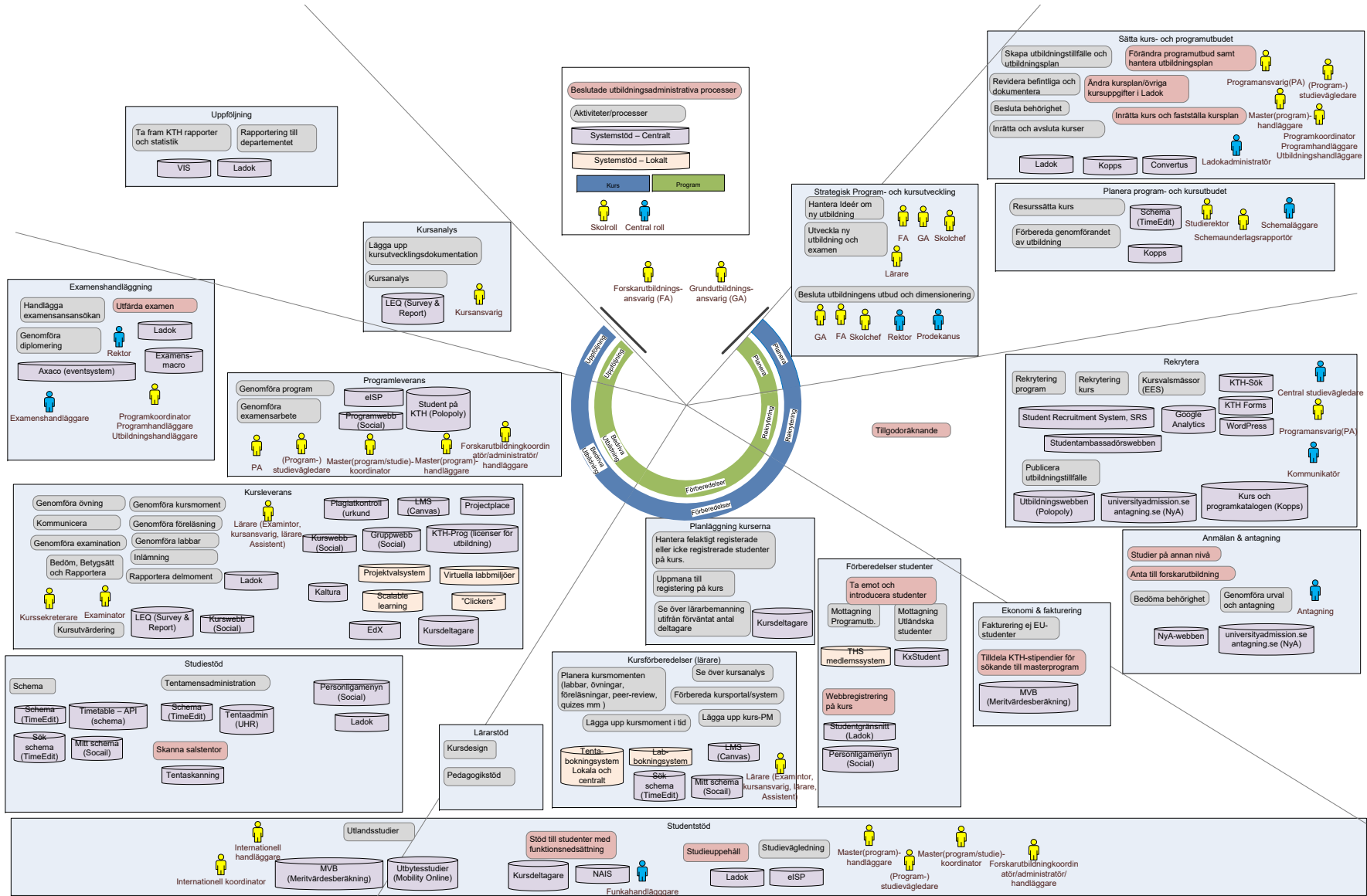


WP 5 – Platform Alternatives and Education data

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WALLENBERG AI AND TRANSFORMATIVE TECHNOLOGIES
EDUCATION DEVELOPMENT PROGRAM



A wide variety of platforms

(official platforms – many universities have more than one platform)

LMS (Platform)	Number of main users	Swedish universities that has this system as its main LMS
Canvas (Sunet)	28	Blekinge Tekniska Högskola, Chalmers tekniska högskola, Enskilda Högskolan Stockholm, Försvarshögskolan, Göteborgs universitet, Gymnastik- och idrottshögskolan, Handelshögskolan Stockholm, Högskolan i Borås, Högskolan i Gävle, Högskolan i Jönköping, Högskolan i Skövde, Högskolan Kristianstad, Högskolan Väst, Karlstads universitet, Karolinska Institutet, Konstfack, Kungliga Tekniska högskolan, Luleå tekniska universitet, Mälardalens universitet, Malmö universitet, Röda korsets högskola, Södertörns högskola, Sophiahemmet högskola, Stockholms konstnärliga högskola, Sveriges lantbruksuniversitet, Umeå universitet, Uppsala universitet, Lunds universitet
Blackboard/ Blackboard Ultra	3 (4)	Högskolan Dalarna, Högskolan i Halmstad, Örebro universitet, Lunds universitet?
Its learning	2	Ersta Sköndal Bräcke högskola, Stockholms universitet
Lisam, O365/Sharepoint*	1	Linköpings universitet
Moodle	2 (3)	Linnéuniversitetet, Mittuniversitetet, Lunds universitet (sic)

Results thus far shows 3 different strategies

1. Focus on creating organizational collaboration
2. Focus on creating and sharing content
3. Focus on creating common delivery of courses

Future Education

- Major societal challenges and changes
- Changed behavior among students
 - Some used to use generative tools as a study buddy
 - Some do not know them at all
 - Some has been working for 30 years and are back as students
- ...and teachers
- Number of students (at least in engineering) are expected to be increasing
 - Funding are not increasing in pair with the production increase
- I ongoing survey with head of IT at our university point out budget constraints as #1 challenge for digitalization



Future Education

- Should universities take more responsibility for Life Long Learning
- Enrollment follow national laws, are understood as slow and inflexible
 - 15 April for fall & 15 November for spring
- LLL not paid by company (uppdagsutbildning) – follow national laws
 - International employees need to pay tuition fee
- Easier to exchange students internationally than nationally



Future Education - infrastructure critical

A lot of these issues boils down to our IT platforms and our processes and laws around them

- AI
- Opportunities to automate
- Need for cross-sectoral standardization
- Collaborations like WASP-ed, Expert Learning Lab (ELL), Life Long Learning (LLL), UNITE!, etc. – all type of collaborations generates issues related to the technical platform

Learning Analytics & GenAI in Higher Education

Opportunities	Challenges	Solutions
<ul style="list-style-type: none"> • Personalized learning • Efficiency • Intelligent tutoring 	<p>Academic integrity Quality control and misinformation</p>	<p>Adapting academic integrity policies Regulatory & Policy</p>
<ul style="list-style-type: none"> • Automated feedback 	<p>Assesment validity</p>	<p>Innovative Assessment Methods</p>
<ul style="list-style-type: none"> • Enhanced teaching aids • Data analytics and prediction • Intervention and feedback 	<p>Skill discrepancy Faculty adoption and resistance Curriculum relevance</p>	<p>Educator training and AI literacy Curriculum evolution</p>
<ul style="list-style-type: none"> • Human - AI collaboration • Accessibility • Scalability 	<p>Digital divide and Ethical concerns Educational equity Technical Limitations and Reliability Cost</p>	<p>Ethics and critical thinking Equitable access to technology Collaboration with AI developers</p>

Discussions WP5

1. Do you have the infrastructure you need to run your teaching efficiently?
 - If not – what do you need?
 - What are your time thieves?
2. Do you want to share your teaching material ?
 - How can we scale and still deal with teachers right to their material?
3. Throughput in many educations are poor - should we allow use of student data to improve efficiency in teaching or not?
 - Can you access the data you need?
4. Do you collaborate with other Swedish Universities in your teaching?
 - If you do – how?
 - Should we allow exchange between Swedish universities, or do students need to enroll again?