SARAH HUMPHREYS: Welcome, everybody. It's my absolute pleasure to introduce you to my colleague, Kria Coleman, from the University of Sydney, who is going to take us through a very interactive and fascinating presentation on using generative AI. I will hand over to Kria to describe herself, but welcome, everybody, and make yourselves comfortable.

KRIA COLEMAN: Thank you, Sarah. So my name is Kria. I am of Irish, Scottish, English extraction. I'm a tall woman and I'm wearing black pants and a white top and a colourful scarf.

Thank you for joining me today. I want to start out by saying that I'm not really an expert in AI, but I'm a user of AI, and I am part of a wonderful team at the University of Sydney called Educational Innovation where we are working very hard at deploying universal design for learning.

So my session today is going to give us an opportunity to workshop with some AI tools, experiment with them, test them out a little bit, and I'll give you a little bit of background before we jump into that.

DARLENE MCLENNAN: For those that don't me, I'm Darlene. And all things we tried to plan for. We've got external captioners but we haven't been able to get them to link with our Teams. I do apologise for the initial session with the poor captioning.

If you want or need captioning, you can do an external captioning. The caption link is up on the whiteboard. Hopefully you can see it. So that's bradleyreporting.1capapp.com/event/stream2. So if you need captioning but you don't want just the automatic captioning, which should have started by now sorry, the auto captioning should be there. Okay. So hopefully through those two we'll get there. Thank you.

KRIA: Thanks. The auto captioning might be my fault because I'm presenting from Menti. Before we get started, I would like to acknowledge the traditional custodians of the lands where I live and work, the Cammeraygal of the Dharug nation and the Gadigal of the Eora nation, and acknowledge today we're here on Wurundjeri land. I accept the invitation in the Uluru Statement from the Heart, more now than ever, and I am committed to contributing to a better future for Australia.

I think we're all on a similar page when it comes to wanting to see more inclusivity in the way we design educational experiences. Okay. I've got to go here. This is better? Now I'm in the spotlight. So some of the things that we have been thinking about gosh, I don't know where to stand now I'm sorry, I'm standing right in front of the slides. We know in our workplace that we've made a fair journey in some pockets of the organisation but we've still got a ways to go in terms of making sure that education is more inclusive.

We also know that a one size fits most approach is just teaching to the middle and is probably not doing what it needs to do in terms of making sure that people at the margins are able to access the educational experiences at Sydney University.

I guess the other thing that is something that we talk about quite a lot is finding flexible ways for people to engage in learning, whether that be in the classroom, or in assessment, or in any of the aspects of university life.

So with all of that in mind, today what I'm interested in doing is sharing with you some artificial intelligence agents that we can experiment with. And I say "experiment" because they are experimental. Two of them are ones we've designed ourselves, and the third one is perhaps being more widely used internationally. But it's going to be an opportunity to play with these as a tool or a mechanism for increasing our academic's awareness of how they might approach designing more inclusive educational experiences.

Before we do that though, I think it's a worthwhile opportunity to just test the waters, in terms of how we're feeling about generative AI. How do we feel about it in our educational context? So I have a little Menti gosh, I hope these codes all work. I'll just move up here because that might stop the feedback a bit and I don't have the lights in my eyes. So the Menti is just an opportunity for us to have a think about where we're at with AI and how it's impacting the way that we are starting to think about diversity and inclusion.

So has anybody had any issues getting in? Oh, Lord. Okay. I am sorry. Okay. It's all right. I'm a teacher who uses technology, can't you tell? All right. So we're on this page.

It's interesting, while you're thinking about that, I work with a number of academics and one in particular does a really good job of introducing AI in her classroom. She polls her students. And the responses to her polls over the last 9 months or so have changed significantly from, "no, we don't touch that", or "no, that's scary, don't want to have a bar of it, wouldn't want to admit I'm using AI", to today, "yep, use it all the time. Happy. Excited. Curious. A little bit concerned but generally feeling quite positive about using AI", in their classrooms.

It looks like we also feel curious and excited, which is good. I think having a little bit of an edge of uncertainty is also good when it comes to AI. As I said, I'm not an AI expert. I'm an AI user. So I do have, I guess, a little hint of cynicism. Hesitant, all good things. And it's a good crutch. Yes, I like that. I use it as a tool to help me as well.

Okay. My next question is: are you using AI already? Or to what extent are you using AI?

I think if I'd done this 6 months ago, we probably would have got quite different responses. Today we're all there now; "okay, I have to fess up, I have to use it, I have to give it a go". And I listened recently to an interesting conversation on I think it's called the Minefield on Radio National, where they talked about the concerns and fears about what AI will mean in our educational space. So, yes, I do feel a little bit uncomfortable too. So I think we need to really think hard about how and when we utilise AI in the classroom and what we're doing with it. So thank you.

This one is just an open response. What are you using it for? I use it for improving my drafting. Sometimes helping me come up with ideas, so a bit of a brainstorming tool. I'm doing quite a bit of researching stuff at the moment, and it doesn't help me with the research very much. You have to do it the old school way, but it does help me collect those ideas and massage them into an early, early draft that I can then really refine thoughtfully.

I like that there's some understanding content. I know students are using AI for exactly that. I think there's lots of potential for using AI to help us summarise readings that we want students to engage with so we can give them an easy entry into the critical work that we want them to dive deeply into.

Sam yeah, I was going to click the space bar and group them. I'm so hi tech. Educational innovation. Now you're going to tell me to scroll and I don't know how. See, now I've gone on to the next question. I don't know what I'm doing next. You know part of the problem is I need to put glasses on to do the close work. There we go. Thank you, Sarah. Can you scroll up again for me, Sarah, thank you. It takes a team.

I'm glad to see lots of people are using it in lots of different ways. It's interesting for us to be able to reflect on how we're using AI because I think that gives us insight into how students, who are perhaps a few steps ahead of us, are using AI in their learning.

What I'm going to do now I'm going to keep going, is get on the table some of the concerns. I think we are probably fairly thoughtful about what things are going to present us in terms of challenges, in terms of AI in the classroom. Ethics, privacy.

I was mentioning before I work with a colleague who is teaching in the occupational therapy space, and one of the first activities she did with her students was to introduce the ethical use of AI and ask her students what that meant. So what do you think ethical use of AI is going to mean as an occupational therapist? Because she could foresee 12 months ago that occupational therapists in the future would be actively using AI in their practice so maybe she needs to start creating ethical AI users.

I'll do this again. Too many tricks in my bag. Wow, there's lots of concern. So privacy. I know in some of the conversations I'm having with academics about assessment, plagiarism is certainly a concern. Just look it up on AI now instead of Google and copy/paste.

This one is really interesting. I know my first response was, "Whoa, if it can do all that, what's the point of me?" Hopefully there's more value in me than what it does. Unreliability. Yes, absolutely. Intellectual property. I can't recommend it enough that you listen to the Minefield episode. Definitely biases, yes, ethics, ethical concerns. And I acknowledge dependency. My first go to now is, "What's AI going to tell me?" So, yes. Okay. So today ooh, yes. Sorry, yes.

SPEAKER: I was just going to ask is Menti using AI here to categorise these responses?

KRIA: I'm thinking, I should have known that but yes. Yes, I'm sure it is. Just like Instagram has AI looking at everything I'm doing and fixing my algorithms for me. And it is yeah, I hadn't thanked you for acknowledging that. Yes. I'm sorry, I've got to move. I'm going, I'm going. Okay. I'm human.

All right. So what I wanted to do is tell you a little bit about the background to two of the agents that we're going to look at today. So at Sydney University, I work with a brilliant colleague whose name is Danny Liu. Danny is exceptional. And about two years ago Danny foresaw that AI was coming and that we needed to be thinking about it. And his perspective on AI was to develop this thing called Cogniti. And Cogniti is like a front end or a skin over the top of ChatGPT4, or whatever ChatGPT edition that we choose to use. And it means that when we are using Cogniti, it's like we're playing inside a playground fence. So what we're putting into the Cogniti agent stays inside our little playground fence but it draws from outside the playground from ChatGPT4, or whatever version you're using.

So Cogniti is a Sydney University tool that I think we are sharing it very widely. In the presentation later there is a link where you can go to a website called Cogniti.AI and find out a little bit more background. The important thing to know about Cogniti, though, is that it was developed for a number of reasons, and some of those reasons are that it gives everybody at Sydney Uni equitable access to ChatGPT, or the latest version of ChatGPT. So we don't have to pay for it. The university is paying for it for us.

That means that all of our students and our teachers can have equity in their ability to use this powerful tool. The other thing that it does is enable us to create steerable and informed agents that perform specific functions. So it's not like you're just chatting with the wild west ChatGPT; you're chatting with an agent that does something in particular. And typically that means it's going to be doing something for a teacher in a classroom or for a teacher behind the scenes.

Today what we're going to do is have a look at two agents that we've developed that are informed by universal design for learning principles and our approach to assessment design in the age of AI.

And then there's a third agent that we stumbled across that I have played around with a little bit and I feel like is a pretty good tool as well. So it's not ours, it's an internationally available AI agent called LUDIA. So I'll tell you a little bit about those.

The two agents that we developed are underpinned by a process that we follow which helps us to have conversations with academics about UDL, and we refer to it as designing for diversity. So what we're doing is talking with our academic colleagues about the diversity in their cohort and getting them to think about who their learners are and what that means in terms of the way that they design their learning activities or their assessments.

So some of the questions we're asking our academic colleagues are: who are my learners? What's the learning goal for this particular activity that I'm thinking about? What are the potential barriers that the learners might be experiencing? And those barriers might be physical barriers in a classroom, but they could be barriers in the learning management system, or barriers that are unique to some students but all students might benefit from the changes that we make in response to those barriers.

And then we ask our academic colleagues, sometimes in collaboration with us, to think about, well, how can we remove those barriers? How can we reduce the impact of those barriers? And then very much part of our story is how are we going to go back and look at what difference that made and how we can iterate those improvements moving forward.

So we're having lots of interesting conversations within programs where one academic might try something and that feeds into some other work with his or her academic colleagues. So it's an iterative process. It's a great conversation to be having with our academic colleagues, and hopefully it's making some big improvements.

So this is the process that sits behind two of the agents that we'll look at. So as I mentioned, there are three agents in total, and I'm going to give you a little bit more background about each of them. And then what we'll do in groups is have a look at those agents, play with them a little bit, and then feedback to everybody some of the things that you discovered while you were playing with them.

The first one is our designing for diversity agent. So in terms of the instructions to this agent or the system prompt that we've given this agent, we have told it that it's an expert in universal design for learning and that the users of this agent will be educators, people who are teaching in a higher education context, and they're interested in improving the learning experience of their diverse cohort. And the agent in informed in this case to be a supportive coach. Which means that the conversation that you'll have with this agent is a very backwards and forwards conversation.

So it's going to ask you questions and it's going to give you some things to think about, and then ask further questions of it. So it's backwards and forwards. There's also two ways that you can engage with this agent. So the first thing it's going to ask you is do you want a quick fix, which is option 2; do you need to get there fast; or would you like to do a bit of a deep dive and really just think about things as they unfold in the conversation? So you've got two pathways to follow. So that's the first agent.

I think the conversations that come from this agent are similar to the conversations that we might have with our academic colleagues. So we're just spreading our reach a little bit, really.

The second agent is very similar. It has similar system prompting, but this time the agent is specifically thinking about assessment design, as opposed to learning in a classroom, or any other online learning, or anything like that. It's just about assessment. And at Sydney University, we have been thinking about what assessment policy means in the time of AI. There are some really interesting articles on the Teaching at Sydney blog about where we're at in that thinking. And at the moment we are really acknowledging that assessment falls into one of two categories. Lane 1 is that assured, we know that the thing that we are assessing is coming straight from the student to us. It's an assured assessment. And that really narrows down what types of assessment fall into that category. Things like pen and paper exams, viva voces, or interactive orals. They're assured.

Everything else sits over in lane 2. That means that we know that in lane 2 those assessments may or will have AI as part of that assessment process. I think we're heading more towards will have AI as part of that assessment process. Whether you've designed that into the assessment, or whether you've just ignored AI and students are using it anyway.

So we've got two lanes of assessment, and the AI agent in this case, the Cogniti agent in this case, is thinking about those two lanes. It's part of the conversation that it will have with you. Again, there's two options for interaction. Do you want a deep dive or do you want a quick response?

And the third example we'll look at today is LUDIA. Now, LUDIA has been developed by some UDL experts. There is a great podcast that I listened to once one of my colleagues shared LUDIA with us. The podcast was really good. You get to meet who the creators are. And this agent specifically speaks to the UDL framework and all of the dot points. So it's reinforcing your use of the UDL framework.

I haven't seen anything about whether or not they're updating LUDIA with the new revised framework that's coming, but I would imagine they are because they're UDL practitioners.

So we have three agents we're going to play with. I did want to say one more thing, though. Sorry, this is about LUDIA. It's going to have I don't really know about its system prompt. I don't know what they've asked it to do. I presume they've asked it to do this stuff. And it will start by interacting with you and asking you questions as well. It has some really great deep dive opportunities. So it will say, do you want to know more? Do you want to know more? Do you want to know more? So it's great. Plus it's connecting you with the UDL framework.

All right. So now I've done something similar with academics that used it before, and sometimes the response was, "Oh, well it didn't really give me what I wanted." I think the thing to know and I think you probably already know this the thing to know about AI is that the better your input, the stronger or the more valuable the response that you'll get. So if you ask it superficial questions, it's really guessing about what it is that you want to understand. So the more information you give, or the more precise descriptions that you provide, the better the solutions or the options it provides you with will be.

So you need to be thinking critically while you engage with the agent, all three of them. Does anyone have any questions?

SPEAKER: Are any of them multimodal or are they all just text?

KRIA: At the moment they're just text based. My understanding from Danny is that the speech to text and speaking back is coming very, very soon but it's not here yet. So we're at the mercy of ChatGPT. When it's available, it will be available to us too. So, yes. That is a limitation.

SPEAKER: I can see how the… was it LUDIA? I can see how that one, if it's connected to information about a UDL framework, that might be different to something like ChatGPT if ChatGPT doesn't have that information. But how is Cogniti different to using ChatGPT if you were to contextualise your prompt with assessment or with UDL?

KRIA: So, yes, you're right. If you tell ChatGPT that, "I need you to act like a UDL expert or like an educational expert in designing for a diverse cohort", then it will do what you want it to do. I guess what we have the ability to do in Cogniti is to be very I guess put parameters around the way the agent works and what it doesn't do. So it saves a little bit of time. Yeah. In that sense it's not particularly genius. Keeping in mind that the purpose of Cogniti is to equalise and create steerable agents. Later on if you want to find out more about some of the other agents that are classroom specific, then you get into this prompting that says, "This agent won't do A, B, C, D, E, F and G." So you can not only steer the agent, you can prevent the agent, to an extent, from doing things you don't want students to do when they're interacting with it.

SPEAKER: Just following on from that, is part of what you can tell it not to do just give horribly bias content, or is it still at the mercy of the kind of crap on the web? Okay, just checking. I was kind of wishful thinking, but yeah.

KRIA: I think you're right. It's still dependent on ChatGPT. So yes, it's not going to be perfection. Damn. But I think when you put in good parameters and then you challenge what you get as a first response or a second response, it improves.

SPEAKER: You mentioned that Cogniti is available more broadly. How would one get access to that? Is it something we request or

KRIA: So, yes. If you go to Cogniti AI, you will find a way to access the Sydney University freely available versions. And I might come back to that so that we can get into the workshop part. I'm happy to talk more about it later, because I'm having fun with it and I'm sure other people want too as well.

So we have three agents we're going to play with. And I'll arbitrarily assign you I know that's uncomfortable. I'll arbitrarily assign you to an agent. So I was just thinking that the front row, could you all use Cogniti designing for diversity, and could the middle row all use the Cogniti assessment agent, and the back row, could you use LUDIA? I'm going to hand around a piece of paper to make it easier. The plan is to have each of the groups experiment with one of the three agents and then share your comments to a Padlet.

The Padlet is on the back of the piece of paper that's coming around, as well as on here. That way we're getting a bit of a collective resource for what we discovered as we were interacting with the agents. And I think it probably will take you about five or 10 minutes just to get in there and have a play, test it out with your own context. See how it responds to your particular circumstances, your educational context.

So the front row is doing designing for diversity, Cogniti. The second row is doing the assessment design, Cogniti, and the back row is doing LUDIA. So if you take that QR code that's on this page here, that should take you ooh, okay. Sorry. There's one more step that I just so the Cogniti ones, you can log in either with your Microsoft log in, if you have a Microsoft log in through work, or you can log in through the Australian Education Foundation. I'm mumbling that because I'm not quite sure what the words are. It's the top option. Then you pick your university.

So it's basically what is it, Sam? So if you use that one, you'll log in through your own organisation. Or you can log in through Microsoft. Both work really well. Did anybody not get in? My helpers might help. I haven't got my glasses on. Okay. So you're into the Padlet but now you'll need to go into this one as well. I'm coming back. I'm just getting glasses. That's the Padlet. That side is you need to get into the agent first or after.

(Group work)

KRIA: Okay. I can see you're having really interesting conversations. Can I remind you, it would be great if we could capture some of your thoughts about the agent you're looking at on the Padlet. I know there were lots of QR codes but I couldn't figure out a better way to do this. The Padlet is how I would really like to capture what you discovered, your feedback about one of the agents. You're welcome, once you've had a play with one agent, if you want to switch over and play with one of the other agents, there's nothing stopping you from doing that. But don't forget to go to the Padlet.

And then finally, death by QR code, I have one more and this is for where we can just universally share our thoughts about AI as an assistant in the work that you do. I mentioned that what we at Sydney Uni refer to them as agents but I think assistant is a better word. Sometimes the agents we develop are for teachers. They're agents that help teachers do some of the grudge work the grunt work is the one I'm looking for. Yeah. Maybe it's grudging too. Some of that grunt work like writing rubrics and writing multiple choice questions and learning outcomes and all that sort of thing. We've got agents that are for teachers but the agents that are really exciting are the agents that have been developed by teachers for their students. And I was talking with a group down here about some of those interesting use cases to just use in the classroom to assist with student learning.

So I'm asking you, I guess, more broadly, do you think these agents that we've played with might be useful to support the work that you do with your colleagues, and also if you've come across other UDL inspired agent, this is another great place that you can share that.

I do have a couple of slides that I'll just pop up now which summarise some of the other ways that we're using no, there we go. That's the thing I thought I didn't have. I'd be interested to understand I'll go back and look at the Padlet, obviously, but I'm interested to hear your feedback about the Cogniti agents because a number of us have worked on prompting those agents and we are constantly looking at how we can refine and improve.

One of the benefits of using Cogniti is that you can look under the hood and see the interactions that people have had with your agent, not who they are, but see the conversation that they've had, and that gives us a way of looking at where the agent isn't quite doing what it needs to do. So another advantage of using something like Cogniti is that you create this bespoke agent and then you refine it and improve it, dependent on how users are interacting with it.

As I said, I don't know what the evolution of LUDIA will be, but I imagine that they will be evolving that one, too, with the new framework that's coming.

So thank you very much for your feedback. I want to just quickly pop up a couple of other examples of the way that we're using Cogniti, and I've got one minute left. So this is just a list of some of the agents that we've created across the university so they're in all different disciplines. Some are generic and available to academics to plug into their course. So for example, the group work coach is a coach which helps students who are doing group work and saves them having to go and whinge to their teacher incessantly about how someone isn't doing the right thing in their group.

The writing coach is a fairly obvious one, too. We have students from all different educational language and cultural backgrounds, and sometimes they need support in helping them improve their writing skills. Mrs S is a classroom teacher. She gives OT students some feedback like a teacher. Yes.

SPEAKER: Are you using Canvas LMS? In one of the Canvas courses, are multiple agents integrated?

KRIA: That's a really good question. At the moment this was developed in house at Sydney Uni and we are Canvas uses. Cogniti has been set up for us as an LTI. So you would embed the agent on a page and you would explain to the students the purpose of the agent and how you want them to interact with the agent, and then they go down the bottom of the page and they find the agent for the chat.

SPEAKER: I love all these student facing agents. But I'm really curious how students engaging with these student facing agents impacts their work when it's run through an AI detection thing like Turnitin?

KRIA: That's a great question. At Sydney Uni we don't do AI detection because we have decided that the AI detection is not really adequately performing its function and is flagging things that may or may not be AI generated. We're also using these agents in a classroom context or in a drafting context. Our policy at the moment says that students must disclose their use of well, they must acknowledge their use of AI and how they use the AI.

And a lot of these agents, the student facing agents, have been instructed not to do other work. So the writing coach will look at a sample of writing but it won't do any writing. It will give the student feedback on the piece of writing they've done and that's it.

There are other agents. The mentor bot is one that gives specific feedback on a specific type of writing in occupational therapy. So it's informed about the type of writing and it gives them feedback. It also might not be limited to not doing work for students. There are students all the time, though, who try to crack it, so the nature of the game.

SPEAKER: I was just going to say, I think for formative assessment it's much more used, and even pre formative assessment. A lot of my students are already using Grammarly for years, so it's no rocket science. I think the second language learners are just cracking on at all levels in a really useful way, and there's co-curricular that will practise for interviews, and those kind of things. I think those all really hugely promising. Yeah.

KRIA: I think that's it. Grammarly has existed for a long time. This is just our bespoke version. Yep. As I mentioned, we have agents that do things for teachers. These has been a really good way of opening the door to AI for teachers who are like, "No, not going there." But once they have a go with some of these tools, they go, "Okay, show me a bit more." Then we have that deeper conversation about, well, how could AI be helpful to you? How could it duplicate some of the activities that you need to have done in the classroom? The ones that are done so my colleague, Jo Hinitt, who is the occupational therapy academic, she uses the agents in the classroom with her 120 students in a big situation like this. And I happen to go to her classroom a few times, and we walk around and talk to students. "What's it telling you? How's it going? Do you agree? Do you think you need to ask it a bit more; a few more questions?"

So it's a classroom tool, as much as anything; not necessarily an asynchronous tool.

I'm very conscious of time. Thank you all very much for participating. I hope that that was thought provoking. As I said, I'm not the AI expert, but I'm a practitioner and a teacher, and I love playing with it. So thank you very much for joining me.