Working with GenAI: where can it help, and where does it hinder?

A discussion about our own practice, our work as a team, and what it means for our roles.

Eden team meeting, Steven Williams, 18/11/2026. Eden Centre and Digital Skills Lab.

GenAI disclaimer: I used Claude to make the slides and visuals. I manually revised the content, and I take responsibility for any errors.

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Today's session

In this session we'll:

- Share how we use GenAI now, including where it hasn't helped
- Identify any areas where more support would help
- Consider how our roles may develop in the future

The plan

1. Welcome
2. Sharing current practice (your turn)
3. Three ways I use GenAI (optional)
4. Changing roles (your turn)
5. Next steps

Sharing current practice

Your turn: 10 minutes.

With your team, discuss:

1. Where has GenAI helped you?
2. What have you tried that wasn't useful, and why?
3. What have you chosen not to use it for?
4. What support might help?

After 10 minutes, we'll come back together and share.

Write your answers on the index card of the matching colour:

Question	Card colour	What to write
1	Green	Helped
2	Pink	Tried, not useful
3	Blue	Chosen not to use
4	Yellow	Support

I'll collect the cards and may share some of the 'helped' tips in the AI and Education channel. The rest will inform future work.

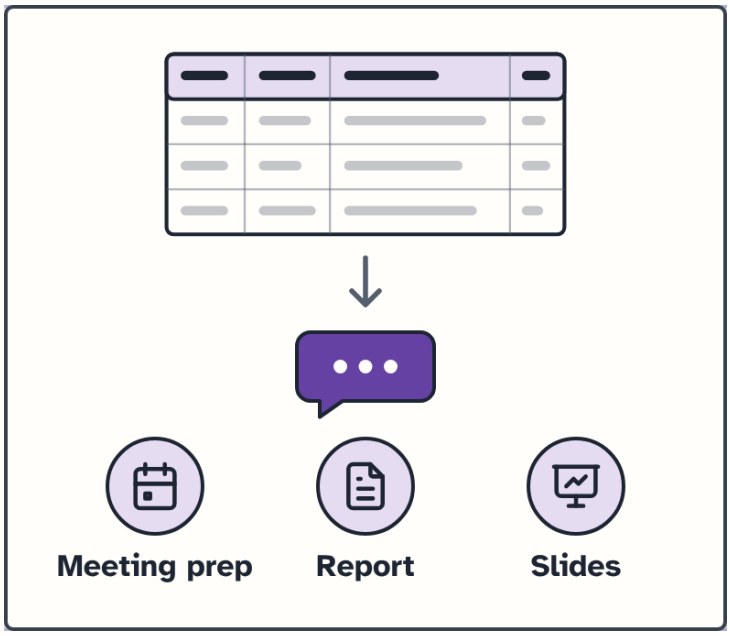
Three ways I use GenAI day to day

Optional.

Keep a work tracker

- Add a few lines each day: date, project, what you did, time spent, things you read and reflections
- Upload it as a .csv to a chatbot to give it instant context (context you curate, unlike 'memory' features)
- Consistent columns let the chatbot programmatically filter by project or date
- I use mine for meeting prep, reports and slides

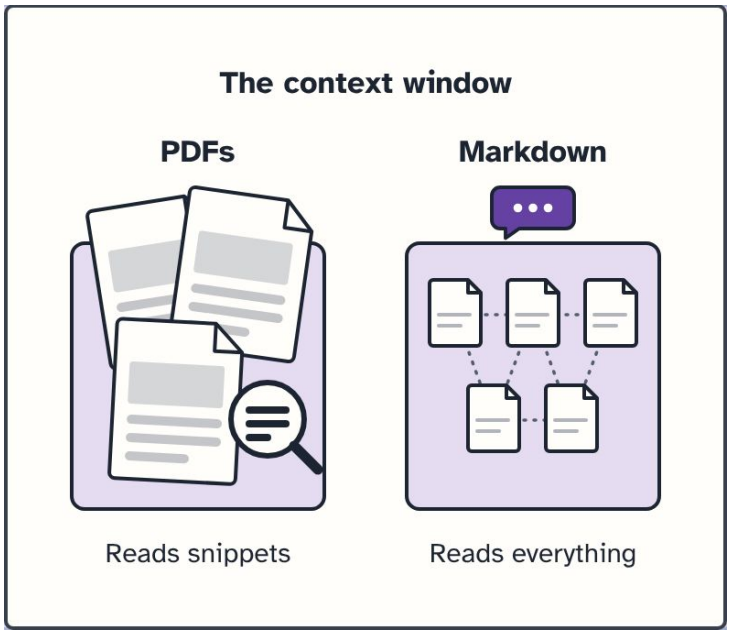
Try later: start one today.



A Project for all seasons

- Give each piece of ongoing work its own Project, with relevant files and general instructions
- Add files as plain-text Markdown, not PDFs, PowerPoints or Word files, so all the files fit in the context window
- Convert files with my Claude Artifact, deskmark (LSE Claude account required), or ask Copilot to use MarkItDown, and keep a local copy
- In Copilot, an 'Agent' does the same job as a Project

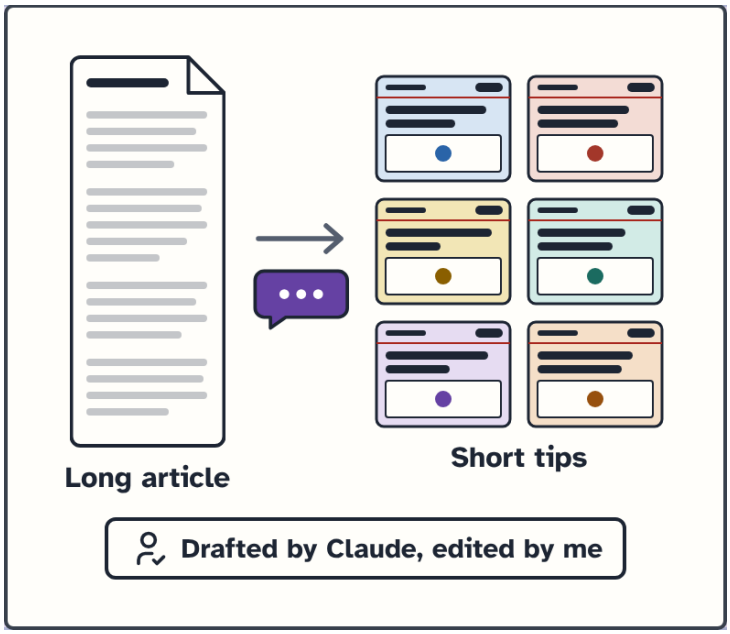
Try later: set one up for a current project.



Remix what you've made

- I asked Claude to turn my long articles, workshops and notes into short GenAI tips, which I'm posting in Eden's new AI and Education channel (set it to 'Show' in Teams)
- The content is already mine and checked, so Claude reformats and I edit (it always needs manual edits)
- Also try: slides into a handout, a guide into a series of posts, or an article into an infographic or video (see Create a visual explainer with code)

Try later: turn one long resource into five tips.

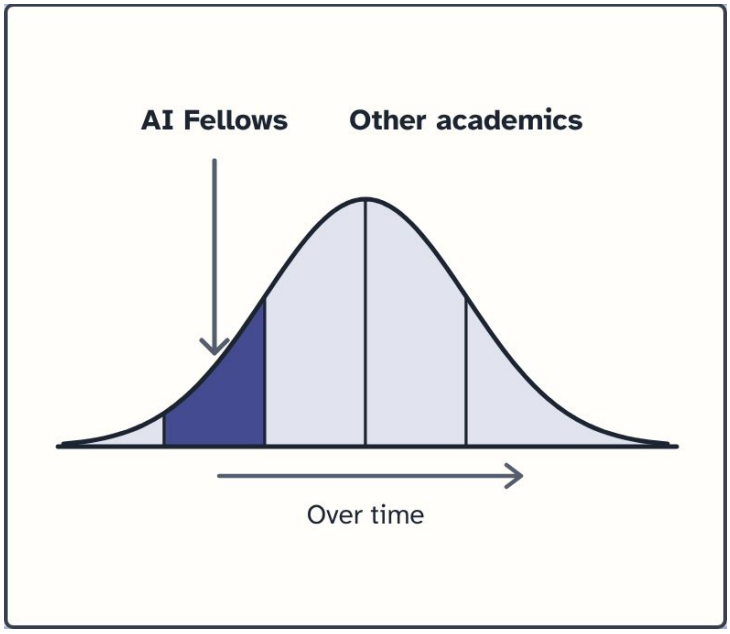


Changing roles

Early adopters

Next we'll discuss how our roles may change. I'll share trends from my work with the AI Fellows as food for thought, because:

- As early adopters, their projects give an early view of trends that may spread across LSE
- They also hint at what other academics may then ask of Eden



Discussion

Your turn: 15 minutes.

In mixed groups, discuss for 10 minutes, then share one point:

- How might GenAI change our roles and identities?
- What will your team do more or less of next year?

Food for thought: trends from the AI Fellows

1. **What disciplines teach** – Fellows are asking which knowledge and skills matter more now that GenAI automates parts of the process.
2. **Learning in and out of class** – Many students will use GenAI outside class, so educators are rethinking which activities suit each setting, and how to build in device-free time and 'accountability moments' to protect against cognitive offloading.
3. **Assessment** – Essays are harder to use as proxies for learning, so educators need help to think more carefully about what they're measuring and how.
4. **Feedback and marking** – Educators want AI help with feedback due to workloads. It works best for bounded tasks, such as formative feedback on questions with 'correct' answers, but for essays it rewards style over substance, and many students would feel cheated by AI marking.
5. **Academics building resources** – Educators without coding experience are building websites, interactive activities and videos. What support do they need with learning design and accessibility?
6. **Uneven experiences related to GenAI** – Colleagues' opinions and knowledge of GenAI vary widely, so students' experiences vary greatly from course to course.

What happens next

- I'll collect your cards, and may share some 'helped' tips in the channel
- The other cards will shape future support
- Click 'Show' on the AI and Education channel in the Eden Centre Teams team for:

    - Daily tips – the first collection ends this Friday, with a week's pause before the next collection launches
- Suggestions for new tip collections are welcome
- Please share your own examples and resources