1. **PURPOSE OF THE PAPER**

   This paper provides a summary of significant work being undertaken/completed under the remit of Dean for educational innovation. The work on decolonizing the curriculum has been detailed in a separate paper. The paper considers:
   - Tools for the Delivery of Education
   - Academic Integrity
   - Transforming the Experience of Students Through Assessment Pilot
   - Collaborative online internarial learning (COIL) Pilot

2. **PREVIOUS CONSIDERATION BY / FURTHER APPROVAL REQUIRED**

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<th>Board/Committee</th>
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3. **RECOMMENDED ACTION**

   The UEC is invited to note this update

4. **DISCUSSION**

   **4.1. Tools for the Delivery of Education**

   On 8 August the Digital Strategy Committee discussed the following three business cases. Due to the significant cutbacks to the budget for AY 2023-24 and these tools being classed as revenue rather than capital expenditure it has not been possible to secure funding for all 3. Therefore IPAC has been prioritised as this is the tool that is likely to support the greatest reduction in staff workloads

   A. Individual Peer Assessed Contribution (IPAC) to support peer evaluation in group work, for a 3-year period, following the pilot that took place during AY 2022/23
      Cost is £7,800 per year (inc. VAT), totalling £23,400 (inc. VAT) over 3 years. Funding approved

   B. Extending the pilot of Turnitin Originality, for a further year, to support the investigation of academic misconduct.
      Cost is £26,242 (inc. VAT) for AY 2023/24 Currently no funding available

      Funding for this was being sought in order for the institution to have the option to pilot the use of Turnitin’s Artificial Intelligence (AI) Detection tool beyond December 2023.
The committee should note that AI detection tools, including Turnitin’s AI detection tools, cannot definitively prove that the text submitted has been produced by a generative AI tool, and that the institutional approach to the challenges posed by the inappropriate use of such tools is to focus on assessment design, rather than detection. We will also provide clear communication to staff that they must not submit student work to external detection tools/software. We will revisit this business case at the end of term 1 AY 2023/24

C. Respondus LockDown Browser for Exam Integrity, for a 3-year period, following a free trial during AY 2022/23
Cost is ~£5,040 per year (incl. VAT), totalling £15,120 (incl. VAT) over 3 years. Currently no funding available

A custom browser that is deeply integrated within Blackboard Learn (MyAberdeen), which locks down the testing environment, it is proposed that Schools interested in using this tool contribute to the cost for AY 2023-24 and this business case is revisited for AY 2024-25.

4.2. Academic Integrity
Improvements have been ongoing across the university to proactively address the challenges of academic integrity. The university is focusing on shifting the culture towards encouraging academic integrity rather than solely emphasizing the prevention and detection of academic misconduct. This is an important aspect of maintaining a fair and ethical learning environment, as well as essential as part of the training for our graduates for their future careers

4.2.1. Student facing resources
A new series of short videos on the following topics have been developed: referencing, plagiarism, self-plagiarism, collusion, generative artificial intelligence (genAI), contract cheating and data falsification have been developed for AY 2023-24. These videos provide accessible and engaging resources for students to understand potential pitfalls and ethical considerations in their academic work.

These can be accessed through the updated Academic Integrity Guidance and Resources and Academic Integrity & Referencing Toolkit. Schools are requested to signpost students to these through the course/programme digital spaces and handbooks.

A new quiz on academic integrity has been embedded in PD1002 and PD5006, to reflect these updates.

4.2.2. Guidance for Staff on Generative Artificial Intelligence tools
The guidance for Staff on Artificial Intelligence tools and Assessment Practices is being updated and will be made available by the 5th September, this will include additional guidance on detection.

The Task and Finish Group (TFG) established to provide governance and make recommendations about future implementation of Turnitin Originality’s Authorship tool, which is a tool to support the investigation of potential cases of contract cheating, had its final meeting on the 23 May. The recommendation from the group was to pause the pilot of Turnitin Originality’s Authorship tool for AY 2023-24, and focus on reviewing our educational practices and policies to address contract cheating, including the development of a toolkit for use by School Investigative officers.

4.2.3. Evidence base
The student lead research project into barriers and facilitators to engaging with contract cheating services has been completed and preliminary findings have been presented at the annual symposium 2003 and HETL23. This project is now being extended to incorporate student views on engaging with generative AI. Currently awaiting ethical approval

4.2.4. Case studies

CAD will be collecting case studies from across the university of how staff have engaged with generative AI tools within their teaching and or research and will be sharing these through the website. The link to submit a case study is to follow.

Our comprehensive strategy includes training, resources, research, and targeted messaging to both staff and students. By fostering a culture that encourages academic integrity and addressing emerging issues, we hope to contribute to the overall quality and fairness of education. We will continue to monitor, adapt, and improve these efforts based on research and feedback to maintain and enhance their effectiveness over the next academic year.

4.3. Transforming the Experience of Students Through Assessment (TESTA) pilot

In the previous academic year, we undertook a pilot of an adapted version of the Transforming the Experience of Students Through Assessment (TSTA) programme. This pilot was successfully completed in two schools, covering seven single-honours degree programmes. We are currently in the process of evaluating the initial pilot phase and making adjustments to the programme based on our findings.

The upcoming adaptations will involve several key elements. Firstly, we will be introducing the involvement of the School Quality Assurance and Enhancement (QAC) officer in the programme review meetings with the core teaching team. This integration aims to foster a better understanding of potential improvements and to ensure that the QAC team is fully briefed on the rationale behind planned changes.

Additionally, through this process, we have identified specific training needs that we believe warrant broader attention. As a result, we have initiated a plan to deliver school-specific training immediately upon completion of the TESTA programme, focusing on the design of Intended Learning Outcomes (ILOs).

In the next phase of the pilot, we will be modifying the processes to include Postgraduate Taught (PGT) programmes within this scheme. Initial outcomes from the first cohort of the pilot programmes have indicated that a majority of courses have subsequently submitted changes to either the intended learning outcomes or the assessments, or both, following completion of the TESTA review. All schools have created action plans based on the pilot, and these will be reviewed and followed up within six months.

We have established a North East of Scotland TESTA group, which have met twice to discuss how we can work together to enhance the programme across the sector.

4.4. Collaborative online internarial learning (COIL) Pilot

Initial designs for the collaborative teaching room have been approved. This includes a room layout with two distinct zones: Zone 1: This zone will combine a flexible seating space for 25 students, suitable for both traditional lectures and workshop formats. Zone 2: There will be five sound-baffled booths set up in this zone. These booths are designed to allow five students to work with students from another location through an interactive monitor. The booths will have a full acoustic setup to facilitate collaborative conversations and project work. The movement between
the “traditional space and the booths has been designed to allow easy movement throughout the teaching session.

We experienced a slight delay in finalising the room setup due to the need to reconfigure some equipment specifications because of financial challenges. However, the new budget and design have now been approved. Equipment is currently being purchased and installed, and the room will be ready for use in the upcoming academic year.

Due to issues with RAAC in some of our teaching spaces, we have had to redeploy our timetable to utilise different rooms. This unexpected change has presented a potential opportunity. More groups of staff and students will now be utilising this room, initially as a basic teaching space. However, this presents us with an opportunity to provide advice and support on how their learning experience could be enhanced with the use of the additional room capabilities. This initiative has led to the generation of a series of guides and support tools, which will be made available to all room users. The aim is to encourage others to consider what they could achieve with this space in future years.

5. FURTHER INFORMATION

Further information is available from Professor Kirsty Kiezebrink (Dean for Educational Innovation), k.kiezebrink@abdn.ac.uk, or Dr Sara Preston (Senior eLearning Adviser) s.preston@abdn.ac.uk

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Freedom of Information/Confidentiality Status: Open