



UNE L&T Symposium 2024 – Presentation Synopsis

1. Title of Presentation:

AI and ancient art: generating images to think about text

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

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3. Main Takeaways:

Takeaway 1: Incorporating AI image generators into exercises can encourage students to engage with the close reading of texts.

Takeaway 2: This exercise is a way of incorporating AI without placing any direct value on its outputs and focusing on the processes of using the AI software instead.

4. Application in Educational Contexts:

Teaching Methods:

- This was run as an optional exercise for students in an online only unit.
- MyLearn can facilitate this either through the forum function or by embedding a platform such as Padlet.

Assessment:

- This could be part of assessments which require close reading of short texts (gobbet exercises).
- This would work best in an assessment that not done under time pressure such as an exam.

Student Engagement:

- Can be done live and in real time, best over zoom where students have access to their laptops and can also share their thoughts and creations through screenshare or the chat.
- Can be done as an online asynchronous activity with students able to post their own creations and ideas and comment on those posted by others.

Curriculum Development:

- This exercise introduces students to a method of close reading.
- This exercise opens opportunities for discussions with students about a range of issues related to text and image relationships, the role of art and the artist, and the place of AI generated images in the study of art history.

5. Valuable Sources and References:

Source 1: Hutson, J. (2024). Integrating Art and AI: Evaluating the Educational Impact of AI Tools in Digital Art History Learning. *Forum for Art Studies* 1(1).

An exercise where students were asked to recreate an image using generative AI, teaching them close looking.

Source 2: Douglas, K., Tully B., Poletti, A., Seaboyer, J., Kennedy, R. (2016). Building Reading Resilience: Re-Thinking Reading for the Literary Studies Classroom. *Higher Education Research & Development* 35(2), 254–66.

About close reading as a skill and strategies to teach it to students.

6. Weakness and Area for Future Research:

Weakness: Students could participate by just creating AI images and not reflecting on the deeper purpose of the exercise.

Future Research: How to combine different strategies for encouraging close reading so that this exercise could work alongside others.