Lovelace-Hodgkin
SYMPOSIUM ON AI ETHICS

Responsible AI & Education

2nd Oct 2025
the ARC
3rd Oct 2025
the GUU

University of Glasgow

Contents

Welcome to the Lovelace-Hodgkin Symposium 2025

Welcome to the Lovelace-Hodgkin Symposium 2025: **Responsible AI & Education**, taking place in the Advanced Research Centre (**ARC**), University of Glasgow (2nd Oct 2025, **Day 1**) and the Glasgow University Union, **GUU** (3rd Oct 2025, **Day 2**). We are delighted you can join us. Our vision is rooted in the belief that AI should not exacerbate existing inequalities but rather serve as a tool for positive change. We believe responsible AI & equitable, accessible education go hand-in-hand.

We welcome contributions from innovators and leaders in equity, education, and tech, exploring what trustworthy AI really means, and how AI can be developed and used responsibly in early education, universities and lifelong learning.

In our first Keynote presentation, global AI equity thought-leader, **Aanya Niaz**, will discuss what equitable and responsible AI in education looks like from both global and institutional perspectives, with **Professor Maggi Savin-Baden** examining questions of truth and institutional responsibility in the age of AI during our second Keynote. **Dr Denis Newman-Griffis**, RoRI GRAIL Project Lead, will explore responsible use of AI in research funding and evaluation as our final Keynote speaker. We are equally delighted to showcase work by several University of Glasgow students, as well as hearing perspectives from senior university figures.

We would like to thank Professor Ana Basiri and the Centre for Data Science and AI (initiative funders), and our sponsors LearnSci. We thank the Student Learning Development Service and Learning Innovation Support Unit, for invaluable input and help. Our thanks also go to Michael Farrant and the IT Team for tech support.

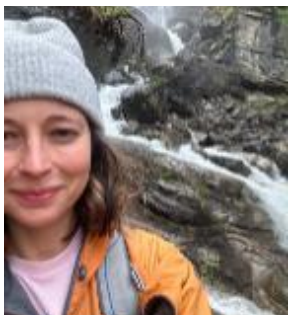
We hope you find the symposium energising, thought-provoking, and welcoming. If you require support or have any comments or queries during the event, please email us at lovelacehodgkinsymposium@glasgow.ac.uk, use the **X/Twitter** handle **@LHSymposiumAI** and #glasgowAIethics, or find a member of the symposium team (we'll be wearing Lovelace-Hodgkin Tees). We look forward to meeting you!

Ciorsdaidh & Lydia

(The Lovelace-Hodgkin Symposium Team)

Meet the Team

Dr Lydia Bach (she/her) – **Symposium Co-creator**



As the Equality, Diversity and Inclusion Officer within the College of Science and Engineering, I am passionate about improving my work environment, making it inclusive for all irrespective of background. I see myself as an agent of change, leading organisational and cultural transformation by understanding data, highlighting disparities, encouraging dialogue and setting up initiatives on crucial equality issues.

I see AI as both a tool and a challenge in the pursuit of equality and diversity within academia and beyond. While AI has the potential to enhance accessibility in education and personalise learning, it also poses ethical dilemmas and risks exacerbating existing inequalities. You can follow me on **X/Twitter** by searching for **@LyLuBach**.

Dr Ciorsdaidh Watts (pronounced “Kirsty”, she/her) – **Symposium Co-creator**

I am a Senior Lecturer in chemistry at the University of Glasgow. My background is in medicinal chemistry and cancer-research. I love teaching, having a particular interest in technology-enhanced learning. I am a LearnSci Digital Champion, having worked with this partner industry to deliver online, interactive lab learning across undergraduate teaching.

I am also an advocate for ethics within academic discourse, and for this reason, one of my role models is Dorothy Hodgkin. Not only did she pursue and achieve excellence in her field, but she also considered human experience and was a proponent of social justice and equality throughout her life. I believe it is essential to think critically about any emerging technology and consider the possible impacts on society, especially marginalised and minority groups, as well as embracing the many associated opportunities. You can follow me on **X/Twitter** by looking for my **@Ciorsdaidh** handle.

Professor Ana Basiri (she/her) – **Director of the Centre for Data Science & AI**

I am the Director of Centre for Data Science and AI at the University of Glasgow. I hold a Chair in Geospatial Data Science and a UKRI Future Leaders Fellow. I am also leading an interdisciplinary team working on developing theoretical and applied solutions that consider unavailability and biases in data as useful sources of data to make inferences about the underlying reasons that caused missingness or biases. My **Twitter/X** handle is **@AnahidBasiri**.

Dr Sarah Henry (she/her) – **Manager of the Centre for Data Science & AI**

Sarah received her PhD from University of Glasgow in Molecular Biology and worked as a postdoctoral researcher in the UK and US on artificial photosynthesis. Following a move to Scottish Enterprise as a grant appraisal officer, she returned to University of Glasgow to manage a core facility in mass spectrometry, nucleic acid sequencing and informatics. Sarah resumed her analytic career by working at Scottish Water as a data modeller before taking the manager role at the Centre for Data Science and Artificial Intelligence.

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students' representative council src university of glasgow

About Ada Lovelace and Dorothy Hodgkin

The Lovelace-Hodgkin Symposium is named in honour of two women (born almost 100 years apart) who made significant contributions to the fields of computer technology, science, ethics and inclusion: Ada Lovelace and Dorothy Hodgkin.

Born in 1815, Ada Lovelace was an English mathematician and writer, renowned for her work on Charles Babbage's early mechanical general-purpose computer, the Analytical Engine. She is often considered the world's first computer programmer, creating the first algorithm intended to be carried out by a machine. Lovelace's pioneering insights into computing laid the groundwork for modern computer programming. Unlike many of her contemporaries, Lovelace considered her work "poetical science" and asked questions beyond simply numerical calculations, about whether the Analytical Machine could be used to examine how individuals and society relate to technology as a collaborative tool. Her legacy continues to inspire generations of scientists and technologists, leading to the establishment of Ada Lovelace Day, taking place a week after our symposium, dedicated to celebrating the achievements of women in STEM fields.

Dorothy Hodgkin was a British chemist whose ground-breaking work in X-ray crystallography revolutionised the field of structural biology. Born in 1910, Hodgkin's research led to the determination of the three-dimensional structures of important biochemical substances, including penicillin and insulin. Her contributions were instrumental in advancing our understanding of molecular structure and function, earning her the Nobel Prize in Chemistry in 1964. Hodgkin achieved all this while raising a family, overcoming the difficulties of her own disability, and advocating vocally for social equality throughout her adult life.

We had the privilege of interviewing one of Dorothy Hodgkin's highly esteemed students and colleagues, friend of University of Glasgow Chemistry, Marjorie Harding, in 2024. As Marjorie said of AI, "Dorothy's message would certainly be, 'don't lose sight of the people involved; show care and concern for them too'".

In naming this symposium after Ada Lovelace and Dorothy Hodgkin, we pay homage to their extraordinary intellect, passion for advancing knowledge, humanity and recognition of the inequalities of their time. These two women are inspiration to all who seek to push the boundaries of human understanding and education and to harness the power of technology for the betterment of society.

Ethos

The Lovelace-Hodgkin Symposium provides a platform for professionals in education, AI, policy and equality to share their expertise and insights with staff, students, and the wider public. Our purpose is to facilitate meaningful conversations, spark innovative educational solutions, and foster a community committed to advancing responsible AI practices.

The Lovelace-Hodgkin Symposium team are committed to hosting a diverse, inclusive, accessible and respectful environment for all symposium participants. It is our desire that every attendee will feel free to express their ideas, will feel heard, and highly valued. We respect the individual dignity of everyone, irrespective of gender, race, background, or status.

Considering the ethos and values of the symposium, and the enjoyment and safety of our community, all participants, including, but not limited to, attendees, speakers, volunteers, exhibitors and service providers are required to abide by the below Code of Conduct. This Code of Conduct applies throughout the duration of the Lovelace-Hodgkin Symposium.

Code of Conduct

Expected Behaviour:

- Everyone's pronouns will be respected.
- All participants are treated with respect and consideration, valuing a diversity of views and opinions.
- Be open, inclusive and collaborative.
- Communicate with respect for others, critiquing ideas rather than individuals.
- Be mindful of your environment and of your fellow participants.
- Be careful not to disclose the personal information of others, without consent.
- Alert the symposium team if you notice an unsafe situation, or someone in distress.

Unacceptable Behaviour:

- Acts of harassment (whether overt or covert), intimidation, or discrimination in any form[1].
- Physical or verbal abuse of any attendee.
- Sustained disruption of presentations, panel discussions or workshops.
- Anyone requested to stop unacceptable behaviour is expected to comply promptly.

Safe Reporting Procedure:

- If you are the subject of, or have witnessed unacceptable behaviour at the event, please immediately notify a member of the symposium team (Dr Ciorsdaidh Watts or Dr Lydia Bach) in-person or by email (LovelaceHodgkinSymposium@glasgow.ac.uk).
- Anyone experiencing/witnessing behaviour that constitutes an immediate or serious threat to public safety is advised to call **999** and **+44 (0)141 330 4444** for internal university security.

[1] *Harassment includes (but is not limited to): physical intimidation, abusive or offensive language (including in text format), following, stalking, bullying, repeated and aggressive disruption of discussions, sexual harassment, hate speech.*

Access and Support

Location

Day 1 (2nd Oct 2025) – Room 237, the ARC

Day 1 will take place in Room 237, on Level 2 (ground floor) of the ARC, University of Glasgow. The ARC is located at 11 Chapel Lane, University of Glasgow, G11 6EW, Google maps.

Day 2 (3rd Oct 2025) – Debates Chamber, GUU

Day 2 will take place in the Debates Chamber, Glasgow University Union. GUU is located at 32 University Ave, Glasgow, G12 8LX, Google maps.

Accessibility

Day 1 in the ARC: Room 237 on Level 2 of the ARC has **step-free access**. This extends to all publicly available locations on Level 2. Room 244 within the ARC has been booked for the duration of Day 1 as a **quiet space** open to all attendees.

Accessible and ambulant **toilets** are available throughout the ARC, as are gender neutral toilets. There is a Changing Places toilet located on Level 1, the lower ground floor (please ask at reception for further information).

Infant feeding and changing facilities are available on Level 2. This includes access to a fridge, microwave, bottle warmer and sink. Please ask a member of the symposium team for any support required.

Assistance dogs are welcome in the ARC. Water bowls can be provided at reception.

All **microphones** used in the ARC work in conjunction with an infrared hard of **hearing system**. To use the system, please set your hearing device to the T setting.

The closest **Blue Badge parking** is located on University Place. Please contact ARCEnquiries@glasgow.ac.uk if you need to arrange accessible drop-off and parking immediately next to the ARC.

For further queries on accessibility at the ARC, please contact ARCEnquiries@glasgow.ac.uk or call the ARC reception on +44 (0)141 330 4170.

Day 2 in the GUU: An accessible entrance to the GUU, via a ramp, is available at the Beer Bar (Level 0) or Oakfield Lane (Level 1). A lift is available to all levels, including Level 2 (Debates Chamber location). The Drawing Room (Level 1) GUU will be available as a space for attendees to take quiet time away from the main event.

Accessible toilets and gender-neutral toilets can be found in the basement level of the GUU.

Refuge point in case of fire is on Level 3 (next to the Reading Room).

All **microphones** used in the GUU work in conjunction with an infrared hard of **hearing system**. To use the system, please set your hearing device to the T setting.

There are limited **Blue Badge parking** spaces located on the streets immediately adjacent to the GUU.

Support

If you require support during the event, please contact a member of the symposium team, who will aim to direct you to the most appropriate service.

Spiritual Support

The University of Glasgow Chaplaincy (https://www.gla.ac.uk/myglasgow/chaplaincy/) provides spaces for prayer and reflection across campus. These include:

Chaplaincy Prayer and Reflection Room

Open weekdays from 9am – 5pm, located on Level 1, Main Building. The space includes ablution facilities, prayer space and a reflection area.

Memorial Chapel

Open weekdays from 9am – 5pm for individual prayer and contemplation.

Catholic Chaplaincy, Turnbull Hall

13-15 Southpark Terrace G12 8LG. Open weekdays, the Catholic Chaplaincy includes a cafe, common room, computer room and a chapel where Mass is celebrated each day.

Clarice Pears Building Faith Room, Level 1, Room 131

Open weekdays 9am – 5pm for visitors, students and staff. It is a peaceful, intimate space for meditation, reflection and prayer. Designed to be inclusive of all faiths and beliefs (including two separate ablutions rooms.)

Media

Photography and Visual/Audio Recording

Presentation slides will be made available after the event. Attendees are welcome to take photographs and make recordings throughout the event, but we would kindly ask that you avoid flash photography for the comfort of all participants.

We will be taking photographs (no flash photography) throughout the symposium, to capture the event visually. If for any reason, you do not wish to be included in photographs, please just let one of the Symposium Team know.

Social Media

Join the conversation by tagging @LHSymposiumAI and #glasgowAIethics on X/Twitter

Useful Resources

Massive Open Online Course (MOOC)

AI Ethics, Inclusion & Society: AI is rapidly shaping the world around us. On this free three-week course, you'll critically examine the role of ethics in the development and deployment of AI technologies, with a focus on education, social justice, inclusion, and sustainability.

Podcasts

The Good Robot Podcast: This podcast hosts conversations about gender, race and AI. Dr Kerry McInerney and Dr Eleanor Drage employ feminist and critical race theory to explore how histories of race and gender shape modern technologies, with a specific emphasis on AI.

Machine Ethics Podcast: This podcast features interviews with a range of individuals, including academics, authors, business leaders, designers and engineers, covering topics such as autonomous algorithms, AI, machine learning and the societal impacts of technology.

Books

Atlas of AI: Power, Politics, and the Planetary Costs of Artificial Intelligence (Kate Crawford, Yale University Press, 2021): In this book Kate Crawford, award-winning scholar, offers insights from more than a decade of research. She suggests AI functions as a technology of extraction, from the minerals mined from the earth to the labour provided by low-wage information workers and the data sourced from our actions and expressions.

AI by Design: A Plan for Living with Artificial Intelligence (Catriona Campbell, Chapman & Hall, 2022): This book introduces us to Artificial Intelligence and its importance to our future. The author uses behavioural psychology, explores technology, economics, real-life and historical examples to predict five future scenarios with AI. This book explains how to design for a

future with AI so that, rather than herald our downfall, it helps us achieve a new renaissance.

Ethics and Artificial Intelligence: Towards a Moral Technology (Domenico Marino, Daniele Cananzi, and Filippo Aragona, Springer, 2024): This book provides a review of the relationship between AI and ethics. It discusses the ethical responsibilities of machines that learn and make autonomous decisions and explores the viewpoints of both techno-optimists and pessimists in AI.

Videos

AI is Dangerous, But Not for the Reasons You Think, TED Talk 2024: In this TED Talk AI ethicist Sasha Luccioni suggests we need to focus on the technology's current negative impacts, like emitting carbon, infringing copyrights and spreading biased information. She offers practical solutions to regulate our AI-filled future.

A Conversation with Dr Joy Buolamwini, SXSW 2024: Dr Joy Buolamwini sheds light on how we have arrived at an era where AI can perpetuate harms and oppression. Despite appearing as if recent AI developments emerged suddenly, these advancements have deep-rooted histories and potential biases.

Articles

Shifting The AI Narrative: From Doomsday Fears To Pragmatic Solutions, Minevich M., *Forbes*, **2024**.

How AI is bringing challenges to the field of education, Watts C., *Herald*, **2024**.

Embracing the Irreplaceable: The Role of Neurodiversity in Cultivating Human-AI Symbiosis in Education, Hutson P., *IJEDIE*, 2, 1, **2024**.

Advancing Cognitive Accessibility: The Role of Artificial Intelligence in Enhancing Inclusivity, Deetjen-Ruiz R., *PriMera Scientific Engineering*, 4, 2, **2024**.

Programme

Click here to access the full symposium programme online.

Day 1 (2nd Oct) Programme (ARC Room 237)

8:30am – 9:15am **Registration & Refreshments**

9:15am – 9:30am

- **Opening Remarks Professor Ana Basiri**, Director Centre for Data Science & AI, University of Glasgow

9:30am – 9:45am **Welcome**

Session 1: What is responsible, trustworthy AI?

9:45am – 10:30am

- **Keynote Presentation** – ***Global Leader, AI & Equity,*** **Aanya Niaz**, Global Thought Leader, AI & Learning and PhD Candidate, University of Cambridge

10:30am – 11:00am

- ***Building Ethical, Trustworthy AI Responsibly,*** **Dr Chris Burr**, Senior Researcher in Trustworthy Systems, The Alan Turing Institute

11:00am – 11:30am

- ***Can ChatGPT do my degree for me?,*** **Dr Jake Lever**, Lecturer in Computing Science, University of Glasgow

11:30am – 12:15pm

- **Short Presentations –** ***Student perspectives on responsible AI, co-creation, and engagement:*** **Ava Scott-Nadal**, Communications at JointFamily, **Nick Smoliak**, Data Science Postgraduate University of Glasgow, **Abbie Thorpe**, Digital Ethics Law Postgraduate University of Glasgow, **Heriberto Busquier Cerdán**, University of Glasgow Students' Representative Council Vice-President (Education) 2024/25

12:15pm – 1:15pm **Lunch & Student Posters**

Session 2: Responsible education in the age of AI

1:15pm – 2:00pm

- **Keynote Presentation – *AI & Academic Integrity,* Professor Maggi Savin-Baden**, Senior Research Fellow Las Casas Institute for Social Justice, University of Oxford & Co-editor of the Metaverse book series

2:00pm – 2:30pm

- ***Advancing Child-Centred AI: The role of children in shaping AI for today and tomorrow,* Dr Mhairi Aitken**, Senior Ethics Fellow at The Alan Turing Institute

2:30pm – 3:00pm

- ***Learning, Teaching and Assessment in an AI-powered Future,* Professor Martin Hendry**, Vice-Principal Academic Practice & Clerk of Senate, University of Glasgow, Chair of the Royal Society of Edinburgh's Learned Societies Group on Scottish STEM Education

3:00pm – 3:30pm **Coffee & Cake Break**

Session 3: Responsible AI for lifelong learning, research & employment

3:30pm – 4:15pm

- **Keynote Presentation – *Co-producing responsible AI in research funding and evaluation: an international perspective,* Dr Denis Newman-Griffis**, Senior Lecturer & Theme Lead for AI in Health, Centre for Machine Intelligence, University of Sheffield & the Research on Research Institute's GRAIL Project Lead

4:15pm – 4:45pm

- ***Cutting through AI-hype to understand what employers really want,* Dr Andy McMahon**, Principal Engineer, Chief Technology Office, Barclays

4:45pm - 5:00pm

- **Closing Remarks, Professor Ana Basiri**, Director Centre for Data Science & AI, University of Glasgow

Day 2 (3rd Oct) Programme (Debates Chamber, GUU)

9:30am – 11:30am

- **Workshop – *Distilling Day 1 discussions into themes / key questions for the Panel Discussion***
- Facilitated by **Dr Andrew Struan**, Director of Academic Services, **John Kerr**, Assistant Director of Learning Innovation Support Unit & **Dr Scott Ramsay**, Deputy Head of Student Learning Development

11:30am – 12:00pm **Coffee & Cake Break**

12:00pm – 1:00pm

- **Panel Discussion - Professor Moira Fischbacher-Smith**, Vice-principal Education, **Professor Chris Pearce**, Vice-principal Research, **Professor Martin Hendry**, Vice-principal Academic Practice & AI Working Committee Chair, University of Glasgow, **Dan Burkwood**, Director of Research Operations and Communications CRUK, **Aanya Niaz**, Global Thought Leader, AI & Learning and PhD Candidate, University of Cambridge

1:00pm – 1:15pm

- **Closing Remarks, MSP Clare Adamson,** Chair of the Scottish Parliament's Cross-Party STEM Committee

1:15pm – 2:30pm

- **Lunch & Depart**

Meet the Speakers / Presentation Abstracts

Dr Mhairi Aitken (she/her)

Dr Mhairi Aitken is Senior Ethics Fellow in the Public Policy Programme at The Alan Turing Institute, a Visiting Senior Lecturer at the Digital Environment Research Institute, Queen Mary University of London and an Honorary Senior Fellow at the University of Wollongong, Australia. At the Alan Turing Institute Mhairi leads research on children and AI, as well as working across a range of topics including data justice, ethics of Generative AI and emerging AI policy and regulation. Mhairi was included in the 2023 international list of "100 Brilliant Women in AI Ethics" and is a frequent contributor to media discussions around AI and data.

Presentation Title: Advancing Child-Centred AI: The role of children in shaping AI for today and tomorrow

Abstract: Children are the group who may be most impacted by developments in AI, but they are also the group that is least represented in decision-making around the design, development and deployment of AI, or in policy-making and regulation on AI. That needs to change. This talk will explore children's relationships with AI and provide examples of the ways in which children can and should be involved in shaping the future of AI, arguing that responsible and ethical approaches to AI must centre the rights and interests of children.

Dr Christopher Burr (he/him)

Dr Christopher Burr is a Senior Researcher in Trustworthy Systems (TPS Programme) and Lead for the Innovation and Impact Hub (Turing Research and Innovation Cluster in Digital Twins). As of February 2024, he is principal investigator for a UKRI-funded project on Trustworthy and Ethical Assurance of Digital Twins, in collaboration with the University of York's Centre for Assuring Autonomy and the Responsible Technology Adoption Unit (Department for Science, Innovation, and Technology).He specialises in the trustworthy and ethical design, development, and deployment of data-driven

technologies. He is also interested in exploring and understanding how data-driven technologies affect our decision-making and social institutions (e.g. factors that undermine trust in algorithmic systems).

Presentation Title: Building Ethical, Trustworthy AI Systems Responsibly
Abstract: There has been significant discussion in AI ethics about how to operationalise normative principles (i.e. to put them into practice) and make them usable and useful for a range of practitioners (e.g. data scientists, ML engineers, social scientists, policymakers). This has led to a proliferation of methods, tools, and techniques, such as software packages for interpreting ML models or assessing their fairness. Although a welcome development, it has also created some confusion about which of the many methods are best suited to a given project, based on the project's over-arching goals and objectives (e.g. to create an explainable AI system). The Trustworthy and Ethical Assurance (or TEA) platform seeks to provide an open and community-centred forum for helping practitioners address these ethical challenges, by constructing and sharing structured assurance cases that a) demonstrates how specific principles have been realized in the context of their project, b) establishes a set of claims to help specify this task, and c) provides the specific forms of evidence that justify their claims. In this presentation, I will introduce the TEA platform, the methodology and provide an illustrative example to help motivate its value and use.

Heriberto (Heri) Busquier Cerdán (he/him)

Heriberto (Heri) Busquier Cerdán was the Students' Representative Council Vice-President (Education) for 2024/25. With a background in astrophysics and extensive experience in student representation, Heri brings fresh perspectives and enthusiasm to his role. He is committed to contributing to the development of good practices for AI in Higher Education, ensuring that technological advancements benefit both students and educators. Heri's passion for student partnership and co-creation drives his work. He has been actively involved in various initiatives aimed at enhancing the student experience and creating an inclusive learning experience for students. His dedication to student

advocacy is evident in his efforts to engage in meaningful discussions around the fast-evolving topic of AI, aiming to create a more inclusive and forward-thinking educational landscape.

Presentation Title: Loneliness in the Age of AI: Students and Their Digital Companions

Abstract: The use of Gen-AI by students is evolving as quickly as the technology behind it and as the social conditions of students transform. According to HEPI, 92% of students are now using Gen-AI in some way for their studies (up sharply from 2024). Nevertheless, students are increasingly fearful of the impact Gen-AI might have on their career prospects and skill acquisition.

The conversation around students often centres on educational uses of Gen-AI, from academic integrity to skill development and employability in the modern labour market. This, although important and relevant, distracts from other ways in which students are increasingly using Gen-AI. In a context of growing student loneliness, social instability, and financial-hardship for students and university mental health services, more students are turning to Gen-AI tools for companionship and support.

This presentation will argue why students and young people could be more likely to use Gen-AI tools and LLMs for emotional support than other groups. In doing so, it will examine a number of factors relevant to UK Higher Education and recent changes in student use and perceptions of AI. Furthermore, the presentation will aim to start a conversation surrounding the possible consequences of students turning to LLMs for mental health support and how HE can adapt to these changes.

Professor Moira Fischbacher-Smith (she/her)

Moira Fischbacher-Smith is Professor of Public Management and Vice-Principal (Learning & Teaching) at the University of Glasgow. She leads the University's strategy and policy development for learning and teaching, has responsibility for teaching quality, and works with colleagues across the University to support student and staff development in relation to teaching and learning.

Moira was on the Project Board that developed the James McCune Smith Learning Hub on the University's main campus and leads the work on refurbishing teaching spaces on campus. Moira is actively engaged in teaching-related external networks such as the Universitas 21 Educational Innovation Cluster and is co-lead for the Scottish Funding Council's Tertiary Quality Steering Group. Moira is also Vice Chair of the Management Board of the Glasgow Centre for Population Health.

Professor Martin Hendry (he/him)

Martin Hendry is Vice-Principal and Clerk of Senate, at the University of Glasgow, and is responsible for the governance of academic policy and practice, as well as for academic standards, across the University.

Martin is also Professor of Gravitational Astrophysics and Cosmology in the School of Physics and Astronomy, where he was Head of School from 2012 to 2020.

Martin is a Fellow of the Institute of Physics and the Royal Society of Edinburgh, and is currently Vice President of the RSE and chair of the RSE's Learned Societies Group on Scottish STEM Education.

Presentation Title: Learning, Teaching and Assessment in an AI-powered Future

Abstract: For the past few years the impact of generative AI on education has been the subject of intense scrutiny and debate. While media attention has mainly centred on the implications for exams and assessment, with a (frequently alarmist) focus on cheating and the erosion of academic integrity, across the sector educators have also been quietly developing innovative ways to embed GenAI within their learning and teaching, recognising a future (or, arguably, a present!) in which these tools are irrevocably woven into all aspects of work, study and society.

This talk presents an overview of how the University of Glasgow is addressing the challenge of integrating GenAI into its learning and teaching strategy. I will describe how we balance providing clear, central guidance on key principles with support for developing local, discipline-specific examples and practical applications that our students and staff can share and learn from. I will also highlight how the University encourages students and staff to engage with GenAI within a principled, ethical framework; one that recognises the potential of GenAI as a force for good –

capable of providing bespoke learning support tailored to the needs of each student – but also as a significant threat, in relation not just to academic integrity but also such issues as environmental sustainability, personal data protection, the rise of internet misinformation and the undermining of equality, diversity and inclusion.

Finally, in the context of this ethical framework, I will also discuss the critical challenges of responsibly embedding GenAI within the school and university curriculum: how can our students harness the power of AI to "turbo-charge" their learning without undermining the very cognitive, problem-solving and critical-thinking skills that should lie at the heart of a 21st century education and will be so essential in the workplaces and societies of the future?

John Kerr (he/him)

John is Assistant Director Digital Education and Learning Innovation. With almost 20years experience in Education, John leads the Learning Innovation Support Unit (LISU), a central unit at the heart of driving digital education initiatives that enable flexible, future-ready learning across the University. John is responsible for supporting scalable online growth, from developing our MOOC portfolio, growing our Microcredential provision, to supporting our Colleges in achieving success with fully online programmes. John manages the learning technology tools for the university. John's team are responsible for delivered sector-leading support on Generative AI adoption through staff capability building and multi-model upskilling initiatives.

Dr Jake Lever (he/him)

Dr Jake Lever is a lecturer of natural language processing and information retrieval in the School of Computing Science at the University of Glasgow. His research focuses on applications of large language models and information extraction to biomedical data, including extracting knowledge from research texts and clinical text. He received his PhD from the University of British Columbia and pursued postdoctoral research at Stanford University.

Presentation Title: Can ChatGPT do my degree for me?

Abstract: Generative AI has upended how students interact with information, how they do coursework and how they approach studying. While hugely impressive, the underlying technology can often output falsehoods and may mislead students into unreservedly trusting it. This talk will explore how the technology works, explore why it can be wrong, and discuss the challenges we must face with the increasing reliance on AI.

Dr Andy McMahon (he/him)

Andrew (Andy) McMahon is an experienced individual contributor and technical leader with a passion for delivering valuable AI solutions that are robust, reliable and scalable. As a Principal Engineer within the Chief Technology Office at Barclays, he is responsible for driving operational best practice for AI and ML products and solutions across the bank and runs the internal MLOps Community of Practice.

He has delivered high-value AI/ML solutions across multiple industries and has won several awards for his work. He is a guest lecturer on cloud computing, MLOps and AI at the Universities of Oxford and Warsaw. He is also the author of the popular technical book, Machine Learning Engineering with Python, which is a practical guide to building real solutions using the latest ML engineering and MLOps best practices.

Presentation Title: Cutting through AI-hype to understand what employers really want

Abstract: The latest wave of excitement around AI and its supposed potential for everything from unleashing our daily productivity to creating entirely new art forms, as well as the concomitant anxieties around mass unemployment, deskilling and cognitive decline have led to a very confused set of messages for anyone who wants to contemplate what our future economy could look like. This confusion also creates huge challenges for educators who want to help learners prepare for work in this economy. This presentation will attempt to bring a pragmatic view from a practitioner in industry by considering what messaging around AI is almost certainly hype, what is most likely the reality and what skills, disciplines and problems are likely to remain in real organisations for the foreseeable future. The requirements this places on

educational programmes and what it means to be responsible users of AI in the workplace will be a particular focus. This might help to answer the questions "what do employers want?" and "what do I, as an employee, want?" as AI continues to become an integral part of the world of work.

Dr Denis Newman-Griffis (they/them)

Denis Newman-Griffis (they/them) is Senior Lecturer and Theme Lead for AI-Enabled Research in the University of Sheffield Centre for Machine Intelligence. Their award-winning work investigates the responsible development and use of AI technologies to support human flourishing. Denis was PI on the BRAID-funded FRAIM project and the Research on Research Institute's GRAIL project, co-producing responsible AI in policy and practice. They regularly speak internationally on responsible AI in diverse areas including health and disability, research funding, public services and local government. They are a British Academy Innovation Fellow, a Research Fellow of the Research on Research Institute, and a founding member and founding Executive Group Co-Chair of the UK Young Academy.

Presentation Title: Co-producing responsible AI in research funding and evaluation: an international perspective

Abstract: What does it look like to actually do 'responsible AI' in practice? Bridging the gap between principles and day-to-day practice is one of the biggest challenges that keeps responsible AI as a talking point rather than an action plan. This talk will present the GRAIL project, a 2-year collaboration with 13 research funding organisations from around the world that aimed to develop shared knowledge and best practice on responsible use of AI in the work of research funding and assessment. Built on a core practice of knowledge exchange and coproduction, GRAIL created a space for staff and leaders in funding organisations to freely share successes, challenges, confusions and questions about AI. This generative discussion space broke down the barriers between different organisations and national research systems to enable a community-driven process of knowledge creation and sharing. Working in close collaboration with professionals from our partner consortium, GRAIL produced a handbook of responsible AI for research

funders (https://doi.org/10.6084/m9.figshare.29041715.v1) to bring these lessons learned and best practices gained to the wider international research community. The working model of coproduction and bottom-up knowledge generation that powered GRAIL has equivalent potential to drive transformative discussions in educational settings, and to help foster collaborative exploration of changing practices for teaching and learning in an AI-enabled higher education sector.

Aanya Niaz (she/her)

Aanya Niaz is an influential leader in smart AI design and adoption, currently pursuing her PhD on the role of AI in learning at the University of Cambridge. She has shaped global education - Aanya has led the development of Pakistan's premier English as a Foreign Language curriculum for pre-primary grades with The Citizens Foundation, contributed to international education policies with the OECD, taught with Teach For America in New York and Raise The Children in South Africa, and advised on a range of education policy and practitioner initiatives, including with USAID. In early 2025, Aanya was nominated for AfroTech's 50 Influencers in Tech, recognizing her impact at the intersection of innovation and equity. She was also featured on BAM Radio in a segment titled "How a New Genre of Creative Collaborations is Closing the Education Divide." Later this month, Carvd N Stone will publish a spotlight on her leadership and innovation journey. Aanya is the founder of The Maple Group, a dedicated network of education leaders bridging the gap between researchers and practitioners. She holds an MSc in Comparative and International Education from the University of Oxford, and a double-major BA in Global Development and Foreign Affairs from the University of Virginia. She is also the Global Education Equity Leader at Amazon Web Services, where she spearheaded and now leads their $100 million commitment of technology to organizations building learning solutions globally.

Presentation Title: Global Leader, AI & Equity

Abstract: In a time defined by existential risks, intensifying political conflict, and rapid technological transformation, our attention is often absorbed by what is happening around us. Yet the deeper imperative is to ask ‘who we are becoming’

within these shifts. Artificial intelligence, the defining force of our era, is not only a technological disruption but also a mirror that confronts us with our own contradictions. It invites us to examine the light and the darkness within ourselves: the strengths and vulnerabilities, the creativity and the dependence that shape our shared human condition. Anchored in Zhiyi's Buddhist philosophical perspective of good and evil as co-constitutive facets of a single mind, this act of self-inspection is not a private exercise but a relational one: by facing the fullness of our own humanity, we open the possibility of genuine collaboration and closeness with those around us.

As the Japanese philosopher Ikeda Daisaku suggests, we have entered an epoch in which AI renders the "other" increasingly obscure, threatening to distance us from one another even as it connects us in unprecedented ways. Yet precisely in this obscurity lies an opening: the age of AI is an invitation to turn inward, to recognize both our gifts and our shadows, and to transform that recognition into a renewed capacity to lead one another with wisdom, empathy, and courage through times of profound uncertainty.

Professor Chris Pearce

Professor Chris Pearce is responsible for the University's research & knowledge exchange strategy and policy development, collaborating with our four academic colleges. He is supported in this role by key professional services including Research & Innovation Services, Library, Planning, Insights & Analytics, and HR.

Chris is also a Professor of Computational Mechanics at the James Watt School of Engineering and previously held the Royal Academy of Engineering / EDF Research Chair in Computational Mechanics. His research has focussed on modelling complex material behaviour and multi-physics problems, and he has applied these techniques to various fields, including Civil, Nuclear, Manufacturing, and Biomedical Engineering. He has addressed critical, life-limiting structural integrity issues, most recently applied to the UK civil nuclear industry.

He is a Fellow of the Institution of Civil Engineers a Chartered Engineer and Fellow of the Learned Society of Wales. He is co-Director of the Glasgow Computational Engineering Centre, on the Board of the Scotland 5G Centre, the Board of the Glasgow Centre for Population Health and the Board of the Scottish Research Partnership for Engineering. Chris was appointed as Vice-Principal in 2020, having previously held the role of Dean of Research and Deputy Head of the College of Science & Engineering.

Dr Scott Ramsay (he/him)

Scott Ramsay is Deputy Head of Student Learning Development (Sciences, Mathematics and Statistics) at the University of Glasgow. Since 2012, he has worked variously as the Good Practice Adviser in L&T for the University, and the Effective Learning Adviser for students in the College of Medical, Veterinary & Life Sciences. With a PhD in Molecular Biology, Scott manages a team of Effective Learning Advisers and Maths & Stats Advisers. Andrew Struan and Scott are part of a team currently developing a MOOC (Massive Open Online Course) on the use of generative AI with ethics and academic integrity.

Professor Maggi Savin-Baden (she/her)

Maggi Savin-Baden is a professor and senior research fellow at Las Casas Institute for Social Justice Blackfriars Hall, University of Oxford. She has authored, coauthored and edited 30 books in the areas of innovative learning, digital fluency, artificial intelligence, the postdigital, digital afterlife, pedagogical agents, qualitative research methods, problem-based learning and the metaverse. She currently co-editor of the Metaverse book series. In her spare time, she runs, bakes, climbs, does triathlons and wild swimming.

Presentation Title: AI & Academic Integrity

Abstract: This paper explores the notion of academic integrity in a postdigital age, beginning by presenting the notion of the postdigital. It then examines concerns

about Large Language Models (LLMs), focussing on some of the dangers, promises and issues of social justice and then examining the impact of these models on humanity and society. The paper offers an overview of some of the recent cases of AI abuse and suggests ways in which it might be possible to anticipate the future and find ways of developing methods to minimize the effects of such abuse.

The second section of the paper explores the impact of dupery and deception in higher education, suggesting ways in which it might be detected and prevented and then explores different forms of cheating. From here the paper examines more sinister forms of deception such as scapegoating, scapegoat ecology, virtue signalling, shame sanctioning and the pillorying effect, and then suggests ways in which dupery and scapegoating need to be managed in the context of the changing university landscape.

Overall the paper argues that while LLMs are a fascinating tool, users must remember that they are only a tool and should be treated as such. People need to be wary of how they use LLMs, due to their impacts on the environment, resource consumption and other users.

Ava Scott-Nadal (she/her)

My name is Ava Scott-Nadal and I'm a fourth year Film and Television with Philosophy student. I've been enthralled by contemporary ethics during my degree and have recently finished a summer course in Bioethics at Yale university. Prior to this I was a project assistant for a charity that focuses on promoting AI global governance, in light of its rapid and often unpredictable development. I'm excited to bring these practical skills to the role. I've been drawn to AI ethics because of how it interacts with healthcare, emerging technologies, and media. I believe AI really does have the ability to change the world. However, it should be approached with strong considerations of equality, fair representation, and inclusion. I look forward to promoting these concepts during my role!

Presentation Title: Why are intergenerational conversations about AI, important?
Abstract: Much of the conversation about AI and its development is focused on the younger generation. How will relationship chatbots affect their ability to develop meaningful relationships with other human beings? How will ChatGPT affect education examinations? How will Generative AI promote hidden biases to this vulnerable group? These are all essential and worthwhile conversations, but they often assume a knowledge and familiarity with AI technologies, which can alienate the average person. It is well-researched that people aged 50+ feel discomfort with using AI, which can disproportionately affect them in life and the workplace, according to the Oxford Institute of Population Ageing: “older adults are more vulnerable to the negative distributional impacts of automation, digitalisation, and AI in labour markets.” It is essential to involve older generations, who are a particularly affected group, in conversations about AI and its impact, which can in turn provide a space for other generations to share their own perspectives.

JointFamily is a charity based in Cambridge, Massachusetts, focused on providing this space for communities to develop intergenerational connections while discussing the impacts of AI on work, life and relationships. Their mission is focused on bridging the generational gap to unite more people towards the goal of advancing human-centred AI development by equipping communities with AI literacy skills and an understanding of AI ethics. There is a core belief that everyone has valuable ideas to share, regardless of their age or background, and the diversity of these groups can breed a culture of innovation and transparency that is essential to ensuring that no one is left behind in the AI revolution.

Dr Andrew Struan (he/him)

Andrew Struan is Director of Academic Services at the University of Glasgow. He has worked across the globe in academic literacies and in political history. His role at Glasgow is in developing students’ academic abilities, including digital literacies, and he leads an award-winning, multi-disciplinary team. His PhD is in political history: he researches the linguistic history of parliamentary debate and the role of language in shaping ideologies.

Nick Smoliak (he/him)

Hello, I'm Nick. I moved from Canada to the UK in 2019 and initially worked as a chef in London. During COVID, I retrained as a physics teacher, which I did for two rewarding years. Two years ago, my wife and I moved to Glasgow, where I studied Nuclear and Environmental Physics on the COP26 climate leadership scholarship.

Now, I'm pursuing a PhD with the Deep Nano research group as part of the ElectroMed project, focusing on improving biosensors using machine learning and device simulation methods. My background in teaching and current research on AI led me to engage with the Lovelace-Hodgkin Symposium and the overall pursuit of a framework for the ethical use of AI in higher education and research.

Presentation Title: AI Ethics, Inclusion & Society: a student co-created MOOC

Abstract: The 2024 Lovelace-Hodgkin Symposium at the University of Glasgow provided the foundation for the co-creation of a new Massive Open Online Course (MOOC) on AI ethics, inclusion and society. Four student interns, working with two academic course leads, translated symposium themes into a structured, accessible learning resource presented on the online platform FutureLearn. The development process emphasised collaboration across disciplinary backgrounds and academic levels reflected in the team, producing a course that captures both lived experience and expertise representative of the student population at the University of Glasgow, and the diversity of the UK more broadly. The MOOC was designed to distil key discussions from the symposium while complementing them with wider perspectives. Content was built around three core elements: (i) exploration of AI concepts and ethical frameworks, (ii) integration of the student experience in higher education, including issues of bias, opportunity and digital literacy, and (iii) extensive use of curated resources, encouraging the application of tools learned in the course to areas such as AI legislation & the application of AI to healthcare and the environment. The latter includes articles, podcasts, expert interviews, and publicly available resources beyond the immediate course content, collected and consolidated to create a comprehensive entry point for learners. The resulting course, *AI Ethics: Inclusion and Society*, is freely available online. It has been

completed by more than 500 participants internationally, with consistently positive feedback on clarity, accessibility and relevance. It was presented at ViCEPHEC 2024 in Liverpool and is scheduled for incorporation into University of Glasgow teaching from 2025, beginning with Chemistry undergraduates and extending across programmes.

Abbie Thorpe (she/her)

Hi, I'm Abbie, I'm 22 and recently graduated in Law from the University of Glasgow! I am now undertaking a Master's Degree at Glasgow in technology ethics and law. I have been most drawn to ethical arguments, and so AI is an extremely relevant and contested topic when it comes to discussing morality.
I believe we are all aware of the rapid growth of AI, but not all of us talk about it - and we should be talking about it. I am very much looking forward to learning more and passing on what I know!

Presentation Title: AI Ethics, Inclusion & Society: a student co-created MOOC
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Feedback & Thanks

Before you go, please scan the QR code on the left or **click here** to leave feedback on your experience of the symposium. **We really value your opinions!**

Thank you for joining our community and for your contribution to the Lovelace-Hodgkin Symposium 2025: Responsible AI & Education! We hope you enjoyed the event, and we wish you safe home.

Best wishes,
The Lovelace-Hodgkin Symposium Team

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