

Chat GPT/AI: a campus wide response

Or a tale of assessment review & renewal
told as a heist movie

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Today's presentation (a six-act heist movie)

1. The challenge – AI/Chat GPT & Sunderland London
2. The theory – AI and Ulrich Beck's risk society
3. Creating the team to effect change 'combined talents'
4. The plan
5. What happened: known unknowns, unknown unknowns, and dogs that didn't bark
6. What we learnt from the liminal philosophy of EAP



Why the heist movie metaphor?

- Reflection on how a learning development centre team goes about having an impact on its environment
- What was our process?
- The practice of "projectising" (A Moriarty Pro VC) what we do
- The Heist movie is also about assembling a complimentary team of specialists

Act 1. The Challenge

- Many of our programmes use 'classic' written assessments
- Read, assimilate, write
- ChatGPT can do this in minutes...
- Will some of our programmes be rendered meaningless?



The Sunderland London Context

- Time is of the essence
 - We have four intakes each year: October, January, April, August
 - So limited time and resources to make changes happen
 - And as a satellite campus our sovereignty has its limits...
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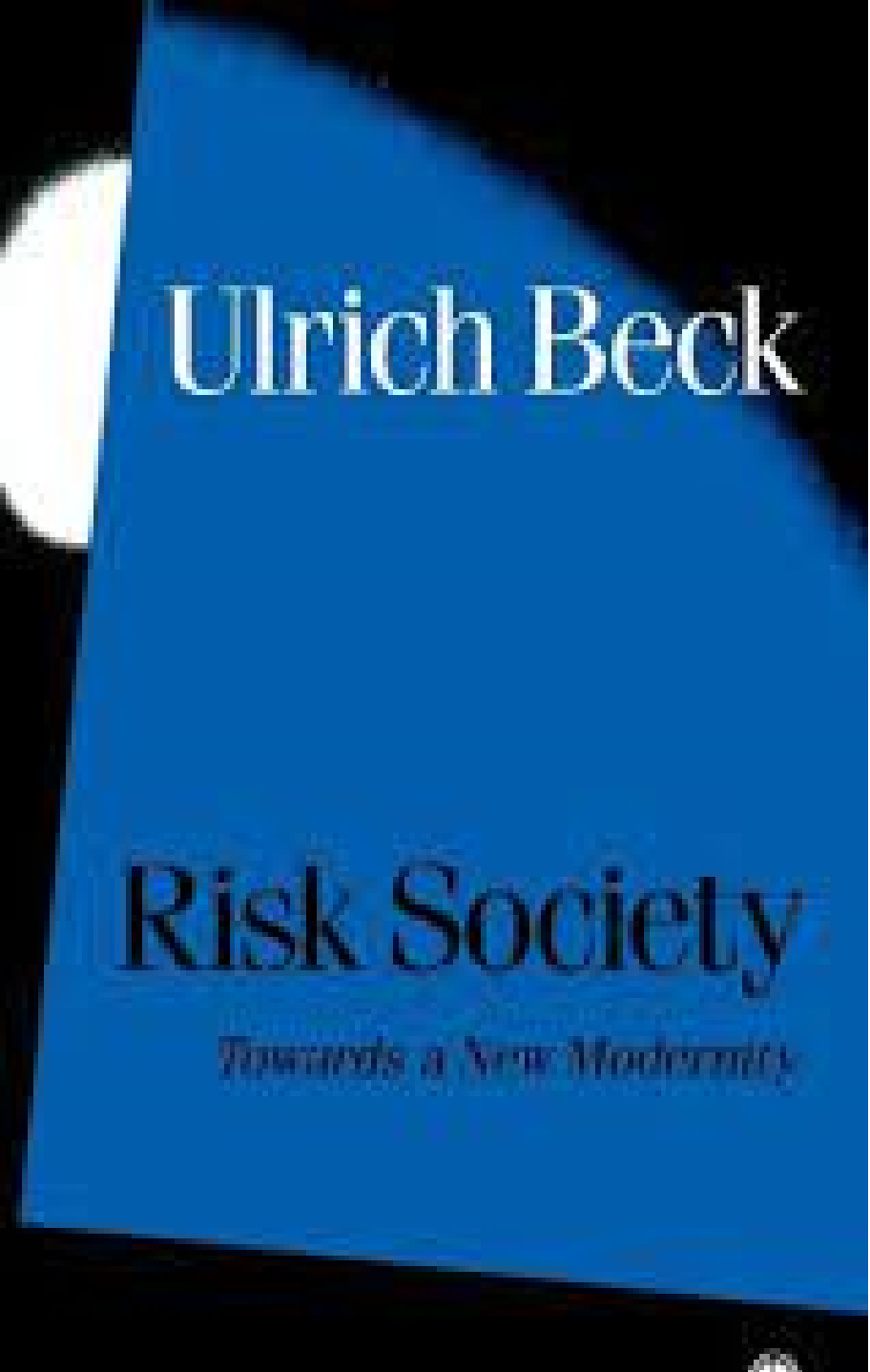


Act 2. AI: the latest iteration of Beck's Risk Society

- A human created risk – we caused this problem!
- An unknowable risk not visible to our senses – experts needed
- A risk that defies and cuts through boundaries
- A risk that defies containment and traditional 'hard border' responses

Beck's and our response to the risks of late modernity

- Cross border, trans institutional responses
- Collaboration – across disciplines, between teams
- 'hard border' solutions are bound to fail
- “Make it difficult for students to fail” (Pro-VC A. Moriarty) – make it difficult to succeed by relying purely on ChatGPT





Act 3. Creating the team of 'combined talents'

The Sunderland London Academic Development Centre (6 months old):

- 10 'career' personal academic tutors
- 5 EAP lecturers
- 3 in the library team
- 2 digital learning technology leads
- 2 ACEES – employability advocates
- 5 senior lecturer – 'consultant advocates' – specialists in assessment, student voice and the NSS, learning design, employability, enterprise



- Theo – assessment
- Daniella – EAP & thinking
- Giuseppe - enterprise
- Elisha - employability
- Evi – digital Team leader
- Chris – producer(?)

Act 4. The plan... PROJECT SPRINT



- Speed = a triage plan
- “inflight changes”
- Formative, chunking, or alternative assessments
- Bypassing traditional bureaucratic processes
- Buy in and collaboration from the Programme Managers

The pivot point: the SPRINT away day

- Get programme teams into the same room
- Present the context and theory
- Present the opportunity
- Begin the rewrite your assessment plans:
- Formative work
- Chunking
- Alternative assessments



Another agenda... (every heist movie has more than one storyline)

- Assessing to Learn
- Assessment linked to employability
- Assessment and Sustainable goals
- Assessment that motivates, engages and develops combined skills





Act 5. what happened in April – June
2023...

Did we succeed?

- All programme teams went through the away day process
- All teams engaged
- All teams began to develop inflight changes
- By June 6th we had sprinted all the teams
- Changes to be implemented from the fourth intake in August 2023





Key factors in our success...

- Hard diplomacy
- Well worked out materials, well run sessions
- Giving the team freedom; an organic approach
- Working with very invested, curious, open minded, and courteous colleagues from the programme teams



Known unknowns... challenges we knew were out there

- Not fully grasping the risk (as Beck would tell us to expect)
- Difficulties timetabling the away days
- Programmes needed varying levels of intervention



Unknown Unknowns... challenges we didn't see coming

- The sheer scale of the challenge logistical
- We couldn't do it all on the day
- An exponential crisis – work made more work
- Team burn out – training fatigue
- Resistance & denial at higher levels
- The follow up work



Dogs that didn't bark in the night...

- Outright opposition to the project
- “how dare you guys tell us about our programme”
- Calls to simply ban AI





What next? Part 2. a stronger sequel

- From SPRINT to marathon
- SPRINT part 2. longer, deeper
- Students Union engagement
- We've secured VC award funding to this!



What would Beck have to say?

B+ for our solutions...

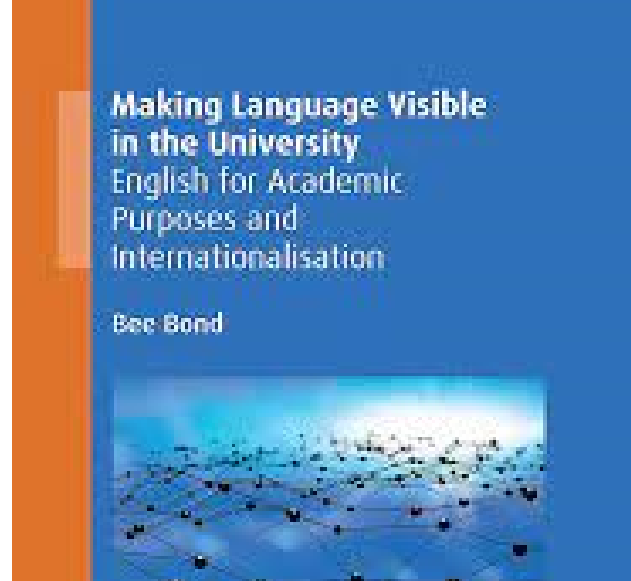
Collaboration; a trans borders approach

We recognise the hazard can't be wished away or simply banned

But... will our solutions generate more problems?

Act 6. Liminality, EAP
& HE; the twist at the
end of the movie...





The liminality of EAP, the liminality of HE...

- EAP has traditionally been a liminal precarious space
- As much of HE is... the high risk, high stakes London satellite campus sector
- This may well be changing; for good or ill?
- However, this acceptance and experience of the opportunity and hazard of the liminal may have equipped some of us to adapt



Questions...

And if you are in London on 18th or 19th July come to our learning and teaching symposium in Canary Wharf!

