EUREKA

The EUREKA! Project and Seminar Day

Overview

The Eureka Big Questions project examines and develops the role of Generative AI (GenAI) in education, particularly within the context of empowering young people's expressed curiosity about Big Questions, providing opportunities for agentic learning and cultivating 'leaps' of epistemic insight.

The day we held on campus was designed and succeeded in giving us a proof of concept for the educational and philosophical ambitions of our research.

We hypothesise that GenAI presents a valuable opportunity to reimagine what education looks like. Despite flaws and limitations including its reliance on existing knowledge, we are optimistic that it can boost creativity and encourage critical thinking within educational settings.

'Knowledge about Knowledge'

The Epistemic Insight Initiative has long emphasised the importance of students developing a solid understanding of different disciplines and their distinctive approaches to inquiry. However, we also argue that disciplines should not be isolated but rather viewed as different lenses through which to examine complex issues.

The day we organised on campus was designed to build students' understanding that Big Questions such as 'How do we know what's true?' demand both a discipline approach to recognise the strengths of individual 'lenses' of enquiry but also a willingness to view a question or problems through multiple lens to acknowledge wider and complimentary perspectives.

This 'leap' of epistemic insight is essential for developing students' capacities to discuss how we

discern truth and trust both within and across disciplines.

Annotated Transcripts

This document includes transcripts of three short films, accompanied by commentary that connects the film content to core concepts of the Epistemic Insight project.

Film One: The opening sessions

Film Two: Students using the discipline wheel and GenAI generated questions

Film Three: The Eureka Escape Room

Session One: Introduction

TRANSCRIPT	NARRATIVE
Children entering into lecture theatre - man speaking (0:00) with inserted clips of the ISS and children putting on headsets.	
GARETH: Welcome to this session. We're going to, basically, be using some VR headsets. Because of the topic is on astronomy we're going to teleport you up into the International Space Station. When you've used VR before I'm assuming you've probably used it for entertainment purposes playing video games, that kind of stuff right? Yeah? But as we know video game technology can be used for educational purposes and what we're going to say is the person you're paired with, everyone the person you're paired with is your spotter so they can help you with this, okay? So those with the headsets please stand up - we've got the whole room available to us okay?	*This is a tuning-in session that eases students into the themes we are exploring today – how can we creatively and wisely make judgement calls on what we mean by reality, truth and trust in the age of digital technologies?*
*Cut to interview between **BERRY** and **ADAM** - inserted clips of VR experience on ISS and children putting on the VR headsets (0:44)*	

TRANSCRIPT	NARRATIVE
ADAM: The VR experience it was very good, I thoroughly enjoyed it it definitely cuz not everyone can say that they've been in an experience with the International Space Station and it was just incredible to be able to see and like it showed everything like how you would imagine it like if you pushed yourself away from the spacecraft you would keep going and like it was just incredible how they included so many like different aspects of it I just I thought it was amazing.	*In the video you can see the positive reactions to the ISS VR experience - but also that this is making the participants re-consider the idea of 'real' experience and what this might mean.* *Adam here talks about the opportunities that the VR offers here as a different pedagogic experience.*
BERRY: So you did feel like you were in free fall did you? **ADAM:** Yeah, yeah definitely. **BERRY:** You had your feet on the ground **ADAM:** Yeah it was just so real and it is definitely, I would consider looking at getting one yeah.	*We can see here that the experience is pushing Adam to consider the ideas of real and the inputs of experience.*
BERRY: It's interesting isn't it because it may, irrespective of how close the room is, everything keep sort of went into the distance is it that when you're inside the space station it was like it was quite roomy.	
ADAM: It yeah it definitely was and then you got outside and it actually looked pretty small it was really good yeah definitely it was a highlight of today yeah so far.	
Cut to title slide "Today's big question: How do we know what's real?" (1:48). *Camera on BERRY at front of lecture hall intermingled with shots of the audience.*	

TRANSCRIPT	NARRATIVE
BERRY:	*In the opening session the facilitator explained to students that today they would be "thinking like scholars" and reminded them that they are already scholars.*
Welcome to our University and today we are scholars, you feel like scholars right? You're in a, you're in a, lecture theatre, a beautiful lecture theatre so you feel like scholars and we are all scholars. We're going to bring together our different scholarly disciplines and our different interests and experiences and we're going to address some really big questions, big questions for humanity, the future of Science and for you, and for future you. So, this fine group of scholars I have in the room today I may never have the good fortune to work with again so I'm very glad that you are here today you are a unique group and you will bring unique perspectives to the questions that we're So I can rely on you for your creativity, you're all creative. I know sometimes we may doubt ourselves but we're all creative; your curiosity, you've all got curiosity, you're going to need that today. And critical thinking which no doubt they keep telling you at school you need you're going to need that critical thinking as well. going to think about.	*Students were asked to put their hands up when they heard the name of a discipline that chimed with them. The facilitator called out disciplines – beginning with maths then music then history then science then theology.*
	Theology was deliberately included in the list and other disciplines were added after theology. This was intended to validate theology as a legitimate discipline 'at the table' of our enquiries today – with the aim that students would see the day as a forum and space where they can express their interest in theological questions where they have them.
	Adam when interviewed talked about the legacy of theology (RE) as a contributor to his desired role as a medic in the RAF.
	Della talked about the importance of Art subjects linked with Science to "add perspective"
	Della when looking at creativity talked about how having awareness of both the boundaries of discipline and the interconnectivity, "you can kind, of find boundaries between them both and where you want to, and how you want to develop throughout within both art side the art side artistic side and the academic side".
	This was further explored and Della agreed that boundaries gave distinctness but also that the disciplines could 'play together'

TRANSCRIPT	NARRATIVE
Now I'm quite interested that nobody yet has been challenging and you can also be challenging and if you were a really challenging group you might have said to me that given that today is a little bit about artificial intelligence was everything that you've just heard actually written by an artificial intelligence and recited be me? Hmm … that's got you thinking what do you reckon? Genuinely, authentically me? or authored by artificial intelligence? or co-authored by artificial intelligence what do you reckon?	*Again in the video you can see that the students had not considered that the introduction was not "all Berry". Most of the students were aware of the existence of 'AI'.*
Let's vote. Hands up if you think everything that you've just heard was completely authentic.	
Audience asked to vote - camera pans on audience looking for hands … (3:50)	
I've got one hesitant vote, are there any other nervous voters for completely authentic, two … we're up to two, three, three … three people think that you've got completely authentic me … I'm Berry by the way. Okay completely authentic Berry.	*When challenged the majority of the students then assumed that GenAI had had significant input into the words and the construction of the address. Of the, about 20 students a small proportion thought the entire address has been written by the GenAI …*
All right who thinks it was co-authored with AI?	
Significant number of hands go up.	
Oh right, okay, fine, fine all right excellent. I could ask you to detail a little bit more about how you think that or why you think that, and I will in a moment so be ready.	

TRANSCRIPT	NARRATIVE
What about the completely AI people? Oh I see I've got a couple of people who doubt me completely already and think that it was authored by an AI okay let's have some reasons then ...	
Cut to interview between BERRY and DELLA (4:36)	
BERRY: I think there was a sort of a gasp in the room when I asked everybody whether my speech had been written by AI.	
DELLA: Yeah.	
BERRY: Tell me about that, what are your thoughts.	*Della response here is interesting when she considers the use of GenAI in 'everyday life' we can potentially infer from this that school ideas and school knowledge can be seen as isolated from 'real' issues or 'real' problems. That school knowledge has a separate epistemological space.*
DELLA: Well it kind of I was I was very I was like shocked because you don't originally you don't think about how it can be used in everyday life.	
Cut to interview between BERRY and ADAM (4:52)	
ADAM: It was it was definitely a question that no one would have thought of like you said this like brilliant speech at the beginning, turned around and went did an AI write this? it was like or did it write this? and one of my thoughts is I said it was co-authored cuz I didn't think that like AI would be able to put emotion into the speech, so I thought that it would have been the AI could have written it	*Adam's response confirms that. That the questions raised about the use of GenAI was not one that "anyone would have thought of".* *The idea of emotions is also insightful and shows that Adam is starting to think about wider idea like emotion and personhood within the discipline of GenAI - he goes on in the longer interview to discuss how he can see uses for collaborative use of GenAI in his own life and says he would, "definitely use it to be like writing things and speeches because*

TRANSCRIPT	NARRATIVE
but you put the emotion into how you were speaking.	*definitely things with speeches you need to win over people and things like that".*
Cut to interview between BERRY and DELLA (5:19)	
BERRY: So you initially you hadn't thought at all that it was AI you would just take it for granted? **DELLA:** Yeah.	
BERRY: And then I put the idea in your head, and then you decided it was AI - which way did you vote.	
DELLA: I did decide it was AI in the end because I realised how I think the AI obviously it seems perfect in a way and humans aren't perfect. **BERRY**: So I did a really good job of imitating? **DELLA:** Yeah, basically because what you said was all perfect and how you did and how you performed it was perfect so it kind of gave the	*The concept of fallibility here - and the idea that the GenAI (as it is a machine) could be perfect offers again some insights into how Della thinks about computers or machines.*

TRANSCRIPT	NARRATIVE
impression that um what you said was generated by AI.	
BERRY: It was a bit too slick yeah, to be exactly …	*There is a potential interesting link here theologically in traditional Islamic Art, "All Islamic artists make a deliberate error in their work on the grounds that Only God Is Perfect"*
DELLA: Yeah exactly.	
VIDEO END (5:59)	