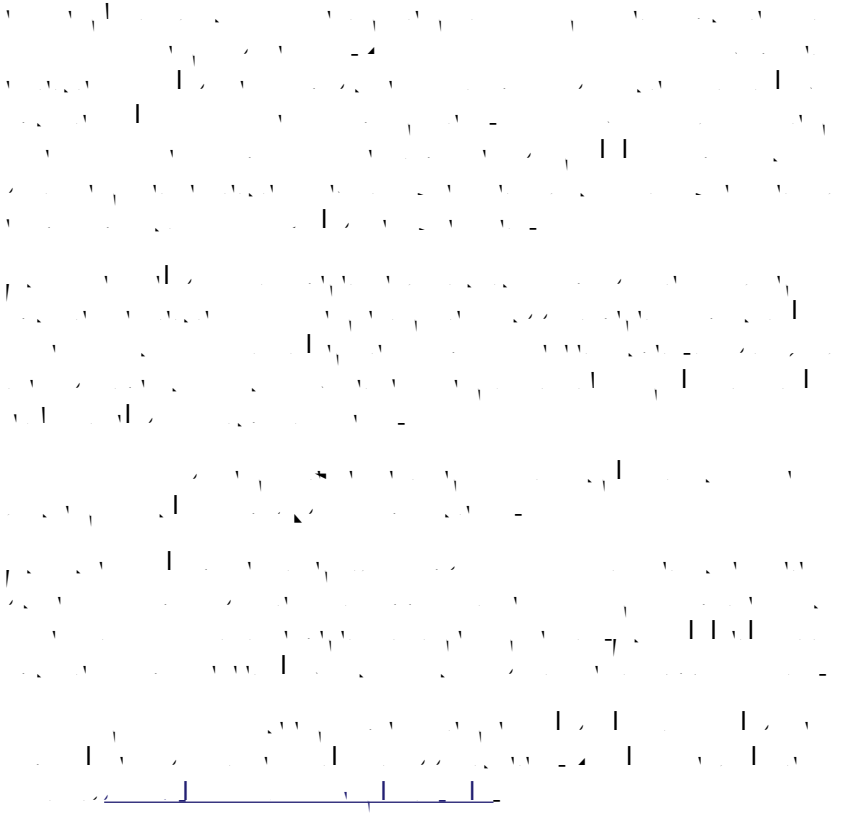
Technology Foundations

About the Editor

About LearningMate



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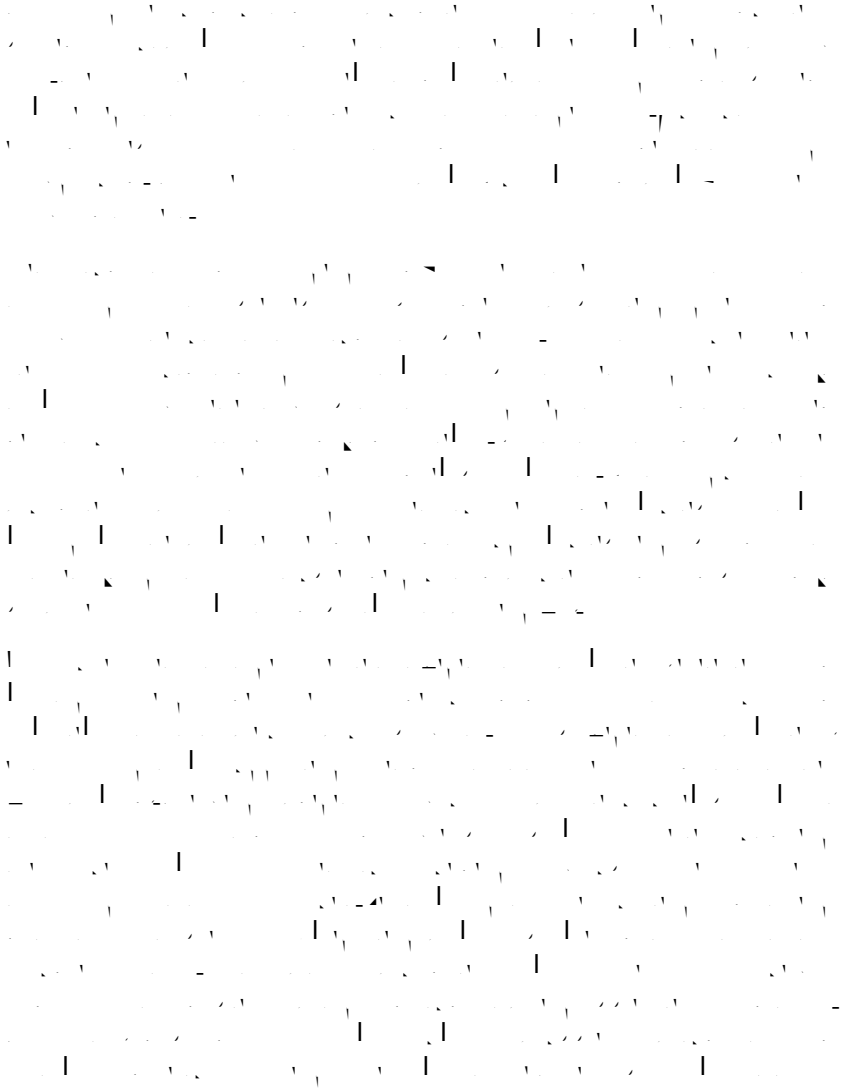
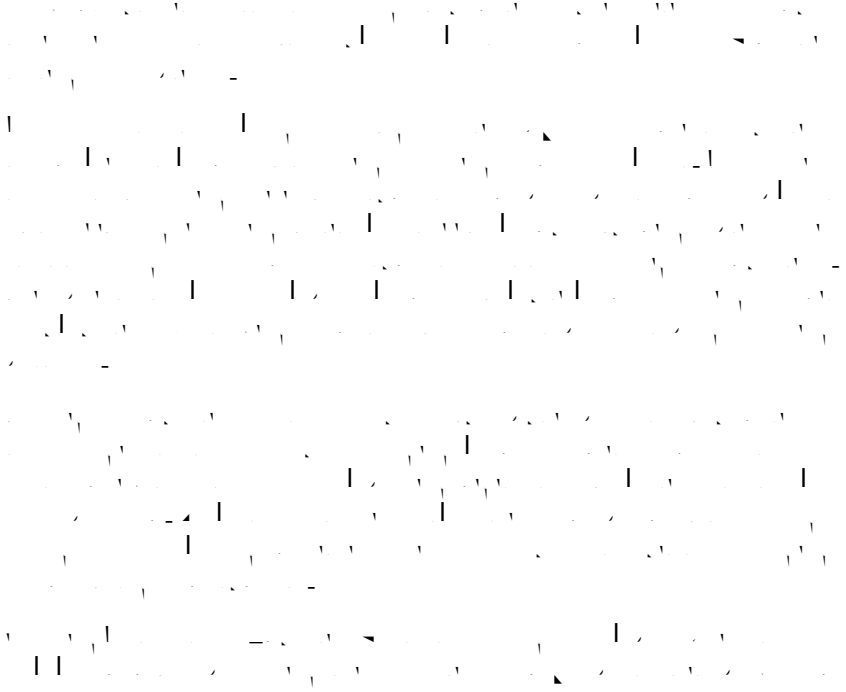
Foreword

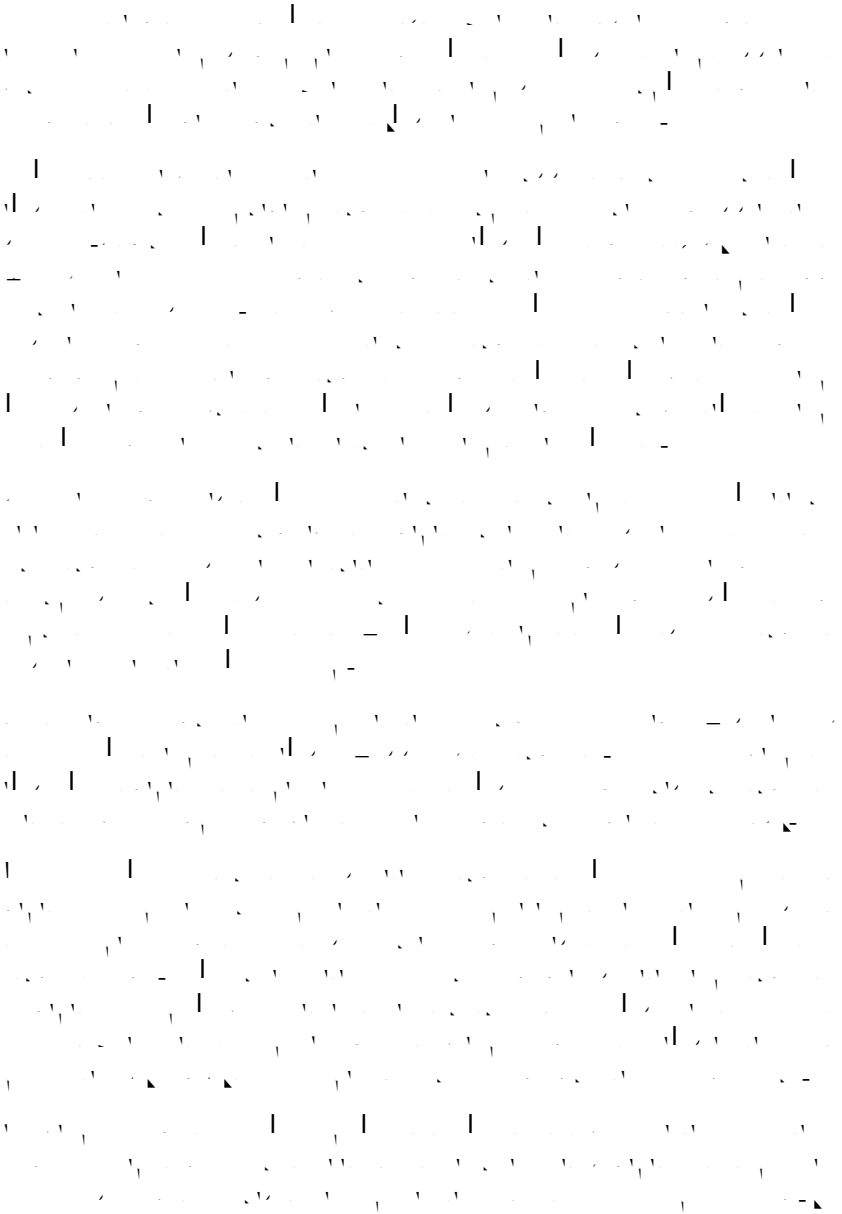
Mary Curnock Cook CBE





1. Governance and leadership of a modern university

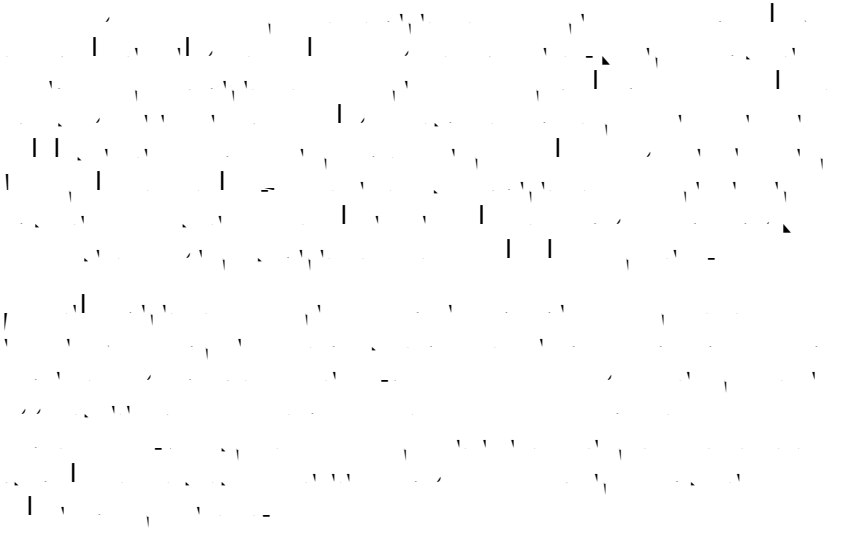
Professor Karen O'Brien, Vice-Chancellor and Warden, Durham University



2. Risks and challenges of AI in higher education

Professor Kathleen Armour FAcSS, Vice-Provost Education & Student Experience, University College London

How did we get here?



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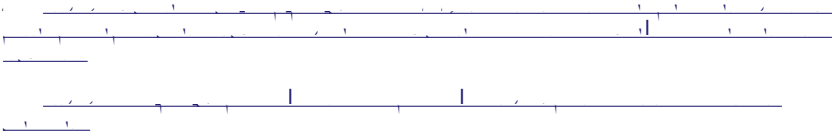


Disclaimer: I asked an #AI model itself (#ChatGPT) to tell me how AI in general is going to disrupt and challenge traditional higher education providers, and this is its top- ve list (in its own words):

1. Disruption of Teaching and Learning Methods.

AI-driven adaptive learning platforms can deliver personalized educational content, assessments, and feedback to students. This challenges traditional lecture-based teaching methods, potentially making them less e ective and relevant in comparison.

2. Competition from Online Learning Platforms.

AI-powered online learning platforms o er exible and accessible educational options, reaching a global audience. Traditional universities may face competition from these platforms, particularly for non-degree courses and continuing education programs.

3. AI-Enhanced Research and Publication.

AI can accelerate research processes, analyze vast amounts of data, and generate insights. As AI becomes more prevalent in research, traditional universities may face pressure to keep up or risk falling behind in terms of cutting-edge research.

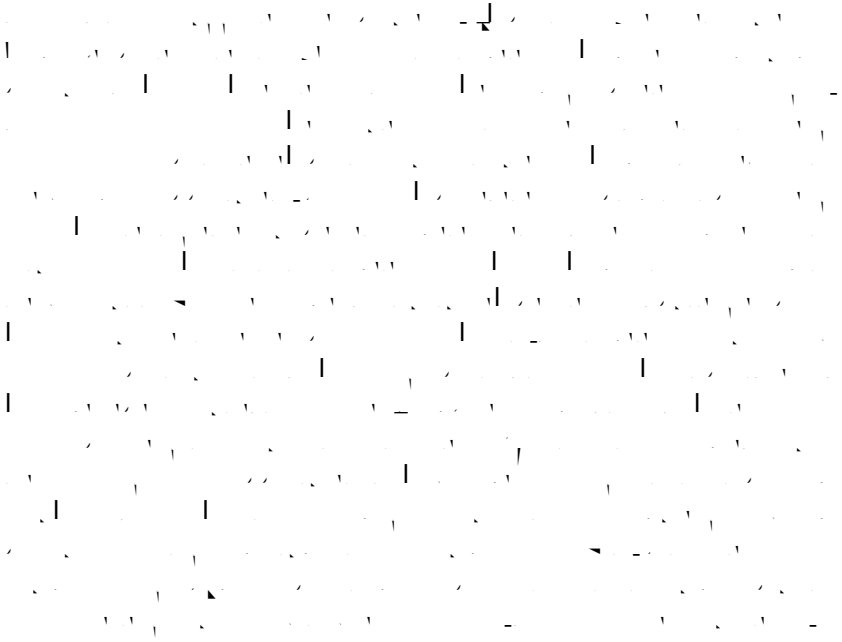
4. Changing Role of Faculty.

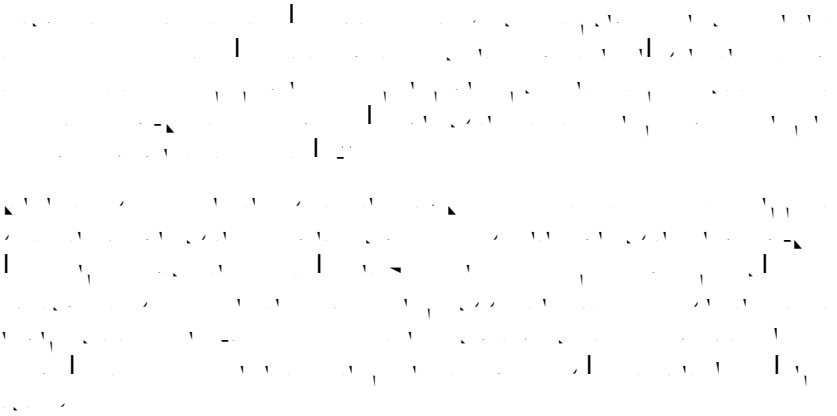
AI-driven educational tools and virtual assistants can automate administrative tasks, course grading, and tutoring. This could lead to a shift in the role of faculty, with a potential reduction in certain teaching and administrative positions.

5. Impact on University Business Models.

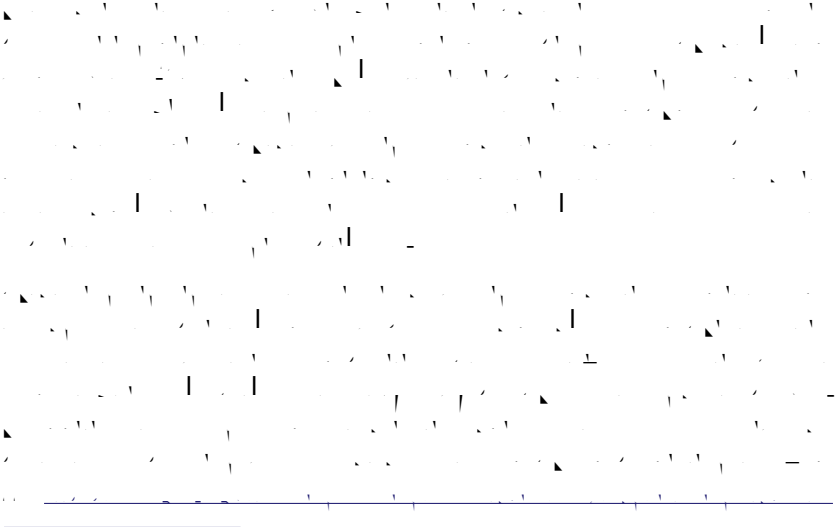
The rise of AI-driven education and competition from online platforms may impact the traditional revenue streams of universities. Declining

enrolments, reduced demand for certain courses, and the need to invest in AI technologies could strain nancial sustainability.





By leveraging AI, we can bring the bene ts of one-on-one tutoring – deep understanding, con dence, clarity, and empowerment – to all students.



'My basic model of the world is that the cost of intelligence and the cost of energy are the two limited inputs', he said. 'If you can make those dramatically cheaper, dramatically more accessible, that does more to help poor people than rich people … This technology will lift all of the world up'.

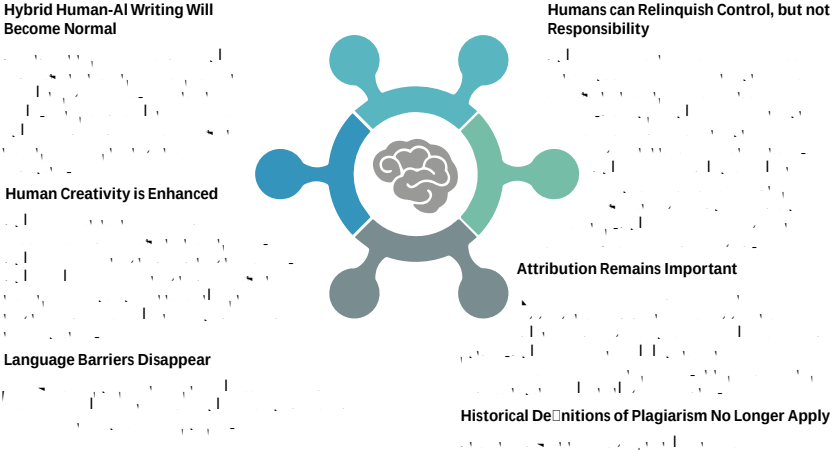
C a ge e ***:*** *how can we help humans understand and solve their own problems?*

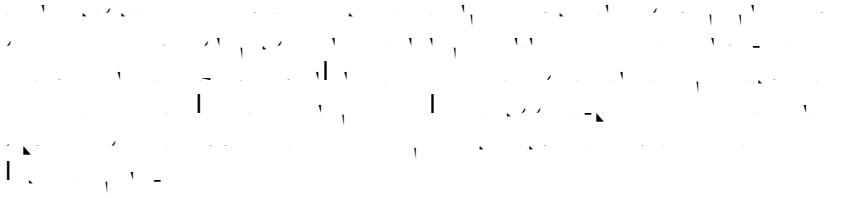
I encourage everyone to follow developments in AI as much as possible. It's the most transformative innovation any of us will see in our lifetimes, and a healthy public debate will depend on everyone being knowledgeable about the technology, its bene ts, and its risks. The bene ts will be massive, and the best reason to believe that we can manage the risks is that we have done it before.

with

but not responsibility

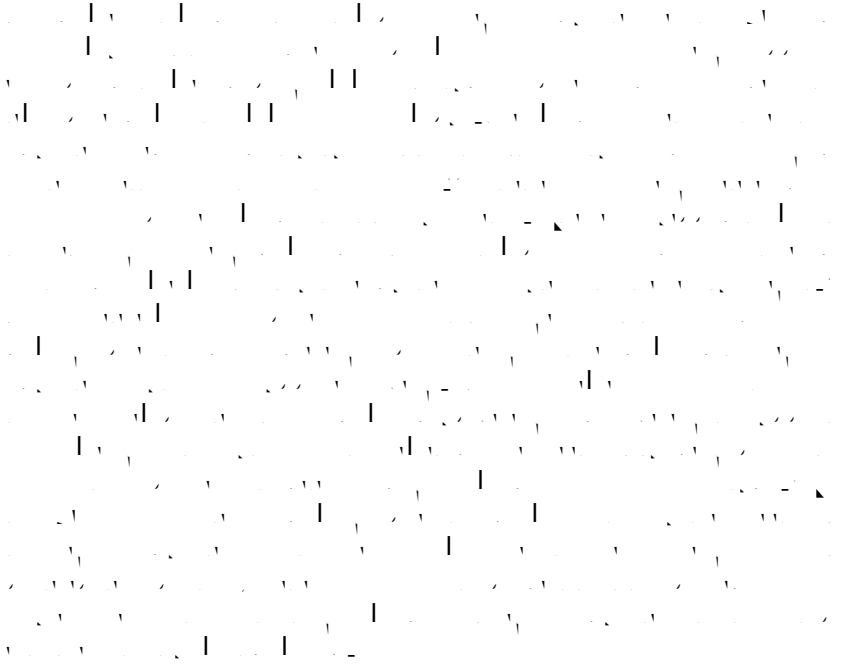
Figure 1: Six tenets of postplagiarism: writing in the age of artici ical intelligence





3. Future-proo□ng HE: three anticipated changes

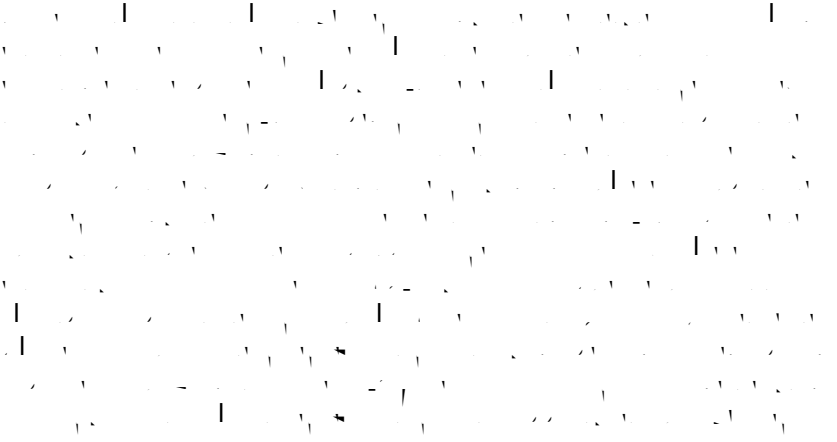
Professor Nick Mount, Professor of Learning Innovation, Academic Director, The University of Nottingham Online

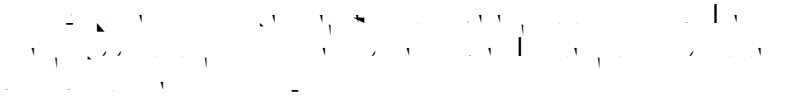


Journal of Australian Political Economy,

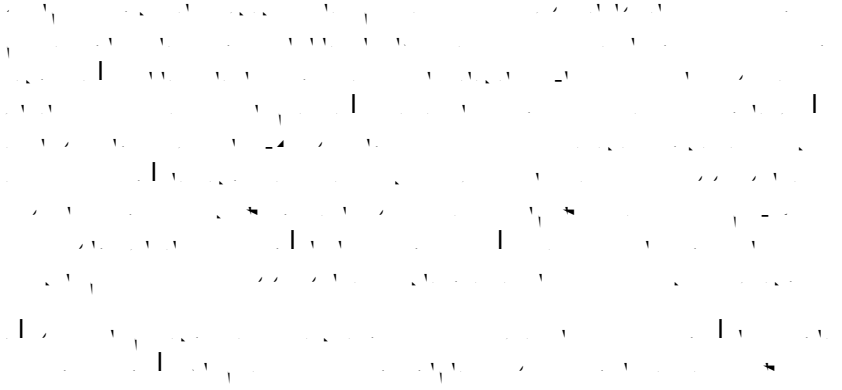
Our Underachieving Colleges

Change 1: Providers will invest much more in online technologies to take their learning to where their students are, rather than assuming that their students will come to them.

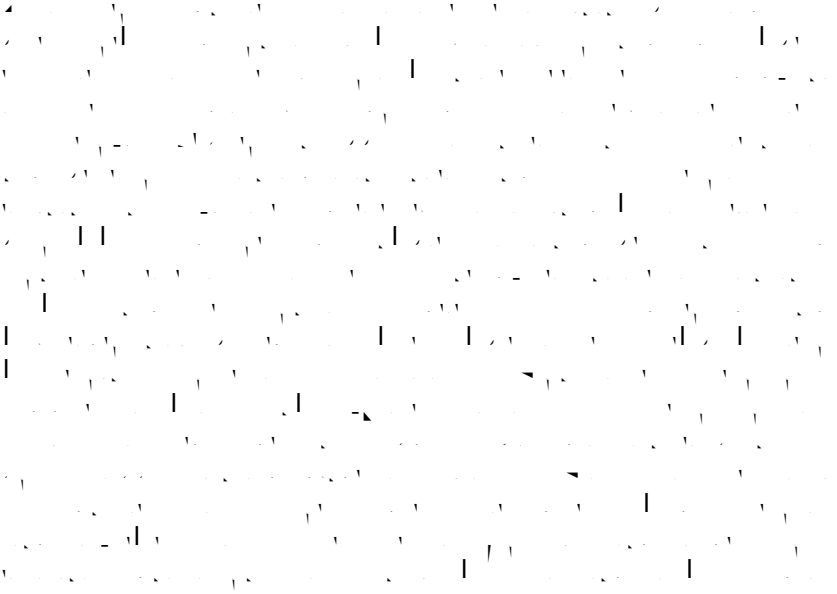


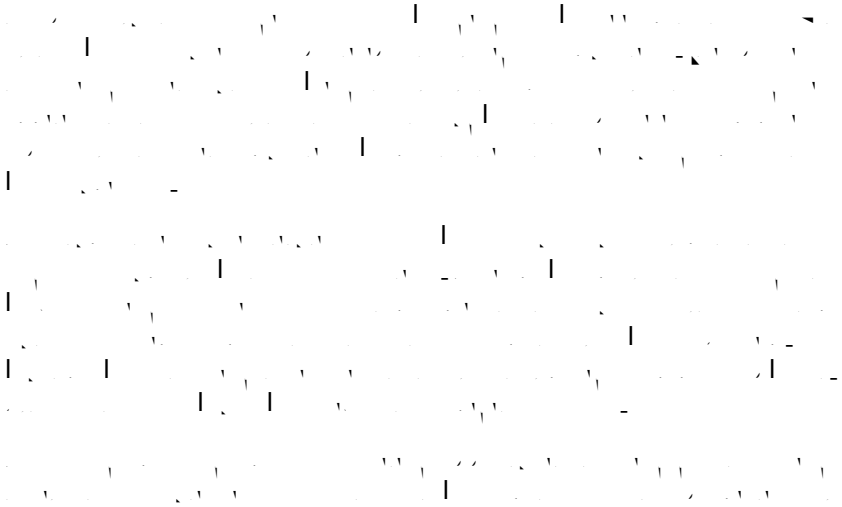


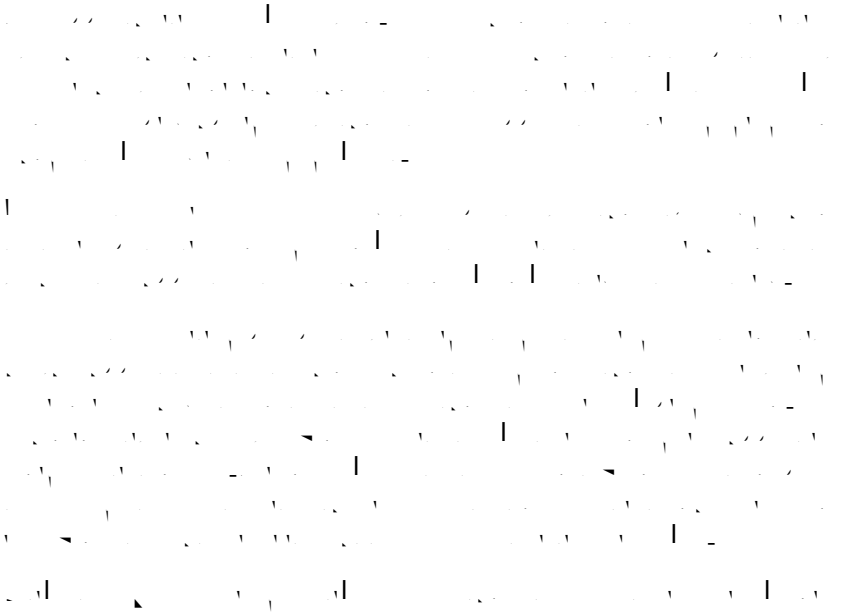
Change 3: Providers will empower their students as trusted, verifiable owners of their own educational credentials.



Implications and recommendations for policymakers and sector bodies

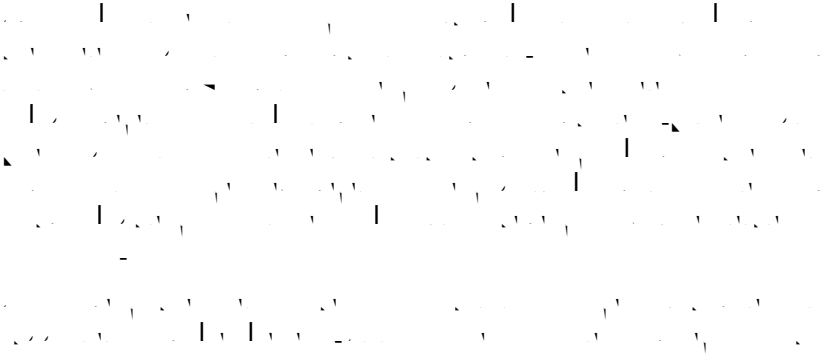


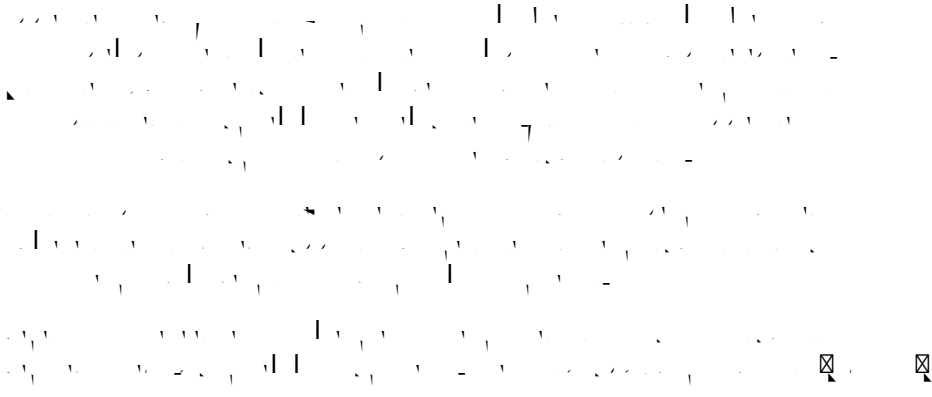


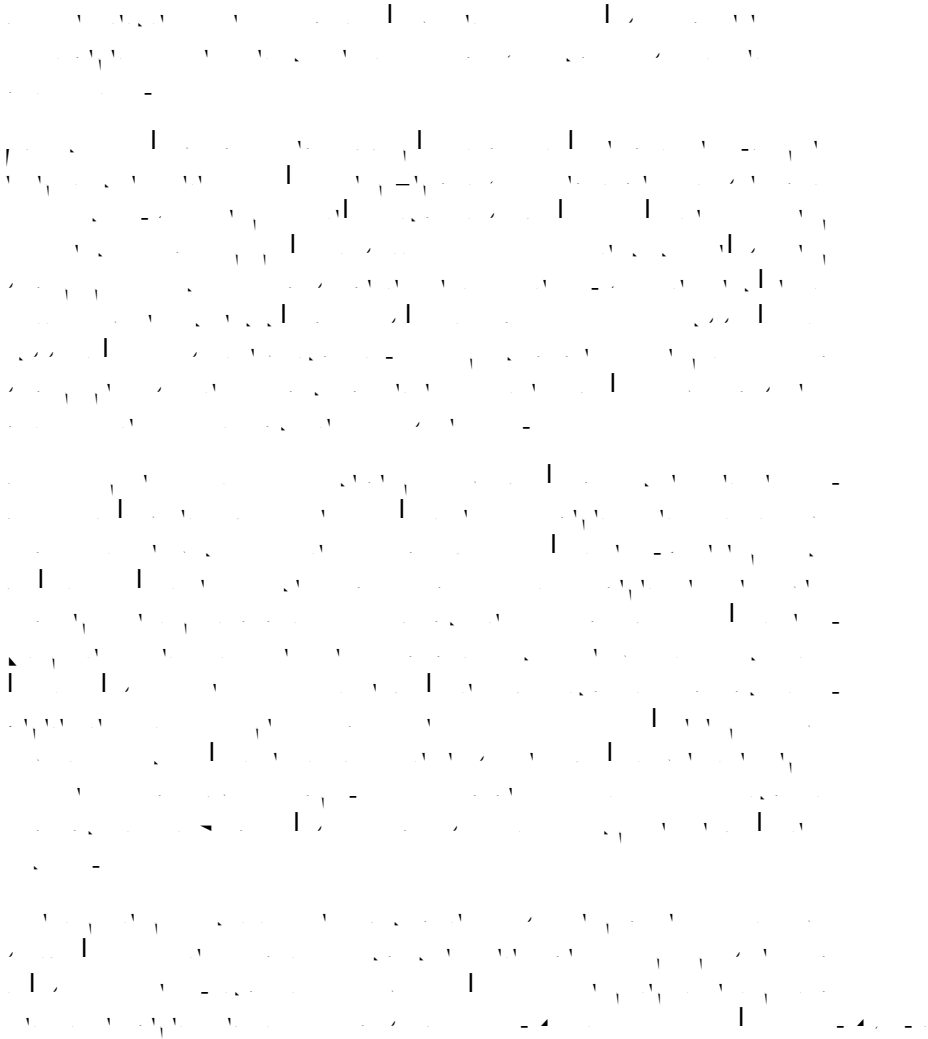


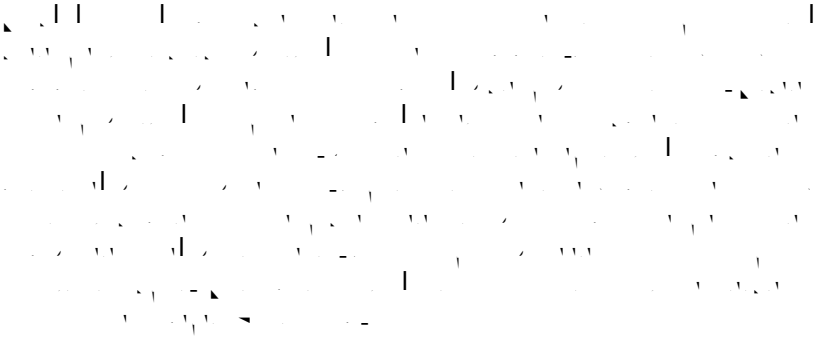
5. Technology foundations: the building blocks for excellence in modern universities

Gavin McLachlan, Vice-Principal, Chief Information O□cer and Librarian, University of Edinburgh



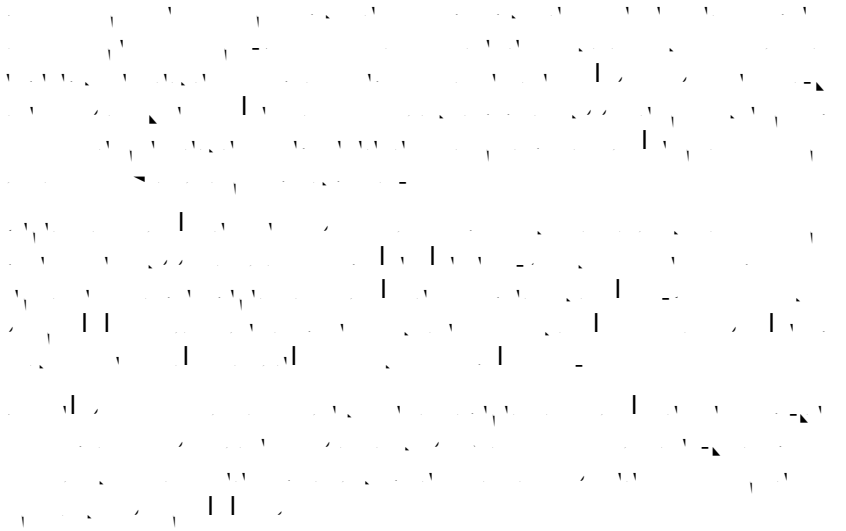






6. Data as a foundation for the future of education

Alex Leigh, Data Strategist, The Leigh Partnership



1. **A lack of strategic data leadership:**
2. **A fragmented understanding of the current state of data:**
3. **An under-investment in data skills:**
4. **Con□ating data and technology:**

1. **Data architecture:**

2. **Data integration:**

3. **Data governance:**

4. **Digital skills:**

Figure 3: Student journey – KPI data driven approach

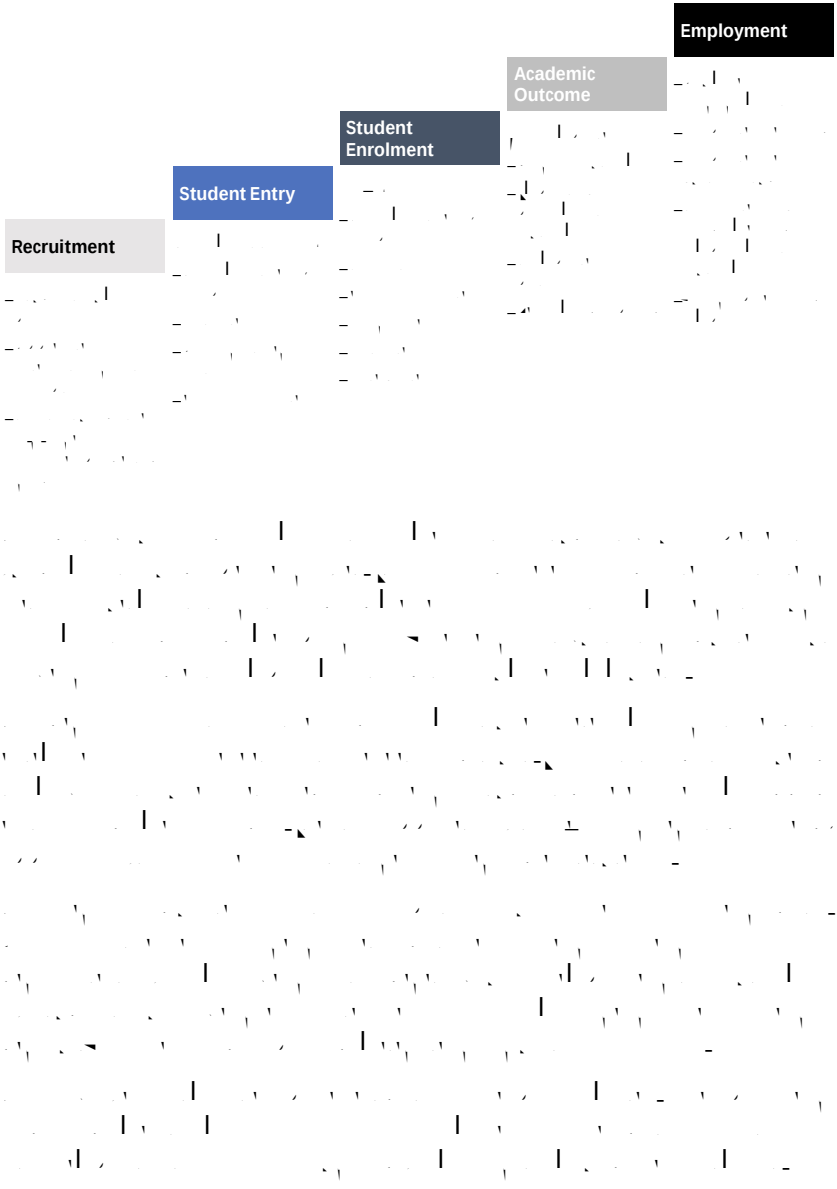
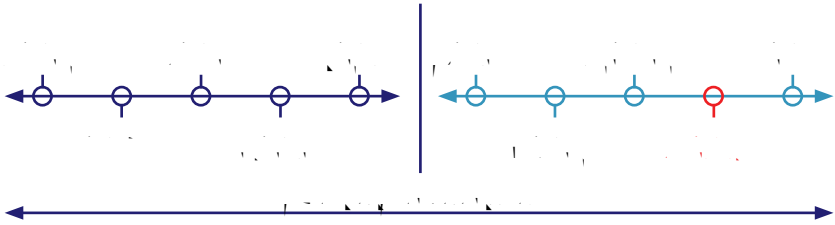
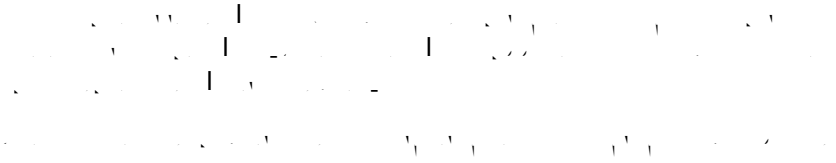


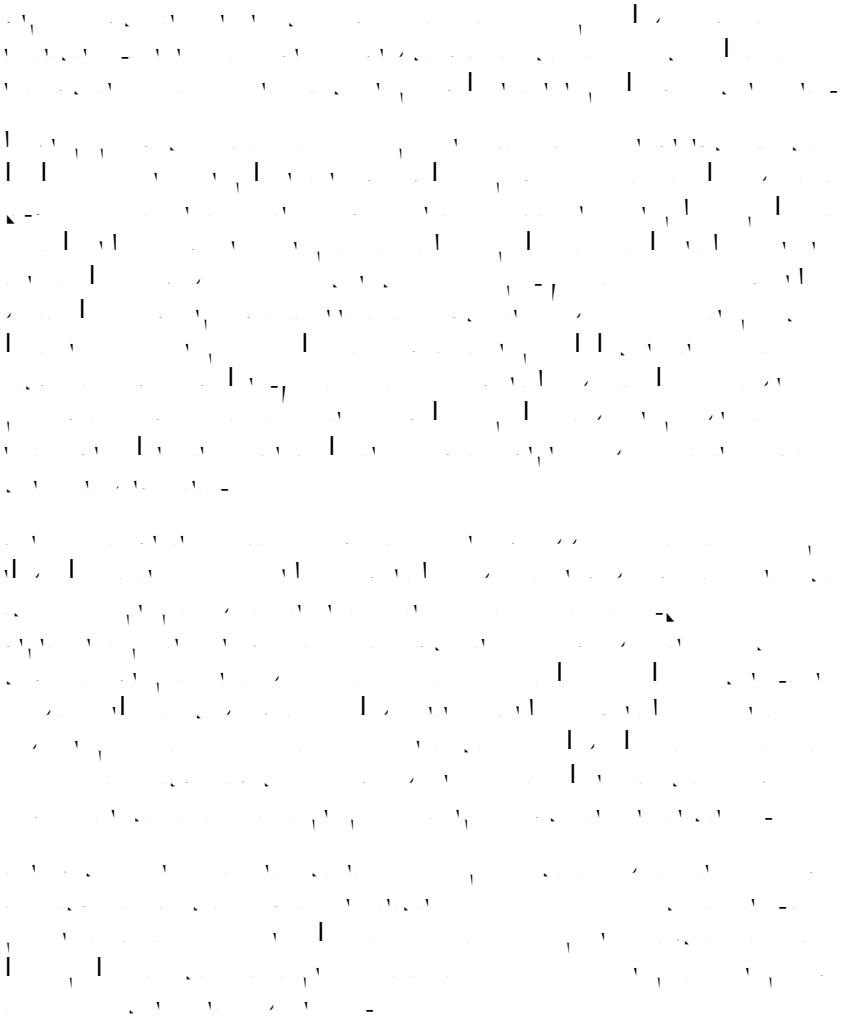
Figure 4: Example of di erent kinds of data skills



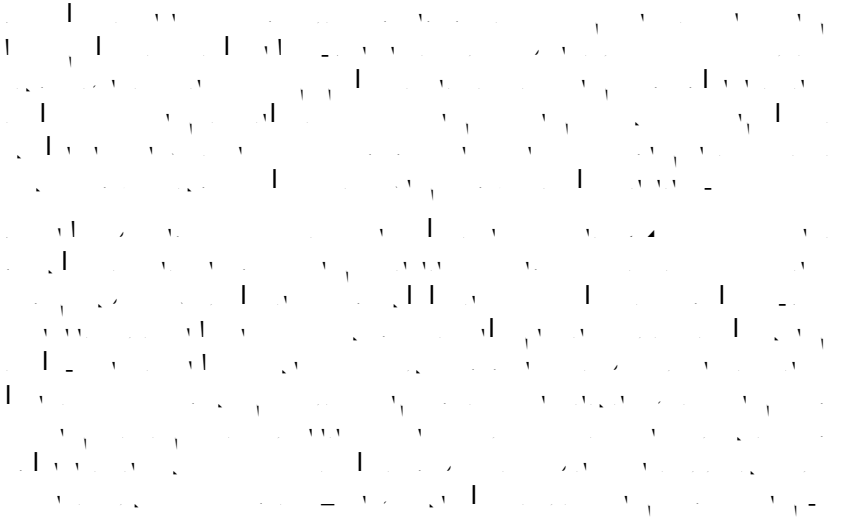


7. The coexistence of the LMS and LCMS in higher education

Prasad Mohare, Senior VP, LearningMate UK and David Hopkins, Director of Content Services, LearningMate UK



The Learning Management System (LMS)



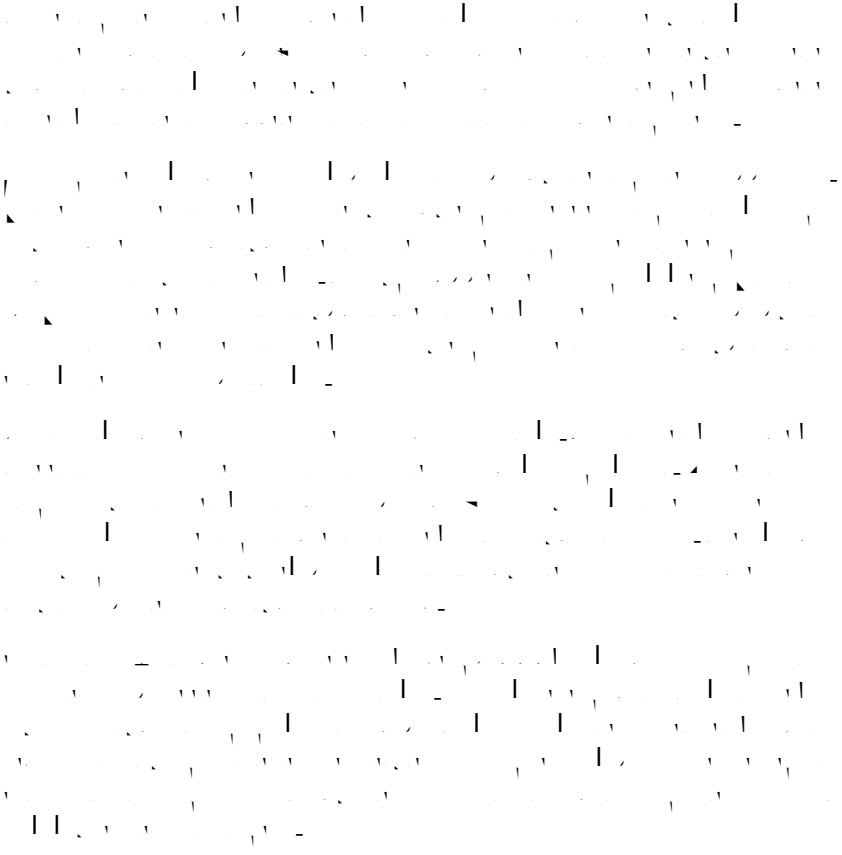
Introducing the Learning Content Management System (LCMS)

Bene□ts of integrating LCMS with LMS

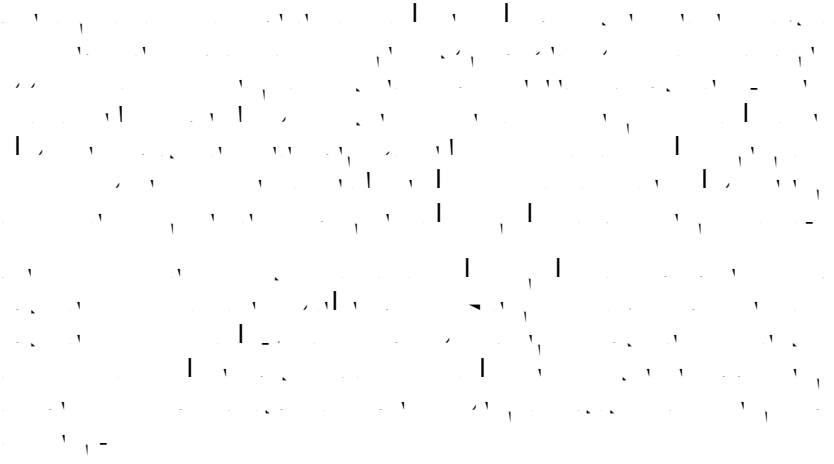
Table 1: Main uses and users of a LMS versus a LCMS

	Learning Management System (LMS)	**Learning Content Management System (LCMS)**

Practical integration

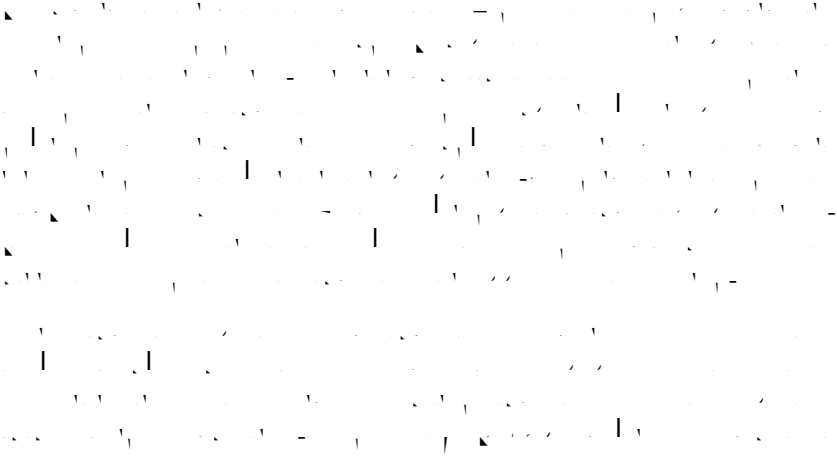


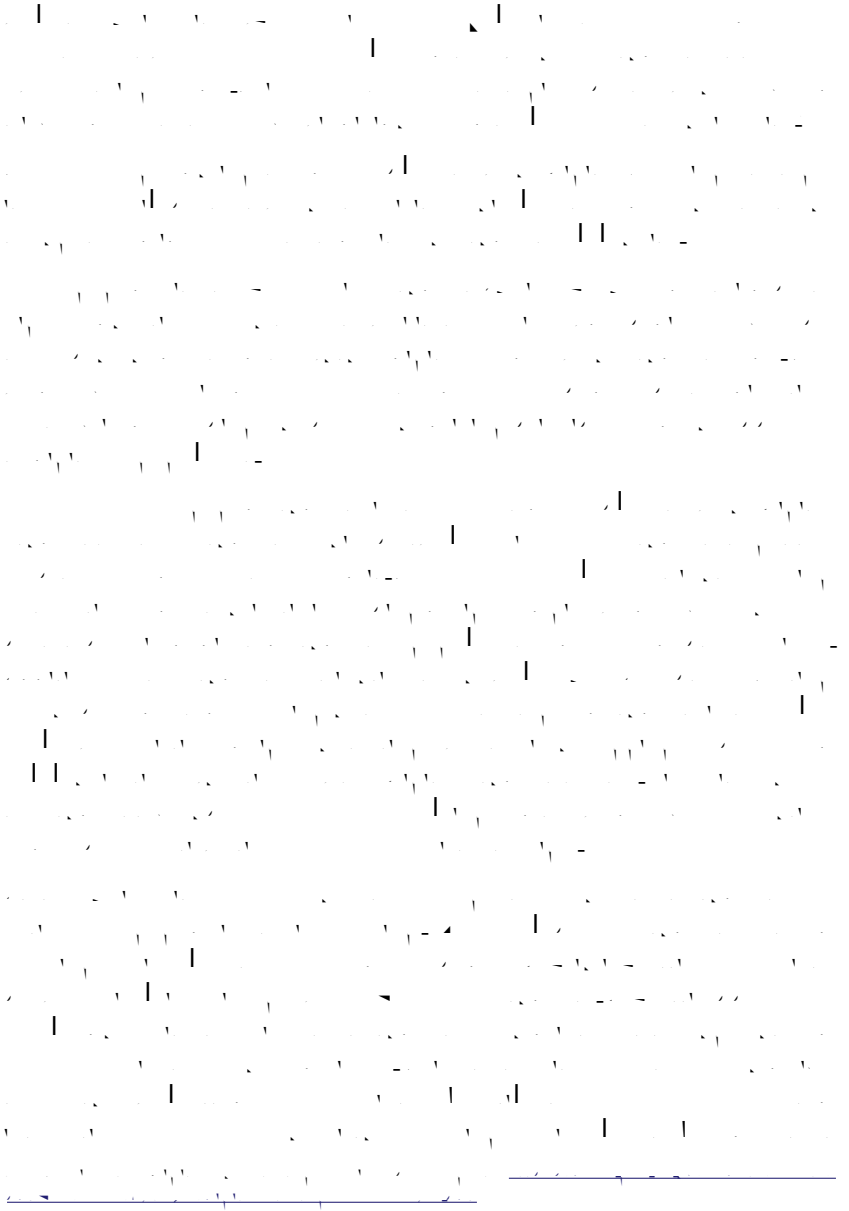
Conclusion

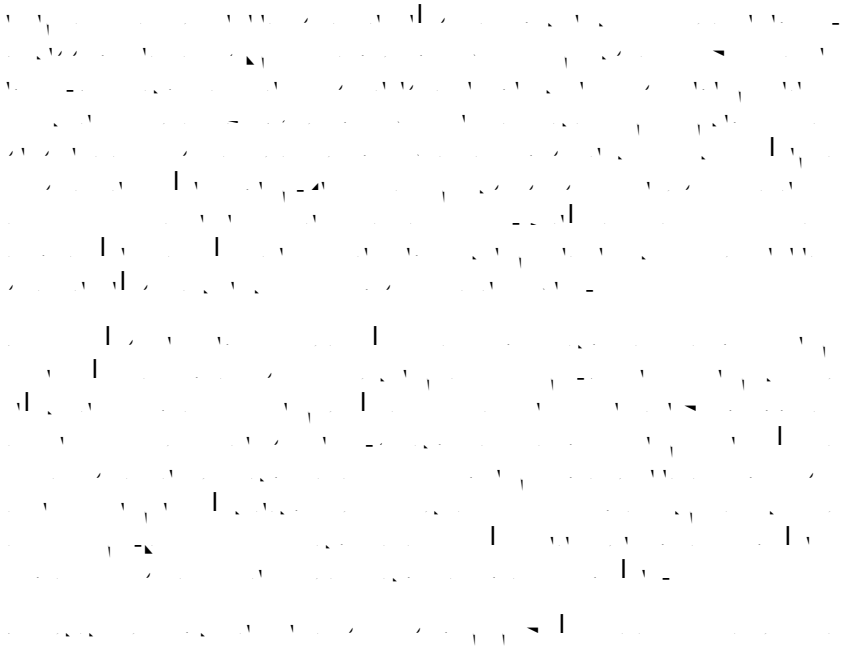


8. Student-centric approaches to the university of the future

Professor Jane Harrington, Vice-Chancellor and CEO, University of Greenwich







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March 2024 978-1-915744-22-7
Higher Education Policy Institute
99 Banbury Road, Oxford OX2 6JX
www.hepi.ac.uk

Printed by BCQ, Buckingham
Typesetting: Steve Billington, www.jarmanassociates.co.uk