

Being Present with the Wicked Problem Haunting Higher Education

Dr Louise Drumm
Associate Professor in Digital Education
Department of Learning and Teaching Enhancement
Edinburgh Napier University
L.Drumm@napier.ac.uk
(louisedrumm.com)

Question: where are you on gen AI scale right now?

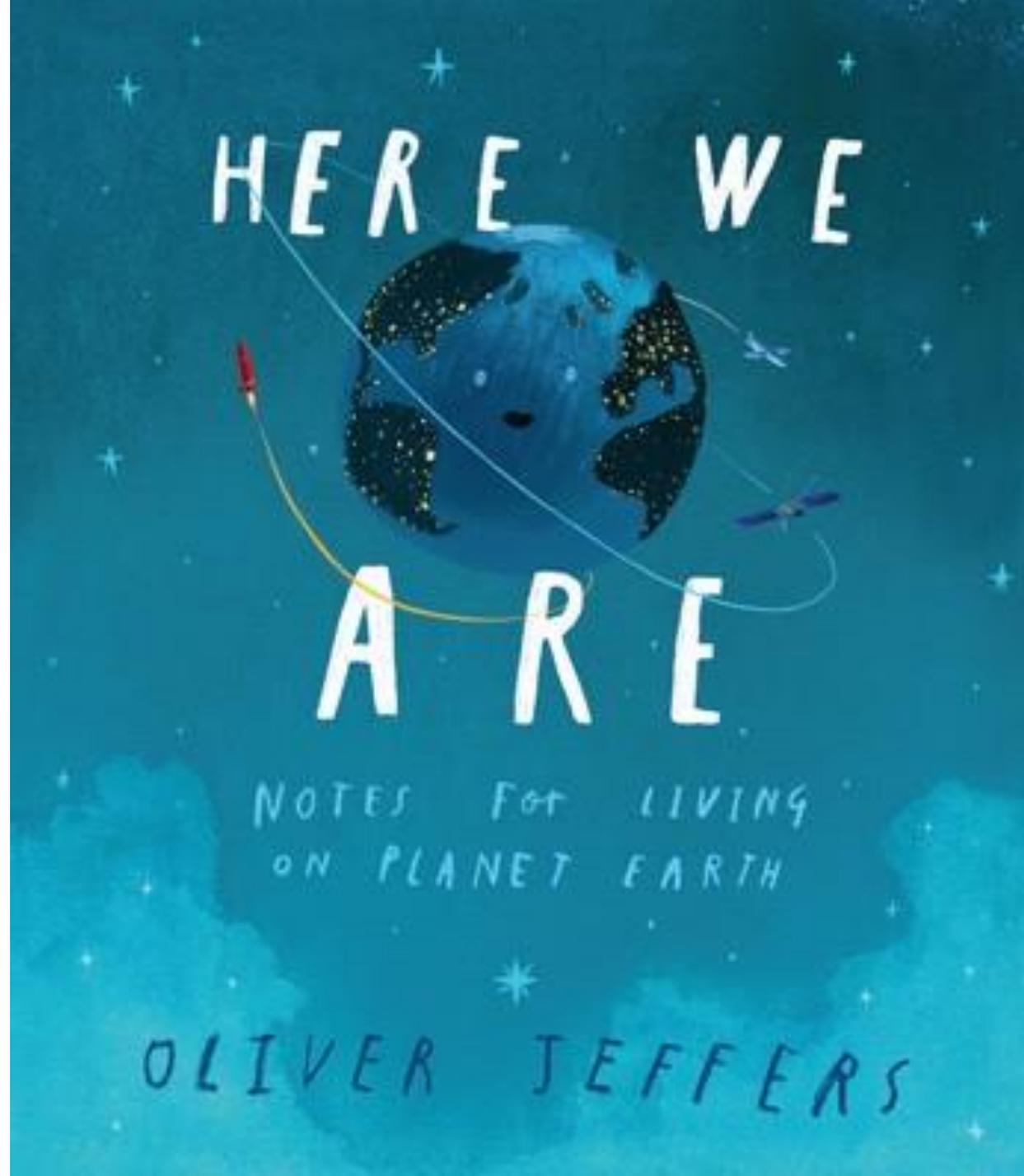
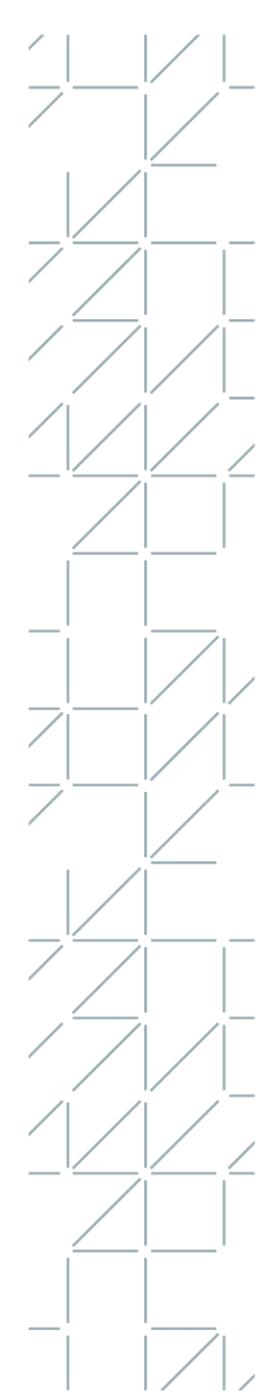
Type a number in the chat

1. Yay, let's just go for it!
 2. Mostly positive, just a few niggles
 3. More concerns than positives at the moment
 4. Very problematic and is undermining education
-
10. Humans are doomed!

The space we are in



Guy Jumps Over Huge Gap To Hang 490-Feet Above London With One Hand from <https://www.travelthewholeworld.org/2014/05/guy-jumps-over-huge-gap-to-hang-490-feet-above-london-with-one-hand.html>





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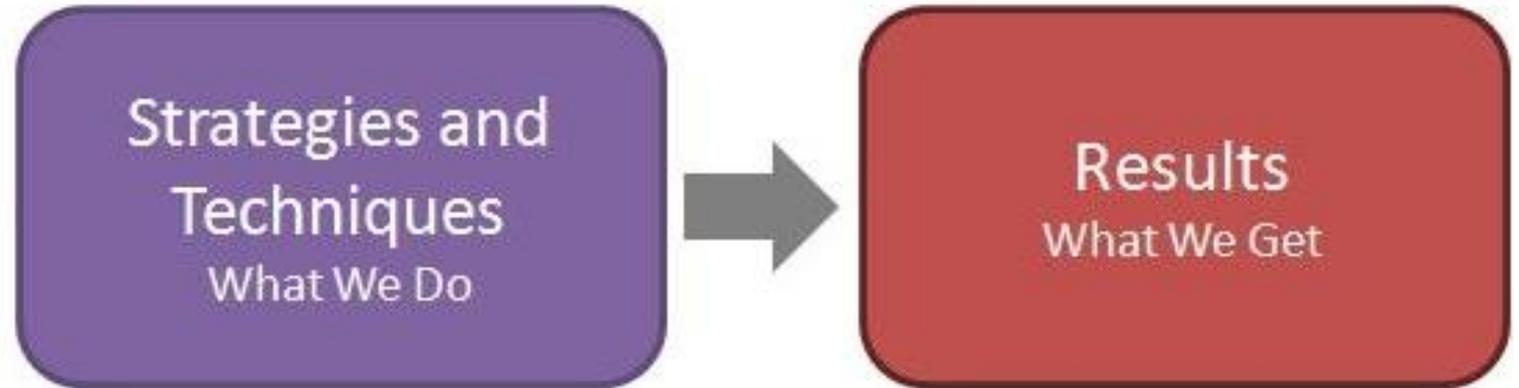
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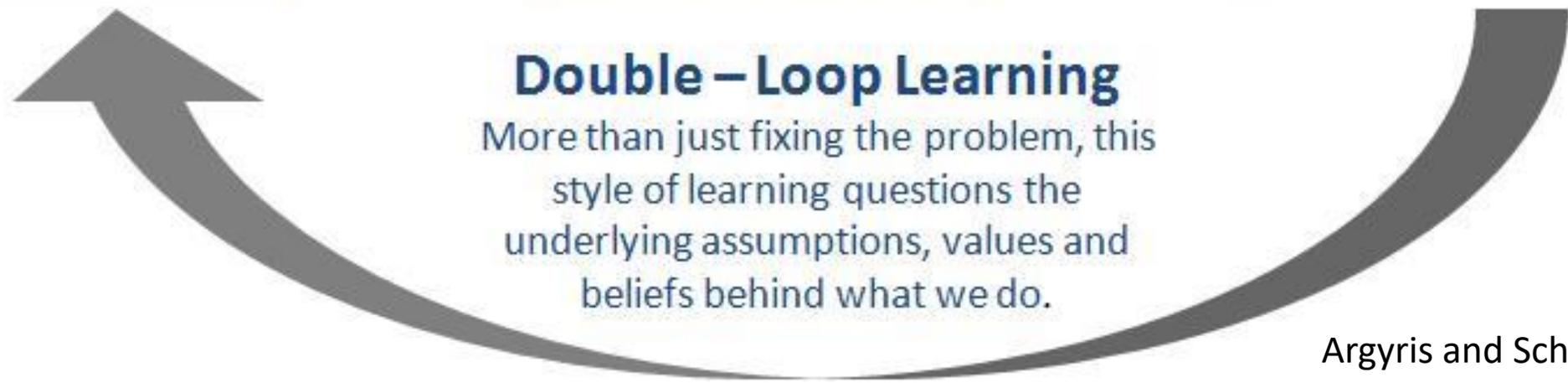
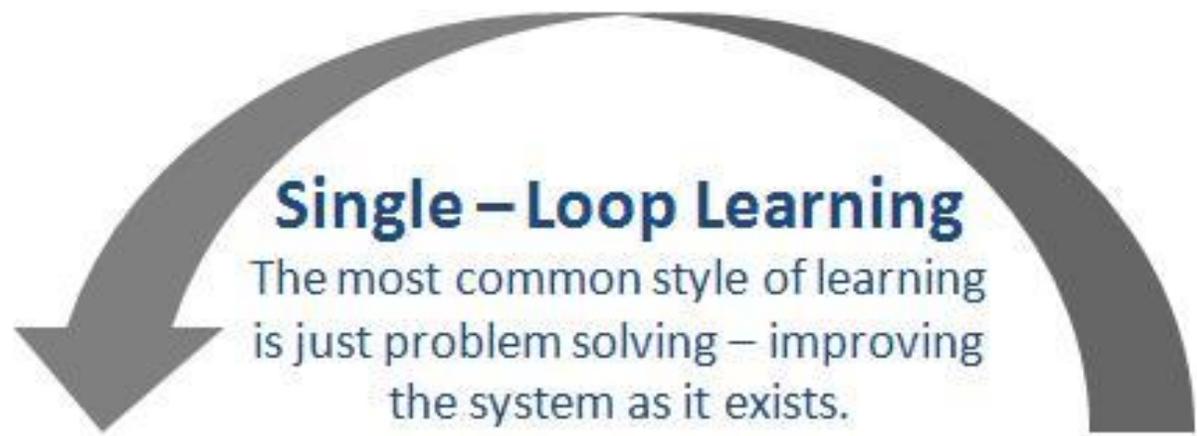
**VULNERABILITY IS NOT WINNING
OR LOSING; IT'S HAVING THE
COURAGE TO SHOW UP AND BE
SEEN WHEN WE HAVE NO
CONTROL OVER THE OUTCOME.**

– BRENÉ BROWN

Single – Loop Learning

The most common style of learning is just problem solving – improving the system as it exists.





“Single-loop learning is like a thermostat that learns when it is too hot or too cold and turns the heat on or off. The thermostat can perform this task because it can receive information (the temperature of the room) and take corrective action.

Double-loop learning occurs when error is detected and corrected in ways that **involve the modification of an organization’s underlying norms, policies and objectives.”**

Argyris and Schön (1978)

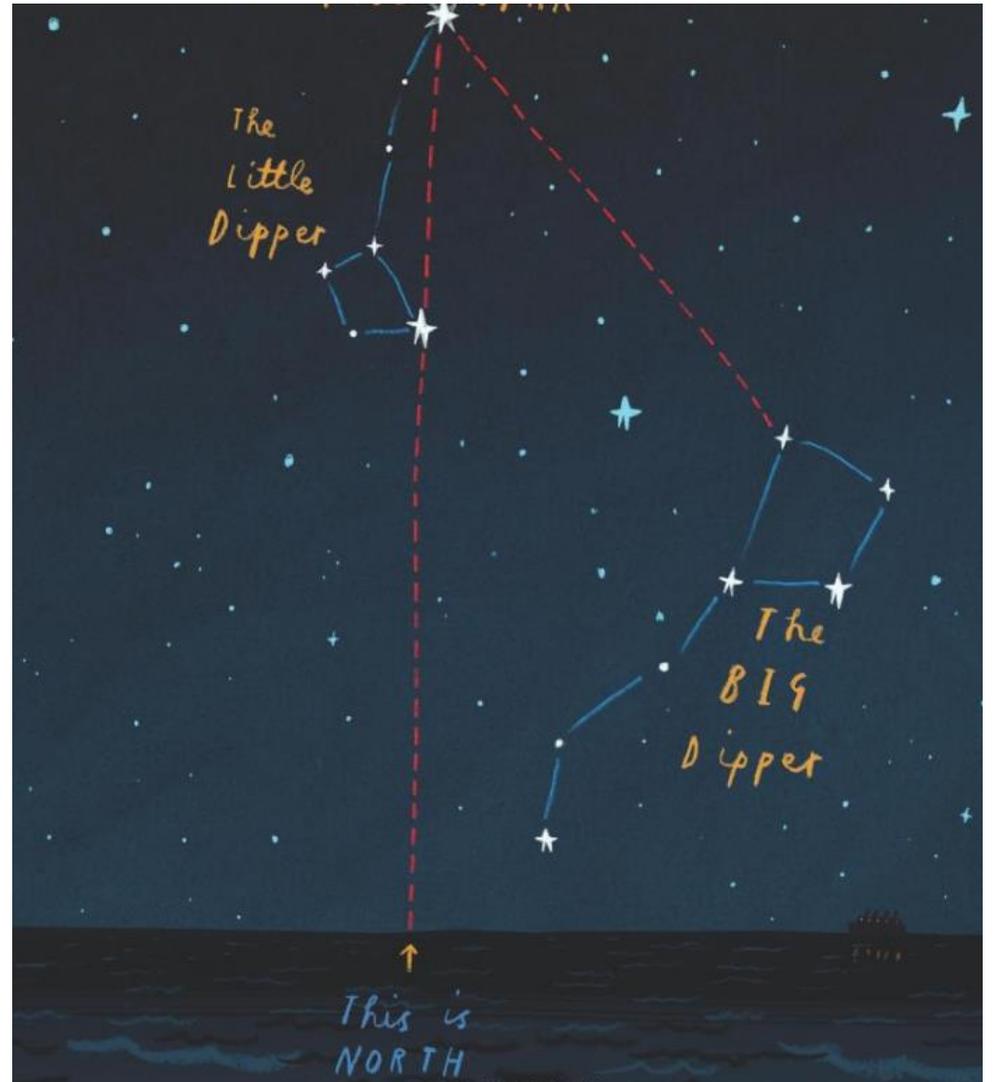
The good news

- 1) We know things
- 2) We have skills
- 3) Learning and teaching is about relationships
- 4) We trust and care
- 5) We have agency

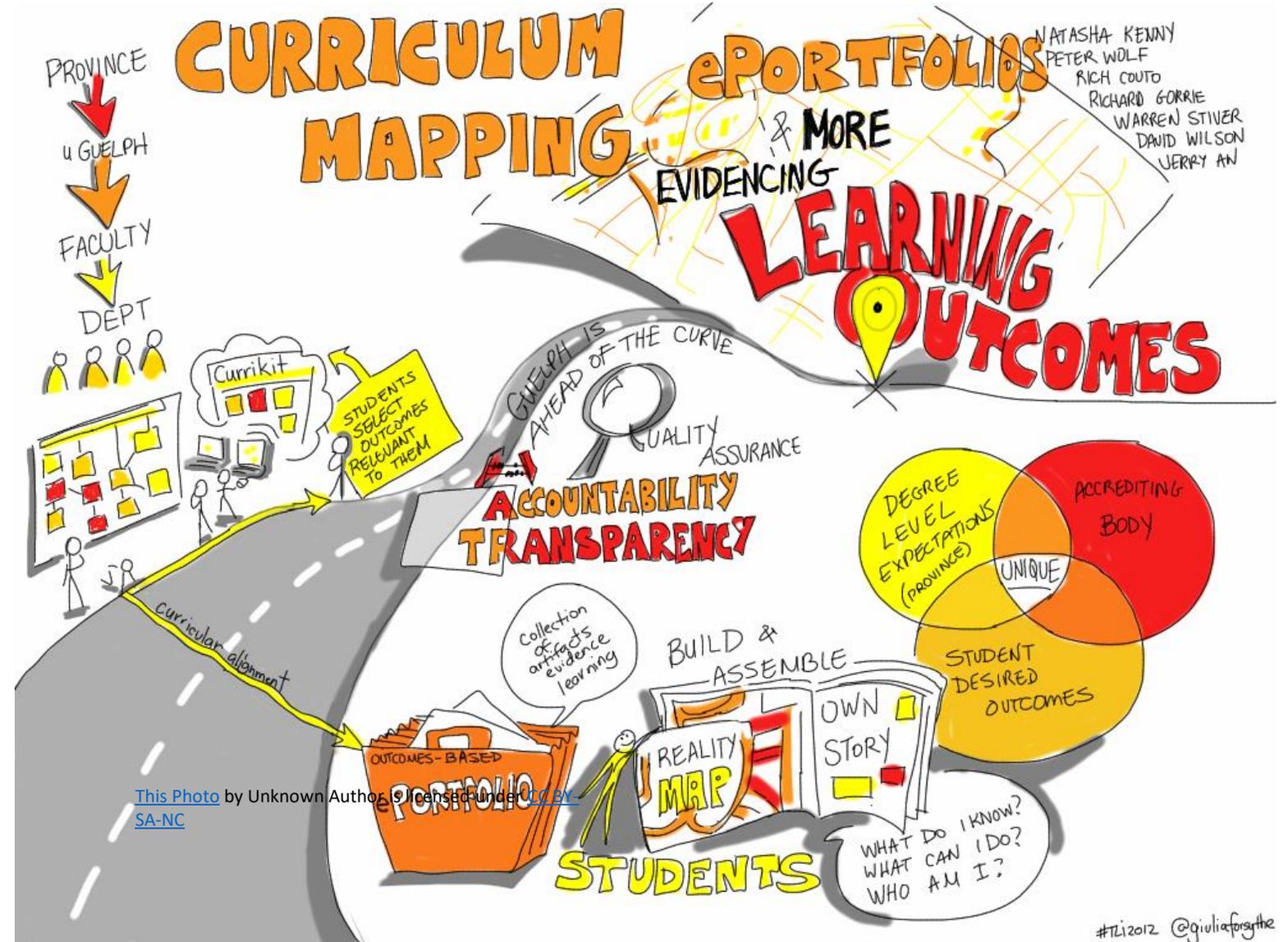


HOW TO FIND
YOUR WAY
Whenever you
GET LOST

Where we want to be



Critical Digital and AI Literacy – Proposal for a Curriculum



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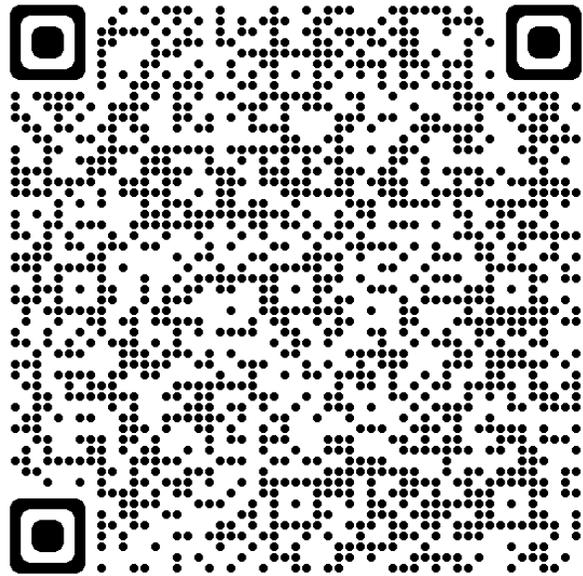
Higher Education for Good

Teaching and Learning Futures



Edited by
Laura Czerniewicz and Catherine Cronin

<https://www.openbookpublishers.com/books/10.11647/obp.0363>



Scan here to access phase 1 data
set and research project resources

Research Project: 'ChatGPT and Me'

Discussions about ChatGPT have been very
teacher-centred.

The student voice, with some exceptions, has
been largely missing.

We thought students were probably using
ChatGPT, but we didn't know how...

Phase 1 complete

Phase 2 data collection starting today

Edinburgh Napier
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Department
of Learning
& Teaching
Enhancement

ChatGPT & Me



What do you think of artificial intelligence (AI) tools?
Tell us your opinions and experiences anonymously!

- Have you used ChatGPT or artificial intelligence (AI) tools?
- What do you think of others using them?
- Should AI play a role in learning and assessment at Edinburgh Napier?

...and would you like to know what other students think?

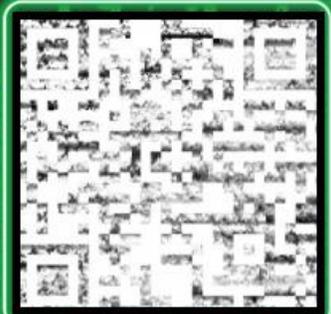
We are conducting this research on ENU students' attitudes on AI to help inform teaching practice and policy. If you have any questions or require any further information, contact: Dr Louise Drumm, DLTE, Edinburgh Napier University l.drumm@napier.ac.uk

Scan the QR code above
or visit [tinyurl.com/
ENUALamnestyPadlet2](https://tinyurl.com/ENUALamnestyPadlet2)
for more information, to
participate and to see what
other students are saying.
Closes 9th Dec 2023

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ChatGPT and Me



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Louise Drumm • 1m

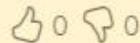
ChatGPT and Me Amnesty Padlet: Tell us what you think anonymously

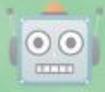
Have you used it? Will you use it? What do you think of others using it? Should artificial intelligence play a role in learning and assessment at Edinburgh Napier? Vote other posts up or down if you agree/disagree with them. Note: Please do not add any personally identifying details.

**Use the + button to
add a post**

You can edit or delete
your own post at any
time until 17th March
when this board will be
locked. Any questions
please contact Dr Louise
Drumm

l.drumm@napier.ac.uk





ChatGPT and Me Amnesty Padlet: Tell us what you think anonymously

Have you used it? Will you use it? What do you think of others using it? Should artificial intelligence play a role in learning and assessment at Edinburgh Napier? Vote

Emerging Themes from ChatGPT & Me Research (Phase 1)

Incorporate it into courses!

Universities have the role of training people for the workplace. AI is going to be big in the workplace. Plus cyber security AI is already huge and GPT has some interesting uses for this. Microsoft Office will have GPT built in. Email clients have it built in. The time is now and it is time to teach GPT as an academic tool. Teach ethical use. All courses should have an AI element because the world is about to change!

grammar

Funny

I want to say but don't know how to say it...Chat GPT

AI Editor

Very helpful in terms of streamlining writing, making your work more concise and improving clarity. In this way, I find it no different to Grammarly.

👍 1 🗑️ 0

ENU Students use ChatGPT:

1. To support thinking and writing
2. Aware of ethical issues with it
3. They navigate its affordances and limitations
4. As a dialogue partner
5. If offers timely support
6. They know it has implications for learning and want to be taught how to use it well and for their future work

👍 1 🗑️ 0

Keep it fair

I have used to clear some

to replace learning. It is still necessary to proof read and

Embrace it. Design assessments that use the technology. Don't stifle innovation. Embrace change. Teach how to use it for academia. A good tool for Neurodivergent people.

The introduction of the



MSc / PgDip / PgCert

Blended and Online Education

Postgraduate, Distance learning



**Meet the new
(uninvited)
member of the
teaching team**



ChatGPT

My Guidelines for students on MSc Blended and Online Education*

- Caution:
 - data privacy, IP theft, exploitative, unethical, fabrication, disciplinary action
- Three rules:
 - Critically assess output
 - Help your learning, not do your learning
 - Correct, refine & improve...and document it
- Declaration of use
 - if and how used AI, and provide evidence & commentary

I declare, except where explicit reference is made to the contribution of others*, that this assignment is the result of my own work and has not been submitted for any module or programme degree at the Edinburgh Napier University or any other institution. [This is in accordance with Edinburgh Napier University's Academic Integrity Regulations.](#)

*IMPORTANT: Contribution of others may include use of Artificial Intelligence (AI) tools (details of which can be found in the [Guidelines for Students on AI & Writing Assistant Tools](#). Please declare here whether you have used such tools, and to what extent:

NO, I have not used such tools

YES, I have used such tools and I have provided details below and included sample prompts and responses in an appendix.

If you answered YES here, please, in around 100 words, describe how (and at which points) you have used such tools to support your completion of this assessment:

The Cover Sheet



Task 5: Get yourself a generative AI buddy

Generative Artificial Intelligence (AI) is creating lots of interesting (!) challenges for educators at the moment. In this module we hope you will take opportunities to become familiar with some of the following platforms and explore how they may be of help to you. Every now and then you will be directed to have a chat with an AI on a topic, but you can use them much more than that if you want to.

Note: We require any use of generative AI that directly informs an assessment submission to be declared and documented. Please see the [MSc BOE Guidelines for Students on Generative AI & Writing Assistance](#) for further details.

Generative AI Activity

Chose any or all of the following to try out. If you would prefer not to register with any of these, please contact the module leader.

[Bing by Microsoft](#)

Bing requires a Microsoft account and this can be you Edinburgh Napier student or staff account (if you have one). Bing seems to prefer you use the [Edge browser](#).

[Bard by Google](#)

This requires a Google account.

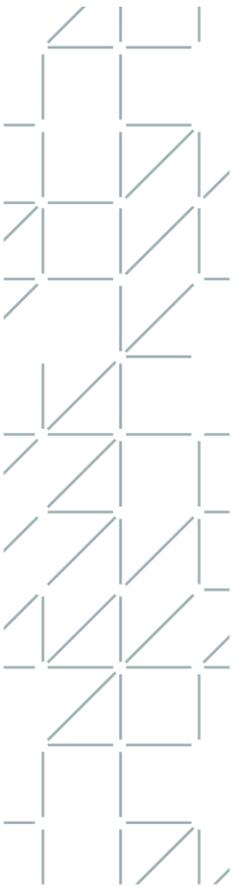


6. AI Chat



Generative AI Activity

Pick a **term or concept** in this topic and have a dialogue with a generative AI about it. Ask it how it might work in your context.



6. AI Chat

Generative AI Activity



10/10 15:54

Asked Bard about the benefits of multi-modal learning:

Nothing really new, although I admit that I used multiple methods for other reasons originally (absences) and developed into "offer students choice"

Have not checked the literature Bard suggested but the titles look interesting (if they exist)

[See less](#)



10/10 15:55

used Bing to provide an understanding of situated learning - some generic definitions provided but did develop an understanding but only used weak sources. As I refined the questions it all got a bit repetitive and when asking for an understanding of what a particular author said about it it just said e.g. Jones said...and then repeated the previous details



10/10 15:55

Originally I looked at scaffolded learning with Chatgpt as I can relate to this quite a bit. I didnt push it for too much info on this, but I asked it to relate to my job role, it certainly gave me some good example of unconscious scaffolded learning which I use on a day - day basis and didnt consider. It even suggested that I look into the Zone of Proximal development, so it has encouraged me to read up on new areas

IBOE Debate Motion

This house thinks that *learning styles* is an appropriate concept to use when designing learning

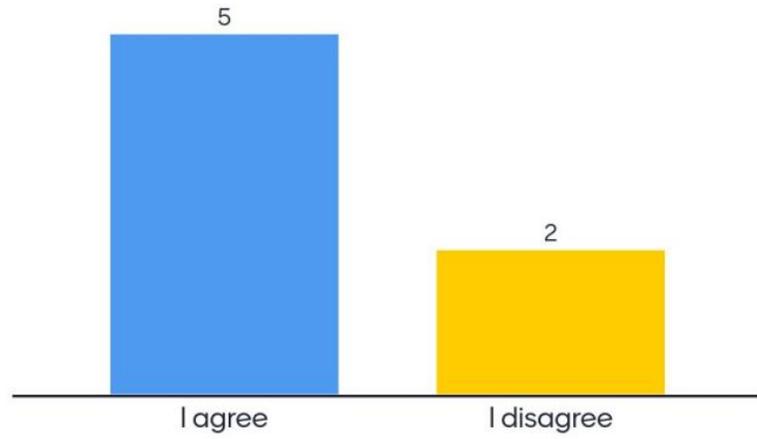
Your team is FOR this motion

IBOE Debate Motion

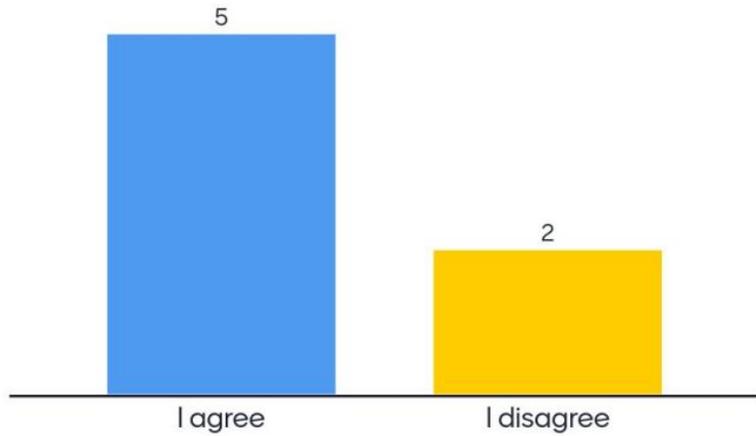
This house thinks that *learning styles* is an appropriate concept to use when designing learning

Your team is AGAINST this motion

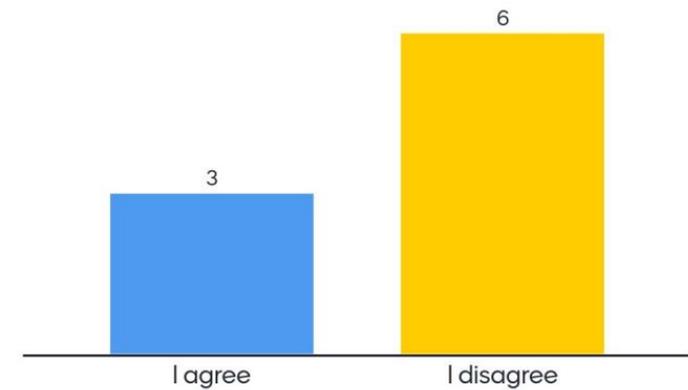
Pre-Debate: Learning styles is an appropriate concept to use when designing learning



Pre-Debate: Learning styles is an appropriate concept to use when designing learning



Post-Debate: Learning styles is an appropriate concept to use when designing learning



How did you find this webinar activity?

Time constraints were tough, but I can see the concept behind what you were getting at.

Enjoyed it - time limit helped the group come up with something :)

Knowing the concept (at stake) beforehand would have helped, to research it a bit more within the time limit

Debating with the other group instead of presenting results could have been more fun!

Intimidated to begin with, it seemed like there was a lot to do in a very short space of time, but actually proved the point quite well when looking at the finished product.

It's interesting to do research through combination of scholarly search and use of AI tools within 30 minutes.

It was quite short but fascinating to see how we can work under pressure to find information



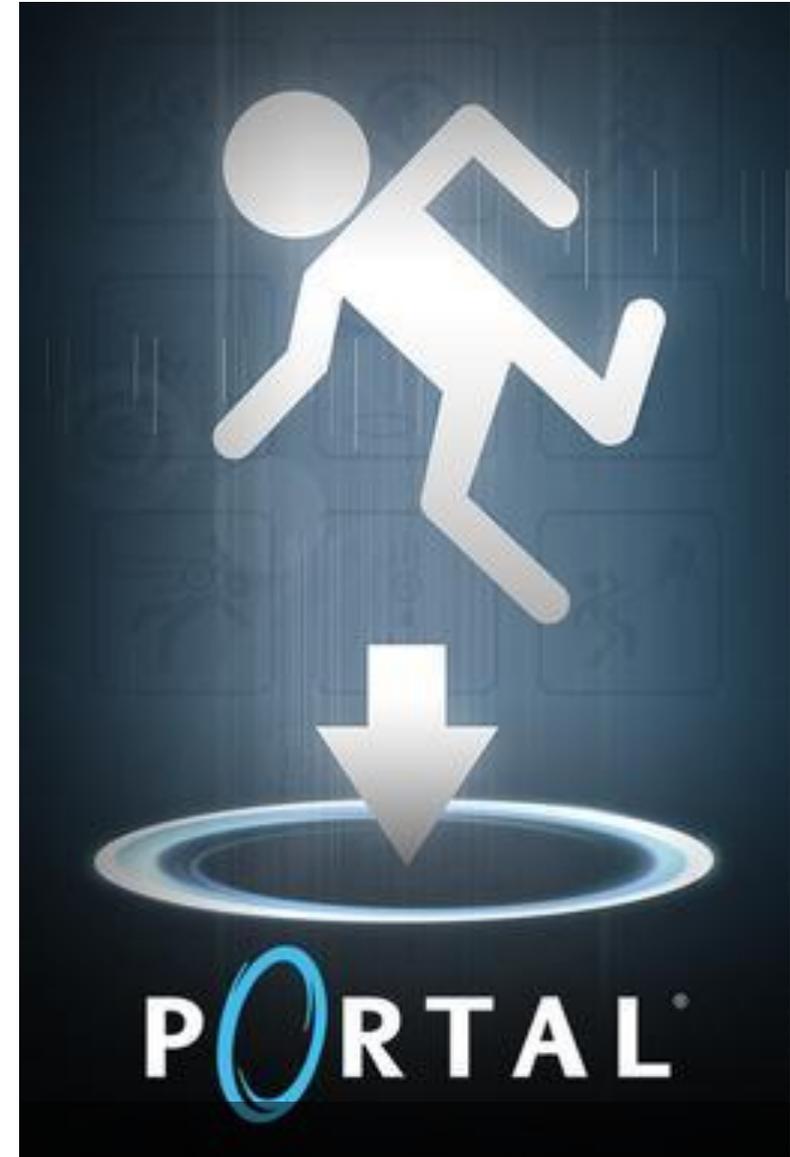
What teaching and learning *could* be (what I'm trying to implement)

Less about artefacts

(building, writing, assessments)

More about processes and relationships

The many things
I/we don't (yet)
know



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Other paths?



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Thank you!

Argyris, C., & Schön, D. (1978) *Organizational learning: A theory of action perspective*, Reading, Mass: Addison Wesley.

Czerniewicz, L., & Cronin, C. (editors) (2023) *Higher Education for Good; Teaching and Learning Futures*: Open Book publishers.

I.drumm@napier.ac.uk