



Corna Olivier



Merie Sutherland



Pria Chetty



Willie Bouwer

PANEL DISCUSSION

Technology and AI in Higher Education

Facilitator: Dr. Jolanda Morkel

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TECHNOLOGY ENABLING CURRICULUM REFORM



Ten myths about generative AI in education that are holding us back
Danny Liu on LinkedIn • 13 min read



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PEDAGOGY

Curriculum

Costs and Sustainability

Access and Equity

User

Data Privacy and Experience

Security

Ethical Use of AI

Learning Analytics
Collaboration & Experimentation

Staff Training & Development

Future-

Proofing

Assessment and Feedback

Student Engagement and

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Towards human-centered, responsive and responsible knowledge, knowing and coming-to-know: *some reflections*

Paul Prinsloo

Department of Business Management
University of South Africa (Unisa)

14prinsp

Image: Pixabay

Keynote, Eighteenth European Conference on
Technology Enhanced Learning
Responsive and Sustainable Educational Futures
Aveiro, Portugal, 4-8 September 2023



We are at a tipping point...

Image by Aravind kumar from Pixabay

... how does the automation of 'knowledge production', or at least, the automation of knowledge claims, change our understanding of knowledge, and change how we verify these knowledge claims? What are the implications for higher education, research, teaching and learning? (Prinsloo, 2023)

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Whereas the printing press caused a profusion of modern human thought, *the new technology achieves its distillation and elaboration*. In the process, it creates a gap between human knowledge and human understanding. If we are to navigate this transformation successfully, new concepts of human thought and interaction with machines will need to be developed. This is the essential challenge of the Age of Artificial Intelligence.

(Kissinger, Schmidt, & Huttenlocher, 2023; italics added).

Cited in Prinsloo, 2023



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University knowledge in an age of supercomplexity – Ronald Barnett (2000)

- the university is no longer the sole or even the main source of production of knowledge in society
- the forms of knowledge that the university has prized are being challenged by new forms of knowledge valued in the wider world
- careful elucidation of knowledge claims and scrutiny through peer dialogue is being replaced by much quicker forms of accountability
- knowledge has given way to knowledges
- Skills have become decoupled from knowledge and have become portable properties on their own.
- And lastly, knowledge has lost its power to enlighten and has now become performative/useful.

Barnett, R. (2000). University knowledge in an age of supercomplexity. *Higher education*, 40, 409-422.

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“To properly understand intelligence, you need to root it in its biological context.” (Chirimuuta, 2023)

“Are we going to make machines, tools in our image or are we going to worship the machines and try to make ourselves in the image of the machines?” (Markopoulo-Kalamara, 2023)

<https://www.youtube.com/watch?v=D4HahGJQW7g>



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We should reconsider knowledge, knowing and coming-to-know by reappraising the *non-digital*, to be awestruck by what we don't know and never may know

(Prinsloo, 2023)



Image by Public Co from Pixabay

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About the adoption of AI in HE...

- Not about the “if” but rather about the “how”
- Experimentation, sharing and collaboration
- Never waste a good crisis



Corna Olivier

is a lecturer at STADIO Centurion Campus, specialising in Psychology and Information Technology. Her diverse career includes roles as an air traffic controller, electrical engineer, programmer, and systems engineer. She transitioned to psychology and education and found her passion for teaching. With over a decade of educational experience, she's also a field researcher and holds professional registrations in psychology. Corna is pursuing a PhD in generative AI in Education.

*Using Chatbots in CANVAS to integrate
ChatGPT in the LMS to innovate assessments*

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Merie Sutherland

a Programme Coordinator at STADIO SOF, holds a BA Honours Degree in Fashion with a focus on innovation and sustainable supply chain management. She's pursuing a Master's in consumer science with a specialisation in human-centered design, focusing on innovation and future foresight in areas like fashion supply chain and HE curricula. Merie has presented at conferences, contributed articles, and aims to inspire technological innovation in HE and fashion's future.

How will Generation Alpha's demand for technology reform HE curricula?

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Pria Chetty

Is a senior advisor at the Genesis Centre for Digital Excellence (CODE), a technology law and policy expert, focusing on data protection, digital economy regulation, AI and cybersecurity. She founded a tech law firm acquired by PwC, where she led technology regulatory compliance. Pria has international experience as a data protection adviser and policy consultant. She has a Master's in ICT Policy and Regulation. Pria is a regular speaker and member of various expert groups.

What are the key imperatives of a digital literacy programme for South African HEIs?

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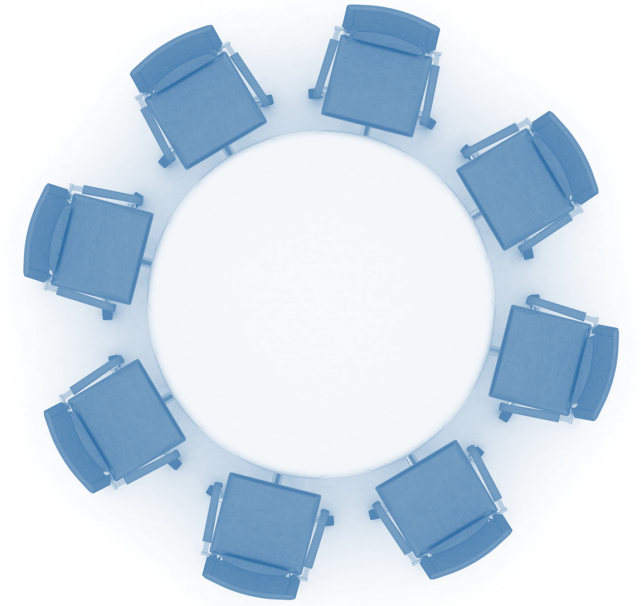


TABLE BUZZ

What I heard... what I liked... what I did not like

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Dr Willie Bouwer

Head of the SOMAD at STADIO, boasts over two decades of academic dedication. He holds a Doctor of Technology in Motion Picture Production, a Master of Technology in the Uncanny Valley effect, and a Master of Philosophy in Higher Education. Dr. Bouwer's research focuses on curriculum improvement and creative thinking assessment in the arts, and he's committed to bridging academia with industry needs, and nurturing proficient graduates.

What challenged my thinking – what I would like to see implemented at STADIO?

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