



MODULE CODE: ECPT6006

**ASSESSMENT COMPONENT: A Critical
Evaluation of the Role of Digital Innovation in
Professional Practice**

**STUDENT NAME: Estéfani Bouza
Arnosso**

STUDENT NUMBER: 2217260

WORD COUNT: 4926

Use of Generative AI in Assessment

(Lecturer to indicate Yes or No against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☒ No ☐
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

AI Acknowledgement

I confirm that I have not used any AI tools in the research and creation of this assignment.

I confirm that I have not presented any AI generated materials as my own work.

I confirm that I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

Introduction

The role of technology within higher education.

The focus throughout this essay will be on the role of creativity and digital innovation in the context of professional practice. The emphasis will be on higher education within the context of UWTSD BA Photography programme where I currently teach.

Given our contemporary reality, where most people in the West use a digital device on an everyday basis to mediate reality through social media, communication and shopping apps amongst others, is of crucial importance to address the role and impact of technology within the education sector. As stated by Daniela: 'Education is currently undergoing a rapid transformation to meet the challenges and opportunities of digitization' (2020, p. XV). One of those challenges is the application and integration of digital emerging tools including AI within the classroom.

To address the aforementioned transformation this assignment begins with a brief literature review that revolves around the role of creativity and digital innovation. The main findings from that literature relate to the crucial role of creativity in the implementation of smart pedagogies. This finding will inform the decision process for selecting an appropriate digital tool as well taking into account pedagogical theory, UWTSD digital strategy and higher education professional standards. Afterwards information about the implementation of the digital tool within the class will be provided through annotated screenshots and a detailed lesson plan. At the end of the assignment there will be a space for evaluation and reflection on the teaching/learning cycle. This section will conclude by addressing two action points for future professional development.

Literature Review

The role of creativity and digital innovation.

In this brief literature review I will look into the role of creativity and digital innovation focusing on the use of digital AI tools to develop learners research skills. Not only this short review will serve to contextualise the digital learning tool but it will also inform its implementation and actual use within a classroom setting. In this section special emphasis would be placed in the alignment of digital emerging technologies with learning pedagogies. Below we will analyse pedagogical theories that are relevant to the implementation of emerging technologies in the classroom that are aligned to UWTSD digital strategy.

Daniela in the introduction to *Pedagogies of digital learning in higher education* states that 'technology and digital solutions alone do not impart learning' and argues that it is necessary in this scenario to develop innovative 'pedagogical concepts to promote the use of technological advances' (2020, p. XV). Within the same publication and taking into consideration the below framework the authors Lorenzo and Gallon in their essay 'Sharing personalized learning to cultivate creativity' not only acknowledge the fact that artificial intelligence plays a significant role in our everyday lives but also its increasing importance within an education setting (2020, p. 61). The same authors state that AI 'can provide immense benefits in personalising a student's educational itinerary', (Lorenzo and Gallon, 2020, p. 61). They advocate for the integration of AI tools within the classroom since 'smart learning spaces' can provide individual learning sequences adjusted to the learners needs (2020, p. 62). Therefore we could argue that one of the many advantages of using emerging digital technologies within the classroom setting is that it allows a more tailored

approach to students education. However, Lorenzo and Gallon also warn of the risk of this individualised process such as the ‘imprisonment in a “digital bubble” where the learner may never have to deal with frustration, or with competing ideas’ (2020, p.63). To avoid that situation Lorenzo and Gallon argue about the importance of guiding students in the use of these AI tools (2020, p.63). For example, rather than learners being passive users of these tools, how as educators we can encourage and actively engage students to promote and empower the learner creativity, lateral thinking, and decision making (2020, p. 63). Some of the strategies that can be put in place within a classroom setting are not only the demonstration of the AI tools for students, but also leaving space within the class for students to test these tools, initially in groups, so they can share and discuss the use of the tool to later utilise it individually on their own time and adjusted to their area of interest. Overall, this promotes a learning space where students can learn from their peers, through the zone of proximal development as understood by Lev Vygotsky, which will be elaborated on more detail below when explaining the selection of the digital tool. Learners can later apply what they have learned and adjust the tools to their specific learning needs through an individual exploration. Therefore combining the benefits from working collaboratively to later apply them on their own. This relates to Lorenzo and Gallon argument that it is through the combination of guided work, collaborative sharing of the results that can help students to ‘cross-fertilise each other with different ideas, learn to listen, live together, and apply critical thinking’ as well as stimulating their ‘own creativity’ (2020, p.62).

Furthermore, according to Lorenzo and Gallon a key aspect in the creation of this smart pedagogy is what the authors identify as a core concept that underlies its constitution and implementation and is the importance of creativity (2020, p. 62). The authors understand creativity as an approach to teaching and learning helping students ‘to explore unknown

zones, develop learning skills, and grow as learners' (2020, p. 63). As a result, and this is extremely important for its implication in the classroom, they understand creativity in the context of education as both a pedagogical tool and a learning result, establishing in this way connections between definitions of creativity and pedagogical theories (2020, p. 63). These crucial ideas influenced the decision making process of selecting the tool and its application. Since as it will be elaborated in more detail below the application of the tool is within a BA programme of Photography in the Arts where some of the overarching learning outcomes of the degree is that students are able to apply their own creativity in a wide range of professional briefs considering and taking into account its application within the wider society. Therefore there are parallels between the ethos and aims of this degree course and the ideas around creativity and smart pedagogies that Lorenzo and Gallon are exploring (2020). Not only that, as stated before AI tools can serve to facilitate individual learning itineraries and this can prove to be extremely useful specially in the context of the arts and creative practices where students are encouraged to develop their skills, (Lorenzo and Gallon, 2020, p. 65). For example, the AI library research tool 'Primo Research Assistant' can help to overcome the initial challenge that students might face like being stuck or not knowing where to access information. As understood by Vygotsky learning is part of a social interaction. Even though Lorenzo and Gallon explain that there is no 'single model for generating a creative learning ecosystem', they consider that it is of fundamental importance fostering this creativity in class (2020, p. 76). The authors conclude by acknowledging creativity as a core skill on 'both sides of human-machine interaction is essential to defining a new pedagogical paradigm that meets the challenges of digital transformation in education' (2020, p. 84). The reason why a significant part of this literature review has been spent analysing this essay is because of its application in the context of creative practices and degrees in which the digital tool will be applied.

The main ideas that Lorenzo and Gallon explore in their text is that AI allows for a more tailored approach to learning, they also warn about 'digital bubbles' as well as suggesting the incorporation of collaboration and sharing in groups within the class (2020).

Furthermore, underlying this smart pedagogy is the importance of creativity. All these aspects are relevant and will inform the selection and implementation of the digital tool in the classroom.

In 'An Introduction to Rethinking Pedagogy' Beetham and Sharpe make similar points to the previous analysed literature (2019). For example, they state that the transformation of 'education for a digital age can be achieved by a reconsideration of the pedagogical practices which underpin teaching, learning and assessment' (Beetham and Sharpe, 2019, p. 1). Similarly, as it was seen previously there is an interconnection and integration of content, pedagogy and technology resulting in a smart pedagogy. Beetham and Sharpe elaborate further on this point and they explain that their focus is on pedagogies that consider the technological and social context with the aim of preparing 'learners for a world pervaded by information, networks, algorithms and data' (2019, p. 1). Some of the innovative ideas that Beetham and Sharpe introduce in their text are in regards to education in the digital age, they state that education is going through a profound change due to its relationship with digital technology (2019, p. 3). They also reflect about the current world where professional work involves human beings working with data, algorithms and, I will also add, AI therefore the need to adapt to this changing environment (2019, p. 4). The authors advocate for the integration of technology in learning and teaching strategies (Beetham and Sharpe, 2019, p. 7).

As a conclusion the main two sources that I have used for this brief literature review provide key points that have been fundamental in the selection and justification of the tool. The main ideas are related to the adoption of a smart pedagogy where creativity is

understood not only as a pedagogical tool but also as a learning result. But also the importance of integrating emerging technologies within smart pedagogies. This means as it has already been said that technology per se is not a learning device, it is only through the alignment of technology with teaching strategies and collaboration that the best results can be achieved. Responsible use of AI to facilitate research and in this case to allow students to get to an area and academic resources that perhaps they would not had been able to reach without that aid. This review has given me focus and a deeper understanding of effective ways of introducing and integrating new emerging technologies such as the AI 'Primo Research Assistant' available through UWTSD to aid students in their research process.

Selection and justification of appropriate teaching tool resource

This section aims to explain in detail the rationale behind the selection of the chosen learning tool. To do so, we will elaborate on several aspects that are intertwined. These include the role of creativity and innovation in the context of digital emerging technology and its importance in the decision making process of selecting the tool. It also covers the technological framework applied for the application of the tool and the pedagogical theories used in the learning setting. When elaborating on all these areas we will touch upon how they relate to the current UK professional standards framework for teaching and supporting learning in higher education. But before going into detail about this, it is important to state the area of teaching where it will be implemented. In this case the tool will be utilised within the module Visual Enquiry 2, part of the BA photography in the Arts Level 5. This module is intended to broaden learners visual experience and knowledge through sustained research and the development of their ideas. Students are required to engage with a broad range of research with regard to photobook histories.

The initial question that set the process in motion was to think about what digital innovative tools are available through the university that can be used to enhance students research skills? Then it began the process of considering possible frameworks to use this tool. For example,TPAK which stands for Technological Pedagogical Content Knowledge and it is a 'framework for teacher knowledge technology integration' as explained by Koehler and Mishra (2009). In their article 'What is technological pedagogical content knowledge?' the authors contextualise this framework historically and they explain that it is based on Lee Shulman's construct of pedagogical content knowledge, but in Koehler and Mishra's case they include technology as well (2009). There are several points made in this journal article that are relevant for how the TPAK framework will be used as a model for the application of the digital tool. For example, Koehler and Mishra acknowledge that teaching is: 'a complicated practice that requires an interweaving of many kinds of specialised knowledge' (2009). The authors elaborate further by explaining that for effective teaching to take place it requires knowledge of how students learn, the specific subject matter and increasing knowledge of technology as well (2009). Effectively, we can see this in practice, especially how the combination of these elements have an impact in both delivery and learning. For instance, when it comes to the application of this framework for the chosen learning tool, which will be elaborated in more detail below; it requires the intersection of these three different fields.

Firstly, it requires specific subject knowledge in this case within the context of the module chosen for the application of the learning tool. In this instance the subject knowledge is situated within photography in the arts in general, but specifically touching upon the photobook history as well as including a diversity of examples of current photographers from different backgrounds utilising the photobook. This knowledge comes from an ongoing engagement with this research area by keeping up to date with the latest

developments through reading relevant literature such as specialised journals, but also attending professional events where photobooks are displayed and discussed. For example, BOP Bristol which is a festival on and about photobook publishers that took place last October or the upcoming Offprint which is a photobook fair taking place at Tate Modern London in May this year to name just a few. This area relates to the professional standard V3: Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development.

Secondly, it requires knowledge of educational research with a focus on how students learn. The pedagogy applied in the classroom for the application of the tool is based on a combination of different theories. For the pedagogical perspective I am using Biggs and Tang's constructive alignment theory as described in their book *Teaching for Quality Learning at University* (2011). The authors propose a student-centred approach that focuses on aligning learning outcomes with teaching strategies/activities and their links to assessment (2011). There is also the application of Lev Vygotsky (1896-1934), especially his zone of proximal development that 'emphasises the role of more experienced or knowledgeable people' to complete activities that could not be achieved on their own, therefore placing an emphasis on learning as a result of social interaction (Avis *et al.* 2019, p. 93). This later aspect that be seen in practice through students collaboration in completing tasks. This whole section relates to the professional standard K2: Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme.

Thirdly, in regards to technology in this specific case it requires knowledge of innovative AI technology and the use of research tools as readily accessible to students through the AI library search tool 'Primo Research Assistant'. To make this selection I have used *UWTSD*

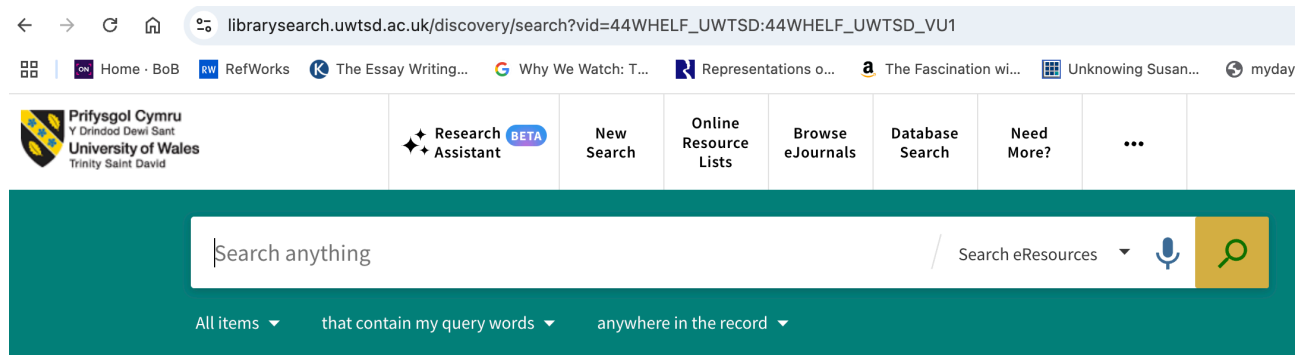
Digital Strategy as a starting point, specially when it comes to its focus on innovation and creativity which relates to domain 6 within their digital strategy and it is called 'digital innovation' (2024). They state that the aim is to 'foster a culture of digital innovation and creativity within the university, [...]' and to achieve it one of the key areas is research, development and the use of new technologies like AI to strengthen the education provided (*UWTSD Digital Strategy, 2024*). Some of the reasons of why this tool was selected include the fact that it is an innovative AI tool that is available to all learners through the university library and integrates their academic learning resources within it. When it comes to second year BA students they usually find it difficult to initiate and establish their own research area. This AI search tool works in a way where you input an initial research question or area and it will produce five relevant sources to that topic, providing you with an integrated summary of those five sources. Additionally at the bottom of the page it gives you a series of related research questions that work well if the initial one has not provided the desired sources or if more focus is required at this stage. Overall, this tool works as brainstorming of academic sources related to a topic which is very useful on initial research stages.

Even though for clarity I have described all the three elements as separate units, as it will be seen below, the areas where these areas intersect have been taken into account for the application of the chosen learning tool. In particular, the importance of how content, pedagogy and technology are interrelated; this can be seen in the range of teaching strategies, application of emerging AI technology and content knowledge as detailed in the next section through the annotated screenshots and lesson plan.

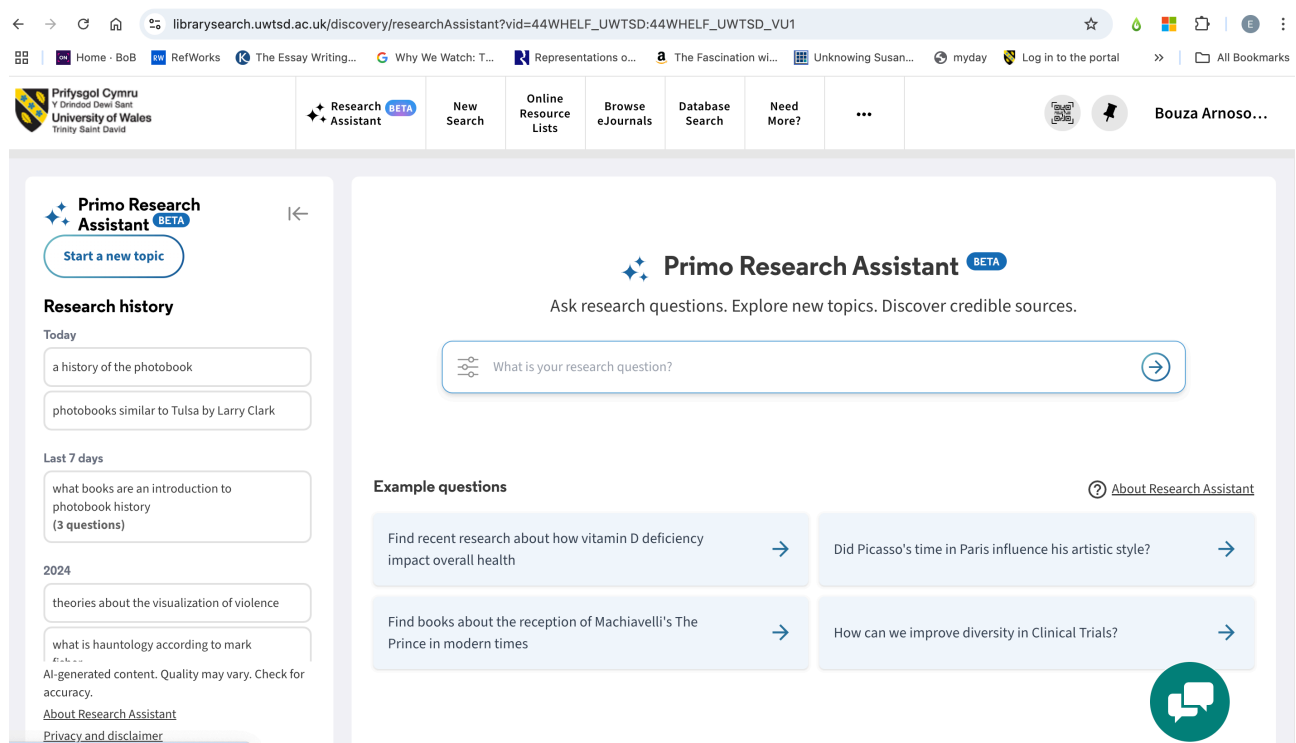
Application of the chosen learning tool

Demonstration of the tool.

In the University library search engine there is a new tool called 'Primo Research Assistant' that can be found on a tab situated on the left hand side. See below:



Once you click on the tap you will have an interface that looks like this:



The tool was demonstrated in three different scenarios. I went from the general to the specific. Therefore the initial research question or prompt used was: ‘a general history of the photobook’. The tool provided the five most relevant sources as well as giving an overview of them. See detailed information below:

The screenshot shows the Primo Research Assistant interface. The browser address bar displays the URL: librarysearch.uwtsd.ac.uk/discovery/researchAssistant?vid=44WHELF_UWTSD:44WHELF_UWTSD_VU1. The interface includes a sidebar on the left with a 'Start a new topic' button and a 'Research history' section. The main content area is titled 'a general history of the photobook' and shows 'Searching for relevant resources' and 'Generating overview for 5 most relevant sources'. Below this, there is a 'Sources' section with five book results: 1. 'The Photobook World' by Edwards, Paul Ernest and Michael (2023); 2. 'The History of Photography' by Vallencourt, Margaret et al. (2015); 3. 'Photopoetry 1845–2015, a Critical History' by Nott, Michael (2018); 4. 'Photography in Children's Literature' (2023); 5. 'The Concise Focal Encyclopedia of Photography' by Peres, Michael (2014). There is a button to 'View more results from your library search'. Below the sources, there is an 'Overview of sources' section with a paragraph of text. At the bottom, there is a search bar with the text 'Ask your next research question' and two dropdown menus for 'All types' and 'All dates'.

Continuation of overview of sources from the previous screenshot:

This screenshot shows the continuation of the overview of sources. The sidebar on the left is the same as in the previous screenshot. The main content area shows detailed text for the sources. The first source, 'The History of Photography', is described as providing insights into the early techniques and genres that have influenced photobooks. The second source, 'Photopoetry 1845–2015, a Critical History', is described as exploring the collaboration between poets and photographers. The third source, 'Photography in Children's Literature', is described as examining the artistic techniques and genres used in photographic books for children. The text concludes with a summary of the history of the photobook. At the bottom, there is a search bar with the text 'Ask your next research question' and two dropdown menus for 'All types' and 'All dates'. There are also links for 'How to cite AI-generated content', 'Copy', and 'Try again'.

At the bottom of the search you get related research questions or prompts, that learners can click and they will start the process anew as well as getting five new relevant sources.

The screenshot displays the Primo Research Assistant interface. On the left, a sidebar titled "Research history" shows a list of queries: "a general history of the photobook" (Today), "a history of the photobook" (Today), "photobooks similar to Tulsa by Larry Clark" (Today), "what books are an introduction to photobook history (3 questions)" (Last 7 days), and "theories about the visualization of violence" (2024). Below the history, there is a note about AI-generated content and links for "About Research Assistant" and "Privacy and disclaimer". The main area shows a summary of the photobook's history and a section titled "Related research questions" with four prompts: "What are the key milestones in the development of photobooks throughout history?", "How have photobooks influenced visual culture and photography as an art form?", "What role did technology play in the evolution of photobooks from the 19th century to the present?", and "What are the major themes and trends in photobook publishing over the decades?". At the bottom, there is a search bar with a dropdown menu set to "All types" and a date filter set to "All dates".

Also it was demonstrated to students what happens when you click on top of one of the sources that 'Primo Research Assistant' provides. The tool takes you directly to their entry within the library. See below the example from the previous five sources:

The screenshot shows the Primo search results page. The left sidebar contains "Active filters" (Books), "Remember all filters", "Reset filters", "Tweak my results" (Expand My Results), "Sort by" (Relevance), "Availability" (Full Text Online, Open Access), and "Collection" (Bloomsbury Academic: Art & Visual Culture 2018, Bloomsbury Collections: All Titles, De Gruyter eBooks, DOAB: Directory of Open Access Books, EBSCOhost eBook Open Access). The main area displays a list of 7 results. The first result is "The Photobook World: Artists' Books and Forgotten Social Objects" by Edwards, Paul Ernest Michael, published in 2023 by Manchester University Press. The second result is "Photopoetry, 1845-2015 a critical history" by Michael Nott, published in 2018 by Bloomsbury Academic. The third result is "Photopoetry 1845–2015, a Critical History" by Nott, Michael, published in 2018 by Bloomsbury Publishing Plc. The fourth result is "The Routledge Companion to Global Photographies" published in 2025 by Taylor & Francis. Each result includes a book cover, title, author, publication details, and a brief description. The interface also shows "0 selected", "1-7 of 7 Results", and options to "Save query" and "Personalize".

Then a more focused prompt was used and asked for photobooks in the UK. The engine provided the below result:

The screenshot shows the Primo Research Assistant interface. The top navigation bar includes the University of Wales Trinity Saint David logo, a 'Research Assistant BETA' button, and links for 'New Search', 'Online Resource Lists', 'Browse eJournals', 'Database Search', 'Need More?', and a menu icon. The user's name 'Bouza Arnoso...' is displayed on the right. The main content area is titled 'photobooks in uk' and shows 'Searching for relevant resources' and 'Generating overview for 5 most relevant sources'. A 'Sources' section lists five items: 1. BOOK: 'The Photobook World' by Edwards, Paul Ernest Michael (2023); 2. DISSERTATION: 'Photo/Book/Club: Connections Made and Missed, Digital and Other, Between the Contemporary...' by Johnston, Matt (2020); 3. DISSERTATION: 'The many faces of the photobook: establishing the origins of photobookwork...' by Neves, José Luís Afonso (2017); 4. ARTICLE: 'PHOTOBOOK EXTRAVAGANZA' (2019); 5. ARTICLE: 'The Photobook: From Talbot to Ruscha and Beyond' by James, Sarah E (2013). An icon for 'View more results from your library search' is also present. Below the sources is an 'Overview of sources' section with a paragraph about the exploration of photobooks in the UK.

Finally, the tool was demonstrated with an even more focused prompt and asked the following research question: 'What role does personal narrative play in Larry Clark's *Tulsa* and its influence on current photographic practices'. The reason why this specific entry was chosen was because one of the students had showed interest in this photobook published in 1971 in the previous class. Therefore linking the content of this session with the previous one and taking into account students input and areas of research. The screenshot for this entry is below:

The screenshot shows the Primo Research Assistant interface with a more focused search. The main content area is titled 'What role does personal narrative play in Larry Clark's Tulsa and its influence on current photographic practices?'. It shows 'Searching for relevant resources' and 'Generating overview for 5 most relevant sources'. A 'Sources' section lists five items: 1. MAGAZINE/ARTICLE: 'Larry Clark' by Aletti, Vince (2002); 2. ARTICLE: 'Other People's Stories: Bringing Public-Generated Photography into the Contemporary Art...' by Areti Galani et al. (2013); 3. DISSERTATION: 'The People that My Mother Forces Me to Meet' by Cruz, Nazlihan Agaç Neves da (2020); 4. ARTICLE: 'Does technology flatten authenticity? Exploring the use of digital storytelling as a learning tool in...' by Conlon, Margaret M. M et al. (2020); 5. ARTICLE: 'Moving stories: Exploring children's uses of media in their story telling and the implications for...' by Parry, Becky (2010). An icon for 'View more results from your library search' is also present. Below the sources is an 'Overview of sources' section with a paragraph about Larry Clark's 'Tulsa'.

After the demonstration students had the opportunity to test the tool in groups and individually and then they feedback their findings as well as questions that did not work as expected.

Lesson Plan Template



Lesson Plan

Topic: Module – Visual Enquiry 2. Session 2: Photobooks, an introduction.		Class: BA Photography in the Arts (Level 5)
Date: 12/02/25	Length of lesson: 120 mins.	Number of students: 18
Resources required Own laptop with adaptor to be able to connect to a screen and project the slide presentation. Photobooks to be used in the research task. Ideally a classroom with table is needed to be able to gather in groups and do the research task.		
Aim of Lesson To introduce the definition of what is a photobook. To provide a wide range of photobook examples from contemporary practitioners that can serve as a starting point to students' own practice.		
Learning Outcomes – The Learners Should Be Able To: -Identify and discuss photobooks from contemporary photographers, so learners can apply visual strategies found there in their practice. -Research photobooks based on theme, layout and form to use as possible starting points to develop their own photobooks. - Use the library AI tool Primo Research Assistant to develop students research skills focusing on photobooks.		
Previous student knowledge required for the session: This session is aimed at Level 5 BA Photography in the Arts students. Since this is only the second session for this module, they might be familiar with some of the material, but no prior knowledge is required to understand and follow the session.		
Anticipated difficulties (if applicable): n/a		

Professional Standards (where are these being met within the session)

Some of the professional standards that are covered within the session include:

-(A1) Design and plan learning activities by preparing the material and testing the digital innovation tool that will be introduced in the class. Standard met before the session.

-(A4) Developing effective learning environments and approaches to student support and guidance by arranging the classroom before the session and bringing in physical photobooks for the research task. Standard met before the session.

-(K4) Using appropriate learning technologies by having an interactive slide presentation with links to further resources such as videos, podcasts and webpages. As well as introducing a digital AI tool available through the library webpage that learners can use for their own research. This standard is met throughout the session with the use of a wide arrange of materials in a variety of formats.

-(V1) Respecting individual learners and diverse learning communities by promoting students collaboration amongst themselves through discussion work and feedback. This standard is met throughout the development of the session.

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	Session overview.	Lecture. (Slides 1).	2 min.
	Contextualising the session within the module.	Lecture. (Slides 2-5).	3 mins.
	Introducing the definition of the photobook.	Lecture (Slides 6-9).	5 mins.
Development	Quick activity to assess their initial knowledge of the photobook.	Question and answer. Discussion and group work. (Slide 10).	10 mins.
	Examples of photographers that use the photobook.	Lecture, and a wide range of online technologies including audio and video.	15mins.

Plenary/conclusion		(Slides 10-30).	
	Activity in small groups to analyse a photobook based on theme, layout, and form.	Discussion and group work. (Slide 31).	15 mins.
	Break		10 mins.
	Feedback from their analysis task.	Discussion.	10 mins.
	Demonstrating the digital tool Primo Research Assistant for their research.	Lecture. (Slide 32).	5 min.
	Learners test the digital tool in groups to research photobooks.	Discussion. (Slides 33).	20 mins.
	Learners share their findings and feedback to the group.	Discussion. (Slides 34).	10 mins.
	General questions and assessment question.	Discussion. (Slide 35).	10 mins.
	List of references. Summary of the ideas discussed in the session.	(Slide 36-39).	5 mins.

Assessment Strategies: when and how are they included within the lesson?

After the introduction, I ask learners their knowledge of what a photobook is. Before closing the session, I ask them again the question but they need to provide a score, that way I am able to measure their learning from the session.

There is formative assessment that is provided as quick feedback after the discussion activities. Both assessment tasks take place within the development of the lesson.

Evaluation and reflection

The importance of the reflective process within a teaching and learning environment has been acknowledged by a wide range of educators. For example, Paul Ashwin addresses what it means to be a reflective practitioner: 'is the capacity to reflect on and provide evidence of the quality of our practices' as well as touching on the impact of teaching and on the quality of students learning (2020, p. 306). Therefore reflection is a key part of the teaching and learning process, for the reflection below Gibbs reflective cycle will be used (1988).

On this reflective account I will focus on the impact of using the AI library tool 'Primo Research Assistant' from both a teaching and learning perspective. From a teaching point of view I will rely on my own reflection and from a learning perspective I will use the feedback I gathered through learners.

In the second session of the module Visual Enquiry 2, I demonstrated the use of the AI library tool 'Primo Research Assistant'. This tool is relevant in that context since one of the overall learning outcomes of this module is to develop learners research skills, so they can conduct research independently and apply it to their artistic practices. I demonstrated the tool within the session using three different scenarios that went from a more general to a specific approach, as can be seen in the screenshots. After the demonstration I asked learners to gather in small groups to test this tool. The idea was that they could learn by doing and also they could apply the tool to their existing research for their practice work. My overall feelings after the session were positive, not only learners responded well to the use of this tool, they were also curious and seemed interested about the possibilities of applying this tool in their own research process.

Evaluating the experience from a teaching perspective, there was a positive integration of AI within teaching and the TPAK model worked well in the implementation of the tool. The integration of the tool within the context of the classroom was seamlessly. The subject matter, the digital tool and the pedagogy worked well together. For the delivery I tried and tested beforehand the 'Primo Research Assistant' in different scenarios, so I could be confident when demonstrating the tool in class. Furthermore, by using AI tools in an informative way the session also contributed towards the demystification of AI and promoted a responsible as well as critical approach towards its use within the humanities as recently encouraged by Trevor Paglen, who is a contemporary American artist whose career revolves around the impact of AI within arts (Paglen, 2024, p. 39). Therefore integrating the University emerging AI technological tools within the module design and content.

One of the learning outcomes for this session was that by the end of it students will be able to use the library AI search tool 'Primo Research Assistant' to develop their research skills that can aid their own creative process about photobooks. From a learning perspective I think it was successful and this learning outcome was actually met in the session. Some of the opportunities that this session presented was that it allowed to show in real time a range of research and academic sources related to students area of interest. Group work and peer collaboration were encouraged when testing the tool and actually students feedback was positive and they stated that they would be using the tool in the future. Another positive aspect was the fact that they consider they could use this tool not only for the module being taught but also for other research oriented modules. They also mentioned that after testing the tool they felt confident using it. Some of the difficulties they encountered when testing this tool was that if the prompt or research question was too generic the 'primo research assistant' provides a broad range of entries making the

research very difficult to manage. In group they concluded that to use the tool they needed to test and rephrase their research question in different ways to avoid this issue. Some of the students seemed a bit 'resistant' when the results of their search did not produce their intended outcome. But the overall feeling of the session was a positive one.

In summary this class resulted in a positive learning experience for both the students and the educator and it encouraged me to continue my ongoing integration of digital tools and their implementation in the class setting. As a result of this I propose the below action plan.

Action plan

The main points raised from this evaluation and reflection have informed my action plan. Therefore in the context of digital technology and professional practice I established two action points for future development:

1. Ongoing training on digital tools that are readily available to be used at UWTSD, since that is the institution where I am based. The aim is to complete at least two training sessions per semester that are relevant to the modules that I teach to improve my digital skills within the teaching environment. The Digital Resources team based at this university offer a wide range of training for both staff and students through their Digi Centre. I have already identified and signed up to complete two training sessions. The first one is called 'Interactive teaching with Vevox: Elevate engagement and inclusivity' that will take place on 27th March. The second session is: 'Boost interaction and collaboration in your classroom with digital tools' and will happen on 10th April. This action point is related to the following professional standard: K4 the use of appropriate learning technologies.

2. The second point is related with the first and aims to implement more digital tools within the learning environment. This is to promote a participatory engaging learning experience where students learn by doing and testing tools that relate to how we encounter information in our current society. This second point is connected to the following professional standard: A4 Develop effective learning environments and approaches to student support and guidance, but also V2 Promote participation in higher education and equality of opportunity for learners and V4 acknowledge the wider context in which higher education operates recognising the implications for professional practice.

Reference list

Ashwin, P. *et al.* (2020) *Reflective teaching in higher education*. London: Bloomsbury Academic.

Avis, J. *et al.* (2019) *Teaching in lifelong learning: a guide to theory and practice*. 3rd edition. London: Open University Press.

Beetham, H. and Sharpe R. (eds.) (2019) *Rethinking pedagogy for a digital age*. 3rd edition. London: Routledge.

Biggs, J. and Tang, C. (2011) *Teaching for quality learning at university: What the student does*. 4th edition. Maidenhead: MHSRH & Open University Press.

Daniela, L. (ed.) (2020) *Pedagogies of digital learning in higher education*. London: Routledge.

Gibbs, G. (1988) *Learning by doing: A guide to teaching and learning methods*. Oxford: Oxford Polytechnic.

Koehler, M.J. and Mishra, P. (2009) 'What Is Technological Pedagogical Content Knowledge?', *Contemporary Issues in Technology & Teacher Education*, 9(1). Available at: <https://research-ebSCO-com.ezproxy.uwtsd.ac.uk/linkprocessor/plink?id=ad1c5a86-652b-3357-8bb8-2a44157ffffe> (Accessed: 26 February 2025).

Lorenzo, N., & Gallon, R. (2019). 'Smart pedagogy for smart learning', in L. Daniela (ed.), *Didactics of smart pedagogy*. Cham, CH: Springer Nature, pp. 41-69.

Lorenzo, N., and Gallon, R. (2020) 'Sharing personalized learning to cultivate creativity', in L. Daniela (ed.) *Pedagogies of digital learning in higher education*. London: Routledge, pp. 61-88.

Paglen, T. (2024) 'Trevor Paglen Ways of Seeing', *Aperture*, Winter 2024, Issue 257, pp. 38-49.

Race, P. (2020) *The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching*. 5th edition. Tyne and Wear: Business Education Publishers Ltd.

UWTSD Digital Strategy Available at: <https://digitalstrategy.uwtsd.ac.uk/> (Accessed: 26 February 2025).