

Case Study 24: Kingston University

Student 'Pop-Ups': AI@KU Be Critical, Be Transparent.

What issues were we trying to address and why?

The purpose of the events was three-fold:

- to raise awareness with students on the generative AI guidance and tools available to all students, including assessments and related university policy.
- to address student concerns about generative AI in their studies.
- to gain more understanding of students' insights and perceptions of generative AI.

Each event was branded 'AI@KU: Be Critical, Be Transparent' and we felt this phrase cut through with students and was a good starting point for conversations with students.



Figure 1: AI 'Pop Up' Poster

What we did.

To date we have delivered seven pop-up events (two in 2023/2024, and five in 2024/25), with further events scheduled for the 2025/6 academic year. These have been delivered on all of our university campuses, including during Welcome Week at the beginning of the academic year. The events are delivered at prominent and heavy traffic locations on each campus, with each event having a duration of 3 to 4 hours from mid-morning and over lunchtime. Each pop-up consists of a table, banners and posters and the following elements:

- Merchandise, primarily notebooks and pens, branded with 'AI@KU: Be Critical, Be Transparent' and a QR code linking to university guidance.

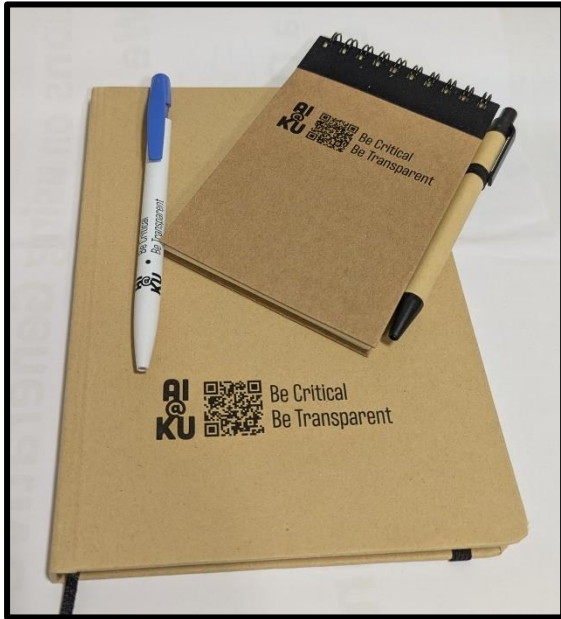


Figure 2: Merchandise to Enhance AI Awareness

- AI stickers printed in-house featuring images generated by AI illustrating the need to be critical with all digital content. Normally 5 or 6 different stickers were available for each event, and we found that the sticker images are good starting points to discuss “be critical” with students, and students liked to try and collect the set.



Figure 3: Example AI sticker. Do you see anything wrong with the image?

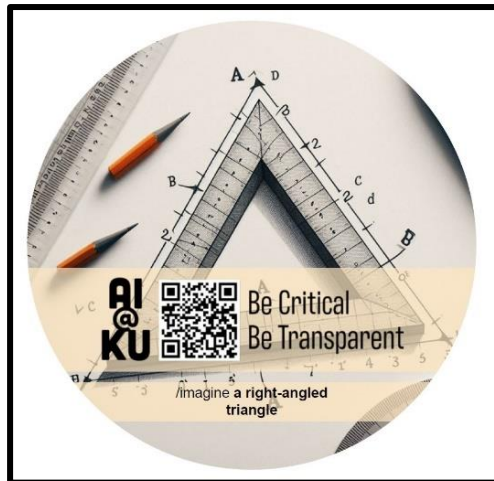


Figure 4: Another example AI sticker. Do you see anything wrong with the image?

- A PC to demonstrate KU licensed Generative AI tools.
- A quiz / survey for students to complete which included entry to a prize draw if a 'pass mark' was achieved. This included images from around the campuses that had been altered by AI and students had to try and identify the 'image manipulation'. The survey has also helped us understand students' perceptions and understanding of AI, and how this has changed over time. During the last academic year, we had over 1200 students completed the quiz / survey.
- The events were supplemented with digital posters on university display screens, including on university inter-campus buses (including multiple AI generated images and a link to university guidance).

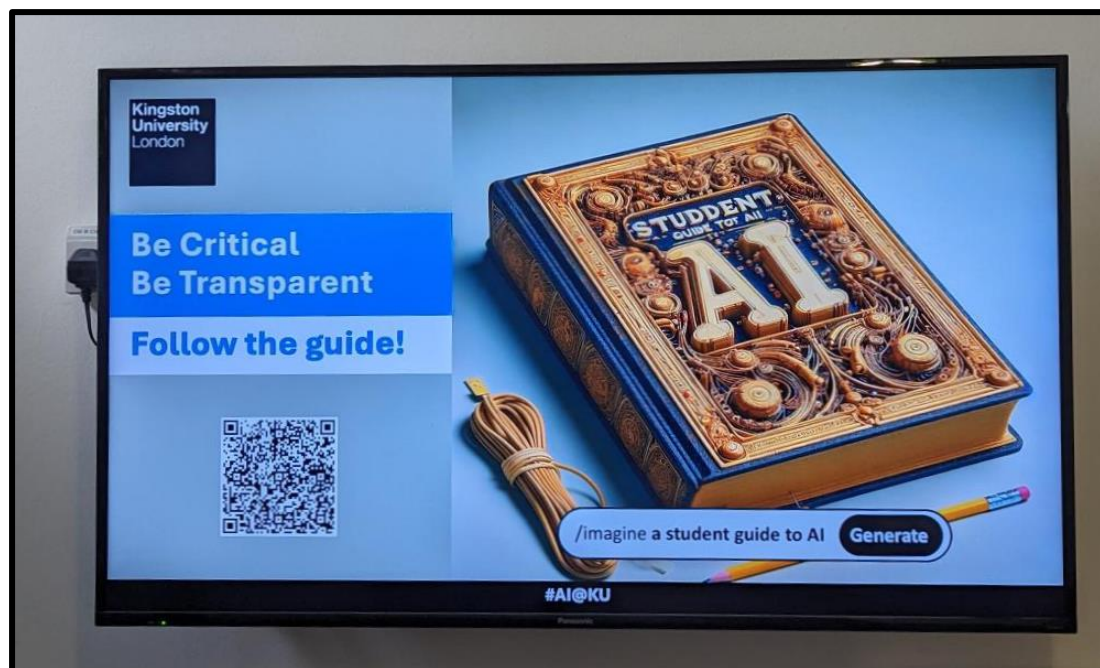


Figure 5: Digital poster shown on university display screens

Who was involved

The pop-up events were organised and delivered by Wayne Leung, Learning Technologist in the Learning and Teaching Enhancement Centre (LTEC), Academic Services. Staff from both the Technology Enhanced Learning team in LTEC and IT Services supported the events.

Measures of success

Our key measure of success was the number of students that engaged with us during each pop-up, measured through the number of completed the quiz/surveys and by the volume of merchandise distributed (we tried to have a discussion with every student who picked up some merchandise). In total during 2024/5 over 1200 students completed the survey and over 900 students picked up merchandise. The survey data were presented to staff during our annual university-wide Festival of Learning event.

How do you plan to develop the intervention/activity?

The pop-ups events are scheduled for 2025/6 and will follow a similar model to this, ensuing high visibility during welcome week and the start of term. We will also run some additional events depending on demand. We are also reviewing our survey and quiz activities.