

OLCEC 24

The Academic Conference of the Organisational Learning Centre

Learner Centric Approaches in Higher Education: Embracing AI-Learning

Held at the OLC Oldham Campus

3rd July 2024





Learner Centric Approaches in Higher Education: Embracing Al-Learning

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Preface

Welcome to The Organisational Learning Centre and the OLC Education Conference Proceedings for 2024 (OLCEC'24). This international conference presented learner centric approaches to embracing higher education and including cutting edge approaches to the adaptation, adoption and integration of AI technologies into the educational setting.

The proceedings of the "Learner Centric Approaches in Higher Education: Embracing AI-Learning" conference, held at the OLC Oldham Campus for the 2nd time in 7 months, represent a significant milestone in our ongoing commitment to advancing educational practices through innovative research and collaboration. This conference brought together esteemed academics and researchers from around the globe, fostering an environment of intellectual exchange and exploration of learner-centric methodologies enhanced by artificial intelligence.

The theme of this year's conference underscores the critical need to adapt our educational frameworks to the evolving landscape of technology and learner expectations. As we navigate an era where AI plays an increasingly pivotal role in education, it is essential to examine how these tools can be leveraged to enhance learning outcomes, promote engagement, and support personalized educational experiences. The diverse range of presentations and discussions not only highlighted cutting-edge research but also provided invaluable insights into practical applications within higher education settings.

One of the distinguishing features of this conference was its commitment to inclusivity and empowerment of emerging scholars. We were proud to provide a platform for students at the College to share their research and reflect on their academic journeys. Their contributions enriched the dialogue, offering fresh perspectives and innovative ideas that are crucial for the future of learner-centric education. This emphasis on student involvement reflects our belief that the voices of learners are vital in shaping educational paradigms.

We extend our gratitude to all the participants, presenters, and organizers who made this event a resounding success. Your dedication to advancing knowledge and fostering collaborative research is commendable. We hope that the insights shared and connections made during this conference will inspire continued exploration and innovation in the integration of AI within learner-centric frameworks.

As you engage with the following conference proceedings, we invite you to reflect on the potential of AI to transform educational experiences and to consider how we can collectively shape a more responsive and inclusive higher education landscape.

The conference theme for 2024 OLCEC'24: Learner Centric Approaches in Higher Education: Embracing Al-Learning



Conference Introduction

On the 3rd July 2024 OLC held the annual conference with the theme of "Learner Centric Approaches in Higher Education: Embracing AI-Learning." OLC has a distinctive spirit that embraces inclusivity, compassion and resilience. It is dedicated to excellence in higher education and has an embedded vision of improving its positive impact on the societies it serves. As such this conference was open to all OLC students on their higher education journey, past and present, alongside acknowledged experts and widely published speakers OLC students presented posters, abstracts and full paper articles.

Alongside full scientific research papers and extended abstracts, academic posters where exhibited and presented. For those students and academics that could not attend the conference or decided just to exhibit they did not need to present their poster and were allowed to just exhibit the poster.

Those students and academics of OLC that wished to present had the opportunity to do so. The conference theme poster organising committee was made up of the OLC Director of Teaching, Learning and Assessment Enhancement and the OLC, Heads of Departments and they considered and accepting academic style posters from any Higher Education level disciplines from students of OLC, partner colleges, OLC academics and OLC staff.

It was a pleasure for me to invite to The OLC Education Conference (OLCEC'24), our Conference Keynote Speakers and Chairpersons:

- Ms. Sally Dixon, MBA, Principal OLC (Europe) Ltd and Assessor for Quality Assurance Agency
- Mr. Encok Tsapayi, MA, BA (Hons), PGCE (M), QTLS, Head of School of Health, Social Care & Wellbeing & Lecturer at OLC (Europe) Ltd studying for a Doctorate in Higher Education at Lancaster University
- Ms. Julie Semmens, Director of Student Experience and Engagement at OLC Europe
- Dr Chris Bamber, PHD, Managing Director and Dean at OLC Europe
- Dr Rashed Khan, PhD, MCIPD, lecturer in International Business and Marketing at the Salford Business School
- Mr Mathew Cox, MA, BSc, PGCE (M), QTLS, Health and Social Care Tutor at OLC (Europe) Ltd and studying for a Doctorate in Higher Education at Lancaster University
- Ms. Waseema Salehuddin, Lead for Teaching and Learning at OLC Europe
- Dr Shajib Ullah, PhD, MSc, BSc, Programme Manager BA (Hons) Business Management with Foundation Year, School of Business and Computing (SBaC)
- Mr Phil Boyle, Msc, Bsc (Hons), PGCE, Head of School, Business and Computing at OLC Europe



The conference was a complete success with over 35 presentations across the four academic streams. With representatives from researchers from Europe, Africa, The Americas, Asia, Middle East and Australia the conference was truly global and represented cutting edge international research.

Conference Timetable		
10:00 to 10:20	Opening Remarks and keynote	
Dr Chris Bamber		
Provides the welcome speech a	and introduce the conference proceedings and explain the various	
activities of the day. 1st Inaugu	ral Speech: Learner Centric Approaches To Higher Education:	
Embracing Al-Learning		
10:20 to 10:40	Keynote Speech	
10:40 to 10:45	Conference Safety Briefing	
Ms Sally Dixon		
Streams' 1 to 4 Timetable		
11:00 to 12:30	Session 1: Conference Paper Presentations [four papers]	
12:30 to 13:30	Break for LUNCH in Conference Setting	
13:30 to 15:15	Session 2: Conference Paper Presentations [six papers]	
Conference Stream 1	Higher Education Providing Positive Impact on Society	
Chair: Enock Tsapayi	Co-Chair: Julie Semmens	
Conference Stream 2	Emerging Technologies in Higher Education	
Chair: Dr Chris Bamber	Co-Chair: Dr Rashed Khan	
Conference Stream 3	Being Human in the Higher Education Environment	
Chair: Mathew Cox	Co-Chair: Waseema Salehuddin	
Conference Stream 4	Higher Education Systems: Business and Economics	
Chair: Dr Shajib Ullah	Co-Chair: Phil Boyle	
16:00am to 16:30	Closing Speech and Awards	
Ms. Sally Dixon, MBA Principal	OLC (Europe) Ltd	
Sally provided a summary to th	e conference proceedings and thanked the keynote speakers,	
exhibitors, poster presentations and all the speakers at the conference.		



Conference Stream 1: Higher Education Providing Positive Impact on Society

The focus was on cutting-edge work by individual researchers and teams, encouraging multi-disciplinary and discipline-specific research and engaging collaborations across disciplines and departments within OLC and with the involvement of academics from other UK universities and with researchers across the world.

- The conference stream 1 organising committee is made up of representatives of the Organisational Learning Centre, Special Interest Group for Leadership in Education (SIG for LinE) which aims to:
- Facilitate impactful research and knowledge exchange activities for growth within the education sectors, particularly Higher Education (HE), with inclusivity and sustainability.
- Further research initiatives in areas of risk management and education governance that involve inclusivity and sustainability factors; and
- Facilitate publishing education, teaching and learning research outputs in quality journals (2*-4*) and create a wider impact.

The special interest group's work is guided by and contributes to the OLC series of conferences that involve academics, staff, alumni and students from OLC colleges, partner colleges and partner universities. The group's outputs contribute to an understanding of EDI (equality, diversity and inclusion) frameworks in Higher Education, supports the OLC vision "We Lead in Excellence", and represents the OLC founding ethos: "To improve our impact on society" by following the beliefs of:

"We believe everyone can grow through learning. We foster learning by doing, inclusively."

"We use innovative teaching, consulting and training methods, applying academic theory to real world situations to inspire and develop skilled and experienced individuals.

Conference Stream 2: Emerging Technologies in Higher Education

The conference stream 2 organising committee is made up of representatives of the Organisational Learning Centre, Special Interest Group for Emerging Technologies (SIG for ET) which aims to:

- Conduct interdisciplinary research into the theory, methods and technologies underpinning the transformation of processes through technology.
- Inform teaching and learning policies, practices and curricular developments of emerging technologies in Higher Education.

This group is operating as an interdisciplinary and internationally embedded research and knowledge community which conducts research into the social, cultural and experiential dimensions of the design, use and futures of new and emerging technologies. In support of teaching and learning across the OLC portfolio of curricula, this group is a cross-faculty initiative that conducts research on behalf of the academic programmes of Business and Management Studies, Healthcare Professional Studies, Computing Technologies, Education and Training, and areas of Hospitality, Tourism and Travel.



Conference Stream 3: Being Human in the Higher Education Environment

The conference stream 3 organising committee is made up of representatives of the Organisational Learning Centre, Special Interest Group for Being Human (SiG for BH) which has been inspired form an understanding of the Human Condition from multiple perspectives and particularly the disciplines of human biology, anthropology, psychology and sociology. Although the research focus is on healthcare practice and gaining an understanding and appreciation of Health, Social Care and Wellbeing Services, this SiG for BH is motivated by Carl Rogers, who aims to put the person at the centre of care:

"Experience is, for me, the highest authority. The touchstone of validity is my own experience. No other person's ideas, and none of my own ideas, are as authoritative as my experience. It is to experience that I must return again and again to discover a closer approximation to truth as it is in the process of becoming in me." -Carl Rogers, On Becoming a Person, 1977.

This Special Interest Group for Being Human (SiG for BH) aims to:

- Enable the development of cutting-edge research by our academic and clinical healthcare leaders, educators and researchers.
- Seeks to support the development of up-to-date and relevant Teaching and Learning materials for our academic and clinical healthcare leaders, educators and researchers.
- Improve the evidence base for adult and child Health, Social Care and Wellbeing in England, UK and broader audiences.

This SiG for BH focuses on applied, interdisciplinary and multi-disciplinary research that addresses local, national and international issues relating to Health, Social Care and Wellbeing practice, policy and education. The group prioritises a high level of engagement with a multiplicity of stakeholders (charities, employees, managers, policy makers, healthcare professionals, government and the NHS), and encourages research that is inter-sectoral but aims to make a difference to local communities that OLC serve.

Conference Stream 4: Higher Education Systems: Business and Economics

The conference stream 3 organising committee is made up of representatives of the Organisational Learning Centre, Special Interest Group for Management and Economics (SIG for M&E) which aims to:

- Conduct interdisciplinary research into the theory, methods and technologies underpinning the transformation of modern 21st century enterprises.
- Inform teaching and learning policies, practices and curricular developments of emerging trends in macro and micro level business and commerce.

Research in The Special Interest Group for Management and Economics (SIG for M&E) focuses on the development of innovative methodologies and frameworks to analyse issues of importance to business and policy decision-making, with a particular focus on the management and understanding of strategy, business



start-ups and social-enterprise partnerships. International, interdisciplinary, and business partnerships are central to the group's approach.

Research within the group provides an understanding of emerging major challenges in human resources and public policy in the fields of leadership, ethics, and diversity. Group members are at the vanguard of advances in their specialised fields, and through their research, they seek to make a demonstrable impact on society, policy and practice.



Key Note Speeches



The OLC Education Conference

Learner Centric Approaches To Higher Education: Embracing Al-Learning

3rd July 2024

Inaugural Speech Dr Chris Bamber, PhD, MSc, AdvCert, HND, FCollT



We are not alone

This (1624) idiom "NO MAN IS AN ISLAND"

 Originated from a line in a poem by John Donne, in which he wrote 'No man is an island, entire of itself; every man is a piece of the continent, a part of the main.'







We are not alone

What does it mean?

"NO MAN IS AN ISLAND"

 It means that no one is completely self-sufficient and that we all rely on and need help from others.





Should we walk alone in a virtual environment with Al as our mentor?







A lesson on learning how to learn from the past by Roger Ascham

- Toxophilus is a book about longbow archery by Roger Ascham, first published in London in 1545. Dedicated to King Henry VIII, it is the first book on archery written in English.
 - Two characters, Philologus ("a lover of study") and Toxophilus ("a lover of the bow")
 - They learn from each others' skills, knowledge, deep rooted beliefs, philosophies and past experiences.









Organisational Learning Centre

Embracing Future Possibilities for LearnerntredClassrooms: Transforming Education Al Organisational Learning Centre

- In 2023 and 2024 AI was discussed at every academic conference and meeting I have attended
- AI has crept into our lives and is here to stay
 - GPS, Face Recognition, Auto-correct, Translations, Text generators.

What would the characters, Philologus ("a lover of study") and Toxophilus ("a lover of the bow") say about AI?

- As educators, we should rethink how Al can enrich learning experiences and prepare our students for the future
- As students, we should think about how AI can assist in learning and thus embrace AI as a positive enhancement to personal and professional development.



We have always been wary of new technology





The Sumerian abacus appeared between 2700 and 2300 BC



1620 the slide rule was created by Reverend William Oughtred



Early calculators People could not believe their eyes – what incredible machines



Teachers said in the 1970s calculators can't be used in Maths lessons

You will lose your basic Maths skills!!!!



Everyone has a calculator nowadays

Think about the added value





The Value Added in Higher Education

 The "value added" by AI in education encompasses the improvements and enhancements it brings to the learning process, making it more effective, efficient, personalized, accessible, inclusive, and engaging.





Organisational earning Centre

What could be the added value of using AI in Higher Education?

- Let's ask ChatGtp
 - to create a 30 minute lesson plan
 - https://chatgpt.com

- Let's ask ChatGtp
 - What are the value added of using AI in Higher Education?

OLC Education Conference 2024



Delegate Participation

Learner Centric Approaches To Higher Education: Embracing AI -Learning





What one word best describes OLC (Europe)? You can add to the word cloud as many times as you like.

Join at slido.com #3239 028



Learner Centric Approaches To Higher Education: Embracing Al-Learning



Let us ALL Learn Together





Delegate Questions

Learner Centric Approaches To Higher Education: Embracing AI -Learning







OLC Education Conference 2024



Stream Contents

STREAM 1		
Contributions	Name	Title
Presenter	Kirsty Greenwood and Emese Borberly	Exploring aspects of leadership and management in healthcare and education
Presenter	Laura Anne Sayers	What is the impact of poverty on children and adolescents lived experiences?
Presenter	Dr Sandy Francis Peris [ONLINE PRESENTER]	A preliminary research on the sustainable economic development of small and medium enterprises using ai advancement and green market orientation
Co-Chairperson and Presenter	Julie Semmens and Amanda Williams	Understanding the Aims, Objectives and Ethos of the OLC A.C.E Award: Expanding Students' Professional and Personal Horizons
Presenter	Ernest Kwateng [ONLINE PRESENTER]	Learner centric approaches to Higher Education provision
Presenter	Jaya Vishram	The review of factors based on work stress that impacts staff in higher education and the effective strategies in overcoming these
Chairperson	Encok Tsapayi	Student engagement and retention strategies in Higher Education



STREAM 2

Contributions	Name	Title	
Presenter	Dr Faical Chanour [ONLINE PRESENTER]	The readiness of higher education in acceptance of generative artificial intelligence	
Chairperson	Dr Chris Bamber	The value added role that AI can play in Higher Education (part 1)	
Presenter	Dr Mohammed Istiak Ahammed [ONLINE PRESENTER]	Embracing Artificial Intelligence in the Classroom in Higher Education	
Co-Chairperson	Dr Rashed Khan	Generative AI and Higher Education: Challenges and Opportunities for Learners and Educators.	
Presenter	Sally Dixon	Not all my own work!	
Presenter	Rafeed Hassan	Advancements in Innovation & Technology and Their Application in Education	
Chairperson	Dr Chris Bamber	The value added role that AI can play in Higher Education (part 2)	



STREAM 3		
Contributions	Name	Title
Presenter	Sameeva Kosir	Exploring the mind body connection through food choices
Presenter	Tabassum Kosir	Wellness through movement. How can exercise can enhance overall wellbeing?
Chairperson	Mathew Cox	A critical literature review exploring how stoicism can improve wellbeing
Presenter	Parmina Khan Waziri	Exploring Aspects of Physiology
Presenter	Connor Williams	The role of the Mental Health and Passion fatigue
Presenter	Samiya Shakoor	Examining the role of the defendant's attractiveness on the sentence they are given for crimes of burglary, shoplifting and scamming
Co-Chairperson	Waseema Salahuddin	Supporting Adult Students Higher Education in the best possible way



STREAM 4		
Contributions	Name	Title
Co-Chairperson	Phil Boyle	The readiness of the United Kingdom economy and legal system for the arrival of Autonomous Vehicles
Presenter	Ruhul Misbah	To be provided
Presenter	Mohammad Erfanul Hoque	IPO Underpricing and Audit Quality: Evidence from London Stock Exchange
Presenter	Dr Roshan Panditharathna [ONLINE PRESENTER]	Student and tutor engagement in the use and adoption of AI
Chairperson	Dr Shajib Ullah	A comparative study of youth entrepreneurial mindset
Presenter	Muhhamad Usmah Akbar [ONLINE PRESENTER]	To be provided
Presenter	Abdul Deen	Leadership and Management in Healthcare & Education



Poster Presentation List

- 1. Taking Control: Managing and Caring in IHSCWB Services Specification, Janice Moran, Kirsty greenwood, Emese Borbely.
- 2. Mental Health and Compassion Fatigue, Connor Williams
- 3. The Readiness of the United Kingdom Economy and Legal System for the arrival of Autonomous Vehicles, Phil Boyle



Stream 1 Publications

Taking Control: Leading , Managing and Caring in IHSCWB Services specification Authors: Janice Moran (6671), Kirsty Greenwood (6836), Emese Borbely (6635) OLC Europe Ltd.

Introduction

This Poster will examine what leadership is, as well as the abilities and characteristics required to be a great leader. It will also examine the benefits and drawbacks of two different leadership styles, Autocratic and Transformational. The authors will then go on to discuss the reasons in which organisational changes may be needed within health and social care organisational changes may be needed within health and social care organisational changes may be needed within health and social care organisational changes may use when considering changes within their organisation.

Important qualities of a Leader

- Someone who can assume charge of a situation and assign tasks to subordinates is a leader. One who can influence others is a leader. Leaders need to be flexible and have a plan, they influence others by role modelling and guiding. Leaders focus their efforts on persuading people to work together to accomplish a goal. As stated by Northouse (2017), everybody has been a leader or asked to be one at some point in their lives. Leaders are needed in many situations, such as those where they need to step in and take charge at the appropriate moment. Organisations require a leader with the necessary traits and abilities to ensure their continued existence as they expand, mature, and accomplish their objectives (Demirtas and Karaca, 2020).
- existe 2020)

Leaders must have a plan that they can modify as circumstances change and be adaptable. They must also mentor and provide an example for others to influence them. A good leader must be able to clearly allocate tasks and interact with individuals who have different backgrounds and perspectives. Nust be confident, completent to make decisions under pressure, and responsive in unanticipated circumstances. A good leader would be counteous, fair, and humble. They would also be empathetic and respectitu of everyone. A good leader would be dependable, honest, and not afraid to take responsibility for their errors. A good leader would be dependable, honest, and reates a welcoming environment. Being unsetfish is a good thing since it makes teammates feel confident and trustworthy by watching out for their best interests and protecting their privacy. A capable leader will also delegate work and make decisions based on the team members' commitment to the project (Chenry, 2023). Someone who is resolute and able to make difficult judgements fast is an excellent leader. A good leader is also someone who can establish close bonds with people and is sympathetic (Barr and Dowding, 2022).



Critique of the Autocratic and Transformational Leadership Styles

Leaders play a vital role within the growth and success of their organisation. The way in which leaders lead and influence their team is known to have a huge effect on the success and commitment of employees along with the learn's well-being and moral, it is also known to influence staff turnover (Cherry, 2023). There are many different leadership styles two of which include: Autocratic and Transformational

Autocratic leaders allows for minimum or no involvement from other team members. These leaders usually Autocatic leaders allows for minimum or to involvement from other team members. These leaders usually make all the decisions within the organisation and have full control over work methods and processes. This leadership style has a tendency of creating rigid work environments and deters creative thinking. Teams inded by an autocratic leadership has both its benefits and drawbacks. This leadership style allows for quirk decision making as it does not allow for involvement of other team members, which in some situations may be necessary for example: when a fast decision is needed. However, not allowing team members which in some situations may be necessary for example: when a fast decision is needed. However, not allowing team members to have a voice or involvement can also be a drawback sepscially within situations such as organisational changes where team members input could be of great value. Autocratic leadership helps to set out a clear chain of command which is effective within groups where there is not a leader present. However, this again can have its drawbacks and could lead to resentment from other team members who do not work well under autocratic leadership. Within some organisations this leadership style is highly effective especially if certain projects need a strong and directive leader to be successful.

Transformational leaders involves team members and allows for them to take ownership of their areas within the organisation and are respectful, trusting, and empathetic to their team. They molivate leam members to take price within their work and to have high selfesteem and are always looking for opportunities that will help their team grow both personally and professionally (indeed, 2023). According to Indeed (2023) just like the autocratic leadership, transformational leadership has both its benefits and drawbacks, score benefits include.

This leadership style helps to set clear goals for both the organisation and team members, this way each team member has a clear and full understanding of what is expected of them and how they can achieve

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Reasons for organisational change within adult and child health and social care services

Social care services and control of the control of

- To improve the appearance of the organisation which in turn will improve the performance of employ well as creating a more relaxing environment for service users.

we as beauty a title (labeling articular to a solution of the solution of the



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Learn Charmy breads Caudia Heading Process
 Edward DE Book or created a method known as the six thinking hals which can be
used by individuals or groups to encourage broad timiking and the ability to consider
 mencous possibilities to any grow situation. Within health and social care this can
 bused by leaders and managers considering organisational change.
 The 6 timiking hals are as follow:
 and the situation of the meaning that the situation of the meeting and is used to
 manage thinking.
 While Hait This half is work by the managerticater of the meeting and is used to
 manage thinking.
 While Hait This half occuses on the facts, information, and data already available.
 Black Hait This half occuses on generating new ideas and possibilities.
 Yed Hait This half looks at methodins. Relings, and multition and is the only halt mark
 does not need to be justified (De Bono, 2017).

SWOT ANALYSIS

SWOT analysis is an acronym for Strengths, Weaknesses, Opportunities and Threats and is used as a strategic planning technique by leaders and managers to identify the SWOT within their organisation, although it can also be used for personal development. Leaders and managers using SWOT analysis can collect new insights for example where improvements can be made within the organisation (Sarsby, 2016).

Where improvements and the opportunities and threads out (set set y, set toy, Leaders and managers using SWOT analysis will look at the strengths and weaknesses within the organisation (internal environment) and the opportunities and threads outside of the organisation (external environment). This helps them to develop a full understanding of the situation and therefore benefits both the strategic planning and decision-making (Gandotf, 2013). Leaders and managers within health and social care organisations may use the SWOT analysis for the following reasons: To identify where changes may be needed. To explore new ideas along with solutions to any problems within the organisation. To make decisions about the best direction for the future of the organisation, this is done by identifying the organisations opportunities for success along with any potential threats. To adjust and refine their plans mid-ocurse. For example, when considering organisational changes by assessing new opportunities this could open new decisions. Whereas identifying new threats could make managers and leaders reconsider the changes or choose a different path to take (Gandotf, 2013).

PESTLE ANALYSIS

The PESTLE analysis is a strategic planning tool for analysing the external environment of an organisation. PESTLE is an acronym for **Political, Economic, Social, Technological, Legal, and Environmental** (Perera, 2017). Messineo (2024) states that within health and social care organisations PESTEL analysis is recognised as a valuable part of strategic planning and can at times be used alongside the SWOT analysis.

- When leaders and managers can identify the six key external factors that significantly influences the operation and performance of their organisation their decision-making process becomes easier and more effective (Perera, 2017).

Conclusion

Conclusion This Poster examined leaderships along with the abilities and characteristics of a good leader, it then critiqued Autocratic and Transformational Leadership Styles highlighting that both leadership styles have their benefits and drawbacks. The authors then went on to discuss when organisational changes may be needed within health and social care organisations and discussed the 3 main tools managers and leaders may use when considering change within their organisation, De Bono's 6 thinking hats, SWOT analysis and PESTLE analysis.



Organisational Learning Centre HE College of Excellence

Date:3rd July 2024Name:Amanda Williams and Julie SemmensUnderstanding the Aims, Objectives and Ethos
of the OLC A.C.E Award: Expanding Students'
Professional and Personal Horizons.





The aim: To understand the OLC A.C.E Award

Objectives: To understand the core values and principles of the award

To explore the ethos of the award

What personal and professional impact are there for students on the award?





A- AcademicC-CareerE-Employability

3 units

Academic Skills- Word, Power point, e-learning, LinkedIn/Facebook/X posts Career preparation and research skills, CV writing, cover letter Employability skills, interview skills





OLC Demographics

80%+ Adult Higher Education for Non -Traditional Learners Black, Asian and Minority Ethnic Groups (BAME) and Eastern European Communities study at OLC Campuses

57%+ Female Students Excel in their studies. The population of female students across all HE Programmes and all OLC Campuses has increased

The average age of an OLC learner is above 40 years old





Activity

• In your group, please try to fill in the gaps from the cards provided.





One programme of stud	y is made up of 17 stude	nts.	Organisational Learning Centre
12 of the group are	, 3 are	and 2 are .	
The employment of this	group is: -		
1)			
2)			
3)			
4)			
5)			
6)			
What percentage of thes	se students have had an	education in the UK?	
What percentage has so	meone in their househol	d that has a qualification higher	r than GCSE?



One programme of study is made up of 17 students.

12 of the group are Asian , 3 are Eastern European and 2 are English.

The employment of this group is: -

- 1) 9 Takeaway/Restaurant Worker
- 2) 3 Business owner
- 3) 2 Homemaker
- 4) 1 Factory worker
- 5) 1 Farm Worker
- 6) 1 Unemployed

What percentage of these students have had an education in the UK? 35%

What percentage has someone in their household that has a qualification higher than GCSE? 17%







There are 17 students in Business HNC/HND in OLC's northwest campuses. 3 students are from Eastern European background. The 2 females from this group are home makers and the male is a boxer.

There are 12 students with Asian ethnicity, from which 3 are female, only one among them has a job in a factory. From the other two, one has had her schooling in the UK, does not currently work. However, she is looking for work, but struggling in the interview phase.

The 9 gentlemen from the Asian background work in a takeaway/restaurant or do deliveries. There are two men who have own businesses. Only 5 men have had schooling in the UK.

There are 2 English females and both have jobs. One works in a farm and another works in a salon (she also has a clothing business).




Scandone (2022) highlights the significance of social networks, information, and perceived suitability in shaping "horizons for action" and the ability to realise them. Additionally, it promotes the concept of "known routes" to better comprehend aspirations, expectations, and pathways. As a result, it underscores the influence of colleges, extracurricular activities, and work experiences in shaping potential futures, particularly for students from working-class and/or minority ethnic backgrounds, who may have limited exposure to diverse professions through their family

networks.





Pilot Study: Bolton

Deming's (In Orsini, 2011) model of Plan, do, check, act to meet the needs of the communities that we serve and in light of the everchanging jobs market.







Self-actualization desire to become the most that one can be

Esteem respect, self-esteem, status, recognition, strength, freedom

Love and belonging friendship, intimacy, family, sense of connection

Safety needs personal security, employment, resources, health, property

Physiological needs air, water, food, shelter, sleep, clothing, reproduction

Maslow's hierarchy of needs









Curriculum Vitae (CV) Writing Workshop: provide templates and examples, tips on tailoring CV to specific job roles and industries, oneto-one CV reviews to provide personalised feedback.

Mock Interview Sessions: provide tips on how to prepare for interviews and how to answer common interview questions, organise mock interviews and provide feedback, and discuss overcoming nervousness

printie





Week	Content	Activity	Homework	
1	Introduction to the Award What volunteering or promotion will be included Word : getting the most out of it	File Create how to	Look at what is available or what has been done in college previously	(Organisational Learning Centre HE College of Ecological
2	Power Point: What a student needs to know Presentation skills	Create how to and present it	Event poster/promo	
3	E Learning- Why do this? (CPD)	How to look for employment. Research jobs complete and upload screenshot and hyperlink of training carried out.	Complete and log e learning screenshot and hyperlink of training carried out.	
4	LinkedIn/ Facebook/ X	How to join social media. Post a positive post on each- screenshot	Look for others in your group and like then screenshot for file	
5	Employability skills	CV Cover letter What is required in a reference Job research DBS	Fill in 2 dummy application forms	
6	Interview Skills and preparation for interview- STAR	Interview	Reflection (100+)	
7	Reflections (200+)			
Sign off	Collation of activities	Reflections signed off		



This award empowers students across all programmes to demonstrate and refine the skors and stational after by employers.

This award will boost your confidence, enhance your employability, or facilitate securing a placement. The hours accrued upon successful completion of this award can be applied towards your mandatory placement hours.

Schedule

Two opportunities per campus per week. If a student starts the project and misses a workshop they can either catch up themselves or dip into the missed session when is it is delivered as this could be on a rolling programme basis. Below is a proposed timetable for this term.

OLC A.C.E Award

Name	Monday	Tuesday	Wednesday	Thursday	Friday
Sadif	Oldham 2:30 (1)				Oldham 2:30 (1)
Amanda	Bolton 2:30 (1)			Bolton 2:30 (1)	Bolton P 2:30 (1)
Nas			Manchester 2:30 (1)		







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Organisational Learning Centre HE College of Excellence

The OLC Education Conference

Learner Centric Approaches To Higher Education: Embracing Al-Learning

3rd July 2024

Mr Ernest Kwateng | BA (Hons) Econ | MBA HEM

and Dr Chris Bamber



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Paper Title: Learner-Centric Approaches to Higher Education Provision

Today's Presentation Agenda

- The OLC Context of Adult Learners in Higher Education
- Diversity and Inclusivity
- Accommodating Adult Learners
- Every Student Matters
- Tracking Progress
- Use of AI in Learner-Centric Approaches
- References
- Q&As





The OLC Context

- 4 Campuses of diverse communities
- Higher Education learners
- Average age is 42 years young
- 28 years delivering teaching and learning
- Excellence in Higher Education
- Partnership collaborative focus





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Diversity and Inclusivity

- A learner-centric approach in higher education acknowledges and values diversity in the student population.
 - Cultural, racial, socioeconomic, and learning differences.
 - A fostering an inclusive environment ensure that all students
 - · Have equal opportunities to succeed.
 - Include implementing culturally responsive teaching
 - Providing support services tailored to diverse needs
 - Encouraging diverse perspectives in the curriculum (Banks, 2015).





Accomodating Adult Learners

- Adult learners, often balancing education with work and family responsibilities, require flexible learning options.
- OLC higher education institutions can cater to this demographic by offering evening classes, online support, and parttime study options.
- Furthermore, recognizing prior learning and work experience for academic credit can significantly enhance adult learners' educational journeys (Kasworm, 2018).
- Contextualised Expectations
 Day 1 v Day 1465 will be different.







Every student matters

The principle that every student matters is fundamental to a learner-centric approach. Factors include:

- Personalized learning plans, regular feedback, and support systems to address individual needs.
- Mentoring programs, academic advising, and mental health services are critical components in ensuring that each student feels valued and supported throughout their academic journey (Kuh et al., 2011).
- Social pedagogy helps facilitate social change by nurturing learning, well-being and connection both at an individual and community level (Romeo, 2018)





Tracking Progress

- Effective tracking of student progress is essential in a learner-centric model.
- Continuous assessment methods, such as formative assessments, provide ongoing feedback and identify areas where students need improvement.
- OLC Learning management systems (LMS) facilitate tracking by providing real-time data on student performance and engagement.
- This allows OLC educators to intervene early and tailor instruction to support student success. (see, Johnson et al., 2016 for more information).
- MOODLE promotes independent learning by providing students access to learning materials, feedback and results.







Artificial Intelligence in HE

Quality Assurance Agency for HE (QAA) described it as bringing both "huge transformative potential but also significant degrees of complexity" (Heard-Laureote, 2024).

Opportunities

- Educational democratisation
- Support Student inclusion
- Enhancing student learning
 experience
- Making time savings
- Skills for work
- Al and assessment

Challenges

- Digital divide
- Risk of deskilling and dependency
- Technology v human guidance
- Al literate staff and disconnection risk
- Balanced Gen AI & critical skills
- Academic integrity and fairness



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Artificial Intelligence (AI) in HE -Implications

- Revert For summative, high-status assessments; return to unseen, closed book exams in controlled environments.
- Outrun Try to stay one step ahead of AI.
- Embrace Embrace AI as an enabler

(Fischer et al., 2023)





5 principles of use of Generative AI tools in HE - Russell Group Unis

- 1. Universities willsupport students and staffto become Alliterate.
- 2. Staff should be **equipped to support students**to use generative AI tools effectively and appropriately in their learning experience.
- 3. Universities will**adapt teaching and assessment**to incorporate the**ethical use** of generative AI and support equal access.
- 4. Universities will ensure academicrigour and integrity is upheld.
- 5. Universities will work**collaboratively** to share best practice as the technology and its application in educatior**evolves**.

Russell Group (2023)









Use of AI in Learner-Centric Approaches

Where are we moving to?

- Al-driven tools can personalize learning experiences
 - Adapting content to individual student needs
 - Providing real-time feedback
 - Predicting academic challenges before they occur.
- For instance, Al-powered analytics can identify patterns in student performance data, enabling targeted interventions.
- Additionally, AI chatbots and virtual assistants offer round-the-clock support, answering student queries and providing academic assistance.





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HE College of Excellence

The OLC Education Conference

Governance and the Management of Risk in Higher Education: **Towards Sustainable Development**

3rd July 2024

Title of Presentation: THE REVIEW OF FACTORS BASED ON WORK STRESS THAT IMPACTS STAFF IN HIGHER EDUCATION AND THE EFFECTIVE STRATEGIES IN OVERCOMING THESE

Name: Jaya Vishram





The purpose of this research study was to determine work stress factors impacting staff in Higher Education and examine effective strategies in overcoming staff work stress.





Starter Group Discussion



What is stress and how does this make you feel?

How does stress impact your behaviour?







Reaction to Stress



- Stress is a part of our everyday life that is the result of big changes you must adapt to.
- Gross (2015) argues stress happens when you perceive a threat or are upset, which triggers your fight of flight response. This then triggers your nervous system responds by releasing a flood of stress hormones. These hormones ready the body for emergency action.





Good and bad stress

- Good Stress helps us to stay focused, energetic, and alert by helping us rise to meet challenges, such as completing an assignment for College.
- Unhealthy stress cause significant damage to our health, mood, productivity, relationships, and quality of life.
- The sources of stress can be triggered from the environment, social relationships, or our thoughts. These can include feelings of anger, fear and chronic worry.



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Myth of stress



- Bernstein (2010) proposes that a lot of the stress we experience is a result of our perceptions rather than of our circumstances.
- Therefore, stress does not happen externally but instead from our individual thoughts about what is going on.
- If we perceive a challenging situation more rationally and logically, this can prevent us from feeling overwhelmed by stress and we can handle the situation more positively and productively.



The impact of workrelated stress

Other reasons that can bring on work related stress

- Lack of motivation for tutors
- Personal problems outside of the workplace
- Student's with challenging behaviour
- Not accepting change in the workplace
- Work pressure
- Not understanding your responsibilities
- Lack of training
- Limited or no support with physical or mental



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(How can this impact the students???

- Lack of support from tutor
- Not engaging in class
- May trigger negative emotions
- Challenging behaviour
- Not achieving what was expected
- Affects teacher and student relationship
- Demotivation





Due to communication and trust, students do tend to divulge personal problems to tutors which can have an adverse effect on mental health.

Secondary traumatic stress syndrome, a condition that is characterised by physical and emotional exhaustion which leads to individuals not having the ability to empathise or have compassion for care.



(Hansen, 2021).









What we offer at OLC Europe

Health Assured – Services and Discount APP This is an assistance programme for all staff which includes;

- Life Support: Access face to face, telephone, online counselling, life and leadership coaching
- Bereavement Support: Advice, guidance, and counselling for grief in bereavement, as well as legal support for grief related legal matters.
- Online CBT Support: Self-help modules, fact sheets and guidance videos from leading qualified counsellors for a wide range of needs, including anxiety, depression, and menopause.
- Helpline: Unlimited access to our 24/7/365 confidential UK based telephone helpline for you and your immediate family members** by calling 0800 028 0199
- Medical Information: Practical advice, guidance, and support from qualified nurses for a wide range of medical relatedhealth issues.

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Health Assured



Further information can be found at <u>HA_Announcement Email 2023</u> (healthassured.org)

The full welcome pack is available at Health Assured

To access the wisdom app you will need our organisation code which is MHA289865. The App will give you access to range of resources to support your health including recipes, exercises, mental health activities and a discount section called BRIGHT.

If you have any questions, please email Sally Dixon at: sdixon@olceurope.com





Does anyone have any other stress coping techniques?










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HE College of Excellence

Date: 3rd July 2024

Name: Enock Tsapayi

Presentation Title: Student engagement and retention strategies in higher education.





Aims: This presentation will look at the relationship between engagement and retention in HE.

Objectives:

By the end of this presentation:

- we should all understand what student engagement means for educators and students
- We will understand the strategies used to engage students in HE
- We will understand the challenges to implementing strategies



Introduction:

Student engagement has been a pivotal strategy used in higher education as the challenge faced by many institutions globally is retention. Some students begin to doubt their ability or feel as if they are not part of the institution due to several issues. Therefore, there is need to ensure they have a mutual feeling of belonging and that they have the support and resources to complete their studies.

Student engagement is known to improve student outcomes, such as their grades and achievements. However, for them to get to the point of good outcomes, one of the main objectives for higher education institutes is to ensure there is retention of students.

Trawler & Trawler (2010) point out that to be able to say student achievement has been achieved, there has to be a good level of student and staff contact, which is positive, active learning, prompt feedback, respect for diversity and learning styles and cooperation among students.





What is student engagement to you?



Then this:

- 1. How does increased student engagement affect retention?
- 2. How do socio-demographic factors such as gender, ethnicity and socio-economic status influence student engagement?
- 3. What challenges and barriers are faced by higher education institutes in implementing student engagement and retention strategies?





What is student engagement to you?

Andrews and Clark (2019) showed that student engagement is broken into different types that are: cognitive engagement, emotional engagement, behavioural engagement, participation engagement, collaborative engagement and reciprocal teaching.

Research from Andrews and Clark (2019) focused on emotional engagement, and they aimed to understand if there was a link to retention. The strategies researched and analysed were peer mentoring and pastoral mentoring.

At OLC How do we achieve this?

Pastoral is central to most of our engagement

Student services communication

Tutor-student relationships

Social calendar



Strategies

The beginning of implementing any strategies is having the teaching staff's perception of student engagement. Does the engagement provided apply to the student group or are the staff only passively using 'generic' strategies? According to Okwuduba et al (2022), teachers and tutors play a critical role in motivating and supporting continuous and supported learning. A study of 443 students in an institution in Nigeria found that the highest levels of retention were identified in the faculties where most of the students reported that they felt supported and they felt their faculty was caring.

Some strategies to improve student retention include how the curriculum is developed. Crosling, Heagney & Thomas (2009) looked at the engagement levels of the 'non-traditional' students and they realised that the only learning experience they have in majority is the formal learning.





Strategies continued

Crosling, Heagney & Thomas (2009) also show that social and academic integration in higher education has a positive impact on students' sense of belonging and retention. This study shows the curriculum's layers play a major part of strategies of engagement. The first one is induction. Most institutions are now taking a different approach of induction where students would often be overfed with a lot of information over a week, amidst all the other chaos of 'fresher's week', they now spread the induction thin over more than a week to ensure students have time to process the information at a realistic pace.







How does it link to retention?

Student engagement and achievement are arguably linked as Blackman (2021) reports on a survey of 14, 000 full-time students in the UK. The survey found that student wellbeing remains lower than the general population of young people in the UK. Therefore, this showed a gap in how institutions often ignore the holistic wellbeing of students. The survey also shows that the anxiety levels of young people have risen since the year 2018 and the survey linked this to the growing volume of assignments.





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Challenges to implementing strategies

The geographic area of focus, the Northwest of England covers an area of 14000 square kilometres with a population of over 6.3 million people. Greater Manchester has the highest population compared to other cities with 2.5 million followed by other major cities and towns such as Liverpool, Blackpool, Blackburn, Preston, Chester and Carlisle. With an output of £78 billion, this counts for 10% of the total UK GDP. However, unemployment in the region is recorded at 5.9% compared to the UK average of 5.4%.

The North-West has therefore been reported to have a high percentage of young undergraduate students in their home region as well as the highest rates of full-time first degree entrants from low participation neighbourhoods and other underrepresented groups. From this data, it is also clear to see that initiatives such as widening participation are working in this region. That shows a great need to utilise all strategies possible to enhance student engagement as there will likely to be challenges with retention and achievement (HEFCE, 2003).



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Challenges to implementing strategies

However, when it comes to non-traditional students, it should not be ignored how specific challenges can arise. Avery et al (2019) provides some of the challenges that are faced by the majority of UK students. This is because there is a culture of the traditional student, that moves from home and ends up in a different town, city or region and their main focus is their studies. However, in the recent years, the 'traditional student' is fading and there is an emergence of adult and widening participation students or rather identified as 'non-traditional students'.

That alone means they have a life outside university that include school runs, managing their homes and holding down jobs to pay their bills. This challenge makes it difficult at times to keep all students engaged as some may have emergencies at home that will need their attention, such as their child/ren being sick as well as other responsibilities their children may present. Transport cancellations and costs also hinder students from attending all lessons and leads to missed learning and eventually poor results. Sometimes meeting the deadline for assessments is a result of a host of factors presented to commuting students.



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Challenges to implementing strategies

Trawler (2016) also discussed how the 'student' has always been viewed as a young person who is ready to spend any amount of time on learning and any other engagement they are expected to participate in regarding higher education. However, this narrative does not recognise that some people have other or even more responsibilities than the requirements of the courses they are studying on. This could be caring responsibilities, disabilities, work commitments and conforming to cultural expectations, especially when it comes to gender. Therefore, when planning engagement activities or the term engagement itself, it is questionable if these qualities and challenges are taken into consideration and if any adjustments are made as a result. Even though there are policies to ensure participation is equal and diverse, there is need to ensure this is what is considered when considering engagement.





Engagement strategies at OLC

Social calendar covers cultural events, religious celebrations such as Eid and Christmas, quizzes and charity challenges.

Academic support.

Off-campus activities (supporting local charities) visiting museums and health strategy centres for modules.

Pastoral support.











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Stream 2 Publications



Learner Centric Approaches To Higher Education: Embracing Al-Learning: (PART 1)



• Agenda

The aim of this session is to answer, at least in part, some of the fundamental questions that are being discussed about the use of AI in Higher Education settings. The session shall:-

- 1. Take a look at chatgtp output in Appendix 2 and discuss
- 2. Take a look at chatgtp output in Appendix 1 and discuss
- 3. Facilitate participation in answering questions shown throughout the conference paper



Embracing Future Possibilities for Learner-Centred Classrooms: Transforming Education with AI (Part 1)

By Dr Chris J Bamber, 3rd July 2023

Introduction

In the last two years, generative artificial intelligence (AI) has been a major topic of discussion at every educational conference I've attended. Recently, at a British Accreditation Council meeting the event was fully planned by AI, including scheduling, activities and quizzes. So, as an experienced researcher, educator and scholar with three decades of working in Higher Education, I am excited about the potential that exploring this dynamic and challenging AI landscape holds for all of us in education.

Are you using AI in your own journey in Higher Education?

Al has quietly integrated into our everyday lives in various forms. For instance, many people use facial recognition to unlock their phones, rely on GPS for improved navigation, and use autocorrect to enhance their spelling (Reeves, 2023). One notable innovation from Open AI is ChatGPT, which combines multiple algorithms to generate text. Throughout 2023 and now in 2024, AI has developed into a hot topic among educators, with many professionals and students excited about the time-saving potential of ChatGPT for writing tasks. Many of these innovations save time on non-value activities, which can only be good for the value activity of "learning by doing". Clearly, AI is already influencing our lives and will continue to reshape the educational landscape.

Where do you use AI outside of the Higher Education Landscape?

According to a recent review by Chaturvedi, (2024) of Al tools for academics, ten best Al tools for research where identified, see table 1. Most of these have a free period of use, or offer a free option. Chaturvedi reviewed these Al tools and concluded the benefits of using Al include time saving, improved writing and grammar, idea generating and more search efficiency as amongst other benefits.

The value added of an educator is arguably governed by the time spent with our students facilitating learning. This value added includes our primary role of teaching and classroom activities, whether they are face to face or virtual. The more time we can work with our students on learning how to learn the greater the value added percentage of our time spent. See appendix 1 and appendix 2 for sample uses of AI for Higher Education Purposes.



As educators, we should rethink how AI can enhance rich learning experiences and prepare our students for the future. As students, you should also think about how AI can assist in your learning and thus embrace AI as a positive enhancement to personal and professional development.

Table 1: AI Research Tools Described by Chaturvedi, (2024)

Al Research Tool	Key Feature
Elephas:	Summarize research, rewrite content in different styles, and organize
	summaries in a central "Super Brain" for easy access.
ChatGPT:	Summarize news articles and answer research questions
Typeset.io:	Streamline academic writing with templates and citation management.
Quillbot:	Rephrase text and summarize complex materials for research.
Wordvice.ai:	Ensure clarity, grammar, and originality in your academic writing.
Consensus AI:	Search vast databases and filter research papers for quality.
Scite.ai:	Get real citations and measure the credibility of research claims.
Scholarcy:	Summarize complex articles and build a searchable research library.
ProofHub:	Manage research projects with tasks, collaboration tools, and scheduling.
ResearchRabbit:	Build a research library and get recommendations for new papers.

How do we ensure that we grow in knowledge when using generative AI technology such as above?

Creating Customized Learning Pathways with AI

Not too long ago, mathematics teachers and lecturers worried that calculators would hinder students' ability to perform basic arithmetic. They feared that mental maths skills would deteriorate and students would forget how to write out calculations. I remember in the 1970's while working in my dad's shop we used a huge calculating machine to add up the cost of items. When I was in high school, we weren't allowed to use calculators, and no one could have imagined that we'd eventually have calculators built into our mobile phones.

So, what actually transpired? Calculators freed people from tedious calculations, allowing learners to advance more quickly to complex maths. All has the potential to create similarly meaningful learning experiences. We've encountered this before and can see the benefits of technology in the hands of both teachers and students, leading to more efficient learning, saving time, and focusing on essential skills. With AI, educators can develop more personalized and differentiated learning tools. From designing custom art images to creating songs and videos with "Soundful: AI Music Generator" to engaging with historical figures through "Hello History" chats, AI can enhance education and foster deep learning.



Al also supports more learner-centred approaches, empowering students in their education. Students want to explore subjects and find meaning. They will likely work with Al in their future careers, and we want to prepare them to make informed decisions, be ready, and succeed in an Al-integrated world.

I hope this inspires you to experiment and reimagine the possibilities with generative AI. It's exciting to use a futuristic, transformative perspective as educators while sharing these unique opportunities with our students.

What do you imagine the future uses of AI in the classroom and it's uses in the virtual learning environment may look like? What events will be going on to enhance learning?

When should we include AI in pedagogy?

In the early 1950s, AI was developed and enhanced further during the second half of the 20th Century, and during my PhD studies about thirty years ago, I witnessed firsthand the University of Salford exploring AI technologies. Back then, because of the high cost of computational systems, only wealthy universities and super high technology companies could experiment with AI's potential future applications.

Today, is very different, educators have the opportunity to experiment with a variety of devices, particularly as mobile phones have become almost an extension of students' hands. A key question therefore arises: Many of us already encourage the use of mobile phones in classrooms for translations, research, dictionaries, and quizzes, but, when should we incorporate generative AI and technology into classrooms, balancing the human touch with computing intelligence?

Reflecting on this, I believe the focus of the learning process will determine whether computational or human skills are practiced. For projects involving resource gathering, fact-checking, and brainstorming on complex issues, AI can enhance authentic teaching and learning. Group collaboration, hands-on activities, and emotional intelligence development often require minimal technology. Our students, being human, are multifaceted individuals with diverse backgrounds and emotions, which AI cannot fully capture.

Moreover, the term GIGO, "Garbage In, Garbage Out," highlights that incorrect data input leads to incorrect output. In our fast-paced world, it's crucial to help students discern accurate information and understand their purpose. Technology will never replace the inspiration and guidance that our teachers provide.



How do we prevent the "garbage in and garbage out" trap that students might fall into, presenting work that looks nice, but is not adding knowledge to the student, or is not providing complete truths, or not providing traceability of opinions?

We want to get it right and learn together

Ignoring or even banning AI is not going to be helpful for our students' future. e aim to prepare our students to use technology meaningfully, ensuring they are ready for higher education and their careers. We should embrace the benefits of AI technologies in the classroom rather than shy away from them. Our goal is to master these tools together, enhancing the effectiveness of teaching and learning like never before. We want to get it right and learn together.

ChatGPT, specifically referring to the GPT-3 model, was first launched in June 2020 by OpenAI. It represented a significant advancement in natural language processing and AI-driven conversational capabilities. By February 15, 2023, ChatGPT had more than 100 million unique users, as well as an alleged 30% of higher education students who had already used it for assignments—thus far, it's the fastest-ever consumer application in history (Chen, 2023).

Embracing the widespread adoption of AI can propel us towards increased productivity and creativity. Integrating AI intentionally into our daily routines and educational practices holds the potential to enhance efficiency and effectiveness. For instance, AI can streamline tasks such as drafting lesson plans, organizing information, and generating student recommendation letters through customizable templates.

However, it's important to recognize that while AI can automate routine tasks, it cannot replace the nuanced understanding and expertise of educators in assessing what works best for their students. Educators play a vital role in interpreting data, personalizing learning experiences, and fostering meaningful connections with students that go beyond automated processes.

As we navigate the ongoing AI revolution, as educators we have a unique opportunity to harness technology to enhance teaching methodologies while preserving the essential human touch that contributes significantly to student success and well-being (Clark & Mayer, 2016; Sclater, Peasgood, & Mullan, 2016). This dual approach acknowledges the potential of AI to streamline administrative tasks and personalize learning experiences (Shoham & Boyd, 2020). However, it also underscores the irreplaceable role of teachers in interpreting data, fostering critical thinking, and cultivating socio-emotional skills crucial for students' holistic development (Kirschner & De Bruyckere, 2017).

Educators, driven by a commitment to fostering inclusive and effective learning environments, are navigating this transformative phase of generative AI with a forward-thinking perspective. Embracing this evolving landscape involves both anticipating future advancements and addressing current challenges (Brown, 2019; Thrun, 2018). While AI technologies become increasingly prevalent, educators must seize opportunities to educate themselves and their communities on responsible AI integration in education settings (Goel & Joyner, 2021).



Ultimately, the integration of AI in education should prioritize enhancing student learning outcomes while maintaining ethical considerations and human-centred values (Hill, 2020; Siemens, 2013). By empowering educators and students alike to engage meaningfully with AI technologies, we can ensure that its implementation positively impacts educational practices and outcomes.

How should we address the ethical concerns with generative AI technology?

How should we address the ethical concerns with technology?

Throughout the history of technology, students have had the dual potential to leverage it for enhancing their learning or misuse it for plagiarism and cheating. Essentially, any technological tool can facilitate academic dishonesty, but it also holds the capability to support students, bolster their confidence in their abilities, and foster deeper learning experiences. As we explore the expansive possibilities AI can provide, it becomes imperative to conscientiously address the ethical dilemmas it presents. Moving forward, careful consideration and ethical vigilance are paramount (Gibson, 2019; Martin & Samuels, 2020).

As an educator overseeing research and teaching at university level, I find it straightforward to identify instances where student writing did not reflect their own composition. Thankfully, Turnitin software provided clarity by highlighting which websites were the sources of plagiarized content and indicating the extent (measured as a percentage) of plagiarism in student papers. This tool allowed me to educate students across various academic levels about the importance of originality in their work, emphasizing the necessity of expressing ideas in their own voice. When students incorporate substantial text from external sources, academic integrity dictates the proper attribution through quotation or paraphrasing with appropriate citation—an essential skill for scholarly and professional growth.

We should consider whether focusing solely on faster results and completing more tasks in education compromises important ethical values for students. While preparing students for a technology-driven world is crucial and can bridge the digital divide, it also raises concerns about potential risks, such as the spread of harmful conspiracies and false information.

There must be some limitations to using AI

My experience of AI is that it is not entirely accurate in this early development stage. Students often cannot see what resources or citations AI is using, and there have been instances of AI fabricating books, journal articles, historical figures, movies, and more. One important yet detrimental piece of this early generative AI world is that biases are built into AI models and datasets. Users can manipulate ChatGPT to have discriminatory content.

Can we effectively discuss and enforce student responsibility with AI? It's a question that may not have a straightforward answer. However, by guiding students to understand the impact of their decisions and actions involving AI, similar to how they learn about digital footprints in social media, we can prepare them for integrating AI responsibly into their academic endeavours, future professions, and personal lives. Moreover, as educators integrate AI into learning environments, it is essential to lead by example, prioritizing inclusivity, fairness, and respectful privacy practices. Promoting human accountability ensures that AI is used ethically and beneficially in educational settings.



Preparing Students for an AI-Driven Future and Beyond

As educators we have a responsibility to guide our students and help them grow and develop their own critical thinking. We must do this in a world were advances in technology will forever drive AI and it will become more accessible and more useable and not as easily detectable. As educators we should remember that technology can never be a substitute for being human or people's creativity. It is crucial to view technological tools as means to enrich communication, foster connections, and stimulate creativity in our society. We are here to grow our positive impact on society. Al has immense potential to accelerate a transformation to student-centred learning, we should boldly use it to empower every learner to develop their academic potential and author their own future.

Are we as educators responsible for developing the innovative, creative and ethical skills of learners?

Concluding Remarks

I asked the question to chatgtp, Hi AI, can you conclude the passage of approximately 2000 words into a summary of 150 words or so? I then presented the passage, word for word as above. Here is the response.

"Dr. Chris J. Bamber discusses the transformative potential of AI in higher education. Over the past two years, AI, especially generative AI, has become a pivotal topic, with tools like ChatGPT showing significant promise in educational settings. AI can save time on non-essential tasks, allowing educators to focus more on facilitating learning. Chaturvedi (2024) highlights AI tools that improve research efficiency and writing quality.

The integration of AI can personalize learning, making it more efficient and engaging. Despite past fears of technology like calculators hindering learning, AI, like calculators, can enhance educational experiences. Educators must balance AI use with the human touch, ensuring students develop critical thinking and emotional intelligence.

Ethical considerations are crucial as AI can be misused, but also holds potential for academic growth. Educators must guide students in responsible AI use, emphasizing originality and critical evaluation. While AI can never replace human creativity, it can enrich the educational landscape, fostering student-centred learning and preparing students for an AI-driven future."

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Appendix 1: Sample Use of Al Tool – A Lesson Plan

Hello AI, I need a lesson plan that is for 15 minutes and includes a short quiz, a case study and interactive session, with our adult learners which discusses three theories of wellbeing that are clearly Harvard Referenced, can you help me?

ChatGPT, 19/06/2024

Certainly! Here is a 15-minute lesson plan that includes a short quiz, a case study, and an interactive session, discussing three theories of well-being with Harvard references.

Lesson Plan: Theories of Well-Being

Duration: 15 minutes

Objective: To introduce adult learners to three theories of well-being, discuss a case study, and engage them in an interactive session.

1. Introduction (2 minutes)

• Welcome and Objectives:

- Greet the learners.
- Briefly explain the objectives of the session: understanding three theories of well-being, discussing a relevant case study, and participating in an interactive quiz.

2. Presentation of Theories (5 minutes)

- Theory 1: Hedonic Well-Being
 - **Definition:** Focuses on happiness and pleasure as the primary components of well-being.
 - Key Scholar: Kahneman, D.
 - **Reference:** Kahneman, D. (1999). Objective happiness. *Well-being: The foundations of hedonic psychology*, 3, 25.
- Theory 2: Eudaimonic Well-Being
 - **Definition:** Emphasizes living in accordance with one's true self and achieving personal growth and meaning.
 - Key Scholar: Ryff, C. D.



- Reference: Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069-1081.
- Theory 3: PERMA Model
 - Definition: Seligman's model of well-being includes five components: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment.
 - Key Scholar: Seligman, M. E. P.
 - **Reference:** Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. New York: Free Press.

3. Case Study Discussion (3 minutes)

Case Study Presentation:

- Present a brief case study about an individual implementing these theories in their life.
- Example: Sarah, a working professional, balances her work and personal life by incorporating activities that bring her joy (hedonic), pursuing meaningful hobbies (eudaimonic), and maintaining strong social connections (PERMA).
- Interactive Discussion:
 - Ask learners to identify which aspects of the case study relate to each theory.
 - Encourage sharing of personal experiences that resonate with these theories.

4. Interactive Quiz (3 minutes)

- Instructions:
 - Provide a quick quiz to reinforce understanding. Each question should relate to one of the theories discussed.

• Sample Questions:

- 1. Which theory of well-being focuses on pleasure and happiness as the core components?
 - a) Hedonic
 - b) Eudaimonic
 - c) PERMA
- 2. Who proposed the PERMA model of well-being?
 - a) Kahneman
 - b) Ryff
 - c) Seligman
- 3. Which theory emphasizes achieving personal growth and meaning?
 - a) Hedonic
 - b) Eudaimonic
 - c) PERMA

5. Conclusion (2 minutes)



• Summary:

- Recap the three theories of well-being.
- Highlight key points from the case study and quiz.
- Closing Remarks:
 - Thank the learners for their participation.
 - Provide resources for further reading and encourage ongoing reflection on well-being.

References:

- Kahneman, D. (1999). Objective happiness. *Well-being: The foundations of hedonic psychology*, 3, 25.
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This plan ensures a comprehensive and engaging session within a short timeframe, incorporating theory, practical application, and interaction.



Appendix 2: Sample Use of AI Tool – Informative Questioning

Question: Hello AI, What are the value added of using AI for Higher Education?

Answer from ChatGTP, <u>https://chatgpt.com</u> on 19/06/2024:

Al has a significant impact on higher education, offering various value-added benefits. Here are some key advantages:

- □ Personalized Learning:
 - Adaptive Learning Platforms: Al can tailor educational experiences to individual student needs, strengths, and learning paces.
 - Customized Content: Al can recommend resources and materials based on students' progress and preferences.
- □ Enhanced Teaching Methods:
 - Al-Driven Analytics: Provides insights into student performance, helping instructors identify areas where students struggle.
 - Automated Grading: Speeds up the assessment process, allowing instructors to focus more on teaching.
- □ Accessibility and Inclusion:
 - Assistive Technologies: Al-powered tools like speech-to-text, text-to-speech, and real-time translation can support students with disabilities and non-native language speakers.
 - Personalized Support: Offers tailored support to diverse student populations.
- □ Administrative Efficiency:
 - Streamlined Admissions: AI can enhance the admissions process through predictive analytics, identifying candidates most likely to succeed.
 - Resource Management: Optimizes scheduling, resource allocation, and campus operations.
- □ Student Engagement:
 - Interactive Tools: AI chatbots and virtual assistants can answer student queries, provide feedback, and offer round-the-clock support.



- Gamification: Incorporates game-like elements into learning to increase engagement and motivation.
- □ Research and Development:
 - Data Analysis: Al can handle vast amounts of research data, aiding in complex data analysis and pattern recognition.
 - Collaboration Tools: Facilitates collaboration through AI-powered research platforms and tools.
- □ Career Pathways and Guidance:
 - Career Services: Al can help students identify career paths, prepare for interviews, and connect with potential employers.
 - Skill Assessment: Provides insights into the skills students need to develop for their desired careers.
- □ Improved Student Retention:
 - Early Warning Systems: AI can predict which students are at risk of dropping out and suggest interventions.
 - Support Services: Offers personalized academic and emotional support to help students stay on track.
- □ Cost Reduction:
 - Efficient Operations: Reduces administrative and operational costs through automation.
 - Resource Optimization: Helps institutions make better use of their resources, potentially lowering tuition fees.
- □ Continuous Improvement:
 - Feedback Loops: AI can continuously analyze educational processes and outcomes, providing feedback for ongoing improvement.
 - Curriculum Development: Helps in creating and updating curriculum based on current trends and future job market needs.

Overall, Al's integration into higher education enhances both the teaching and learning experience, making education more efficient, personalized, and accessible.



The Role of Artificial Intelligence in Enhancing Higher Education

Dr Md Istiak Ahammed











Analysing Student Performance

Data-Driven Customization

....

How Al adjusts the pace and style of instruction

Tailoring education to individual needs


















Future Technologies

Advancements on the Horizon

Natural language processing (NLP)

Virtual reality (VR) and augmented reality (AR)

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Immersive Learning Experiences

Interactive and Engaging Learning

 How VR and AR can transform traditional learn environments











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Generative AI and Higher Education: Challenges and Opportunities for Learners and Educators.

Dr Rashed Khan Lecturer in International Business and Marketing, University of Salford





Introduction

- Overview of Generative AI
- Focus on Large Language Models (LLMs) like ChatGPT
- Impact on various sectors, including education





Generative AI in Higher Education

- LLMs such as ChatGPT and their capabilities
- Rapid advancements and integration into educational tools



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Challenges and Opportunities for Learners

Challenges

- Personalised Learning: Altailored educational experiences
- Skill Development: Enhancing digital and AI literacy
- Access to Resources: Al as a tool for expanding learning materials
- Collaborative Learning: Alfacilitated group work and peer interaction

Opportunities

- Academic Integrity: Risks of plagiarism and cheating
- Privacy Concerns: Data security and student information
- Misinformation: Ensuring accuracy and reliability of Al outputs
- Equity and Access: Digital divide and access to AI tools



Challenges and Opportunities for Educators

Challenges

- Assessment Policies: Adapting to AI-assisted student work
- Bias and Fairness: Addressing inherent biases in AI models
- Professional Development: Training educators to use Al effectively
- Curriculum Integration: Updating programs to include Al literacy

Opportunities

- Enhanced Teaching Tools: Aldriven content creation and grading
- Data-Driven Insights: Using AI for student performance analytics
- Innovation in Teaching Methods: Incorporating AI in classroom activities
- Support for Administrative Tasks: Al assistance in managing workloads



Potential Threats to Educators' Jobs

- Automation of Administrative Tasks: AI can automate scheduling, grading, and other administrative tasks, potentially reducing the need for support staff.
- Content Delivery: Al-driven platforms can deliver lectures and educational content, which might lead to a reduced demand for traditional teaching roles.
- Tutoring and Student Support: AI tutors can provide personalized assistance to students, potentially replacing some human tutoring roles.



Mitigating the Threats

- Emphasising Human Skills: Focus on skills that Al cannot replicate, such as emotional intelligence, mentorship, and creative problem-solving.
- Professional Development: Continuous learning and adaptation to new technologies to stay relevant.
- Hybrid Roles: Combining AI tools with human oversight to enhance educational outcomes.
- Ethical and Critical Thinking: Educators' role in teaching critical thinking about AI and its implications.



Reassurance for Educators

- Augmenting, Not Replacing: All is designed to augment human capabilities, not replace them entirely.
- New Opportunities: Creation of new roles focused on AI management, ethical oversight, and interdisciplinary teaching.
- Human Touch: The irreplaceable value of human interaction, empathy, and personalised mentorship in education.



Industry 5.0

- Human-Al Collaboration: Enhancing creativity and innovation in learning
- Personalisation: Customising educational experiences for individual needs
- Sustainability: Promoting eco-friendly practices in educational settings
- Lifelong Learning: Supporting continuous education and skill development



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HE College of Excellence

The OLC Education Conference

Governance and the Management of Risk in Higher Education: Towards Sustainable Development

6th December 2023

Educational Gain – an alternative reality?

Sally Dixon



Measure what is measurable, and make measurable what is not so.

Galileo Galilei

🕜 quotefancy



Measuring Education in the UK





Entry at age 4 to 5 – check starting point Age 5 to 7 Key stage 1 – phonics, national tests in English reading and maths

Ages 7 to 11 Key Stage 2 – National tests in English reading, maths, and grammar, punctuation and spelling



The national curriculum: Overview- GOV.UK (www.gov.uk)

OLC 25th Anniversary Education Conference









Comparing National Performance level 3 and below

Government issues National Achievement Rates (NARTs) and qualification achievement rates (QARs)

Providers are compared against the type of qualification e.g. level, subject, apprenticeships

Learner outcome data utilised by Ofsted, management, media

Qualification achievement rates business rules 2021 to 2022 v2.0 (publishing.service.gov.uk)

Statistics: national achievement rates tables-GOV.UK (www.gov.uk)





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Value Added: 'how well students did in their qualifications compared to other students with similar prior attainment nationally'

16 to 18 accountability measures: (publishing.service.gov.uk



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Measuring Higher Education in the UK Corganisational – Office for Students

- Student outcomes
- Condition B3
- <u>Student outcomes: Data</u> <u>dashboard - Office for Students</u>
- Numerical Thresholds for:
 - Continuation
 - Completion
 - Progression (destination)

- Teaching Excellence Framework
- <u>TEF data dashboard: Data</u> <u>dashboard - Office for Students</u>
- Benchmarks (based on type of student/provider)
 - Student experience (National Students Survey)
 - Continuation
 - Completion
 - Progression (destination)

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Learning Gain in Higher Education



- Higher Education Funding Council for England (HEFCE) commenced the Learning Gain Project before being inherited by the Office for Students (OfS) in April 2017
- It was framed by the report from RAND Europe, also commissioned by HEFCE
- Rand defined learning gain as:
 - the difference between the skills, competencies, content knowledge and personal development demonstrated by students at two points in time.

helga-report.pdf (officeforstudents.org.uk)



Learning Gain in Higher Education



• HEFCE funded Learning Gain project to:

- look at how to measure improvements in knowledge, skills, work-readiness and personal development made by students during their time in higher education. (Learning gain - Office for Students)
- At its simplest, learning gain can be understood as the 'distance travelled' by a student
- Even the approach that might at first sight be assumed to be most generalisable – using student marks – is revealed to have some shortcomings when applied across disciplines within a single institution. These difficulties are only likely to be compounded if the approach were attempted to be applied across institutions. (Lessons in learning gain: insights from a pilot project (tandfonline.com))



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Simplistic definition of Learning Gain

the change in knowledge, skills, work-readiness and personal development, as well as enhancement of specific practices and outcomes in defined disciplinary and institutional contexts

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Teaching Excellence Framework 2023



- Office for Students in the Teaching Excellence Framework (TEF) consultation in 2022 stated:
 - if a provider wants to be recognised for excellence through the TEF, it should be able to explain what it intends its students should gain from their education beyond these measures (experience and outcomes), and provide evidence of how well it is succeeding in this. We recognise that the nature of the intended gains and how they are measured may differ between providers. With this in mind, and in the current absence of a **national measure**, we propose that **educational gains** would be assessed based on qualitative and quantitative evidence that a provider determines itself and includes in its submission.

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Teaching Excellence Framework 2023

- Office for Students in the Teaching Excellence Framework (TEF) guidance for 2023 submissions stated:
 - We recognise that there is currently no national measure of educational gain, and that many providers may not have developed their own approach to measuring the educational gains they deliver for their students. The approach to assessing educational gain in the TEF 2023 is intended to enable providers to demonstrate a clear articulation of their ambitions for educational gain, credible approaches for delivering this, and where possible evidence that it is delivered in practice.

<u>Regulatory advice 22</u> - Guidance on the Teaching Excellence Framework (TEF) 2023 (officeforstudents.org.uk)

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Teaching Excellence Framework 2023 submissions

- Ratings awarded to 157 universities and colleges
- Panel summary reports and provider submissions published 30th November 2023
- Panel comments
- Gold
 - Clearly conceptualised
 - Support students to achieve
 - Able to measure
- Silver
 - Clearly explained
 - Intend to achieve
- Bronze
 - Effectively articulated
 - Too little evidence to judge













Stream 3 Publications







Introduction



 A critical literature review was conducted to critically examine if ancient Stoicism can be beneficial in improving student mental health and which teaching methods can be effectively applied when embedding Stoicism principles. Academic books and journal articles obtained from the University of Lancaster were used.

Research questions:

- Q1. What elements of stoicism principles support student wellbeing and character education?
- Q2. Which teaching methods can potentially support the teaching of the topic of stoicism to school age learners?




Group Discussion: What is Stoicism?



Q1. How would you describe Stoicism to someone who has never heard of it? Q2. What are the core principles of Stoicism?





Overview of Stoicism



- Stoicism is a school of philosophy that was founded in Athens by Zeno around the early 3rd century BC. It has since evolved and influenced various cultures and periods, including the Roman Empire where it was practiced by notable figures like Seneca, Epictetus, and the Roman emperor, Marcus Aurelius (Bailey et al, 2010).
- In contemporary times, Stoicism has experienced a resurgence as a method in how to manage stress and anxiety, especially given its emphasis on resilience and focus on controllable aspects of life. Its principles are applied in modern counselling, notably Cognitive Behavioural Therapy (CBT), which also focuses on helping individuals change their reactions to challenging situations by modifying their thought patterns.





disturb you. You ill meet it, if you ave to, with the me weapons of on which today n vou against he present."



Stoicism Principles



- Virtue is the Highest Good: This consists of wisdom, courage, justice, and temperance.
- Control What You Can: We should focus on what is within our control (our own actions and attitudes) and accept what is not (external events).
- Living According to Nature: Understanding and accepting the natural order of the universe and living in harmony with it.
- Indifference to External Goods: Things such as wealth and health are neither good nor bad in themselves. Our attitudes toward them can be controlled to achieve inner peace.
- Emotional Resilience: Stoicism encourages the development of emotional resilience through rational thinking and reflection, allowing individuals to remain calm in the face of adversity.





Circles of Concern

- The circles of concern was created by Stoic philosopher Hierocles. It can be used to inform our attitudes toward the people and the world around us (Banik, 2023).
- The Stoics emphasised that we should try to pull each circle closer toward ourselves and thereby expand both the quality and quantity of our concern.







Circle of Control, Influence, and Concerr

- Stephen Covey adapted Hierocles' circles of concern and created the circle of control, influence and concern.
- This includes things that individuals are concerned about but have no control over, such as the weather or global politics. The Circle of Influence includes things that individuals can influence but do not have complete control over, such as their relationships, work environment, and health.



Concern

Things that we have little or no power to influence, but impact us or are concerning

Influence

Things that we *indirectly* have the power to influence or change

Control

Things that we directly have the power to control or change



Student wellbeing and the Circle of Control, Influence, and Concern



Circle of control

 For students, emphasising the Circle of Control can help them see where their efforts and energies should be directed to manage their academic tasks, personal responsibilities, and emotional responses effectively. Teaching students to focus on what they can control, like their study habits or how they manage their time, can enhance their feelings of autonomy and mastery (Racine, 2022).

Circle of influence

 For students, expanding their Circle of Influence can mean becoming involved in collaborative activities by offering help to others. This can help students feel more connected to their college and that they have a stake in it, which is crucial for emotional wellbeing.





Student wellbeing and the Circle of Control, Influence, and Concern



Circle of concern

- It's important for students to recognise the circle of concern to avoid feeling overwhelmed by problems beyond their control. Educators can help students learn to voice their concerns through appropriate channels and learn how to differentiate between what they can and cannot change.
- By using these concepts, schools and colleges can structure programs to help students manage their concerns more effectively, prioritise their activities, and develop resilience against the stresses of academic life. Such initiatives can significantly boost student wellbeing by reducing anxiety and helping students navigate their learning environment more effectively.





Group Discussion: Perspective and Perception



Stoics believe that our reactions, not events themselves, cause most of our distress.

Q1. Have you ever experienced a change in perspective that significantly affected your life or well-being?

Q2. How can Stoic principles help during times of stress, crisis, or uncertainty?



????



The Stoic Approach to Fair Al



 Artificial Intelligence (AI) is transforming industries and redefining the workplace. However, as AI systems become more integral to decision-making processes, ethical concerns regarding inherent biases in these technologies are increasingly coming to the forefront.

There are five Stoic Solutions to bias in AI:

- 1. Commitment to Ethical Data Practices
- 2. Transparency and Accountability
- 3. Inclusive AI Design
- 4. Continuous Monitoring and Improvement
- 5. Ethical Leadership and Culture







Commitment to Ethical Data Practices and Transparency and Accountability



- Commitment to Ethical Data Practices: Stoic philosophy advocates for wisdom, which involves knowledge and understanding. Executives must ensure that the data used to train AI systems is representative and free from biases.
- This requires rigorous data auditing, diversifying data sources, and continually updating datasets to reflect fair and inclusive values.
- Transparency and Accountability: A key Stoic virtue is courage, including the courage to be transparent and accountable.
- This includes implementing explainable AI techniques that allow stakeholders to understand and challenge the logic behind AI-driven decisions.





Inclusive AI Design, Continuous Monitoring and Improvement



- Inclusive AI Design: Justice, as defined by Stoicism, involves fairness and respect for all individuals. This can be applied by involving diverse teams in AI development. When people from various backgrounds contribute to the design and testing of AI systems, the likelihood of recognising and mitigating biases increases.
- Continuous Monitoring and Improvement: Stoics emphasize the importance of ongoing self-reflection and improvement. For AI, this means establishing mechanisms for continuous monitoring of AI performance and outcomes.





Inclusive AI Design, Continuous Monitoring and Improvement



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Ethical Leadership and Culture



- Finally, Stoic principles call for leaders to embody and promote ethical behaviour. Executives and entrepreneurs must lead by example, cultivating a corporate culture that prioritises ethical considerations in AI development.
- This includes providing training on ethical AI practices and emphasising the importance of justice and fairness in all technological endeavours. Marcus Aurelius advised, "Waste no more time arguing what a good person should be. Be one."
- Incorporating Stoic principles into AI development is not merely an intellectual exercise but a practical necessity for ensuring fair and just outcomes.
- Embracing Stoicsim in the realm of AI is a pathway to fostering technologies that are not only advanced but also just and equitable.





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Challenges and criticisms of Stoicism

Furnham and Robinson (2024) state that despite its resurgence in popularity and practical application in modern life, Stoicism faces several challenges and criticisms:

- Passivity: Stoicism teaches acceptance of things outside one's control, which can sometimes be interpreted as advocating being passive in the face of injustice or wrongdoing. Critics contend that this could discourage proactive change or activism, potentially supporting the social norm instead of challenging it.
- Emotional suppression: Stoicism might not address specific mental health conditions and could hinder emotional expression. This can potentially lead to emotional disconnection or unaddressed mental health problems.
- Relatability and Accessibility: The focus on logic and reason might not resonate with everyone. People may find it difficult to relate to the Stoic ideal of detachment and rationalism, especially in cultures where emotional expression is valued as a form of connection.





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Learning Centre

Challenges and criticisms of Stoicism

- Over-simplification of Human Behaviour: Stoicism sometimes is seen as offering an oversimplified view of human psychology. It claims that we can achieve happiness and virtue purely through rational thought, potentially underestimating the role of unconscious processes that affect behaviour.
- Practicality in Modern Life: While Stoicism provides tools for dealing with adversity, critics argue that its ancient roots may not fully address the complexities of modern life, such as understanding of mental health, social and personal relationships, and the pace of modern life.
- Challenges within education: The need for specialised tutors with a background in philosophy, potential curriculum overload, and resistance from stakeholders.
- Despite these criticisms, many find Stoicism a valuable framework for developing resilience, ethical living, and personal growth (Vaz, 2023).





Organisational Learning Centre

Group Discussion: Future and growth of Stoicism







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ANTIBIOTIC RESISTANCE and their Impact on Human Health

NAME:- Parmina Khan Waziri Tutor: DET and HSC OLC Conference 3rd July 2024



BACTERIA

- Bacteria are small (microscopic size) organisms that can be found in most environments, for example in soil, water and on and inside the human body
- There are around 50 million bacteria in every gram of surface soil





DISEASE CAUSING BACTERIA:-

- A few bacteria can be dangerous to our health by causing infections and even death
- We can get them from outside the body: – Other humans, animals, food, water
- Examples of bacterial infections: Pneumonia, Tuberculosis





ANTIBIOTICS:-

- > Antibiotics are medicines for bacterial infections
- Examples of antibiotics: Penicillin and Ciprofloxacin
- Antibiotics can have "broad" or "narrow" spectrum.
- Broad spectrum: Active against many different types of bacteria.
- Narrow spectrum: Active against one or a few types of bacteria
- Do not work against viruses



ANTIBIOTIC RESISTANCE:-

- The ability of bacteria to protect themselves against the effects of an antibiotic
- Bacteria are experts at surviving in changing environments
- In large bacterial populations there are often a few resistant bacteria





EXAMPLES OF ANTIBIOTIC RESISTANCE:-

- The multidrug-resistant strains of Salmonella typhi, the cause for typhoid fever, is a major killer of children in low- and middle-income countries.
- Gonorrhea is a sexually transmitted disease that can have severe consequences such as infertility. Resistance to last-line antibiotics has already developed, and some cases are close to untreatable.
- Tuberculosis is a serious bacterial infection typically affecting the lungs. Multidrug-resistant tuberculosis is now on the rise: treatment options are less effective, more often associated with side effects, and can ultimately fail.



HOW ANTIBIOTIC RESISTANCE HAPPENS





PROBLEMS CAUSED BY ANTIBIOTIC RESISTANCE:-

- Antibiotic resistance leads to treatment failures
- Antibiotic resistance threatens our ability to perform modern medical procedures
- Antibiotic resistance imposes a major economic burden on society
- > Antibiotic resistant bacteria already cause many deaths around the world



INTRINSIC AND ACQUIRED RESISTANCE:-

- Intrinsic resistance:-Intrinsic resistance is found within the genome of bacterial species and gives the bacteria an ability to resist the activity of a particular antimicrobial agent.
- Acquired resistance: Acquired resistance is said to occur when a particular microorganism obtains the ability to resist the activity of a particular antimicrobial agent to which it was previously susceptible.



MECHANISM OF ANTIBIOTIC RESISTANCE:-

The five fundamental mechanisms of antimicrobial resistance are:-

- Decreased drug uptake
- Efflux pumps
- Enzymes that inactivate an antimicrobial chemical
- Target alterations by mutations
- Biofilms







ANTIBIOTIC RESISTANCE: A GLOBAL ISSUE: -

- Antibiotic resistance is a global issue!
- Exists on all continents
- Affects both low- and high income countries
- Affects both strong and weak health systems





CONCLUSION:-

- Antibiotics have saved millions of lives and transformed modern medicine, but they are becoming less effective and therefore are an increasingly limited resource.
- Too often antibiotics are used inappropriately, putting patients at risk for developing antibiotic-resistant infections, or a number of other problems.
- When everyone plays their part to improve antibiotic use, patient safety is preserved and lifesaving antibiotics will be available for generations to come.



THANK YOU



Mental Health & Compassion Fatigue!

It is often commonly confused with stress and burnout however it is not the same; burnout is a psychological response which involves emotional exhaustion, depersonalisation and reduced personal accomplishment due to occupational stress. However, compassion fatigue arises from dealing with individuals who are in psychological distress or have been psychologically traumatised. OLC have an incredible pastoral support team in place for all student's needs. Mental health is massive part of life and can sometimes takeover, the team are here if you need support a place to open or a place to just sit and relax if life gets too stressful!

Mental health is a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community. It is an integral component of health and well-being that underpins our individual and collective abilities to make decisions, build relationships and shape the world we live in. Mental health is a basic human right. And it is crucial to personal, community and socio-economic development.

MENTAL HEALTH



Amanda Williams: awilliams@olceurope.com

Emese Borbely: eborbely@olceurope.com

Mohammed Sadif: msadif@olceurope.com

Naseem Jan: njan@olceurope.com



By Connor Williams OLC Student 1689





Organisational Learning Centre HE College of Excellence

The OLC Education Conference

Governance and the Management of Risk in Higher Education: Towards Sustainable Development

3rd July 2024

Title of the Presentation: The Significance of the Learner Support Policy at a higher education college in the UK By Waseema T Salehuddin





This study focuses on the changes in learner support policy in a higher education college in the UK: OLC College. The research investigates the assumptions in the policymakers' minds and then compares them with the data from the stakeholders (especially the students). Data were collected through questionnaires, interviews, and focus group discussions involving current and past students, tutors, and representatives of the partner organisations. A mixed method approach was taken to analyse the qualitative and quantitative . Both thematic and statistical analyses were done to find out about the impact of policy change.





Keywords:

Learner support policy, holistic approach, change management theory, and support system.



Starter Pair Work: Discuss



Which aspects should the Learner Support Policy address for a HE College in the UK ?


Research Questions:



- RQ1. How was the Learner Support Policy developed at the higher education (HE) college?
- RQ2. What are the opinions of different stakeholders about the support system in college?
- RQ3. Can Change Management Theory help in implementing policy change in Higher Education settings?



Subjects of the study: Research Tools:

The research subjects were :

- The OLC students
- Tutors
- Other stakeholders of the college

The qualitative data from the questionnaire, interviews and focus group discussion were analysed thematically. Quantitative data were analysed statistically through bar and pie charts.





OLC Learner Support PolicyA Synopsis:



- This policy complies with the QAA (2018) Quality Code for Higher Education
- All students are offered all practical and reasonable support to complete their qualifications.
- Students receive regular follow-up and assistance from Learner Support Staff via the weekly support programme.
- At present, there are 4 main types of services the student services and the pastoral team provide to the students:
- 1) Monitoring the Students' Attendance
- 2) Academic Support
- 3) Listening services (Pastoral Team) and
- 4) Organising various Events











Organisational

The deployment of better pastoral care and support is a marathon, not a sprint...

Some considerations for anybody actively working in education -

- Develop Active Listening Skills
- Improving understanding of diversity
- Be aware of stereotypes
- Know your students support services
- Cultivate emotional detachment
- Be seen (Culture Shift, 2022).



Research design and methodology:

Group of Subjects (Numbers)	Research Tool Used	Research Question Focused on	Timeline	Possible Issues
Students (450)	Questionnaire in college, Interviews (4/5)	RQ 2, RQ 3	By 17 th of March, 2023	May be biased
Tutors/ Student services and pastoral team members (50)	Online survey, Interviews (4/5), Focussed Group Discussion (on teams)	RQ 2, RQ 3	By 17 th of March, 2023	Not getting the online survey back in time
Directors of the college (6), Representatives of Partner Organisations (4)	Online survey, Interviews via teams (4/5), Focussed Group Discussion- FGD (on teams)	RQ 1, RQ 2, RQ 3	By 17 th of March, 2023	Not getting the online survey back in time



Findings:



The main policymakers in this scenario are the directors of the college (6) and representatives of partner organisations (4). The online survey, Interviews via teams (4/5) and focus group discussion- FGD (on teams) were based on the following questions:



























7. How do you manage change in a policy and control your Higher Education setting?

- Director 1: 'We try to share the information with the other directors and Programme Managers first, then arrange training for all the team members'.
- Director 2: 'We take baby steps, instead of bringing a big change all of a sudden!'
- Director 3: 'Events like strategic retreats are organised every now and then to give the managers a break and feel positive about being a part of the organisation'.



8. What can be some of the challenges when the learner support policy?

- Director 1: 'Not all the managers and tutors understand the underlying value of the policy'.
- Director 2: ' Arrangement of resources'
- Director 3: 'Lack of publicity, Lack of engagement on the students' part'.



9. What are the benefits of having a good ming Centre Learner Support Policy in place in a HE college?

- Director 1: ' Better submission and attainment'
- Director 2: ' Gives students a sense of satisfaction and confidence'.
- Director 3: ' Has an impact on students' achievement and retention'.





Data from the questionnaires for the OLC students and the tutors:











Question 3: How satisfied are you with the support available from this college for your students' academic journey?





Question 4: What are the benefits of have been good learner support system in place?

- Student 1: ' More 1 to 1 attention and support, less stress'
- Student 2: 'Helped me to catch up as I have been going through a lot!'
- Tutor 1: 'This gives me a sense of achievement and confidence after I support a student'.
- Tutor 2: 'Helps me build up a good rapport with my students, which helps in future achievements'



Question 5: What can be some of the **Corganisational** challenges in providing/getting support?

- Student 1: 'Getting ready in the morning and coming to college'
- Student 2: 'I like only specific support tutor/s'
- Tutor 1: 'Lack of motivation on the students part can be a challenge'
- Tutor 2: ' Sometimes we do not get all the support information in time'.





Interestingly the analysis of data was drawing near my hypotheses, that the change in policy and following the gradual change management theory has increased overall satisfaction and improved achievement of the students and, therefore the college. They correlate with the RQs.



Assumptions of the policy makers:



- Regular feedback sessions are arranged and needs analysis every now and then. This helps the administration to come closer to the students' needs.
- They prioritise students' satisfaction when planning for the learner support policy.
- They also believe that providing support should be everyone's responsibility.



Tutors' and Students' expectations and Corganisational reality:

- The data shows that at this college both tutors and students enjoy and look forward to the support sessions after lessons and during the term breaks.
- The support session and other systems in place such students services and pastoral team services match the plans and expectations of the directors.
- Overall the support system and the learner's support policy is creating a strong positive impact on the learners' achievement, attainment and retention (





Managing Change: Following the Change Management Theory



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eaming C

This research brought to light some facts about the importance of having a good learner support policy in place for HE students. This is appreciated and utilised by all the stakeholders. Also when bringing a change in policy an organisation should follow good change management theory, so that the transition can take place smoothly and effectively.





Let's wrap it up with an Open Discussion: Why is it important to have a welstructured Learner Support Policy for OLC College?



Conclusion:



This study analysed the guiding thoughts of the policymakers of this college when creating the leaner support policy and compared them with what students think about the policy or support services available. It also investigated what were the opinions of different stakeholders of this higher education college about the learner support policy and implementation for better outcome. At the end, the research was related to various levels of research, which will help the research to be replicated in different HE educational set up in the UK and outside.



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Any questions?



Stream 4 Publications

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Organisational Learning Centre

The readiness of the United Kingdom economy and legal system for the arrival of Autonomous **Vehicles Phil Boyle MSc**



Economic Benefits

According the UK Government, 40% of new cars in the UK could have self-driving capability by 2035 (HM Government, 2022). This could mean that the UK market alone being worth £42 billion and create as many as 38,000 jobs. Realising the potential to be a t the forefront of this technological boom, the Government have invested £100 million to support commercial deployment of self-driving technologies. As a result of this, they have created the Centre for Connected and Autonomous Vehicles (CCAV) to bring together technology developers. vehicle manufacturers, academia, insurers and local transport bodies to test and build UK capabilities. To aid the move to this new technology, the Automated Vehicle Act became law in May 2024 and was announced in the King's Speech.

Transport Secretary, Mark Harper said 'Britain stands at the threshold of an automotive revolution and this new law is a milestone moment for our self-driving industry, which has the potential to change the way we travel forever'.

Societal Benefits

The introduction of self-driving vehicles has the potential to reduce accidents, reduce congestion and increase mobility for those that current have issues (Martinez-Diaz & Soriguera, 2018). Approximately 90% of accidents on our roads are caused by human error such as speeding, lack of concentration, the effect of drugs and alcohol, the use of mobile phones and road rage. Computers do not suffer from these issues and therefore the number of accidents is expected to reduce. It is also expected that congestion will reduce as in addition to fewer accidents, cars controlled by computers will take turns and not create jams. Finally, there is the possibility of giving independent mobility to those who never have had or to those that lose the ability as they age.





Drivers make a number of decisions every minute they are behind the wheel. In an emergency situation, split second decisions need to be made that could be life or death. Often decisions made by humans are forgiven due to the nature of the incident. However, for a self-driving vehicle, these decisions must be preprogrammed before the vehicle leaves the factory. Often decisions can be complex. Imagine having to decide between hitting a young child versus hitting an old age pensioner. Many would choose the young person with their life ahead of them, but when programming a vehicle, there cannot be decisions made based on protected characteristics. All of these decisions need to be considered and pre-programmed.

Ethical Issues

vehicle created by Uber was involved in a fatal accident involving a pedestrian crossing a road (National Transportation Safety Board, 2019). A self-driving vehicle

uses sensors to determine a safe path to follow roads and to avoid hazards. In this instance, the pedestrian was pushing a bicycle, and the computer system could not determine the hazard. As a result, it hesitated to make a decision. It was also pre-programmed not to decelerate at a rate higher than 5 M/S³, rather to give the driver a warning. Unfortunately, the driver had decided to watch a television programme on her phone and failed to take control of the vehicle. The resulting accident was a catalogue of errors both in the programming and in the emergency operating back up but highlights the number of variables involved in everyday driving.

Problems In 2018, a development self-driving



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IPO Underpricing and Audit Quality: Evidence from London Stock Exchange

Mohammad Erfanul Hoque

3rd July 2024


Aim





The study aims to investigate the relationship between IPO Underpricing and Corporate

Governance Mechanisms in the UK.

Objective

To investigate how firms' audit quality affects the underpricing of IPOs between AIM and the Main market at LSE.





Admission criteria differences - AIM and the Main Mark

Rules on	AIM	LSE Main Market	
Public Float	No minimum required	Minimum 25% of shares in public hand	
Trading Record	None required	Three years trading record required	
Minimum market capitalization	No minimum required	Minimum 100 million market capitalization	
Admission documents	Admission documents not examined by UKLA	Admission documents inspected by UKLA	
Capital raise	aiming to raise between £1 million to £50 million when they list	Main Market stocks would typically raise over £100 million	



- 1824-2024

Facts on AIM Market





Doukas & Hoque (2016) "Why firms favour the AIM when they can list on main market?-

They investigate: During the 1995 to 2014 period, 577 out of 1143 AIM-listed firms did not qualify for MM listing, but the rest (566) that raised equity in AIM could have joined the MM.

Acedo-Ramírezet al. (2019) "IPO underpricing in the second and main markets: The case of the London Stock Exchange,"-

There were 567 firms that went public on the AIM, 306 (53.97%) did not meet the MM LRs, and 261 (46.03%) met the heavier regulatory requirements of the MM but decided to float on the AIM. Therefore, almost half of the firms that issued equity on the AIM could issue equity on the MM-period for IPOs (2004–2007),



Big Four Auditors





Auditors failed to raise alarm before 75% of UK corporate collapses

Three in four audit reports did not provide alerts that companies risked going bankrupt, think-tank finds



EY gave going-concern warnings for one in five companies it audited, while PwC, Deloitte and KPMG gave warnings in 23%, 36% and 38% of their cases, respectively © FT montage/Bloomberg

Simon	Foy in	London	MAY	20	2024
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Existing literature on Audit Quality and IPO Underprice



- Chahine & Filatotchev (2011) "The Effects of Corporate Governance and Audit and Non-Audit Fees on Ipo Value- (UK)- This paper examines the effects of non-executive board members, audit committee composition and financial expertise, and fees paid to audit firms on the value.
- Beatty (1989) 'Auditor Reputation and the Pricing of Initial Public Offerings-(US)- The results support the hypothesis relationship between the auditor reputation and IPO
- Albring et al. (2007) "Ipo Underpricing and Audit Quality Differentiation Within Non-Big 5 Firms," (US). - The finding, with its practical implications, suggests that this auditor reputation measure is associated with lower IPO underpricing and higher auditor compensation, thereby emphasizing the importance of auditor quality for firms hiring non-Big five auditors.



Existing literature on Audit Quality and IPO Underpricin



- Menon & Williams (1991) 'Auditor Credibility and Initial Public Offerings', (US)-This study uses the context of the initial public offering (IPO) to investigate auditor credibility.
- Chang et al. (2008) "Audit quality, auditor compensation and initial public offering underpricing," (Australia)- The results show that quality (Big Four) audit firms earn significantly higher fees than non-Big Four auditors, and audit quality is positively associated with IPO underpricing.
- Venkataraman et al. (2008) "Litigation Risk, Audit Quality, and Audit Fees: Evidence from Initial Public Offerings," (US)-This paper aims to investigate the relation between auditor exposure to legal liability and audit quality and audit fees in IPO setting.



Gaps In Literature





- Most Studies on IPO Underpricing and Corporate governance are based in the US.
- There is no direct study that mainly focuses on the London Stock Exchange.
- This study will exclusively concentrate on the London Stock Exchange.
- The sample selection will be UK IPO only, and we will carefully omit any companies that were a unit or investment trust, real estate, or VC (these have different governance characteristics).
- It will be the first paper to directly compare the two markets regarding IPO underpricing and Audit Quality.



Contribution





- This research will lead to a better understanding of the relationship between IPO Underpricing and Audit Quality in the Main Market and Alternative Investment Market (AIM) at the London Stock Exchange (LSE)
- Most recent literature on IPO Underpricing and Audit Quality has focused on the Main Market, especially in the USA, Australia, and Canada. Little attention has been paid to the LSE, especially AIM and the Main Market.
- This study will solely focus on the London Stock Exchange, and it will be the first of its kind, as no previous studies investigated both AIM and the Main Market.
- Given the regulatory differences between AIM and the Main Market, this research could provide valuable evidence for corporate governance authorities, particularly in the UK. It has the potential to guide the introduction of practical and viable corporate governance recommendations.





Hypothesis Development

• Higher-quality auditors are associated with lower IPO underpricing.







Methodology

Philosophy-Positivists

Approach- deductive approach

Method: Quantitative

Data Source and Collection: IPO Prospectus, Financial Analysis Made Easy (FAME) database, London Stock Exchange and company website.

- Any companies that were a unit or investment trust, real estate and VC (These have different governance characteristics) were excluded from the sample (Filatotchev & Bishop, 2002)
- The IPO prospectus for 629 of the 705 companies in the initial samples between 2010 and 2023 is successfully collected for this research.
- AIM Market: 296 Firms
- Main Market: 233







Analytical Tools

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Question?











Organisational **Learning Centre** Research Design BANGLADESH Questionnaire BAY OF BENGAL Bangladesh Sample Size = 217 (Active =65, Potential=152) UK Sample Size = 171 (Active =83, Potential=88)

Research Method and Design



- Potential Entrepreneur = Youth Students
- ✓ Active Entrepreneur = Active Business Owners
- ✓ The emphasis of the research was on small and medium-sized business owners
- ✓ Total Sample Size = 388



Hofstede Insight Vs Research Findings



The Research findings showing that respondent data conflicting with Hofstede's information based on Individualism.







Contributions and Framework Model

- The framework model encourages hypothesis generation and idea exploration for understanding entrepreneurship across sociocultural settings.
- Explains how institutions, cultures, and barriers influence entrepreneurial mindset.
- ✓ Data indicate the strong influence of culture on entrepreneurial characters.
- ✓ The UK-Bangladesh comparative study highlights the impact of cultural and national variables on young entrepreneurs' mindset.
- ✓ Provides groundwork for future studies.



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Thank you: The End

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