

## **Responsible AI Use for Teaching in Higher Education Policy, Strategy, and Applications at the University of Edinburgh and Beyond (UK) Evaluation Survey**

**July 28, 2025**

The "Responsible AI Use for Teaching in Higher Education Policy, Strategy, and Applications at the University of Edinburgh and Beyond (UK)" seminar, part of the Faculty Development Program, explored how universities can integrate AI into teaching through informed policy, strategic planning, and ethical practices. Emphasis was placed on institutional responsibility, academic integrity, and enhancing student engagement through AI-supported, interactive learning approaches. An evaluation survey was conducted to assess the seminar's effectiveness in terms of content, delivery, and overall impact. A total of 33 faculty members were invited to participate, with 6 respondents providing feedback on their experiences.

Table 1 showed that the majority of participants rated various aspects of the Responsible AI Use for Teaching in Higher Education Policy, Strategy, and Applications at the University of Edinburgh and Beyond (UK) seminar positively. Overall satisfaction was fairly distributed, with 50% of respondents rating it as "Excellent" or "Very Good", and another 50% rating it as "Good" or "Fair". The content was considered relevant by most, with 66.67% rating it as "Excellent". The expertise and preparedness of the speakers received the most favorable ratings, with 100% of participants marking it as either "Excellent" or "Very Good". However, interaction and discussion were seen as areas for improvement, with 50% rating this aspect as merely "Good". The practicality of materials and seminar organization also received generally positive but slightly more varied feedback.



Table 1. Faculty Feedback on Seminar

| Item  |          | Excellent | Very Good | Good  | Fair  | Poor | Not Applicable |
|---|----------|-----------|-----------|-------|-------|------|----------------|
| Overall satisfaction with the seminar       | <i>f</i> | 2         | 1         | 2     | 1     | 0    | 0              |
|   | %        | 33.33     | 16.67     | 33.33 | 16.67 | 0    | 0.0            |
| Relevance of the content                    | <i>f</i> | 4         | 0         | 1     | 1     | 0    | 0              |
|   | %        | 66.67     | 0         | 16.67 | 16.67 | 0    | 0.0            |
| Duration of the seminar                     | <i>f</i> | 4         | 0         | 2     | 0     | 0    | 0              |
|   | %        | 66.67     | 0         | 33.00 | 0     | 0    | 0              |
| The expertise and readiness of the speakers | <i>f</i> | 5         | 1         | 0     | 0     | 0    | 0              |
|   | %        | 83.33     | 16.67     | 0     | 0     | 0    | 0              |
| Interaction and discussion during seminars  | <i>f</i> | 2         | 1         | 3     | 0     | 0    | 0              |
|   | %        | 33.33     | 16.67     | 50.00 | 0     | 0    | 0              |
| Practicality of the materials provided      | <i>f</i> | 3         | 1         | 1     | 1     | 0    | 0              |
|   | %        | 50.00     | 16.67     | 16.67 | 16.67 | 0    | 0.0            |
| Organization of the seminar                 | <i>f</i> | 4         | 0         | 2     | 0     | 0    | 0              |
|   | %        | 66.67     | 0         | 33.33 | 0     | 0    | 0.0            |

Table 2 showed that the faculty participants identified several key aspects as the most valuable parts of the seminar. The most frequently cited element was the up-to-date and high-quality sources, mentioned by 4 respondents, highlighting the seminar's relevance and currency. Additionally, specialisation and content depth were appreciated by 2 respondents, reflecting the value placed on expert insight and in-depth exploration of AI-related topics in higher education.

Table 2. Most Valuable Aspects of the Seminar

|  | <i>Codes</i>                      | <i>f</i> |
|--|-----------------------------------|----------|
| What did you find most valuable about the seminar? | Up-to-date and Quality of Sources | 4        |
|  | Specialisation and Content Depth  | 2        |

Table 3 showed that suggestions for improving future seminars focused on enhancing continuity and interaction. Specifically, participants recommended organizing more face-to-face seminars and inviting the same experts to deliver multiple sessions, allowing for deeper exploration and sustained discussion. These suggestions highlight a desire for increased engagement, consistency in content delivery, and more meaningful dialogue within disciplinary contexts.

Table 3. Suggestions for Improving Future Seminars

|  | <i>Codes</i>                        | <i>f</i> |
|--|-------------------------------------|----------|
| What suggestions do you have to improve future seminars? | Face-to-face seminars               | 1        |
|  | Same experts with multiple seminars | 1        |