

## Using AI to support student success

### Author:

Kellyanne Findlay

### Role:

Educator

### Context:

Higher education, Active learning, Psychology

### Contact details:

kellyanne.findlay@strath.ac.uk

### Institution/organisation:

University of Strathclyde

### Tool(s) used:

ChatGPT

### My idea

We know that asking students to provide peer feedback promotes reflection and student responsibility for learning (Falchikov & Goldfinch, 2000). As Artificial Intelligence (AI) continues to evolve, it provides new opportunities for learners and educators. I used AI to generate examples for a newly introduced research proposal assessment. These AI-generated examples were then evaluated by students. Using AI, it is possible to generate a bank of research problems and proposals in a fraction of the time that would be required for manual generation.

### What I aim to achieve

The ultimate aim is to use AI to promote active student engagement, develop critical thinking skills, model academic integrity, and introduce students to AI tools that have the potential to create a more inclusive learning

experience (Salas-Pilco et al., 2022). The intent was to not only use the AI tools to support students to consolidate discipline-specific skills, but to highlight the benefits and limitations of ChatGPT. Students were introduced to a research proposal assessment which involved the presentation of a scenario-based 'research problem' for which they had to design a research study. An AI generated research proposal was provided to students, who then, in groups, evaluated each section before discussing their reflections with the wider group. An additional and welcome benefit was the ease with which AI can be used by educators to generate learning resources.

### Where the inspiration comes from

This use of generative AI was based on my desire to create active learning opportunities and my own experiences of using generative AI.



Research scenario problem: There is evidence to suggest that prenatal exposure to stress can have long-lasting effects on cognitive and emotional development. However, little is known about the underlying biological mechanisms that mediate these effects, particularly in relation to the development of stress-sensitive brain regions such as the amygdala and prefrontal cortex.

Research question: What is the relationship between prenatal stress exposure, stress-sensitive brain development, and cognitive and emotional outcomes in childhood, and how can this information be used to inform interventions to support at-risk children?

Sample research problem generated by ChatGPT in response to a request to "generate a research scenario problem that would require students to produce a research proposal to address it."