

## RIDE Conference 14 and 15 March 2024 Keynotes

### DAY 1

#### Neoliberalism, Collegiality, and Authenticity: A discursive keynote about GAI

Donna Lanclos, Lawrie Phipps and Richard Watermeyer

In this talk we present data drawn from a recent survey of  $n = 284$  UK academics and their use of generative artificial intelligence (GAI) tools. Our discussion focuses on how the digitalisation of higher education through GAI no more alleviates than extends the dysfunctions of neoliberal logic and deepens academia's malaise. We also, however, consider how proliferating use of GAI tools by academics may be harnessed as a source of positive disruption to the industrialisation of their labour and catalyst of (re)engagement with scholarly craftsmanship.

The presentation will be *followed by a world café event*, where the audience explore questions such as:

- **Neoliberalism and Labour:** Given the findings that the use of GAI tools in academia might not alleviate but instead extend the dysfunctions of neoliberalism in higher education, how does this influence the future trajectory of academic work? Is there a risk that the adoption of GAI tools could lead Senior Managers to focus on productivity and efficiency at the expense of scholarly depth and critical engagement?
- **Loss of collegiality and academic community:** How might the widespread adoption and use of GAI tools contribute to a shift from collegial, collaborative scholarship to more isolated, individual academic pursuits? What are the potential long-term effects on the academic community and intellectual collaboration if reliance on these tools continues to grow?
- **Revolution or Status Quo:** How might the use of GAI tools in academia serve as a catalyst for rethinking of academic norms and practices? Or is there a danger that their use could further entrench existing power structures and inequalities within the academic world?
- **Integrity and Authorship:** What constitutes authentic 'authorship' in academia with the use of GAI, how might LLMs like ChatGPT challenge traditional notions of scientific integrity and intellectual property? What are the ethical considerations that need to be addressed in defining and maintaining academic standards in this new landscape?
- **Academic Identities:** How do GAI tools impact the identity of academics in higher education? As these tools potentially take over certain aspects of academic work, how might this change the perception of what it means to be an academic and the value placed on human intellectual contribution versus AI-generated content?



**Donna Lanclos** is an anthropologist who has been working with libraries and higher education as her field site since 2009. Her first fieldwork was in the late 1990s in Northern Ireland, which prepared her well for dealing with the fragmented and fractious landscape of universities, libraries, and conflicting and confounding identities, practices, and priorities therein. She writes, thinks, and speaks about the nature of information, digital and physical places, and higher education generally. Her work is relevant not just to libraries or universities, but to conversations about how we as a society make sure that people have opportunities to learn how to think critically, to practice those skills, and to find their voices. She regularly presents workshops and talks on issues of digital practices and institutional change, and blogs about her work at [www.donnalanclos.com](http://www.donnalanclos.com).



**Lawrie Phipps** is the Senior Research Lead at Jisc, his portfolio includes research into institutional digital practices, digital leadership, and issues impacting on digital experiences in education and digital transformation. His previous research has included the use of fieldwork in teaching, disability and inclusion, the impact of social media in teaching, and “next generation” learning technologies. He is a qualified executive coach and has worked with a range of individuals and teams to support change initiatives in universities over more than 25 years. Currently he is developing an online Professional MSc in Climate Science at Virginia Tech, and is a professor of digital education and leadership at Keele university. His previous roles have included learning technologist, telecommunications engineer, careworker, smelter, and greenkeeper. Lawrie also served in the Royal Navy.

**Richard Watermeyer** is a sociologist, professor of higher education, and co-director of the Centre for Higher Education Transformations (CHET) at the University of Bristol, UK. His research is predominantly concerned with critical analyses of change and disruption in higher education affecting the organisation and governance of universities and science; academic identity and research praxis; and the public role and contribution of universities and scientists. His recent books include *Competitive Accountability in Academic Life: The Struggle for Social Impact and Public Legitimacy* (Cheltenham: Edward Elgar, 2019); *The Impact Agenda: Controversies, Consequences and Challenges* (Bristol: Policy, 2020); and *The Handbook of Academic Freedom* (Cheltenham, Edward Elgar, 2022). He is currently writing two new books respectively on the challenge of generative AI to academia as a prestige society and on the efficacy of academic policy engagement.



## DAY 1 continued

### **The Progress and Promise of Generative AI: Lessons from the Online Classroom**

Nikolaz Foucaud

Connecting with the 'emergent technologies' theme, I propose to explore how distance learning platform providers have been leveraging the emerging capabilities of generative AI to improve equity, access, and teaching quality for learners in the online classroom. With access to over 136 million registered learners, many of whom have struggled to access higher education via traditional pathways, Coursera has spent the last year engaging in one of the world's largest experiments in utilising Generative AI to provide further, higher, and lifelong learning provision at scale, and it would be a privilege to share our emerging findings and learnings with RIDE's audience.

In particular, I propose to touch upon how online learning providers, drawing upon generative AI's content creation capabilities, are seeking to strike the fine balance between bringing high-quality learning content to millions of learners in more accessible formats and with greater efficiency, while also ensuring that an emphasis on rigour, ownership, legitimacy, and substance is not neglected. In the course of this discussion, I would raise for discussion, critique, and improvement Coursera's Responsible AI Principles, developed in collaboration with our partners and Board, which are specifically designed to provide a template for other learning providers to utilise this technology in a way that serves to benefit learners. As one of the world's largest online learning providers, I believe that this section of the session would offer especial value for RIDE's conference delegation, allowing them to engage with principles for utilising generative AI that are influencing tens of millions of learners.

In addition, I will offer insights on how we have moved at speed to experiment with generative AI's potential to move us closer to meaningful personalized learning in the distance classroom, and how we have used the technology to support faculty in curriculum creation

and administration. In doing so, I intend to offer practical, replicable insights on how institutions engaging in distance learning might use generative AI throughout the educational delivery process - from content and course creation, to content delivery and improving online pedagogy. This session would thereby offer opportunities for conference delegates to engage with, and respond to, concrete applied instances of generative AI's use in educational delivery, informing pedagogical developments for both delegates and Coursera, in collaboration with the 190 universities that partner with us to bring quality education to more students as content partners.



**Nikolaz Foucaud** is Coursera's Managing Director for Europe, Middle East, and Africa (EMEA). Before joining Coursera, he served as EMEA Cloud and Partner Lead at NetApp, following a nearly 20-year stint at Microsoft, during which time he scaled the company's EMEA operations. Nikolaz is overseeing Coursera's investment, engagement, and efforts in EMEA, a region in which Coursera supports the educational journeys of over 35 million learners, including adult learners across 2,000 EMEA institutions: universities, businesses, and governments.

## DAY 1 continued

### **Final provocations from David Baume – Please Stop Teaching Helen King, Mary Fitzpatrick, Simon Rofe, Peter Hartley**

If you knew David Baume, either personally or through his considerable publications or both, then you will not be surprised to learn that, in his last few months, he took time to reflect on his reactions to current educational trends and issues.

He wrote and compiled a selection of unpublished articles/chapters and personal reminiscences into the draft of a short book – Please Stop Teaching– and publicised main thoughts in his short 'obituary' (in Educational Developments at <https://www.seda.ac.uk/seda-publishing/educational-developments/educational-developments-issue-24-3-2023> )

For more background details, see the latest SEDA blog - <https://thesedablog.wordpress.com/2024/02/12/seda-remembering-dr-david-baume-by-kit-power-dauids-son/> ).

In Please Stop Teaching, David offers a critique of dominant educational practices alongside theoretical and practical suggestions for a 'better way' to focus on and enhance student learning.

He makes important arguments for change, especially given the challenges we now face in light of the major changes in the social and economic context of Higher Education.

This interactive session pays tribute to David's educational legacy and provides the opportunity to discuss some of his final ideas and provocations. A selection of challenges from Please Stop Teaching will be provided to delegates in advance.

The session will kick off with some observations from the guest panel, followed by small group discussions on an identified theme/challenge which is especially relevant to your situation, and finish with a final plenary session teasing out reactions and responses.



**Professor Helen King NTF PFHEA SFSEDA**

Helen's career in educational development spans nearly three decades and has included leading roles in UK-wide learning and teaching enhancement projects and organisations, as an independent consultant collaborating with colleagues in the UK, USA and Australia, and institutional roles (currently Director of Learning Innovation & Skills at Bath Spa University, UK). She is also currently the Co-Chair of the Staff & Education Development Association (SEDA). Through SEDA and national funding initiatives she has had the pleasure and privilege to consider David Baume a colleague and mentor for many years. Helen has broad interests across a range of learning, teaching and assessment themes but her particular passion is in supporting colleagues' professional development. Her current research is exploring the characteristics of expertise for teaching in higher education and she has recently published an edited book on this theme. She is proud to hold a Senior Fellowship of the Staff & Educational Development Association (SFSEDA), and is a UK National Teaching Fellow (NTF), Principal Fellow of the Higher Education Academy (PFHEA), and Honorary Professor at the University of Queensland.



**Dr Mary Fitzpatrick**

Dr Mary Fitzpatrick is Head of the Centre for Transformative Learning at the University of Limerick. She has led the establishment and development of the professionalisation of those who teach. Driving the recognition of teaching excellence in ensuring that effective teaching is valued, supported and developed is a critical pillar of her practice with a focus on the professionalisation of the teacher in HE. She promotes continuous professional development for staff who teach in line with international best practice, and to this end, she led the establishment of the Regional Teaching Excellence Award system in addition to an inter-institutional peer observation network. She established a suite of accredited postgraduate programmes on teaching, learning and scholarship within the University.

She contributes to the international context through her leadership and participation in

thematic peer groups in the European Universities Association and is a Senior Fellow of SEDA mentoring and assessing Senior Fellow applications in addition to co-chairing the Conference and Events Committee. Her research interests include the professionalisation of the academic in higher education and the role of students as partners. She is a chartered member of the CIPD.

Dr J Simon Rofe is Reader / Associate Professor of International Politics at the University of Leeds where he is responsible as subject lead for the Curriculum Redefined project; and Deputy Director of the Centre for Online and Distance Education at the University of London.

Simon previously headed the Knowledge Exchange and Enterprise portfolio (2020-22) and was Academic Head of Digital Learning (2016-2020) at SOAS University of London, where he devised and implemented an institutional Online Learning Strategy 2018, and led in the strategic response to Covid 19 2020-21.

He has designed, developed and delivered under the aegis of the IR Model, numerous online learning programmes at a variety of HEIs, NGOs and other organisations; he led reviews of digital learning at a number of institutions, developed MOOCs in the first wave of their deployment, and has been at the forefront of digital learning for over a decade.

He is widely published in the Scholarship of Learning and Teaching.



## DAY 2

### Collaborative professional development as a key to inclusive learning

Eileen Kennedy and Diana Laurillard

Innovative online learning can help universities contribute to the global public good by achieving high quality learning at scale. Supporting the ongoing development of professionals in the most challenging environments should be a priority for the tertiary education sector, but universities have largely neglected the learning needs of professionals. At the same time, open online platforms have transformed global access to inclusive professional development: we can now create more porous boundaries between universities and the wider community, for example, in the form of *collaborative* professional development (PD). This is critical for achieving the full impact needed to change to professional practices that address the challenges in the UN SDGs, such as universal basic education, the climate crisis, and inequality. Our research evidence shows how co-designed, transformative digital education can be mobilised to support professionals such as teachers in crisis contexts, government officials investigating renewable energy solutions, or medics adapting innovative treatments to local conditions. To make a significant difference, we need to optimise quality digital learning through blended, hybrid and online methods, embedded in institutions' educational offerings. We cannot do this using the one-to-many, North-to-South methods of conventional PD. We need to work together with the intended audience to discover their needs and solutions, *co-designing* quality digital learning with the professionals we seek to support, in any walk of life, and building on the latest research findings. We also need to change the way we offer credentials and charge fees, providing pathways from PD into professional education qualifications. As the world lurches from one crisis to the next, this presentation presents a vision of global professional collaboration on sustainability, which we argue is critical if universities are to deliver on their global impact agenda. We invite you to discuss with us how we can build up from a few large-scale collaborations to much more ambitious provision of such professional development opportunities.

The presentation will be **followed by a world café event**, where the audience explore questions such as:

- What groups could benefit most from designing blended, hybrid and high flex support for online collaborative professional development?
- How can co-design methods transform teaching and learning design into research on practice?
- What changes to the ways universities operate are needed to provide pathways from professional development into professional education qualifications?
- What evidence is needed to demonstrate the impact of online professional development for sustainability?



**Eileen Kennedy** is Principal Research Fellow at UCL Knowledge Lab, where she leads the MA in Education and Technology. Eileen researches learning design for online and blended higher education and professional development, including caring approaches to online pedagogy. Eileen explores ways to realise the transformative potential of scaling up digital learning with the Centre for Global Higher Education (CGHE) and PROCOL Lebanon. This research focuses on co-designed massive open online collaborations – or CoMOOCs – to support professionals to build community knowledge together to tackle global challenges. Eileen is the co-author of [Online Learning Futures](#) (Bloomsbury).



**Diana Laurillard** is Professor of Learning with Digital Technology at UCL Knowledge Lab, University College London. Formerly: Head, e-Learning Strategy Unit, Department for Education and Skills; Pro-Vice-Chancellor Learning Technology and Teaching, Open University. Supervising educational technology students. Researching: 'The Transformational Potential of MOOCs' (CGHE, Oxford-UCL); 'Future Education' (ProCol, UCL-IGP); the Learning Designer tool; adaptive games for low numeracy. Leading 'Blended and Online Learning Design' course, FutureLearn. Recent book: *Teaching as a Design Science*, Routledge.