

SEDA Autumn Conference 2024



Session Title: An introduction to the Generative AI and Multimodal Learning Project

Session Type: Lightning Talks (10 minutes)

Main presenter(s): Dr Sam Saunders, University of Liverpool

Co presenter(s): Dr Tünde Varga-Atkins, University of Liverpool, Sue Beckingham (Sheffield Hallam), Professor Peter Hartley (Edge Hill), Nayiri Keshishi (Surrey), Dr Nataša Lackovic (Lancaster), Dr Lina/Na Li (XJTLU, China), Dr Isabelle Winder (Bangor) [presenters on the

Session Summary: The SEDA-funded Generative AI and Multimodal Learning Project is a cross-institutional research project which will explore, catalogue and codify the impact of Generative AI on multimodal forms of pedagogy (Kress, 2010), and produce a guide for practitioners that offers learning designs for integrating present and future GenAI technologies and tools into their teaching, learning and assessment. Delegates are invited to comment on our plans and suggest specific areas/initiatives we should explore.

Session Outline: This lightning talk will introduce participants to the SEDA-funded Generative AI and Multimodal Learning Project. Multimodal learning is a way of teaching that uses different semiotic modes in one communication (e.g. text, images, sound, video, touch and gestures) to create extra meaning.

The session will firstly outline the motivation and objectives behind the project. With the advent of new forms of Generative AI technology that can aid and assist learning, teaching and assessment, there is a clear need for those working in educational development to provide educators in higher education with opportunities to develop varied multimodal learning strategies utilising this technology. This can be either as part of formal programmes or in other areas of educational development work, but in both contexts it helps to ensure that education remains both relevant and inclusive. This project's aim is therefore to produce an openly-accessible guide on multimodal learning using GenAI for use by educational developers to influence institutional strategies, guidelines and support teaching staff.

There are three strands to the project:

Teaching: teachers can use GenAI to represent subject knowledge multimodally.

Learning: students may encounter, explore, evaluate and express ideas via multimodal GenAI, where technology can help manipulate, change, adapt or create artefacts that incorporate multiple semiotic forms.

Assessment: students could use GenAI to create multimodal artefacts, or critique/reflect on existing ones.

The empirical methods for gathering data will then be discussed, in the form of a survey distributed to SEDA members/wider HE staff requesting insights into their use of GenAI in multimodal contexts, and a series of focus groups with academic staff, educational developers, and students.

The session will finally outline the project's schedule, current progress to date, as well as plans for future phases.

References: Kress, G. (2010). *Multimodality: A social semiotic approach to contemporary communication*. Routledge.