The use of AI in Universities and Higher educations: a threat or an opportunity?
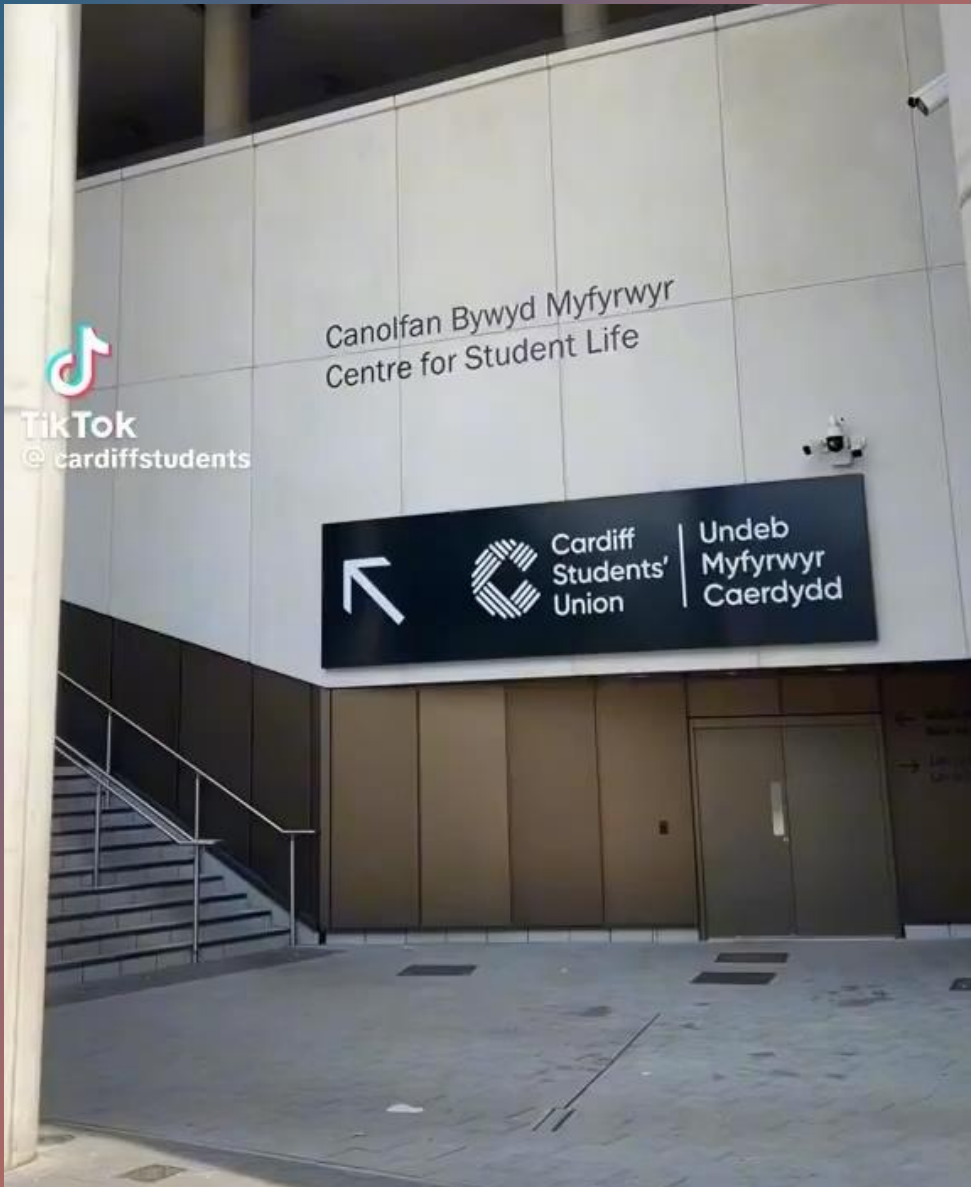
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Academic Years 2022-2025 Expectations and projects

Academic Year 22-23/23-24 Reality

ChatGPT: Cardiff students admit using AI on essays
9 April 2023
Cardiff University said it is aware of the potential impact of AI programmes on assessments and coursework

ChatGPT: Can students pass using AI tools at university?
9 May 2023

Students switch to AI to learn languages
23 June 2023 · 68 Comments
Christine Ro uses ChatGPT to practise her Spanish

TikTok
@chatyahb

The AI project: working with students

- Students' perception and use of AI-Survey

- Reflective workshops- discussion with students on the use and and challenges of AI

- Practical workshops-Supporting students' use of AI (learning support (learning support and ethical use)

Survey insights

Student Perceptions

- 72% of students use chatbots 'sometimes' (6 % never, 22% yes, regularly).

- 67% state their knowledge of chatbots is limited or nonexistent (28% adequate, 6% high).

- 72% are not willing to pay for a better version of ChatGPT/other AI chatbot. 28% Depending on costs.

Attitudes Towards Integration

- 56% would welcome a more integrated approach by the university on the use of AI AI chatbots in class exercises and assessments. assessments. 36% for in class exercises only. only.

- 56% believe AI may impact academic integrity and contribute to academic misconduct (17% positive, 28% neutral)

1

2

3

AI Usage Patterns

- 56% use the foreign language to 'communicate' 'communicate' with their chatbot.

- Most students use AI for writing cultural essays essays (22%), Other 22% (grammar points, summaries, references, questions for exams), exams), translation work (19%), personal research (16%) language essays (13%), speaking speaking practice (9%).

- 55% of students have concerns or some concerns regarding privacy and use of their data. 45% are concerned or very concerned about data misuse (33% neutral, 23% not concerned).

## Replace the noun Maria with indirect object pronouns

PRONOMI DIRETTI		PRONOMI INDIRETTI	
ATONI	TONICI	ATONI	TONICI
MI	ME	MI	A ME
TI	TE	TI	A TE
LO	LUI	GLI	A LUI
LA	LEI	LE	A LEI
LA	LEI	LE	A LEI
CI	NOI	CI	A NOI
VI	VOI	VI	A VOI
LI/LE	LORO	GLI	A LORO

Voi non conoscete **Maria**, ma io conosco **Maria** da molti anni. É veramente una buon'amica. Ogni giorno vedo **Maria** al supermercato e parlo a **Maria**. Quando abbiamo tempo, offro un caffé a **Maria**. Maria non sa cucinare cosí io do molte ricette a **Maria** e spiego a **Maria** cosa deve fare. Spesso teléfono a **Maria** e invito **Maria** a pranzo. Anche Maria mi invita molto spesso non a pranzo ma al cinema. Trovo **Maria** divertente e generosa. Per il suo compleanno voglio regalare un profumo a **Maria**. Ieri ho domandato a **Maria** quale profumo preferisce e Maria ha detto: "Obsession". Perché?" Io ho risposto a **Maria**: "Perché ho bisogno di un'idea per un regalo…."

- No distinction between: direct and indirect object pronouns;
- No distinction between Subject and Object pronouns

PRONOUNS

I   She   He   Us   We
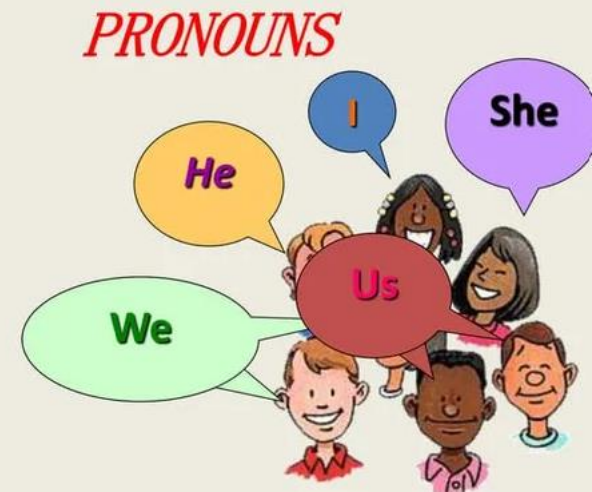
Research Exercise: essay writing

I. Introduction (300–400 words)

- Importance of Lincoln in medieval England: ecclesiastical and strategic.

- Role of the Church in the 12th and 13th centuries.

- Overview of clergy as both spiritual and political authorities.

II. The Ecclesiastical Landscape of Lincoln (600–800 words)

- Establishment and significance of the **Diocese of Lincoln,** one of the largest in medieval England.

- Role of the bishop as both religious leader and political actor.

- Development of the **Lincoln Cathedral** (especially post-1185 earthquake).

- Clerical hierarchy: bishops, deans, canons, priests.

II. The Ecclesiastical Landscape of Lincoln

By the 12th century, the Diocese of Lincoln had become the largest in England, both in geographic scope and ecclesiastical significance. Stretching from the Thames Valley in the south to the River Humber in the north, it encompassed over eight counties and housed hundreds of parishes.[1] Its sheer size and the strategic location of the episcopal seat made Lincoln a central player in both religious and secular affairs.

The diocese's importance was underscored by the stature of its bishops, many of whom served as royal advisors and even regents. The bishop of Lincoln was not only a spiritual guide but also a powerful feudal lord, often involved in the administration of justice and royal governance.[2] For example, Bishop Robert Bloet (r. 1093–1123) was closely allied with King Henry I and served as Lord Chancellor, illustrating the deep entanglement of ecclesiastical and royal authority.[3]

1. Nicholas Orme, *Medieval Schools: From Roman Britain to Renaissance England* (New Haven: Yale University Press, 2006), 143.

2. Emma Mason, *Westminster Abbey and Its People, c.1050–1216* (Woodbridge: Boydell, 1996), 110.

3. Frank Barlow, *The English Church 1066–1154* (London: Longman, 1979), 189–190.

4. J. Philip Gillingham, *The Angevin Empire* (London: Arnold, 1984), 144.

Book exists but quotations are all wrong and pages do not report correctly what is in the article

La Lingua Italiana nel Mondo

L'italiano è una lingua affascinante ed espressiva parlata da milioni di persone in tutto il mondo. È la lingua ufficiale dell'Italia, ma ha anche uno status rilevante a livello internazionale. Ci sono diverse ragioni per cui l'italiano è così apprezzato e studiato globalmente.Innanzitutto, l'Italia ha una ricca storia culturale e artistica, ed è stata una delle più influenti potenze mondiali nel passato. Il suo patrimonio artistico, letterario e musicale ha contribuito a diffondere la conoscenza della lingua italiana nel mondo. Opere di grandi poeti come Dante Alighieri e Francesco Petrarca hanno lasciato un'impronta duratura sulla lingua italiana e hanno ispirato generazioni di amanti della poesia.Inoltre, l'italiano è ampiamente studiato come una lingua straniera. Molte persone sono attratte dalla bellezza della lingua e dal modo in cui può esprimere emozioni profonde e sensazioni artistiche. Le università e le scuole in molti paesi offrono corsi di italiano per coloro che desiderano imparare questa lingua affascinante.Un altro fattore significativo è la diffusione della cultura italiana attraverso i media. Il cinema italiano ha prodotto capolavori che hanno raggiunto pubblici internazionali e contribuito a promuovere la lingua italiana nel mondo. Le canzoni italiane, con la loro melodia e poesia, hanno anche conquistato il cuore di molte persone al di fuori dell'Italia.Nonostante la sua popolarità, l'italiano è anche una lingua in continua evoluzione. Ha subito influenze da altre lingue e dialetti, e ci sono differenze regionali all'interno del paese. Tuttavia, il fatto che così tante persone in tutto il mondo apprezzino e studino l'italiano è una testimonianza della sua importanza come lingua globale.

Domande:

Qual è uno dei motivi principali per cui la lingua italiana è diffusa nel mondo? (Translation: What is one of the main reasons why the Italian language is spread worldwide?)

Chi sono alcuni dei poeti italiani famosi che hanno avuto un impatto significativo sulla lingua italiana? (Translation: Who are some of the famous Italian poets who have had a significant impact on the Italian language?)

Perché molte persone sono attratte dallo studio dell'italiano come lingua straniera? (Translation: Why are many people attracted to studying Italian as a foreign language?)

Quali sono alcuni dei mezzi attraverso i quali la cultura italiana si è diffusa nel mondo? (Translation: What are some of the means through which Italian culture has spread worldwide?)

Cosa dimostra il fatto che molte persone in tutto il mondo apprezzino e studino l'italiano? (Translation: What does the fact that many people worldwide appreciate and study Italian demonstrate?)

Lessons planning (Perplexity-Luma Dream Machine)

1. **The Roman Empire**

   - Foundation of Rome and early history
   - Rise of the Roman Republic
   - Transition to the Empire
   - Roman art and architecture
   - Latin literature: Virgil, Ovid, and Cicero

2. **The Fall of Rome and the Early Middle Ages**

   - Decline and fall of the Western Roman Empire
   - The rise of Christianity in Italy
   - Byzantine influence in Italy
   - Lombard rule and the beginnings of Italian fragmentation
   - Early medieval art and architecture: mosaics and Romanesque style

3. **The Italian Renaissance: Early Period**

   - Political landscape: city-states and maritime republics
   - Humanism and the revival of classical learning
   - Early Renaissance art: Giotto, Masaccio, and Botticelli
   - Literature: Dante Alighieri and the "Divine Comedy"
   - The rise of the Medici in Florence

4. **The High Renaissance**

   - Leonardo da Vinci, Michelangelo, and Raphael
   - Renaissance architecture: Brunelleschi and Alberti
   - The Vatican and papal patronage of the arts
   - Machiavelli and "The Prince"
   - Renaissance music: the madrigal and early opera

https://lumalabs.ai/dream-machine

Video to train students and to learn vocabulary: possibly also useful for assessments
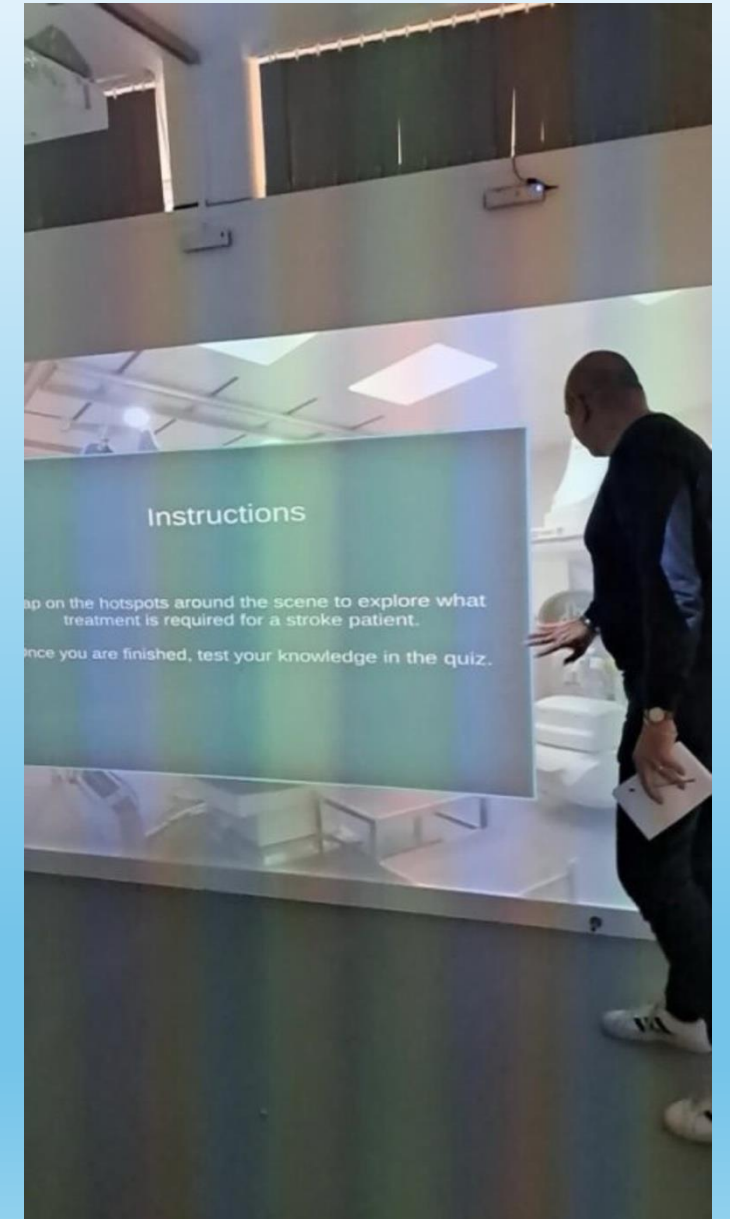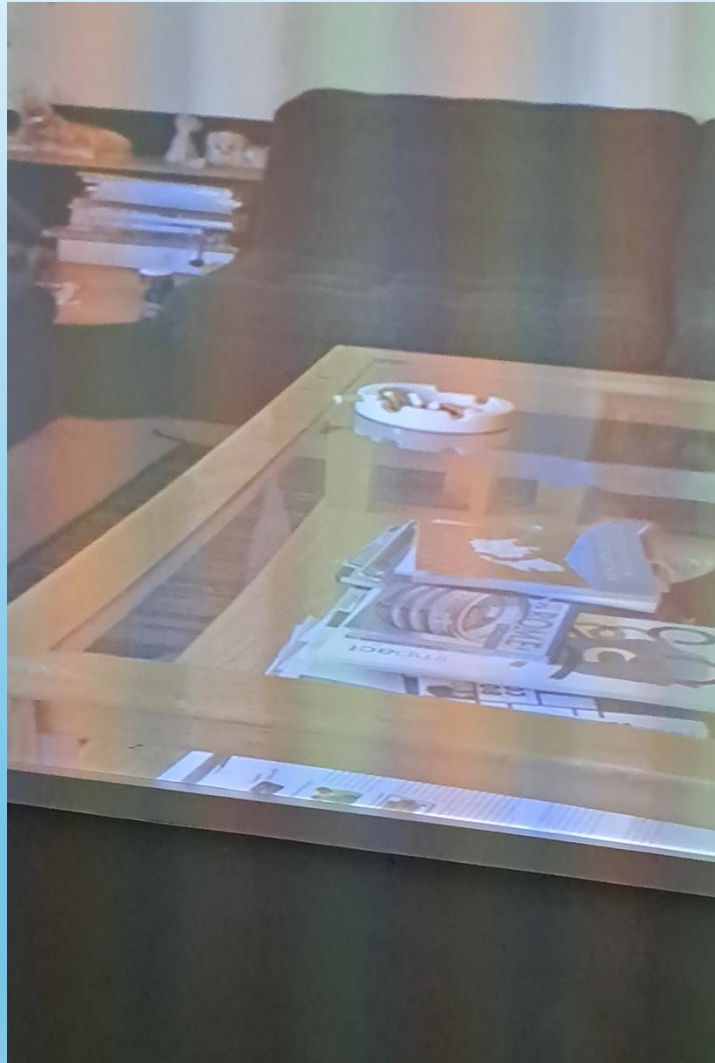
Student centred collaboration and co-creation with academic input

- **Student form: Use of Ai for module xxx**

Advise: It may be tempting to use Chat GPT and other tools to do your work for you; but your tutor is interested in your work!

Guide: Look at AI as a partner who supports you in your work, not someone who does the work for you...

Enforce: Statement/signature (moral contract)

Guidance submitted to staff and students: examples when AI can be used and what it should not be used:

Summative assessments

Online language tests	No use	No use
Translation with commentary	Translation: vocabulary help, in context (cultural, situation) suggestions Commentary: organise your ideas, brainstorming. You may be asked to use AI for specific translation assignments for comparison and reflective purposes. This will be indicated specifically in the translation brief.	Do the whole translation for you or extensive parts of the translation. You cannot submit AI work as your own.
Year Abroad reflective task (in target language)	Organise your ideas; brainstorming; vocabulary help, in context (cultural, situation) suggestions, spell checking.	Write the reflective task for you or translate a reflection that you have written in English/L1. You cannot submit AI work as your own.
In class presentation/end of year presentation	Brainstorming; organise your ideas; vocabulary help, check register level, creating images and visuals (always acknowledge AI authorship).	Write and create the presentation for you. You cannot submit AI work as your own.
Written language task (e.g. short essay in target language, review, summary)	Brainstorming; organise your ideas; get feedback on your draft; get feedback on the language in order to improve; vocabulary and syntax help; spellcheck.	Write the work for you. You cannot submit AI work as your own.
Cultural essay	Brainstorming; organise your ideas; help with format of referencing; spellcheck; suggestions on expression, use of synonyms.	Write the whole essay for you. You cannot submit AI work as your own.

Guidance submitted to staff and students: examples when AI can be used and what it should not be used:

Formative assessments

Online language tests	Check your answers after submission and get feedback.	Do the test for you.
Translation with commentary	Translation: vocabulary help, in context suggestions Commentary: organise your ideas, brainstorming.	Do the translation for you. You cannot pass AI work as your own.
In class presentation	Brainstorming; organise your ideas; creating images and visuals; get feedback on the language in order to improve. Always make sure you add "AI generated" to your images/visuals.	Do the presentation for you. You cannot pass AI work as your own.
Written language task (e.g. short essay in target language, review, summary)	Brainstorming; organise your ideas; get feedback on your draft; get feedback on the language in order to improve; vocabulary and syntax help; spellcheck.	Write the work for you. You cannot pass AI work as your own.
Cultural essay	Brainstorming; organise your ideas; help with format of referencing; spellcheck; suggestions on expression, use of synonyms.	Write the essay for you. You cannot pass AI work as your own.

NO AI Assessment Type 1	AI-ASSISTED IDEAS Assessment Type 2	AI-ASSISTED EDITING Assessment Type 3	AI TASK COMPLETION, HUMAN EVALUATION Assessment Type 4	FULL AI Assessment Type 5
The assessment is done entirely without AI assistance. Students can rely on their knowledge only, and/or skills or understanding.	AI can be used during the assessment for brainstorming, creating structures and generating ideas for improving work. **No AI content is allowed in the final submission.**	AI can be used to improve the the clarity or quality of student-created work to improve the final output; **AI can be used and submitted, but the original work with no AI content must be submitted in an appendix.**	AI is used to complete specific elements of the task, with students providing commentary on the AI-generated content. **Any AI-created content must be cited.**	AI should be used as a "co-pilot", allowing for a collaborative approach with AI, exploring and stimulating creativity. **Students may use AI throughout the assessment to support their work and do not have to specify which content is AI-generated.**
In class grammar Test, in class grammar exercise and/or translation; in class vocabulary exercises;	Developing ideas, scenarios, situations, for specific/thematic writing composition, i.e topics for the French Revolution, dialogues for writing or talking exercises;	In class presentation, single presentation or group presentation;	Essay in a target Language, writing composition, and/or grammar or writing compositions and exercises for homework or revision;	Research Project using specific AI tools, i.e Elicit for research, Virtual Lab/ Augmented Reality for specific tasks;
	Brainstorming/ generate ideas, provide suggestions and/or complete explanations;	Generating images, generating videos, second voices, music, background filling to improve the final presentation;	AI to be used to support exercises, essays, writing compositions or homework;	AI to be used to do the specific task in research or create background for the assessment, i.e Virtual Lab;*

* The AI assessment scale (AIAS), recently published in the _Journal of University Teaching and Learning Practice_, is a five-point scale that provides a structured approach to incorporating AI into assessments, ranging from "no AI" to "full AI

Future projects

On-Campus Strand: Learning & Teaching Internships

Project title: FutureProof AI

School: Modern Languages;

==AI Ethics Resource Bank== – A curated collection of educational resources promoting the ethical use of AI in both academia and professional settings. This resource bank will align with the university's graduate attributes and provide students with a framework for responsible AI engagement, enhancing their digital and employability skills.

==AI Learning and Competency (LC) Module== – A structured, multi-unit module designed to introduce students to basic AI literacy and gradually expand towards practical AI applications in different aspects of their academic and professional journey. This will guide students from non-use to full integration of AI tools, ensuring they are equipped with ethical awareness and interdisciplinary AI knowledge.

Pilot Research Project with the School of Medicine

AI Powered Clinical Skills Assessment

We are trialling an AI system that uses hyperspectral imaging and machine learning to assess clinical skills performance. The project focuses on capturing how competency develops through repeated practice of hands-on tasks, such as performing peripheral venous cannulation, a complex clinical skill.

Machine Learning process applicable to Language and Humanities more generally? To be assessed during the project
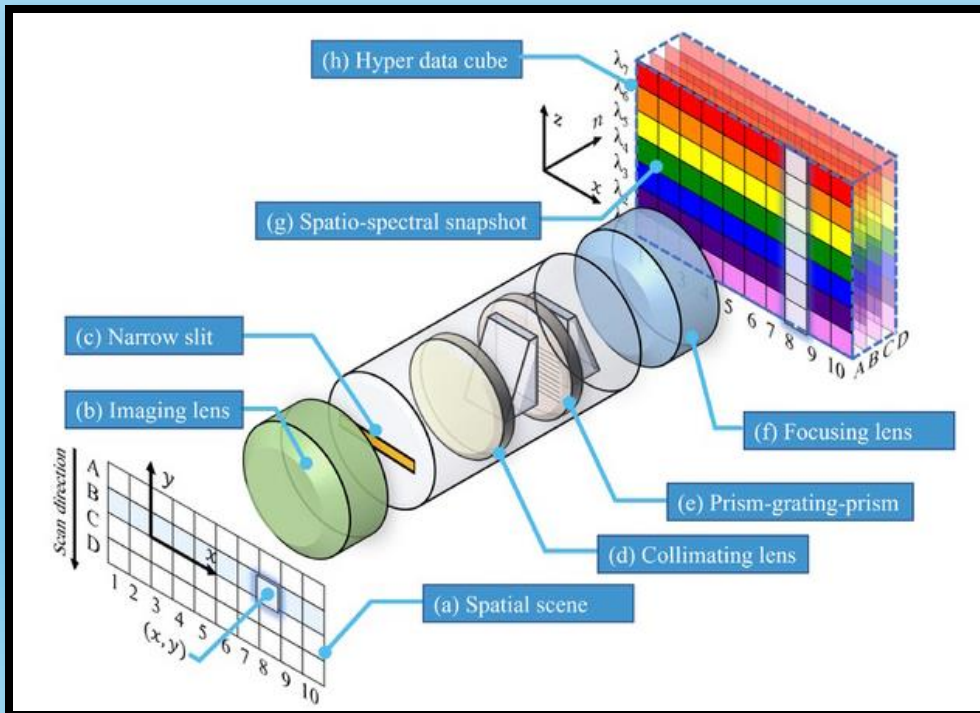
A hyperspectral camera is a specialized imaging system that captures images across a broad range of the electromagnetic spectrum, providing detailed spectral information for each pixel. Unlike regular cameras that capture images in only the visible spectrum (red, green, blue), hyperspectral cameras capture a large number of narrow, contiguous spectral bands. This allows for the identification of materials and substances based on their unique spectral signatures, revealing subtle differences in material composition that are not visible to the naked eye.

Conclusion and Questions

This presentation has explored the exciting potential of AI-powered tools to enhance language learning and the possibility for future projects and development within humanities.

We welcome any questions or feedback from the audience.