



UNE L&T Symposium 2024 – Presentation Synopsis

1. Title of Presentation:

Inclusion, Innovation, and AI: Collaboration to support student learning and wellbeing at UNE

2. Presenter(s) Name(s) and Affiliation(s):

Prof. Jennifer Charteris, A/Prof. Suzie Cosh, Harriet Ridolfo, Kristy O'Neill, Sarah Oluk.

3. Main Takeaways:

Takeaway 1: Theoretical underpinnings of innovations to improve retention and reduce attrition will be covered and practical applications and examples will be provided.

Takeaway 2: The session also aims to inspire academics by demonstrating the potential of AI to transform educational practices, ensuring a responsive, inclusive, and empathetic teaching environment that aligns with the strategic objectives of UNE's Future-Fit 2021-2030 plan.

4. Application in Educational Contexts:

Teaching Methods:

- Central to our discussion is the effective dissemination of a student-centric pedagogy that addresses engagement, inclusion, and a pedagogy of care.
- Examples of course content and teaching and learning strategies will be profiled that support student safety and engagement.

Student Engagement:

Practical examples from the presentation content will highlight how to effectively integrate AI-generated summaries to enhance reading comprehension and decoding of academic texts to manage a large reading load. This particularly benefits students with less experience in academic writing. Examples will be provided to support lecturers to explicitly foster student engagement.

5. Valuable Sources and References:

Source 1:

This article synthesises evidence to provide insight into effective applications of AI in education. It highlights that AI offers promising avenues for enhancing educational experiences and outcomes despite challenges.

Bond, M., Khosravi, H., De Laat, M., Bergdahl, N., Negrea, V., Oxley, E., ... & Siemens, G. (2024). A meta systematic review of artificial intelligence in higher education: a call for increased ethics, collaboration, and rigour. *International Journal of Educational Technology in Higher Education*, 21(1), <https://link.springer.com/article/10.1186/s41239-023-00436-z>

Source 2:

This paper profiles a trauma-informed pedagogy that can support students who learn about traumatic historical events.

Harrison, N., Burke, J., & Clarke, I. (2023). Risky teaching: Developing a trauma-informed pedagogy for higher education. *Teaching in Higher Education*, 28(1), 180-194. <https://www.tandfonline.com/doi/pdf/10.1080/13562517.2020.1786046>

6. Weakness and Area for Future Research:

Weakness: *Artificial Intelligence is in its infancy and there could be more work done on how it can be used to best effect to support inclusion*

Future Research: *There can be further investigation into how artificial intelligence can be used effectively to support the pedagogy of academics in higher education institutions.*