

Title of presentation

Exploring the role AI driven systems for teaching and learning and assessment support- a student-staff collaborative study

Presenters

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Abstract

Emerging evidence suggests that the use of Artificial intelligence (AI) systems could offer, effective support for online learning and teaching, including personalising learning for students; support with assignment preparation and automating instructors' routine tasks. Instead instructors can dedicate their saved time to higher-value work (Seo et al., 2021).

In the academic year 2020/21, a study conducted by Nurun et al.,(2021) in partnership with students, provided some compelling evidence of the benefits of using AI driven platforms such as a chatbot or digital assistant service for enhancing student engagement and promoting effective learning strategies by integrating these kind of systems in Virtual Learning Environments (VLEs) to support blended learning. However, the scope of the findings from this study was limited to impact assessment of AI driven systems on student engagement only. In this current study, students are engaged as part of an advisory panel to work in partnership with staff from University of Bolton and Bolton College in the trial and evaluation of two AI based systems at the University of Bolton. The objectives are to train two AI systems – FirstPass and AskADA, to support the computer mediation of open-ended questions to support assessment preparation and provide real time feedback and answer research questions such as: Can a computer be trained to classify academic text? Does real-time feedback support greater autonomy and self-direction in students as they address answers to open-ended questions while preparing for assessments?

This proposed study aims to fill the gap by extending the research objectives to in depth impact assessment of AI driven systems on teaching and learning and assessment support in a blended learning context by ensuring insights from staff using the systems, interns training the systems and students using the systems for learning and assessment are captured by taking a qualitative case study approach.

The study is currently underway and in the second phase where data is being collected using semi-structured interviews and student focus group to be analysed using a thematic content analysis method. The findings are expected to inform strategic policies about the use, integration, evaluation and value assessment of AI systems at Higher Education level for effective teaching and learning and assessment support.