

## Pedagogy Matters: Episode 28 Transcript

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Hello and welcome to the latest episode of the Pedagogy Madness podcast. The purpose of this podcast is to bring to the fore some key topics of conversation in relation to learning and teaching, to discuss breakdown aspects of practise and provide snippets of advice and guidance as to how we can integrate these as part of our daily practise. Today I'm delighted to be joined with Paddy Sheppard from JISC. We'll be discussing all things related to AI. Paddy, good morning. How are you? Good morning. I'm very well, thank you. How are you? Yes, great thanks. So Paddy, obviously I know we had a chat in a prior to this, but it would be quite useful for our listeners to understand. But of your

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context, what your role is it disc, but also what your rules were prior if that's OK with yourself that sounds good. Yeah, I have an Artificial intelligence and senior specialist at JESC UM so looking at all things educational and AI. But my background before coming up to Jack was computing and IT lecturer in a further education college, teaching from entry one right the way up through to HND. And also I've been a teaching and learning mentor looking at digital technologies and how we can use them to improve and enhance our teaching, learning and assessment practise. So working with staff, CPD,

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trying to upskill our digital capabilities, but also thinking about is the tool right? How can we use it best to support our learners. So bit of a varied background, but definitely a big interest in this area.

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No, that sounds fantastic party. You know, I think the thing I jumped out to me is it's it's that context of 1 working within the sector, which is hugely important, but certainly across the breadth of levels there as well. And for our Scottish colleagues, entry one is equipment CQ level one level 2, you know it's right across the spectrum of of levels, which is great. So let's kick it off. So I think to kick off with I think let's explore.

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Well, could you give us a broad overview as to what is meant by generative AI and kind of how it's impacting on education?

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Absolutely. So we've had a I for a number of years artificial intelligence and understanding what that's impacting us and our lives. But it it has changed, it's moved up to generative AI. And I think the simplest way that I've been understanding and looking into it and explaining to people is we've had AI things like predictive text, spell checkers. But now we've got generative AI which is tools such as ChatGPT barred. And what they can do is you can ask them questions and they will search through large language models and come back with a number of results. But it isn't just like Google. It will come back with it, will think about it and it will return a number of

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results such as text, images, and it will generate, uh, context based on all the data sets that it has. So we've even got video now that it can generate and it can create the think of generative AI as something that it can create from a number of prompts that you put into it. No, I think that's interesting because again

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a straw poll of conversations I've had over the last month or so is that when looking at Scottish sector and this is probably no different in this sector, only 10 or 15% of individuals in the workforce are actually comfortable or confident with what's meant by a I. And even that word generative AI is, is a term not used by the masses. And you're absolutely right that it does exactly what it says in the tin. It helps to generate new content and information. So I think that's really interesting and how sorry, go on thinking about what it is and actually a breaking it down I think, yeah.

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And then the next bit is, so from your experience or your interactions, how is that starting to impact education.

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So this year I've been working for Jessica and also previously teaching in an Fe college. So I've seen it from the learner's point of view as well as seeing what technology is coming out and trying to review those. So from a from a point of view and and how it might affect teaching and learning I think and and I have seen that it will impact learners in a positive way. It will impact our our, our ways to to assess them. But there there are a number of different learning stages that we can think about. So at the moment generative, I can check understanding and learning. For example could use it to check their understanding on a topic, type in in in a question and try and get an answer.

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It also can give adaptive learning techniques. So for example learner could be answering multiple choice question and it will give them a mastery path learning with personalised learning and not just give them another set of questions, it might point them to a more, it will give them a more detailed information so you can keep it can keep adapting the learning style of the learning for the learner for personalised learning. What it can also do is we can get our learners to research through Chachi TGP T sorry, it can check their understanding. So that's quick summary of something instead of having the old

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is that helps the library that read around the topic. In previous years they would go on to Google and they might then read through a number of articles. It's got the risk there because it might give them incorrect information just like Google could. But for the learning and and their learning stage, it's another tool that they can use. We've also got another thing in my own practise and seeing it. When I went to university and studied computing and IT, social media really wasn't a very big thing. Now in my own teaching in the last few years I've had to teach a couple of units as my background, computing in social media and understanding analytics and things like that. So I've used

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use AI in general I understand the topic better. IT teachers often do find like our subjects change and they modernise and we have to keep up so it can fill in the gaps for us as well. I've seen my teaching assistants in the classroom as well who haven't necessarily got a background in my subject area, but they're there to support learners and are there to to help them with assignments and breaking down topics. But I've seen my teaching assistants using tap GPT and they have packed in the the topic. They've quickly read through it and then they're able to sit with that learner and and and identify what the learner is trying to identify

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so they can fill in their gaps quite quickly. Which I just saw my teaching assistant doing this I thought fantastic I didn't have any time to necessarily sit with him in that minute but they popped on they got that information and then they were able to help the learner So they felt more comfortable in the classroom. So there's a number of ways that we can use it. Thinking about it I I learners we've spoken about for a number of years of blended learning and learners seem to access content 24/7. While this also assists that we've got our virtual learning environments canvas, Moodle, blackboard, whichever we're using well, we've got a static resources but

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the only thing with set resource like a Word document or presentation. It may be out of date, it may need updating and the learner can then look at us as it resources and they can go and check their understanding or they can go and find out more information for it. There are even tools now for in PowerPoint that will be coming through that it will give real subtitles real time. So AI has been able to adapt what let the content that learners have thing because a learner could sit there and say their English as second language, they could be used in the PowerPoint and they could then be translating a bit quicker. So they don't necessarily need a translator

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to translate a document before a lesson. They can look at before the lesson, translate it, have a read through it and then go into the lesson better, prepare better prepared. So it's it's adapting it and it's thinking about how we use as teachers. We've been here before with Google, when technology when it came through, we've had cahoots. We've had you know a number of different tools available to us. But it's thinking about how we use it. I think the really important thing and there is a worry around it, it's thinking about our what's ethical, what's correct. We need to talk to our leaders about their ethical and their understanding of it. Absolutely. And within that, I'm going to say that briefing,

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well that you've covered a whole host of different topics, which I guess, listen, we're going to unpick a little bit in more detail as we progress with this conversation. But I think that's really interesting around assessment, around ethics. And again my

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perception at the minute or when can I instruct of individuals across the sector is there are quite a few different spectrums in terms of people, Yeah, love it, get it. It's for me. I embrace it. As you just said there, I think the others who are want to know but don't quite know where to start. And there'll be others thinking, well, it's a new fad, it's not for me and so on and so forth. And I think that's really interesting when working with people. And I think going back to the starting points, one you're absolutely right there. One, it's a tool. It's another tool that we can use. However, my view is that it's slightly different to other tools because of how vast this is and

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that's reaching across quite a few different platforms. You kind of you alluded to co-pilot there. I think in terms of PowerPoint and so on and so forth, you've kind of referenced CHPT. So I think

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looking more holistically at how educators can use this, you've touched on a couple of points there in terms of how it could be used a little bit kind of part of Eagles and how physical. But are you seeing and is it I guess your view that

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one it's the estate and two we need to work through and I guess practise and train ourselves as to how it could be used as part of our practise

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and we trial and error and we implement it and we we take forward nut base is that a fair assumption. That is a fair assumption yeah. It's like anything that comes along you we have to evaluate it to think about it and we have to look at the risks but also understand the benefits and then how to use it and what impact will it have on on teaching learning assessment but it definitely here today. Absolutely. I mean we've got at the moment we're piloting a trial with a with a tool called teacher Matic. This, this, this tool traumatic uses AI, generative AI and it generates content such as lesson plans,

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teaching resources, quizzes. Now for me as a teacher to jump onto a tool like that where I can type in a topic, I can type in topic and it will generate 10 quick questions. I could use that as a formal assessment very quickly or just to give me information about how well my learners are understanding the topic because that's essentially what we're there for. But it's done it nice and quickly. I can give that to my learners in the classroom or outside of the classroom as well. So it gets that blended learning, but we can give that to them, we can analyse it. But instead of me having to write those questions when I've got you know, ten other topics to teach

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example, it will generate them. I quickly check through them, make sure that they're correct. I then can build my teaching from there so I can look at the gaps and then I can build it from there. Um, you've also got tools that will take websites, so within for example the teacher Matic, a pilot at the moment, you can put in a website such as a building regulations for Scotland website and it will read the website and it will come out with a list of questions. So again, if you're learning, I don't know in health and safety for construction or childcare, you can put in the in in the regulating authority website and it will generate

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some content, some questions from assessments. We know that learners like

exploring as they're learning, they do not want to just listen to us going through a PowerPoint about this regulation, but it's a way of making it more enjoyable for learners. But I don't then have to spend many hours and time creating that from from that website that updates every year. That changes all the time. So this is thinking about how we use it and what impact it's going to have. Absolutely. So you'll you'll, you'll second part there where you said about AI today it is changing constantly and I think there's a bit of fear for us that we're thinking how are we going to use this? Will it take away our jobs?

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Absolutely not. The one thing I've noticed since COVID is my learners need more one to one time. And if I've got something that's reducing my workload in preparing resources and analysing their data and trying to fill in their gap, I can then spend more time. And I've seen it this year where I have to spend more time with those learners as they've needed that one to one attention. But actually I've got five other students in the other part of the class who have identified the previous week or for their homework through the questions that they've gone and done that they need a bit more, they need to fill in the gaps. So they've been working on that. And then I've been able to have more meaningful conversations and discussions with my learners on the other side of the classroom. So

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it's it's using it in that way and trying to utilise it. I think the other thing we have to think back to is that when our learners are using this technology, because they are, they're already using it. I've had a number of learners already using this. It's it's giving them that, that understanding that this won't be always correct. They have to critically analyse it. Is this correct? You need to go away and research this and come back and actually is it giving you the right answers? It will throw out mistakes in mathematical calculations. Sometimes it will throw out mistakes. But what you could do is

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do an activity like ask the learner's right. Let's brainstorm a topic in the classroom talking about climate change. What are the 10 major factors around the world causing climate change? We have a discussion about it and then they could go away and quickly do use gentle of AI and they could quickly check what it's saying and then they come back and review if there's any bias in there. Is it based on one part of the world? Why is it coming out with that? And then they could also do some other research to find out. So it's putting it back on them. So it's that exploration or learning, but also it's then having a discussion of bringing people back in together. I think we have to

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educate learners how to use it and but there will be more generative AI with tools coming through like Teacher Matic where you where it will produce content for us. We don't need to worry about the prompt that we're putting into it. It will come out with that content. So thanks. Thanks. There's so much in that which you're absolutely right and I'm the first point I'm going to come to is about time

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and reference this and I'm sure every conversation with um, individuals involved education. Time is a big barrier and I came through and I worked for survey last year. You're absolutely right that when utilised effectively, this could be a method to free up more time one from a personal perspective as as a practitioner, but for me, more meaningfully around the interactions with students. Again, you stole my Thunder. And for those that haven't listened, got two episodes earlier on in the series, episode 2 and episode 9, which talked about the importance of relationships and the importance of kind of meaningful interactions and you absolutely hit the nail on the head there. But this could be another method which frees up more time as a practitioner for meaningful

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and effective interactions with students ever on a a small group basis or want one basis. But I think what's really important is

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that this is not seen by individuals as a quick fix it it. It's seen as that kind of wider holistic curriculum delivery or part of your curriculum delivery as to how you can use tech, AI and other means as well to build your curriculum and help deliver your curriculum there as well. Which I know is kind of what you're looking to. But I think it's really important to kind of use as a pause point for individuals to reflect on, I think actually how do I do that.

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Yeah the teacher if you domain explaining just a little bit more that's one too as many tools out there. But teacher map is 1/2 in particular as you can explain a little bit. So for those I've never seen it before, what does it do and what does it look like. So it's a website platform that you can type in. I would like 5 objectives for. I don't know one of my topics would have been human Computer Interaction and the impact on society and it will come out with a Lesson plan. It will give you ideas. I know that I've struggled in the past. I've talked for 1213 years where sometimes to to jazz it up as they say and to make some topics

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a bit more interesting. You've struggled with and you get in your own patterns but you can type into there. Give me a Lesson plan for human computer interaction at the impacts on society and it will come out with some suggestions. So you you might not take all of them. We're human, we want to use our own in our own teaching practise but that saved me time, that saves me research time. That gives me a few ideas to go from and then I might go on some some websites and then create a quick like questions from one of the websites for example. I even typed into into it one of my, you know, my unit spec from the qualification body and it came out with a few learning outcomes

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questions. Those are saving me time. That is the my summer normally. Another thing that you could use generative AI for is giving feedback, marking, giving feedback. It is there so it can actually mark work. At the moment. This will be separate from teacher but there's other tools coming out at the moment and we had a Grady

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pilot that that that we completed from the DISC National Centre for Artificial Intelligence. But what they can actually look at work and it can look for keywords and it can quickly mark it. Learners want their feedback quite quickly. We all for me the the the go to was in a way in multiple choice questions but then that can get quite dull as well for learners. So it's about that variety but if you've got someone that can mark their work nice and quickly you would have I would check it through it quickly but not have to mark the whole piece certainly for just a formative assessment. I can. They can get their feedback quicker. We can fill in those gaps

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quicker. Workload is reduced. You can even use gentle AI to write reports. Now that's always one thing every year. I know I've got my UCAS personal statements to write. I've got my course reports to write. I've got my student reports to write a couple of 3-4 times a year, parents evening. And it's keeping on top of that when you've got high numbers of learners, but you can use it to give you general comments as well. So when you're running out of class and then you're suddenly got parents evening, but you know you get your reports in by Friday because they need to go out. It's it could sit on there for 10 minutes and quickly try and generate a couple of my reports. So they're done dusted. I've got 10 out the way and broken it down in that way.

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I understand workload absolutely, but it's using these tools to reduce that. I know my



learners have loved, for example, Kahoot in the classroom they get competitive or quizzes and they're and they're really enjoying it. I like those because I can quickly edit one of those and I know they've been around for a number of years and it's humans in entering those questions in. But we always have to rely on someone else who's already made those questions, whereas this will analyse A specification, analyse the the prompts I've put into it and then it will push out those questions. So it's thinking about that assessment but also reducing our workloads. So for me, it's reduced workload for me, from the point of view of

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reducing resources, creating engaging resources, a number of additional resources to complement what I've already got, but also that assessment and then report writing as well. And then I, as I say by teaching assistant, I can't, I couldn't, I didn't ask the teaching assistants to it and I was amazed and really pleased. But I didn't have to fill in their gap, if you see what I'm saying. So it benefits all.

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No, I totally agree. I think from conversation colleagues again who are I'm gonna say less tacky and I'm not the most technical. Our latest cannot's going on it. It's very iterative in the sense of you can kind of pick up quite quickly and you can kind of really refine your skills. There's lots of work there to be done. But in the same breath it's not as scary as people think. I think going back to the point prior and kind of admin task report rating this, that and the other. Hopefully for me this will can also ask beg some questions as to what is the purpose of some of those activities there as well because I know some some aspects that we we we like doing, some we don't some of there just for because they've been there for a while, you know. So for me it's that wider

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conversation room kind of what we do and why we do what has an impact. But I totally agree for some admin task and I always go back to me in the sense of and this was kind of my poor practise I guess is a lecturer assignment. Feedback for me took me a lot of time to write up and then in the end I could develop my own templates and made them quite generic

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because that's what I had to do because of the sheer volume assessment feedback, we'll come up assessment shortly, but yes, this could reduce that that that admin burden for me. But also at the same time as time progressed, I always kind of thought from how much time do I put on the importance of that feedback. So for me some of the broader conversation on that around report writing around this and the other might actually be some questions to why do we do what we do if it's taking

away time from having meaningful interactions with students and so forth. So what I'm conscious of, we've got quite a bit of talk through I think the assessment and ethics conversation. We were apart for the next episode, I think.

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To bring to a close this first bit, in terms of introduction, purpose, principles, practise, sort of generative, I

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right? I'm a lecturer. Where do I start?

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I think it's first getting an understanding of generative AI and just thinking, OK, this generates something, so get an understanding of that. Read around the topic quickly, There's lots out there. The other disc we've produced, the National Centre for AI, we've produced on our web website a number of simple, quick examples of how generative AI can be used. We've also produced an AI primer. We're looking at where it will go with education and that's a really useful article to read. It's looking at what people are doing with it top ten ways lecturers are using it.

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Given a couple of examples and and it does sound more complicated than it actually is. I would I would quickly set up an account on a ChatGPT or barred or whichever you wish to use because there are a number and have a play around with it. Ask questions. A good one could be to ask questions about yourself or ask questions about the college there's just to check if it is coming out with right wrong sort of topics. Have a play with it yourself I would say and then you then go up and get a bit more confident and put in there. Create for me a number of questions based on human computer interaction and society. As I as I

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use it, have a play with it and then see what comes out. Don't be afraid of it. It sounds more scarier than it is.

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Great thank you and and for colleagues I listen we'll put links to the websites of Paddy's reference there within the description of the podcast there as well and obviously support some aspects of this and we are delivering some workshops at Expo which will have taken place by time as this goes out there of some different bits of practise. Then as a colleague from Ayrshire who has developed his own Lesson plan template to put in ChatGPT. But no, I totally agree. And I think yeah where I

started was my subject area and it was tell me about this and I can again as you alluded to I provide some information from the the core specification and that's to provide some content in this ask some questions. Some bits were great.

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Well that's great. And also just for reference, we'll we'll put a link in the chat as well to an event we held on March which at a colleague from Jack Wilshire and kind of how how the technology actually works and in some cases it predicts the next word. It kind of works one word at a time predicts that next word which is really interesting to understand how it helps to generate, as we said at the very start there. So I think yeah the best way to do it is play around. We had a colleague yesterday on a call from Morton who's experienced the at a conference. She went we had a play and her mind was blown with how great it was but also how simple it was. But I guess my

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my lasting message to anybody that's still with us at this point is really around. Won't you have to play with it? So it doesn't give you the perfect answer. You need to own it

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and that was my concern is people say yeah yeah useful lesson planning or use teacher math to go or use whatever. It's it's not going to provide you the ready made solution but it'll take you sixty 7080% of the way there to that end product and allows you to put your own stamp on it in some cases there as well. And quiz questions particularly multiple choice questions are incredibly difficult to write whereas actually this does that really well for you, you know. So there are absolute tools that's fantastic. But it does need sense checked. It does need on there as well.

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Absolutely. Just sense checking it using our professional knowledge and our topics and our our background just to double check. It always is the way to go.

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Fantastic. Well, thanks to that party will have to read insight And for listeners please tune back in to the next bit will kind of be focusing on assessment and ethics and we support that so too

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about.