

## Seamless Learning Conference 2024: AI as a co-teacher?

### Event aviso and Call for contributions

WU Vienna is happily inviting all interested practitioners, policymakers, and scholars to its 2024 Seamless Learning Conference. These annual events bridge discourses, disciplines, and perspectives on current issues in higher education teaching and learning, aiming for a learning experience that is as seamless as possible.

The SLC 2024 will explore the rise of AI in higher education, with a specific focus on how AI enables and/or limits learning and teaching effectiveness. Put as a simple question: Are AI applications already suitable as co-teachers or co-mentors for students and how is "AI-enhanced" teaching and learning really adding value? To what degree is this supporting a "seamless" learning experience? Ethical and legal challenges will be as much tackled as pedagogical innovations and didactic tweaks.

These topics will be discussed in three tracks:

1. (Planning) teaching with AI
2. AI in the students' lifeworld
3. AI and Data Literacy

The conference will take place on **11 April from 09.30 to 18.00 at WU Vienna** (Vienna University of Economics and Business), with additional workshops offered on **12 April from 09.00 to 12.00**.

### Call for Contributions

The organisers are looking for contributions at the conference that build on professional experience, projects or research that are linked to one of the three conference tracks (see below).

We welcome two types of submissions:

Type 1: Research-led submissions that either build on the author's own research or synthesize parts of the current discourse in the form of an analytical literature review.

Type 2: Practice-oriented contributions linked to specific institutional or supra-institutional projects and initiatives with the potential to inspire other institutions.

Format requirements:



- Each submission should be between 800 and 1.000 words long, excluding lists of references and information on the authors.
- The proposal should clearly identify the question and/or problem it addresses and how it relates to the theme of the conference/a specific track:
  - o What are the 2-3 most important lessons learned/take aways?
  - o Which (research) activities led to these conclusions?
  - o What are the implications for teaching & learning in higher education, including policy implications?
- The proposal should clearly indicate all authors and their home institutions, with a brief bio note (max. 100 words) per author. The corresponding author needs to be identified, including his/her contact information.

Proposals should be submitted in a MS Word Format to [seamlesslearningcon@wu.ac.at](mailto:seamlesslearningcon@wu.ac.at) until **11 February 2024**. The programme committee will review the proposals and inform authors about the outcome until 20 February.

## Tracks

### Track 1 (Planning) teaching with AI

AI is increasingly becoming a valuable resource for teaching staff in higher education when it comes to the planning of teaching and the creation of more personalized, adaptive, and effective learning experiences for students.

In this track, we aim to collect innovative practices, experiences, and insights related to the use of generative AI for teaching and course planning in higher education.

#### Areas of primary interest:

1. In what ways is generative AI used to optimize course design, including content selection, sequencing, or improving the alignment of learning outcomes, teaching methods and assessment strategies?
2. How are generative AI tools being employed to create and customize teaching materials? What insights can be shared regarding the role of AI in assisting teachers in higher education in planning personalized and adaptable lessons that respond to student progress?
3. What role does generative AI play in automating assessment tasks, providing timely feedback, and supporting the development of evaluation methods?
4. What evidence-based practices can be shared regarding the assessment of AI's impact on teaching quality and student learning outcomes?
5. How can AI tools be employed to support learners in the form of virtual tutors or similar activities? What are the challenges and opportunities in integrating AI-driven tutoring systems with traditional teaching methods?



6. What ethical and legal implications arise from the use of AI in higher education teaching, and how are institutions and/or individual teachers addressing these concerns responsibly? How can AI-driven education be designed to protect student privacy and data security?

## **Track 2: AI in the students' lifeworld**

Artificial intelligence (AI) is rapidly transforming the world around us, and education is no exception. AI-powered tools and technologies are already being used in a variety of ways to enhance student learning, from providing personalized feedback to creating immersive learning experiences.

This track aims to explore how AI technologies shape and enhance the educational experiences of students. In particular, we want to examine how AI is being used to support students in their everyday lives, both inside and outside the classroom. Topics will include AI-powered tutoring systems, adaptive learning platforms, and AI-based tools for personalized learning.

### **Areas of primary interest:**

1. How can AI help to reach as many prospective students as possible with individualized information about different programs/fields of study, also for marketing purposes?
2. How can AI be used to help students find the relevant institutional information during their study process?
3. How can AI help to identify students at risk and support them in organizing their learning? What evidence-based practices exist for integrating AI-tools into students' daily routines to support time management, productivity, and learning effectiveness?
4. How can AI help to identify and address students' mental health issues, providing timely support, and promoting overall well-being? How can higher education institutions leverage this influence to enhance the overall student experience? What ethical considerations should be taken into account when implementing AI in these support services?
5. How can students' awareness of the ethical implications related to AI, including usage at work and in daily interactions, be raised?
6. What strategies and approaches using AI have proven effective in enhancing student engagement, retention, and achievement?

## **Track 3: AI and Data Literacy**

In an era dominated by (generative) artificial intelligence, the ability to harness its power has become an essential skill for both students and teachers. Making sense of AI also requires a positive attitude towards the value of data, the backbone of AI systems, and a willingness to work with them.

In this conference track we want to explore what skills students need to be successful in their future careers, and what framework conditions a university needs to provide. We would also like to discuss the extent to which data literacy in general is a prerequisite for both students and teachers to work effectively with AI.



### **Areas of primary interest:**

1. What skills do students need to work effectively and responsibly with generative AI? What examples of good practices for AI literacy frameworks are available in higher education and beyond?
2. What understanding do students need of AI technologies (e.g., structure and functioning of neural networks, scope, and type of training data records) to be able to assess AI's capabilities and limitation, and to understand how AI works?
3. Is data literacy - the planned and critical use of data, basic knowledge of data security and privacy - a prerequisite for understanding AI? And if so, how might it be taught in university programs where it is not explicitly part of the curriculum?
4. What skills do students need to recognize and understand the societal implications of AI? And how can they be empowered to engage with AI in a meaningful and responsible way?
5. What knowledge and skills do teachers need to integrate AI into learning processes and make their course- and exam-designs AI-ready?
6. How can universities ensure that the ethical and legal implications of AI in teaching and learning are continuously monitored and, if necessary, regulatory measures are taken?

