of the human element in learning.

Case Studies and Best Practices:

Case studies illustrate successful implementations of AI in educator training, offering valuable insights for educational stakeholders seeking to harness the potential of AI.



Case Study: Gen AI Assessment Clinic Reflection:

Context: The University of Bath introduced a framework for categorizing assessments concerning the use of Generative AI (GenAI) into three types: Type A where GenAI is not permitted, Type B where it's allowed as an assistive tool but not mandatory, and Type C where it's mandatory and integral to the assessment process. This initiative was aimed at providing clarity to both staff and students regarding the use of GenAI in assessments. To support staff in understanding and implementing these categories, the Curriculum and Academic Development (CAD) team organized a GenAI Assessment clinic specifically for colleagues in the Faculty of Engineering and Design. The objective was to facilitate discussions around how GenAI could be integrated or mitigated in assessment pieces.

Implementation: Teaching colleagues attending the clinic brought their assessment pieces, concerns, and ideas for discussion. The session involved breaking into small groups, allowing for personalized attention

to the different needs and challenges presented by each participant. Some staff members sought clarification on specific areas of concern, while others wanted a broader understanding of how GenAI might impact their assessments. Throughout the clinic, ideas were shared, experiences were discussed, and plans were made for short- and long-term adjustments to assessments in response to the challenges posed by GenAI. Concepts such as adding reflective pieces to assessments and reviewing learning objects were explored. The clinic provided a platform for collaborative problem-solving and idea generation.

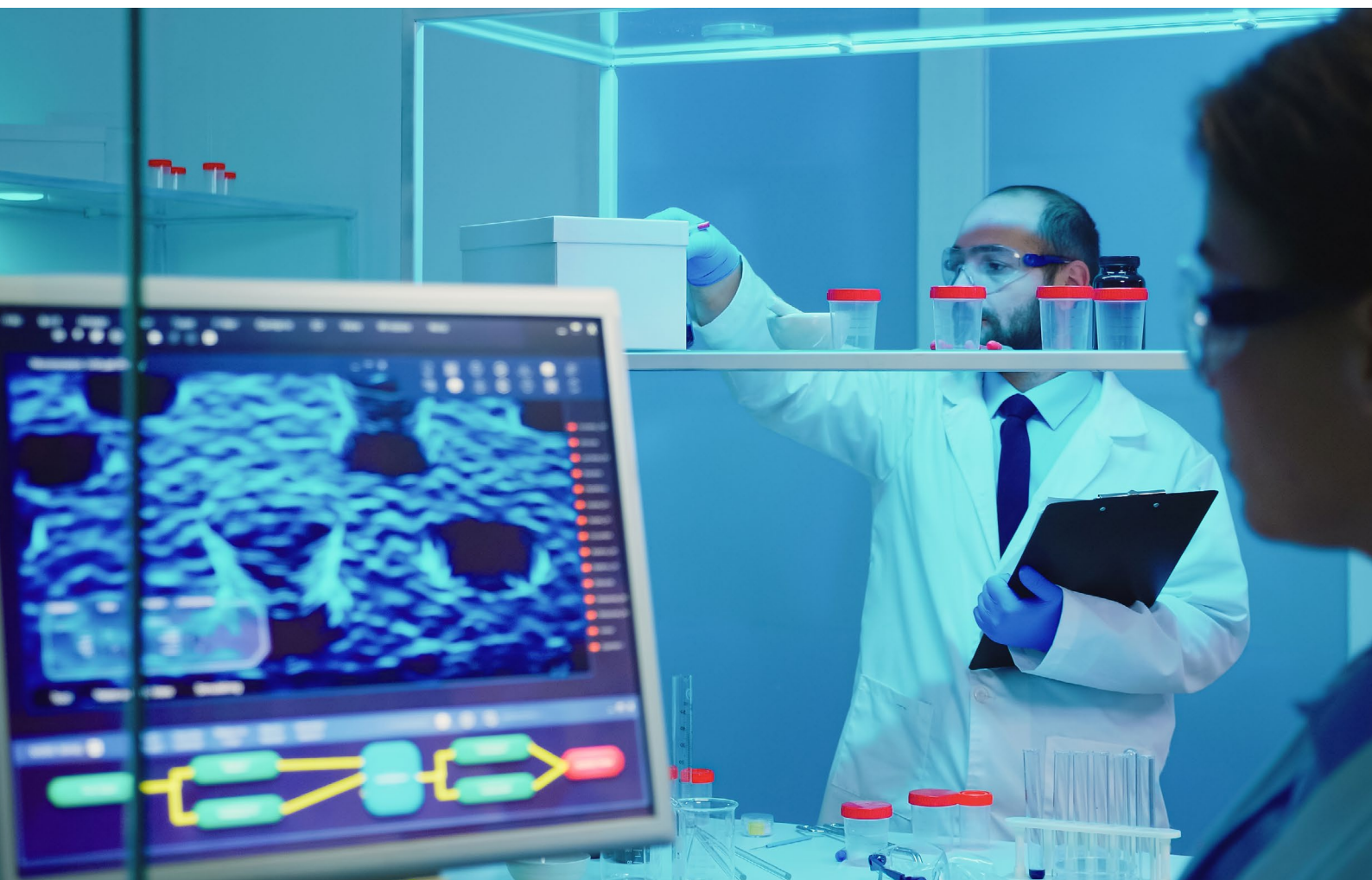
Outcome: The clinic concluded with participants leaving with ideas on how to review, reduce, or develop their assessments to make them more robust in light of the challenges posed by GenAI. The success of the clinic led to plans for additional sessions for other faculties and schools, with a recognition of the value of smaller group sizes to address specific concerns effectively. However, the article also acknowledges challenges to the continued success of the clinic, particularly the need to keep group sizes small to

ensure personalized support. Looking ahead, the article suggests that community practices could supplement the clinics, enabling teaching staff to share ideas and learn from each other's experiences. The article encourages further engagement from departments interested in the GenAI Assessment clinic and invites sharing of experiences in incorporating GenAI into assessments for the benefit of the wider university community.

Implications for Diverse Learning Environments:

AI integration holds significant implications for diverse learning environments, promoting inclusivity and accessibility while reducing educational disparities. The integration of AI in educator training represents a transformative paradigm shift, empowering educators to thrive in dynamic learning environments while fostering responsible AI deployment.

Thank you for joining us on this journey toward advancing educator training through AI integration. Together, we can shape a future-ready cadre of educators capable of inspiring and empowering the next generation of learners.



Nurturing ethics in the era of Artificial Intelligence: Striking the right balance for progress and responsibility in Higher Education

By Dr Nwaubani Joel C. ,



Dr Obiozor Ogechi Roseline



In an era where technological advancements are making breakthroughs like never before, concerns about the risks of Artificial Intelligence (AI) are looming large. Unarguably, AI is designed to enhance human life, and not to replace it. It is not a single entity but a broad field of study that encompasses different types of technologies and applications. A single AI application could become so powerful as to helping students to navigate generative AI tools with confidence and integrity, thus, transforming higher education and prepare our students for the future of work and society. As the development of AI continues to progress, it's becoming increasingly important to address the potential risks associated with the technology to mitigate them). Experts in the field are calling for greater transparency and accountability in the development of AI to ensure that machines are designed with human values and ethics in mind (European Commission, Directorate-General for Education, Youth, Sport & Culture 2022).

How Artificial Intelligence can help peer support

The power of peer support lies in connecting people with shared experience and practical guidance. It enables people to develop the knowledge, skills, and confidence to self-manage and address other issues that might be affecting their health, such as loneliness or self-esteem. Artificial Intelligence can offer a variety of benefits to peer support. For instance, an AI system can use surveys, profiles, and behavioural data to match peers based on their preferences, needs, and goals. Artificial Intelligence can also provide personalised guidance and feedback to help peers stay on track and motivated. Furthermore, an AI algorithm can use natural language processing (NLP) to understand the topics and emotions of peer conversations and recommend relevant resources and interventions to support their learning and well-being (DiPietro et al. 2016).

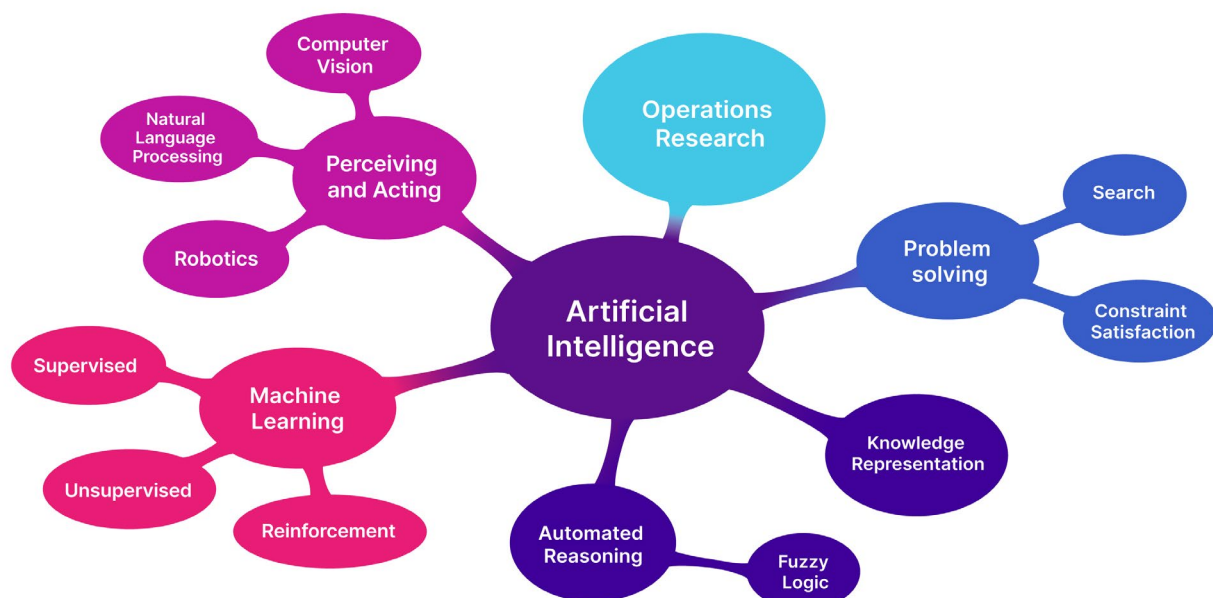


Figure 1: Components, types, and subfields of Artificial Intelligence

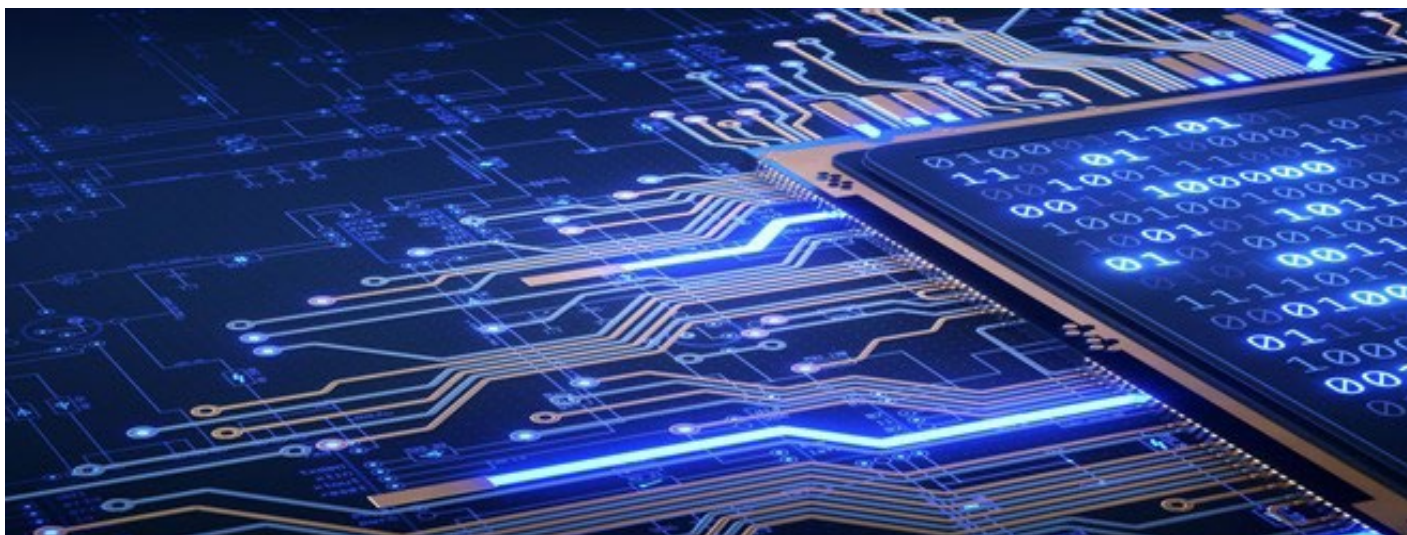


Figure 2: Artificial Intelligence for peer support

The ethical, social, and political issues raised by Artificial Intelligence

- Principles of right and wrong that individuals, acting as free moral agents, use to make choices to guide their behaviours.
- Artificial Intelligence raise new ethical questions because they create opportunities for:
 - Intense social change, threatening existing distributions of power, money, rights, and obligations
 - New kinds of crime

Ethics & Student Assessment

Tutors spend approximately one-third of their instructional time with students administering assessments. Besides, a responsible assessment practices are rarely taught in pre-service classes or in professional development settings (Holmes et al., 2022). This lack of focused discussion and instruction creates an educational setting operating without a consensus on assessment creation or delivery. With governments and school boards creating policies that shape assessment practices for each institution, there are no clear principles or guidelines leading teachers to an understanding of ethical assessment practices, which we can simply define as methods that adhere to certain standards deemed fair and equitable. There are numerous ethical issues related to student assessment which include:

- Teaching to the test and modifying grades based on behavioural or

situational issues.

- Tutors' salary and evaluation being based on test scores or grades.
- The breakdown of student/teacher trust and confidentiality related to grading practices.

Promoting Transparency

The central role of complex AI models in a technology's detection of patterns and implementation of automation is an important way in which AI-enabled applications, products, and services will be different from conventional higher education (Akgun et al., 2022). In education, decision makers will need more than notice - they will need to understand how AI models work in a range of general educational use cases, so they can better anticipate limitations, problems, and risks. Evaluating the quality of AI systems and tools using multiple dimensions are as follows:

- Artificial Intelligence: AI systems and tools must respect data privacy and security.
- Learning: AI systems and tools must align to our collective vision for high-quality learning, including equity.
- Teaching: AI systems and tools must be inspectable, explainable, and provide human alternatives to AI-based suggestions; educators will need support to exercise professional judgment and override AI models, when necessary.
- Formative Assessment: AI systems and

tools must minimize bias, promote fairness, and avoid additional testing time and burden for students and tutors.

- Research and Development: AI systems and tools must account for the context of teaching and learning and must work well in educational practice, given variability in students, teachers, and settings.

Striking the right balance for progress and responsibility

To engage and inform all stakeholders involved in making educational decision, equitable policies should be built so they can prepare for and make better decisions about the role of AI in teaching and learning in Higher Education. Artificial Intelligence is a complex and broad topic, and it is not easy to cover everything nor resolve issues that still require more constituent engagement (Sharpley et al., 2022).

As per Maslej et al., (2023), the AI Index Report from the Stanford Institute for Human-Centered AI has documented notable acceleration of investment in AI as well as an increase of research on ethics, including issues of fairness and transparency. Without a doubt, research on topics like ethics is increasing because problems are observed. Also, ethical problems will occur in higher education. There are striking interest in 25 countries in the number of legislative proposals that specifically include AI.

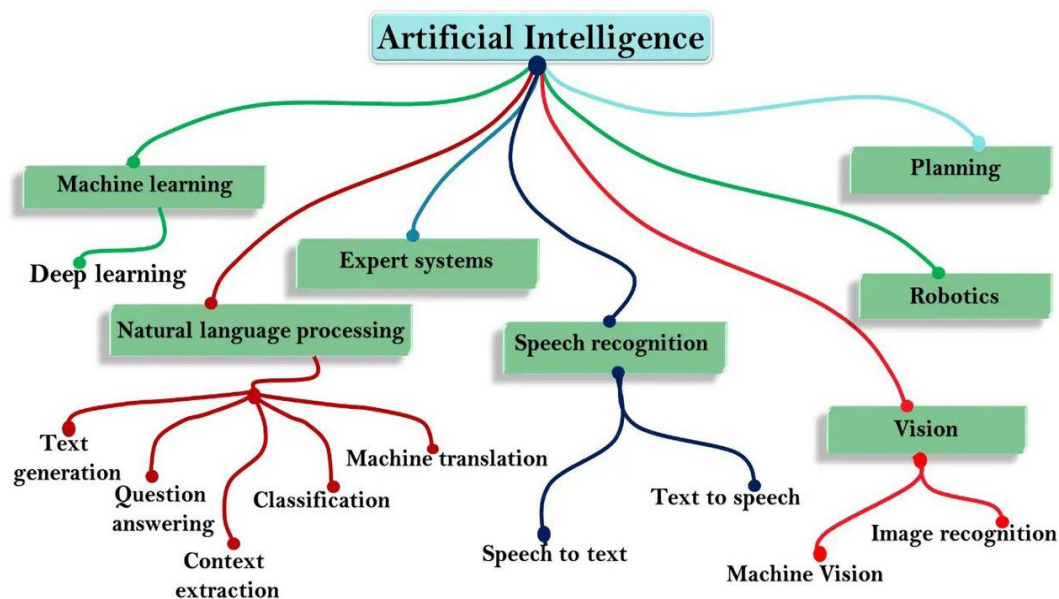


Figure 3: Components, types, and subfields of Artificial Intelligence.

Recommendations

The use of Artificial Intelligence systems and tools must be safe and effective for students. They must include algorithmic discrimination protections, protect data privacy, provide notice and explanation, and provide a recourse to humans when problems arise. Everyone responsible for using personal data must follow strict rules called 'data protection principles'. They must make sure the information is used fairly, lawfully and transparently. The people most affected by the use of Artificial Intelligence in education must be part of the development of the AI model, system, or tool, even if this slows the pace of adoption.

Summary

To conclude, key research findings consider

student assessment is fraught with ethical issues and legal requirements. Educators have a responsibility to be ethical in grading and assessing, yet the overall governing of schools doesn't provide guidelines. Ethical assessment practices, which we can simply define as methods that adhere to certain standards deemed fair and equitable, are nevertheless still required. The use of AI-enabled products is having a great impact in everyday lives because they are often better and more convenient. Therefore, it is imperative that everyone in the higher education has a responsibility to tackle the good to serve educational priorities while also protecting against the dangers that may arise as a result of AI being integrated in higher education. A top policy priority must be establishing human

in the loop as a requirement in educational applications, despite contrary pressures to use AI as an alternative to human decision making. Policies should neither hinder innovation and improvement, nor should they be burdensome to implement, however, the society needs an education-focused AI policy that protects civil rights and promotes democratic values in the building, deployment, and governance of automated systems to be used across the many decentralised levels of the Higher Educational system. Above all, many are concerned with how artificial intelligence may affect human employment as companies may easily replace human labour with machines, making people's skills obsolete.



A comparative study of AI in HE: stakeholders' conflicting interests, challenges, and benefits

By Dr Ebikinei Stanley Egoruza



Through this paper, we present, a comparative study of AI in HE: stakeholders' conflicting-interests, risks, and rewards. Regent College London, UK and the Amity University, Jharkhand, India are the sample organisations. In facilitating this new insight, we engaged a review of relevant literature, backed-up with qualitative conversations with individuals who had real-life experiences.

Concerning conflicting stakeholders' needs, we noticed that different stakeholders' values opposing interests. A stakeholder is whoever has interest or influence in AI use in HEs. Parents/Students are concerned about safety-nets to protect students'/learners' human rights. HEs would like to uphold academic integrity and reduce misconducts. AI-Developers and HEs aim for profitability and competitive advantages, while governments focus on trust, privacy, confidentiality, transparency, human rights, justice fairness, learners'/student' right.

Considering Benefits, in the UK, AI-adaptive system enhances personalized learning may improve students learning pathways by 40% (University of Cambridge); AI-assisted systems/processes – leads to improvements in grading and feedback systems (University of Edinburgh); AI plagiarism Innovation – helped reduced plagiarism levels by 45% and upheld the highest standards of learning integrity (University of Glasgow); predictive-analytics to reduce students' dropout rate by 50% (University of Manchester); support based-learning

improves student learning (AI-bite sized) educational content and boosted student learning retention by 38% (University of Bristol).

In contrast, in India, AI -tool, such as ChatGPT had helped in a number of ways, it helps in MBA programme offering better value for money by better comprehending one of the modules, as well as in analysing a case-study in an MBA programme; AI played the role as a good reference/additional learning source. Other benefits include enrichments in curriculums development by including more foreign language learning, also helping teachers overcome challenges in meeting various leaning styles in a post graduate class of fifty student. AI also helped catering for a range of students with a disability. The department confirmed on the personalization and contextualization achieved in the learning plan, and also acted as a personal tutor to them. Further, AI-helps students with a disability attain instant support and foster a more interactive -learning environment. The AI usage helped both the teacher and the students in their learning process and so forth.

By contrast, challenges in AI use at RCL are complex presently. RCL currently has no specific policy, as its policy is being formulated. Based on their findings through engagement and interactions a number RCL students, RCL quality control/monitoring team identified that not all the AI raised by Turnitin are truly AI. The students themselves could not identify which sources are AI or not AI, as many of students being interviewed, were surprised when invited to attend an academic misconduct hearing to determine if they had used any form of AI or not. Responses from some of RCL students indicated that not all the issues raised are academic misconduct. In fact, as it currently is, it is difficult to substantiate the evidence as being a misconduct. No body knows how to explain or justify some of the linkages, it is mysterious. Based on those conflicting and confusing unprovable or uncorroborated evidence, RCL academic integrity and quality team challenges suggested that the policy is to

be flexible and specific or related directly to a certain AI usage. Which means that RCL and University of Bolton policies are somehow now converged which is that – there should be flexibility and give more power of judgement to the relevant teachers, tutors, or lecturers to make their own judgment, until such a time more concrete policy is agreed. This is certainly a concern for all parties.

A possible solution to the challenges may be to engage in a frank and fair debate on this subject between HE practitioners, probably would be amongst partnering institutions including RCL, University of Bolton, Buckinghamshire New University, Saint Mary University, and Pearson with respect to the HND course. This is crucial because RCL is in active partnership with these other universities in the UK that have difference academic misconduct policies, as each institution views AI usage by students differently. The University of Bolton categorises the usage of AI for student as an academic misconduct regardless of the percentage of the usage. This policy has created arguments even from the end users, as student. This action has led to the university to review the policy by giving tutors the opportunity to be flexible in judging the percentage of AI used by the student that could be categorised as misconduct. Although, of recent, Bolton has now amended its policy to include that, if a student uses Quillbot, ChatGPT and some other AI tools apart from Grammarly or any other tools should be flagged and deemed as a potential misuse of AI, and this should be treated as an academic misconduct. Again, from human rights perspective, this issue appears an inconclusive matter, as there seem to be underlying aspects that may be open to be challenged by other stakeholders.

In conclusion, at RCL, there is simply no conclusive way of addressing the issues connected to AI use, currently. We live in a country that is subject to the rule-of-law, fairness, justice, and equity, which encourages the promotion of fundamental human rights of citizens and free-enterprise philosophy.

The Transformative Potential of AI in Assessment and Feedback

By Dr Xavier Matieni



The potential of AI in transforming assessment and feedback in education is a pivotal topic that merges cutting-edge technology with traditional learning methodologies. As we delve into the era of digital transformation powered by Large Language Models (LLMs) and other AI tools, the educational landscape is poised for profound changes. This evolution presents educators and students with critical choices about integrating AI to enhance educational practices effectively.

AI technologies offer exciting opportunities to tailor learning experiences, making education more accessible and engaging.

They can automate administrative tasks, providing teachers more time to focus on interactive and complex aspects of teaching that AI cannot replicate (Negnevitsky, 2011). However, the adoption of AI also introduces significant challenges, particularly concerning the depth of learning and ethical considerations in assessment processes.

Drawing from Ritzer's (1993) critique on the "McDonaldization" of societal sectors, we see a parallel in education where there is a risk of fostering an environment that values efficiency and uniformity over critical thinking and individual growth. This streamlined approach could lead to a reduction in the quality of educational outcomes, where the focus shifts to quantifiable success rather than qualitative understanding.

To counteract these potential downsides, it is imperative to implement a balanced approach to AI in education. Establishing comprehensive policies that govern the use of AI, while ensuring ethical standards are

maintained, is crucial. Such policies should not only regulate AI's use but also actively involve students in conversations about the implications of AI in their education, thus maintaining academic integrity and promoting a culture of honesty (Vester, 2011).

Inconsistencies in AI-driven assessment and feedback processes

Inconsistencies in AI-driven assessment and feedback are multifaceted, driven by factors such as technological limitations, infrastructure inadequacies, resource constraints, and human factors. These issues are further complicated by ethical and privacy concerns, educational content variability, and institutional policy discrepancies. Critical sub-causes include algorithm accuracy, rubric alignment, and the balance between subjective and objective assessment criteria. The Ishikawa framework (Figure 1) is essential for identifying these root causes and understanding their impact on AI effectiveness (Webber & Wallace, 2007, p. 306).

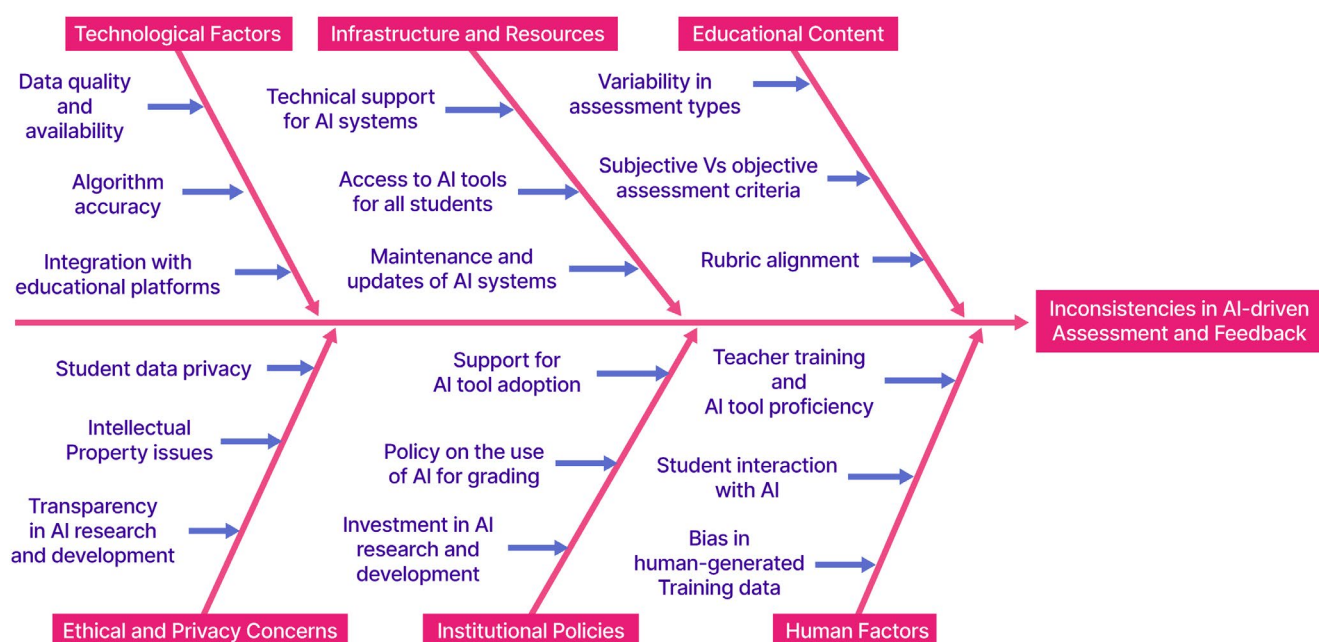


Figure 1: Fishbone diagram: inconsistencies in ai-driven assessment and feedback

What our situation requires?

In response to the complexities of modern challenges, holistic and multidimensional interventions are paramount. Our understanding of systemic connections and cybernetic principles is crucial for navigating these intricacies effectively. Traditional educational models, often constrained by monocausal perspectives, are insufficient. As illustrated in Table 1, our approach spans multiple crucial areas including educational policy, technical advancements, pedagogical innovations, curriculum development, administrative strategies, infrastructure enhancement, community engagement, and assessment design, ensuring a comprehensive response to contemporary educational demands (Vester, 2011).

Table 1: strategic actions post ai-assessment evaluation.

TYPE OF INTERVENTION	DESCRIPTION
Educational Policy	Ethical AI use policies; consent for AI training on student work; clear AI use guidelines in assessment.
Technical	Improve AI algorithm accuracy; introduce privacy-preserving AI systems.
Pedagogical	Professional development for educators; balance AI feedback with human interaction.
Curriculum	AI for adaptive learning in curriculum; include digital literacy and ethics lessons.
Administrative	Collaborative policy crafting; cross-functional committees for AI oversight.
Infrastructure	Upgrade ed-tech infrastructure; ensure cybersecurity.
Community and Stakeholder Engagement	Dialogue with all stakeholders; partnerships with tech companies and institutions.
Assessment Design	Redesign assessment rubrics; mixed-method assessments for AI and human insights.

In conclusion, while AI presents transformative opportunities for education, particularly in the areas of assessment and feedback, its integration must be approached with a balanced perspective. By fostering a synergy between AI technologies and traditional educational methodologies, we can enhance learning experiences and prepare students not only to succeed in their current academic pursuits but to excel in a future where AI will likely play an increasingly prominent role. This forward-thinking approach will ensure that the educational sector remains both innovative and ethically grounded.

Unlocking the Mysteries of Artificial Intelligence: How AI Works

By Anuradha Sulane



Artificial Intelligence (AI) is no longer confined to the realms of science fiction; it's increasingly becoming an integral part of our daily lives, revolutionizing industries and shaping the future of technology. But how exactly does AI work? Let's delve into

the fascinating world of AI and unravel its inner workings.

At its core, AI aims to replicate human intelligence in machines, enabling them to perform tasks that typically require human cognition. But unlike humans, AI systems rely on data and algorithms to make decisions and learn from experiences. These algorithms are written in programming languages like Python, Java, or C++.

Programmers use these languages to translate AI concepts into executable code. AI and computing are closely linked, as AI algorithms require substantial computing

power for processing data and executing complex tasks. Software engineering plays a crucial role in implementing AI systems, involving tasks like algorithm development, optimization, and integration. Additionally, AI is transforming software engineering through automated development, software analytics, and the creation of intelligent systems. Together, AI, computing, and software engineering drive innovation and reshape the software development landscape. By understanding how AI works, we can harness its capabilities to solve complex problems, enhance decision-making, and pave the way for a smarter, more efficient future.



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tion-group";
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}
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  min-height: 100vh;
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  flex-direction: column;
  align-items: center;
  justify-content: center;
  font-size: calc(10px + 2vmin);
  color: white;
}
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.App-link {
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}
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  from {
    transform: rotate(0deg);
  }
}
```


Fostering Intelligence Augmentation (IA) through Artificial Intelligence (AI) among educators and learners

By Dr Shobha Harebasur



& Sandhya Thirunagari



According to Charles Darwin's theory of natural selection, the survival of the fittest means every organism must adapt to their environment to survive, not necessarily the strongest and intelligent will survive but the most responsive and adaptable to change survives. This reflects upon the ongoing revolution in the higher education sector, the subject of advanced technology's influence over educational practices leading to an impact on the societal behaviour curve as well. The increasing application of AI in Education (AIED) in the current scenario, demands the immediate transformation from conventional ways to AI imbued interactive ways of imparting knowledge to

our ultimate stakeholder. Though there is a mounting AI alert wave whirling within the HE (higher education) sector, it has been the top agenda in most academic and management meetings of late.

According to the Future Now report (2023), 59% of the workforce in the UK is unable to do digital tasks required in their work across all sectors. According to Luckin et al, (2022), AI has been existing approximately 65 years, but now it is seeking urgent attention from all sectors due to increasing AI enablement into business strategy, functions, and processes. This calls for immediate attention to bring clarity with the right adaptation strategy to be designed for the AIED sector, as lack of awareness on ethical implications of AI potentialities is leading to several questions such as "Will AI replace the conventional teaching and Marking practices in future?".

Intelligence Augmentation (IA) through Artificial Intelligence (AI)

While discussing AIED from a macro-environment perspective, Williamson (2024), reflects on economic and ethical considerations driving the Edtech industry. The growing interest in AIED is accelerating educators to adapt and integrate AI into their pedagogical practices at all levels. Additionally, the current research literature also suggests that AI literacy is central to AIED technology adoption. In their review, Bearman et al. (2023) indicate, that innovations in academic practices using AI can explore, the possibility of enhancing the student experience, but easy access to generative AI platforms is leading to

plagiarism issues within the educational settings. Intelligence augmentation (IA) is the key to managing the above issue, fostering IA with a partnership with AI to enhance overall performance will be greater than an individual capacity.

The AI potentially can be used to foster human intelligence – AI can be used to enhance IA (intelligence augmentation). AI can do an exceptional job of providing information and computational ability to predict trends, while human skills such as judgement, emotions and decision-making use their experiential and constructing the analysis outcomes scaffolding with the ethics following the AI usage. Hence, contemporary teachings specifically in business schools should involve AI nurturing IA (Intelligence Augmentation), to develop and meet the rising demands to navigate the AI-led world of work. The business schools need to re-evaluate their strategy in curriculum integration, assessment development and exposing the students to AI potentials to process the data, which will facilitate in fostering key human soft skills, which generative AI tools cannot synthesise.

The crucial job of educators is to encourage students with rhetorical questions in the context of nurturing knowledge-building and decision-making ability in sync with ethical understanding, which will encourage the learners' cognitive thinking towards transformative learning experiences rather than just plagiarising for higher grades.

For references to any of the articles, please contact: scholarship@rcl.ac.uk



Academic Staff Development Sessions

We've had another successful term full of Academic Staff Development (ASD) sessions! The sessions have provided developmental support to academics across the schools, ranging from exploring innovative technological tools to learning about colleagues' research to building relationships with students, amongst other learning and teaching practices. The sessions have been well received and generated practical and informative discussions. Thank you to all the presenters who have led us in these conversations!

The following ASD & RRT programme sessions have run this past year:

SESSION	PRESENTER
Improving students' technical proficiency in written English	Vanessa Lima
The OfS B Conditions and Learning and Teaching	Sasha Carter/ Will Naylor
Future Provision of Digital and Blended Learning: Lessons Learned from the COVID-19 Pandemic	Muhammad Hossain
Different Learning Styles	Emma Buhtina
Navigating the Future: Integrating AI in Higher Education for Enhanced Teaching and Learning	Abu Bakr Kalam, Student Advisor, Queen Mary University, London
AI and ChatGPT	John Raineri
Evaluating and improving module performance	Will Naylor
LTA, Scholarship, Student Experience and Graduate Outcomes	Paul Williams/ Sam Reynolds
Using TEL Tools to Improve Students' Classroom Engagement & Participation	Vanessa Lima
Engage, inspire, create: best practices in material design	Tatiana
Boosting student engagement	Will Naylor
Engaging Students with Learning Disabilities	Ida Kabamba
ASD: Powering PowerPoint and Taming Teams - getting the most of the tools we have	Chris Baldwin
Using TEL Tools to Improve Students' Classroom Engagement & Participation	Vanessa Lima
Our educational mission and the next TEF	Will Naylor
Engaging Students with Learning Disabilities	Ida Kabamba
Access to design: basic principles accessible teaching content	Melane Christou, Learning Technologist, Queen Mary University, London
Fitness to Study	Will Naylor
Championing the champions to demystify the digital – how Digital Champions can support you and our students	Chris Baldwin
Ethical implications of AI use in higher education.	Alicja Prochniak & Glory Aigbedion

We are pleased to share that we've had an average attendance of 30 colleagues at each session who have reported an average overall satisfaction rating of 4.6!

We look forward to seeing you at the next session! These lunchtime sessions provide a valuable space to engage with colleagues about good practice, to discover new ideas for your own classroom, and to continue your professional development. So, please do come along and feel free to bring your teas and coffees!

We would also love to hear from colleagues who'd like to present as part of the Academic Staff Development Programme's new term! Please get in touch with your ideas around enhancing learning and teaching, improving student experience or engaging with technology for education. You can contact Giselle Kouassi at scholarship@rcl.ac.uk

If you weren't able to make all the sessions or would like to review them, you will be able to watch all the recordings at a later date.



Call for Contributions

We maintain an ongoing call for contributions for brief articles for the Quarterly. We welcome ideas and research from both academic and professional staff at Regent and are happy to support you to develop an idea into an article.

We also invite members of staff to support future newsletters as part of the editorial team and to recommend student contributions to the newsletter that are well done, original, or innovative.

If you would like to contribute to or support future issues of this newsletter, please contact Giselle Kouassi, Scholarship and Academic Development Coordinator/Editor.