



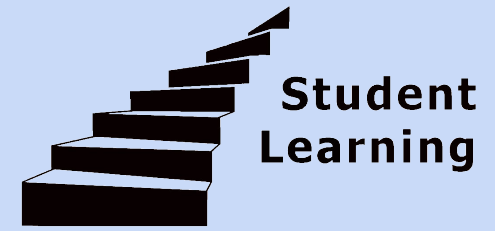
Engaging students emotionally in AI instruction

Katherine Gilliver-Brown & Clementine Annabell



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Session overview



1. Presentation

What we hoped to achieve

What the modules look like (in the Waikato Moodle)

2. Play in Module 1 and/or 1 lesson in Module 5:

As H5P objects on the ATLAANZ website

In Moodle: Alternative playpen:

3. Chat

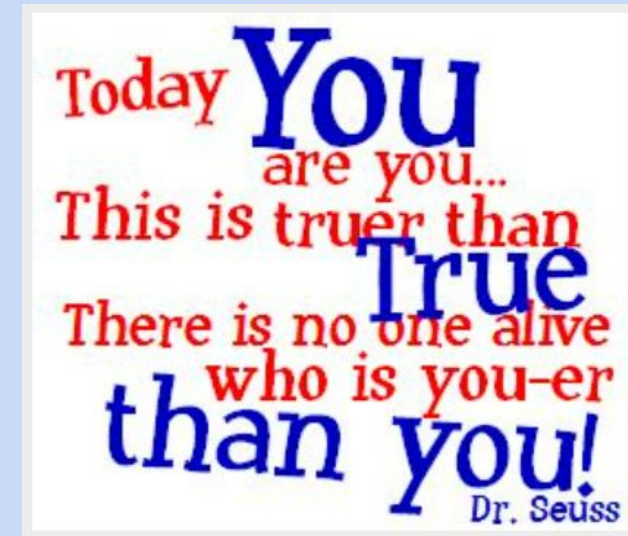
Is emotional engagement desirable?

What strategies encourage (do you see that encourage) emotional engagement?

4. Finishing

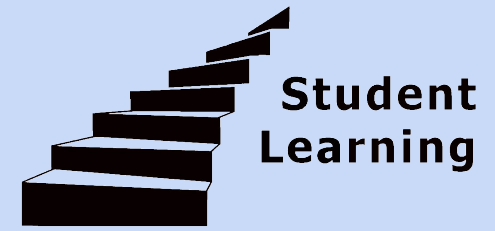
Open Educational Resource

Chatlaanz exit questions



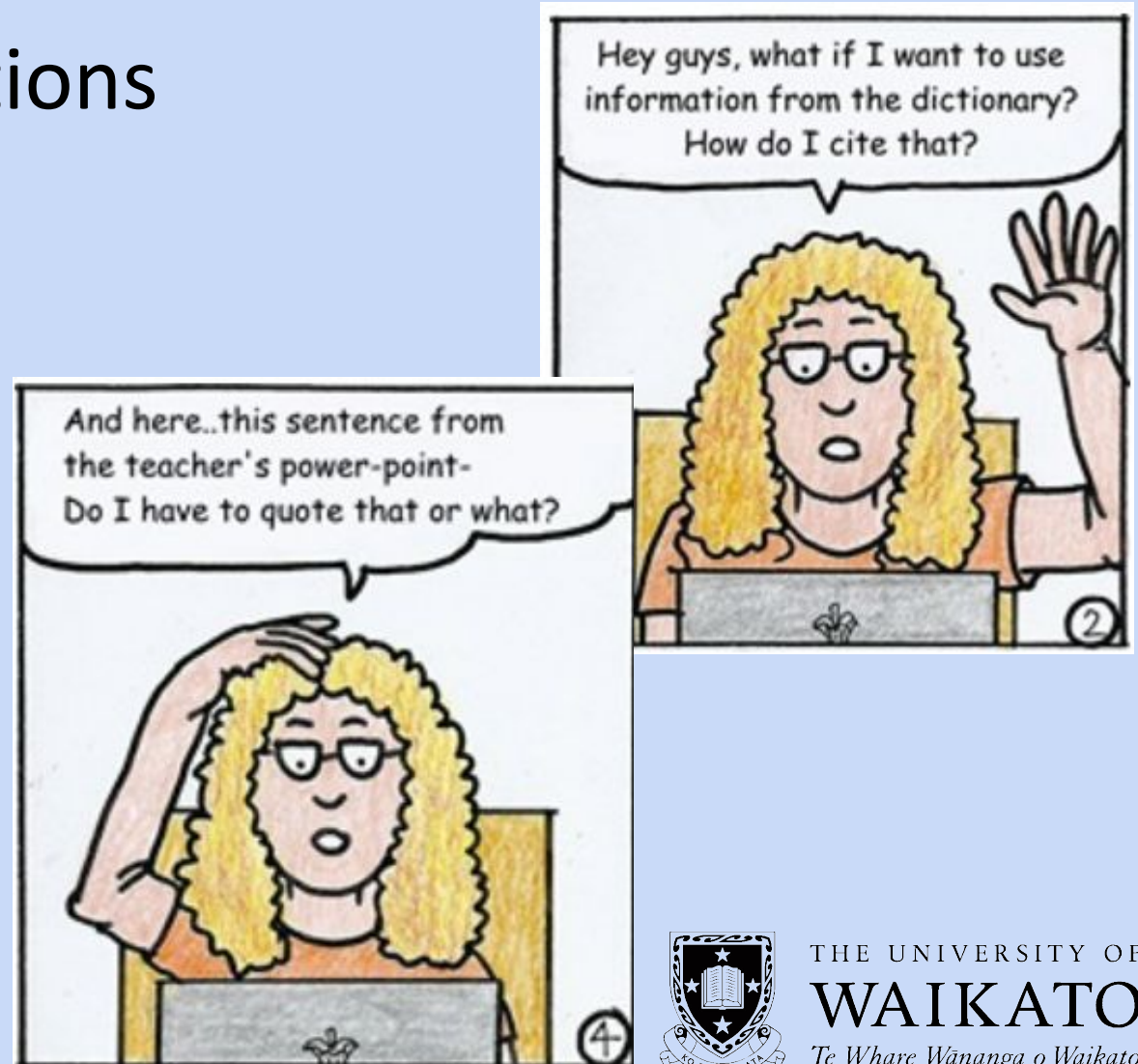
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Part 1: What was wrong...

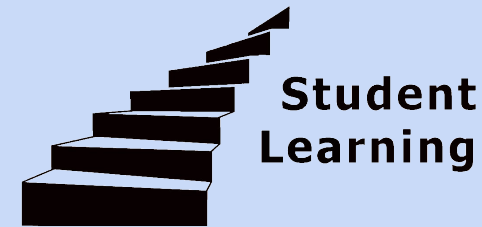


- mutually exclusive expectations
- imprecise terminology
- mystical expectations
- deeply hidden and inaccessible policy
- blame
- and “boring boring boring” instruction

... but what we wanted



What we hoped to achieve

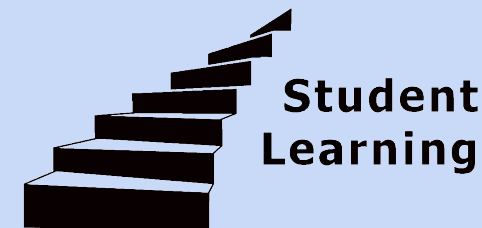


- accessibility
- enlightenment and freedom
- safety
- personalisation
- humour and fantasy
- solidarity

... and emotional engagement



Look and feel



Each Moodle lesson follows this basic pattern:

- A visual story with custom comic strips
- Quick concept check questions
- Key idea:
- Reflection activities
- Reflection summary

These are followed by a collaboration activities made up of:

- guided forum, or
- choice, or
- anonymous poll or forum
- occasionally a quiz

Personalised machine-moderated feedback



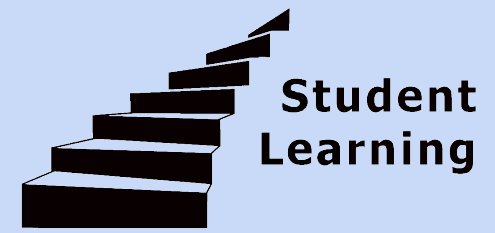
Quick look

Mod 5: Coping with assessment

Lesson: **Not-so-smart phone**



Play time



Main room group start here

Module 1: Lesson 1 **“Who drank my milk?”**

Breakout room 1 start here

Module 1: Lesson 2 **“The good idea”**

Module 1 Forum: **Respect and integrity**

Breakout room 2 start here

Module 5: Lesson 4 **“Tattoodle”**

Module 5: Anonymous discussion: **Your thoughts on cheating**



Find these 3 lessons rendered as H5P at: <https://atlaanz.org/ai>

In Moodle: <http://innovation-glbpm.run.goorm.io/moodle/my/courses.php>

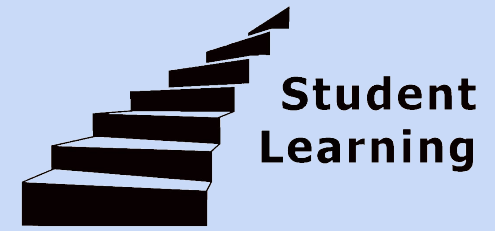
u/n student1 or student2

p/w ChATLAANZ#1 or ChATLAANZ#2



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Whole group chat



Focus questions (to get us started)

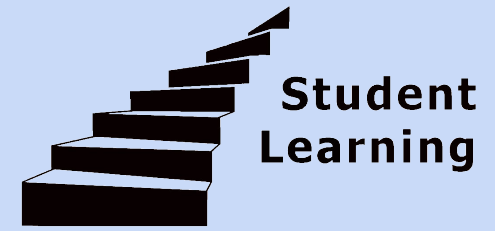
What strategies did you identify in the course to encourage emotional engagement?

What strategies would you think would work with your students?

What additional strategies could we use in our course?



Feedback



Feedback

What might you use from today's session?

Can you suggest a session or a follow-up to this session?

Would you like to offer a session?

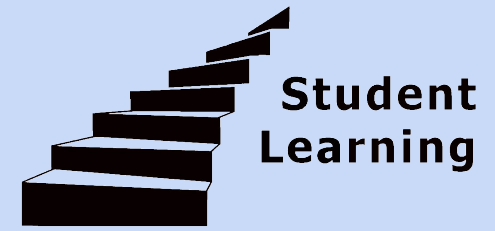
What is a session you would like to attend?

Are you happy to have the recording of this session placed on the ChatLAANZ web page?



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What students contributed



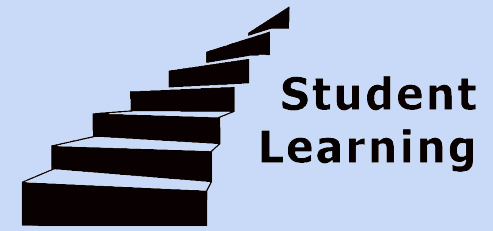
Posted Sunday 13 March 2022

Of my risk factors, the one that worries me the most is my competitive nature. Though it has not led me astray and has always been a good motivator I worry that this coupled with the stress of working full time increases the probability of getting exposed to cheating-related behavior



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What students contributed



Posted Monday 21 March 2022

What I think the University should do about the problem of cheating is to deliberately build positive relationships between students and lecturers so that if students are feeling stressed, they feel they can approach someone for help. Additionally, I think these academic integrity modules should be compulsory for all students to provide clarity around how students should behave. Finally, the University needs to be deliberate in connecting with students who have English as a second language to ensure the correct supports are in place.

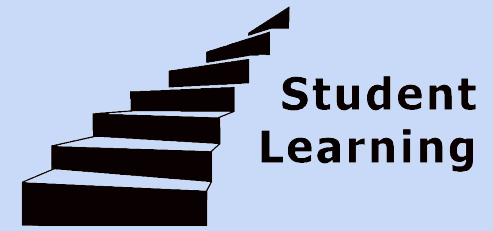
[Name included]

... to replies on next slide



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What students contributed




 Posted Tuesday 22 March 2022

Kia Ora [name used in answer to the previous post]

I would like to contribute some input into this discussion.

I suggest only making academic integrity module compulsory for undergraduates. Thank you for reading this.

Nga mihi [Student chose to sign]

 Posted Thursday 7th April 2022

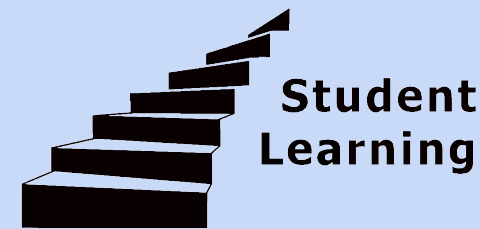
Thanks for your thoughtful responses both of you!

Anonymous staff member :)



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What students contributed



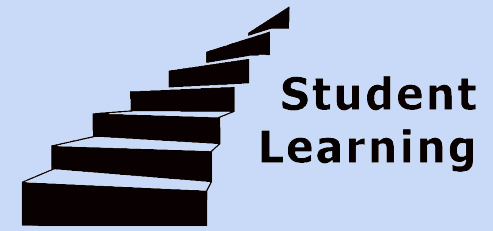
 Posted Tuesday 28 March 2022

The risk factor that worries me the most is ... I'm a male. I cannot change this risk factor (We, the human race, have the ability to do that, yet I have no desire to do that) but do worry about that being a factor. There are trends associated with cheaters being male, and data that explains this, but a generalisation is just that, a generalisation. It was acknowledged that in isolation, this risk factor cannot be explained. However in conjunction with other risk factors it stands tall. I don't want to be marginalised in any assessment environment because I am a male.



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What students contributed



Posted Monday 28 March 2022

Recently I sat in a meeting sharing my point of view with more confidence than I had before. After the meeting, the DP emailed me and said that she really valued my point of view and appreciated the thought I had put into it. It would have only taken her 30 seconds to write the email, but it meant so much to me.



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Like no-one's going to notice that, Styf! Really - what a doofah!



Later, before the exam...



In the exam room...



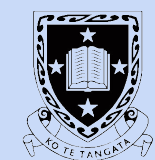
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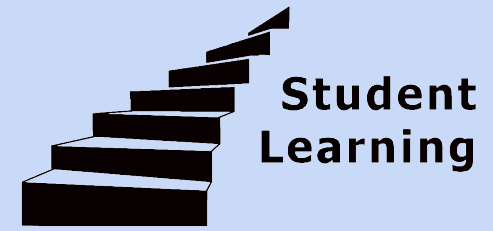
I'll just give Styf a quick call...



12/3/5/5/1



References



- Bonk, C. J., & Khoo, E. (2014). *Adding some tec-variety: 100+ activities for motivating and retaining learners online*. Open World Books.
- Bretag, T., Harper, R., Burton, M., Ellis, C., Newton, P., Rozenberg, P., Saddiqui, S. & van Haeringen, K. (2018). Contract cheating: A survey of Australian university students. *Studies in Higher Education* 44(11). 1837-1856.
<https://doi.org/10.1080/03075079.2018.1462788>
- Gilliver-Brown, K. & Ballinger, D. (2017) 'The integrity games': An interactive story education approach to teaching academic integrity. *ATLAANZ Journal* 2(1). <https://doi.org/10.26473/ATLAANZ.2017.2.1/004>

