

Extended Abstract

Generative AI in Academics

A Design Management
Opportunity

By Indranil Ujagare

Final Major Project, Element 2
MA Design Management, UAL, LCC

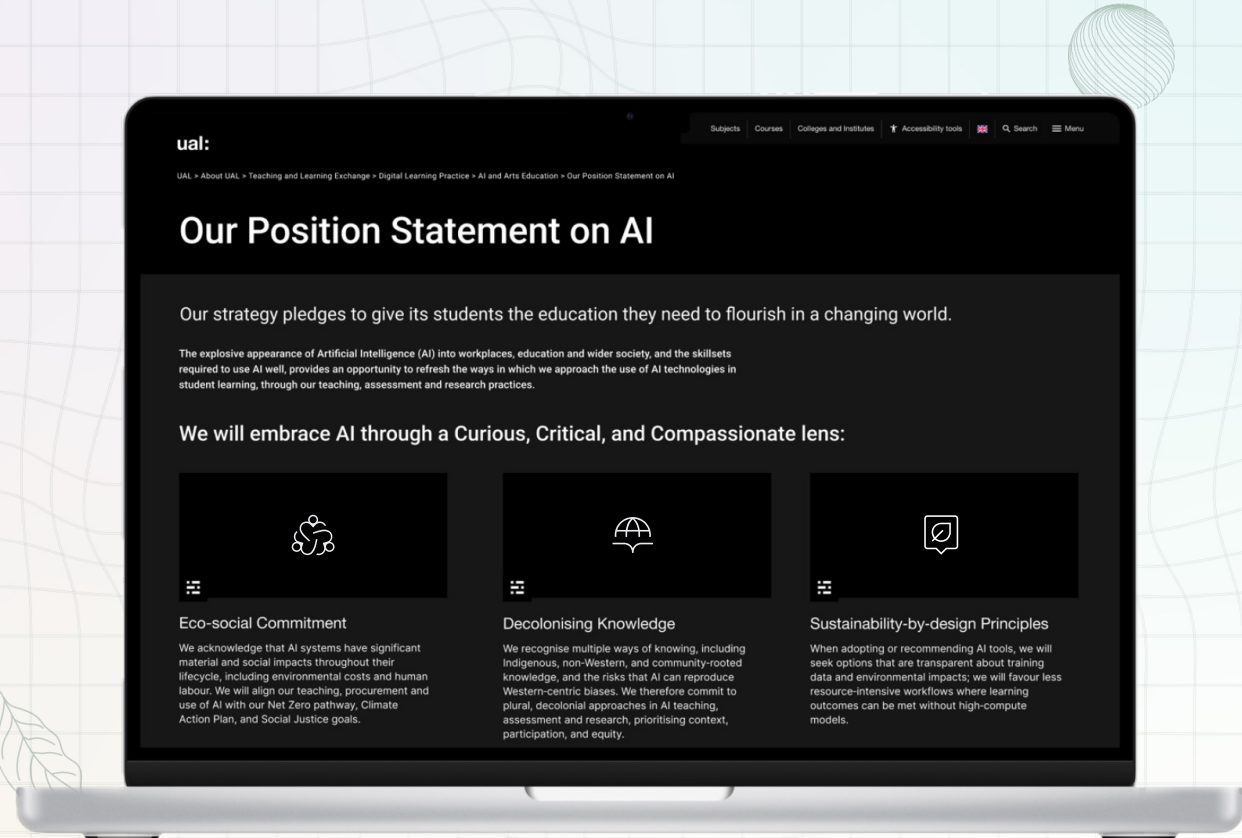


Fig. 1

Contents



1. Premise & Positionality	01
1.1 Premise	01
1.2 Positionality Statement	01



2. Stakeholder Engagement	02
2.1 Collaboration with Digital Learning Practice at UAL	02
• Evolved Stakeholder Value Exchange Map	02



3. Research & Design Methodology	03
• Customised Framework Diagram	03
3.1 Revised Aim & Objectives	04
3.3 Competitive Benchmarking	04
3.4 Theoretical Framing	04
3.5 UAL AI Workshop	04



4. Design Outcomes	06
4.1 UAL AI Position Statement Redesign	06
• Values and Principles with 6th Principle on Non-use of AI	07
• Section with Alignment towards other institutional priorities and Digital Sustainability Resources (next in priority)	07



5. Outcome Value Analysis	08
5.1 Strategic Risks Averted	08
5.2 Strategic Value to UAL	08
5.3 Projected Impact	08
• Aggregated Scenario	08



6. Next Steps & Conclusion	09
6.1 Next Steps	09
6.2 Vote of Thanks	09

Extended Abstract

Final Major Project, Element 2
MA Design Management,
UAL, LCC

8. Appendix	10
-------------	----

6. Bibliography	27
-----------------	----

7. Image Reference List	30
-------------------------	----

1. Premise & Positionality

1.1 Premise

Generative AI (GenAI) is rapidly transforming higher education, yet its eco-social costs of energy intensity, water use, and human labour remain underexplored. At University of the Arts London (UAL), student GenAI usage grows despite limited awareness of these impacts (Sherwood, 2025; Ujagare, 2025). While UAL (2022)'s *Our Position Statement on AI* provides baseline guidance, it can emphasise eco-social justice and participatory design. This project therefore reframes AI adoption as a design management opportunity: **How might design through eco-social lens cultivate ethical AI literacy within UAL's digital learning ecosystem?**

The insights unfolded over a year through a multi-method process. An E-STEEPLE Analysis with De Bono's (n.d.) *Six Thinking Hats* was applied to interrogate the AI economy, supported by primary research on student GenAI usage and awareness gaps (Ujagare, 2025).

Speculative design tools like *Complete Sight* (Hunt, n.d.), *Trend Triangle* (Healy et al., n.d.), and *Transition Pathway* (Terry, 2017) (Fig. 12, Appendix) were used to envision a future '*Earthism*' where AI supports eco-social equilibrium by 2050 (Ujagare, 2025), (Fig. 4, pg. 3). This project elaborates one of the several proposed design interventions – an outcome across policy, product, and system design – a redesigned wireframe of UAL (2022)'s *Our Position Statement on AI*, in collaboration with UAL's Digital Learning Practice (DLP) team, as a steppingstone to this future.

All proposed design interventions (Fig. 22, Appendix) seek to embed eco-social commitments into institutional practice and pedagogy.

1.2 Positionality Statement

As a multilingual designer from India with empathy towards social inequalities, I approach my Final Major Project (FMP) through an eco-social lens, exploring the hidden eco-social costs of GenAI. However, the research and outcome draws from academic literature and participatory design methods aligning with institutional commitments to climate action and inclusive pedagogy.

I aim to reframe how students, staff and tutors engage with AI at UAL, embedding plural epistemologies into digital strategy, while leveraging my 4-year global industry experience to foster cross-functional collaboration. This stance draws on Crenshaw (1989)'s intersectionality framework, which emphasises the importance of positionality and intersecting identities in shaping knowledge and practice.



Fig. 2, Infographic capturing Premise and Positionality

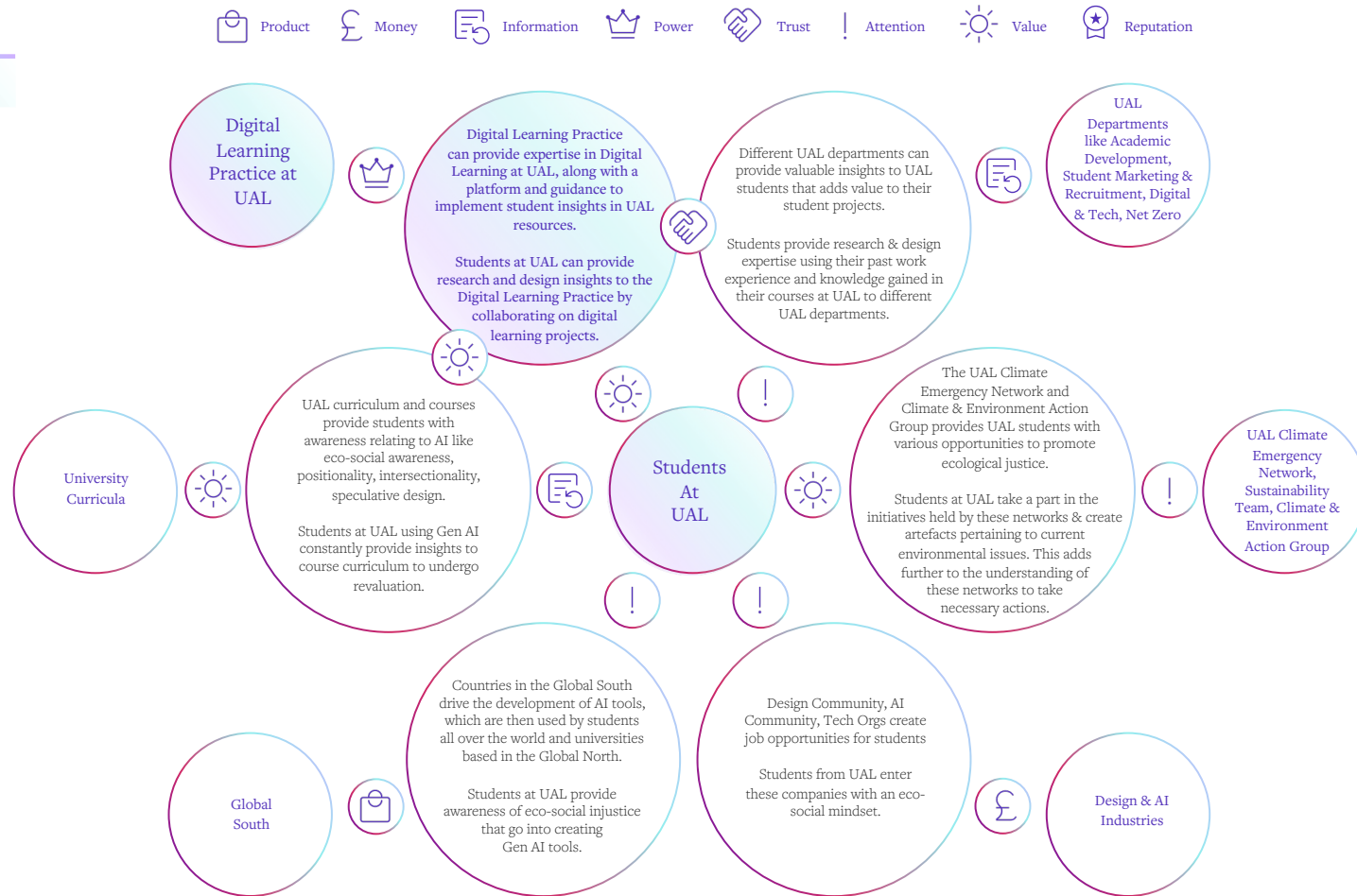
2. Stakeholder Engagement

2.1 Collaboration with UAL DLP

Participatory design was central to this project. After reaching out to multiple across UAL stakeholders (Fig. 16, appendix), the most productive partnership emerged with Ruth Powell, Head of Digital Learning Practice and Chris Rowell, Digital Learning Producer.

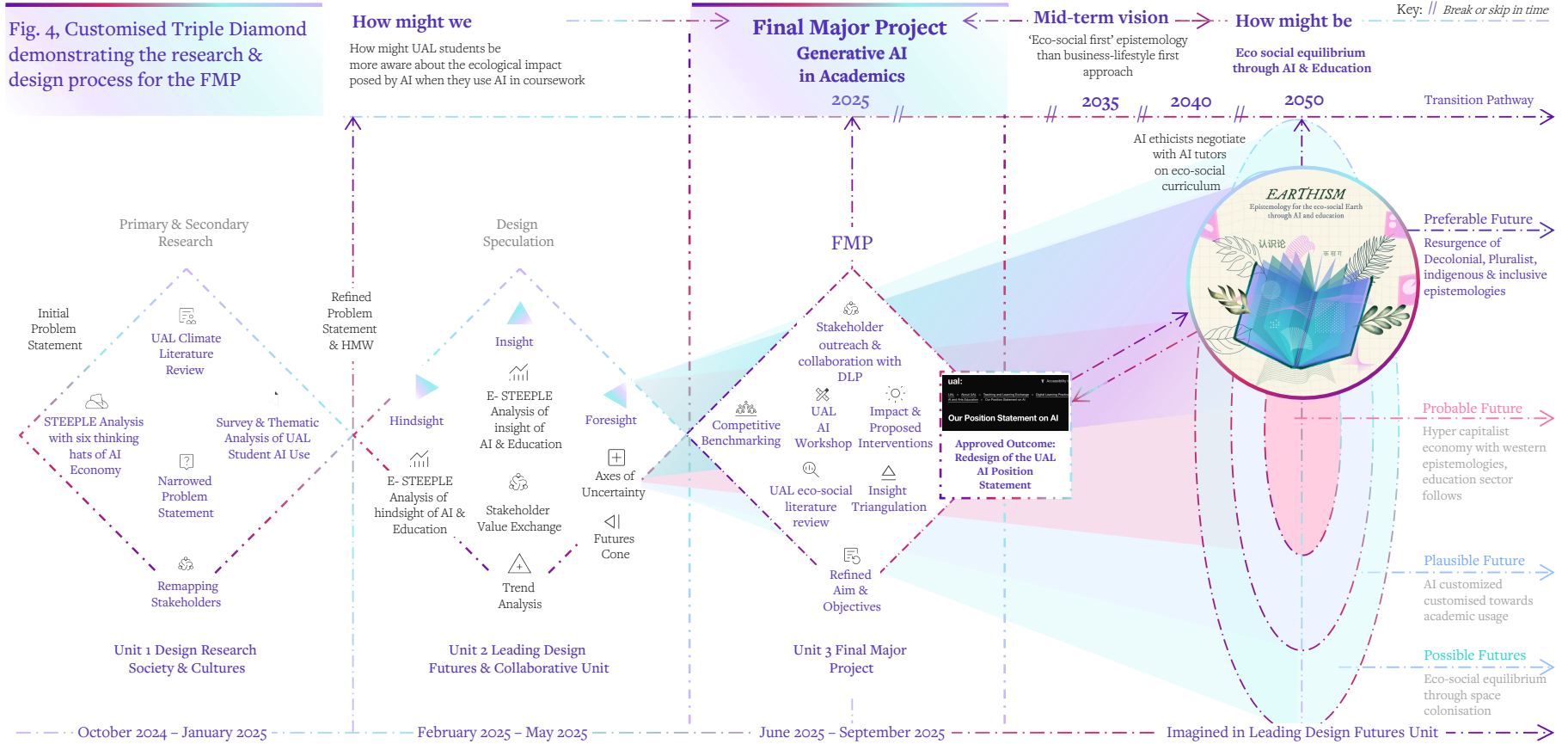
Through correspondence detailing past research and outlining a scope (Ujagare, 2025), we aligned on a shared goal: **Co-designing enhancements that embed eco-social justice and plural epistemologies into UAL's AI guidance.**

Fig. 3 shows the value exchange with DLP, within the larger design and AI ecosystem tapped by this project.



3. Research & Design Methodology

Fig. 4. Customised Triple Diamond demonstrating the research & design process for the FMP



3. Research & Design Methodology

3.1 Aim & Objectives

To design and prototype speculative and participatory interventions that reframe how UAL students and tutors engage with AI, making eco-social justice and plural epistemologies central to AI adoption and learning.

Objectives:



1. Raise awareness of AI's eco-social impacts.



2. Propose epistemological interventions for ethical engagement.



3. Prototype enhancements to UAL's AI guidance.



4. Foster cross-departmental collaboration.

3.2 Theoretical Framing

An E-STEEPLE lens critiqued how AI privileges Western constructs of speed, efficiency, and universality. Drawing on Said (1978) and Spivak (1988), the research highlighted epistemic violence and extraction in the AI ecosystem. Futures Cone (Hancock & Bezold, 1993) helped envision UAL leading in eco-social AI literacy (Ujagare, 2025), aligned with the *Responsible Design Framework's* (UAL, 2025) call for restorative futures.

3.3 Competitive Benchmarking

University of Birmingham (n.d.), University of Cape Town (n.d.), University of Toronto (n.d.), Stanford HAI (n.d.), MIT (n.d.) and Monash University (n.d.) already embed ethical, decolonial, and ecological perspectives into their AI policies. Without similar evolution, UAL risks falling behind global peers in academic reputation and policy leadership (Fig. 13).

3.4 UAL AI Workshop

For fostering cross-departmental collaboration, a workshop is outlined with Chris (Fig. 5), aiming to serve two key objectives: Raising awareness of the eco-social impacts of GenAI within different UAL teams and fostering cross-departmental collaboration to embed pluralist and justice-oriented perspectives into UAL's AI guidance.

Held on 25th July 2025, it brought together 26 stakeholders from Academic Development, Digital Learning, Digital & Technology, Student Marketing & Recruitment, MA Design Management, and UAL Net Zero teams.

Demonstrating the value of participatory design, staff suggested that the current guidance (UAL, 2022) is seen as vague, overly focused on misconduct, and lacking environmental framing. Staff expressed a need for clearer, accessible, and contextualised resources, further specified in workshop synthesis (Ujagare, 2025).

Through co-creation prompts, participants proposed departmental contributions like admissions messaging and sustainability models. They envisioned eco-social futures for AI at UAL (transparent, energy-critical, human-centred) and voted on interventional priorities. (Fig. 19).

3.5 Insight Triangulation

These findings triangulated with my Unit 1 & 2 research (Ujagare, 2025) and Ruth's AI survey data (Powell, 2025) shows how staff use GenAI from lesson planning to sustainability reporting and feel overburdened interpreting it. It re-iterated the strong desire for more contextualised and justice-oriented resources.

3. Research & Design Methodology

Fig. 5, Workshop Outline and Recording Screenshot

Workshop Focus

The goal is to collaboratively explore how the current UAL AI Position Statement and Student Guide to Generative AI can evolve to reflect:

- Environmental and social impacts of Gen AI
- Pluralist and decolonial perspectives
- Cross-departmental input and student-facing clarity
- Participatory and speculative interventions

We'll use Miro to gather your insights and co-create potential enhancements to these key UAL AI resources.

🔗 Please review ahead of the workshop:

1. [UAL AI Position Statement](#)
2. [Student Guide to Generative AI](#)

Workshop Agenda at a Glance

- Welcome & Framing by Chris & Indranil (5 mins)
- Warm-up: Your role + last AI interaction (5 mins)
- Presentation: Project goals, UAL alignment, opportunity gaps (10 mins)

Main Co-Design Activity:

- How do you feel about the current statements?
- What can your department contribute or see represented?
- What does a just AI future at UAL look like?
- What interventions would you prioritise?

Guiding questions that will be asked in the workshop:

- What are your impressions of UAL's current AI guidance?
- How can your department be better represented in it?
- What would a just, inclusive, and sustainable Gen AI strategy look like at UAL?
- What features or interventions would create real impact?

Your voice matters.

4.1 UAL AI Position Statement Redesign

Based on the research & workshop insights (Ujagare, 2025), a wireframe of the UAL AI Position Statement is designed.

Approved by the DLP, this redesign is compliant with UAL (2025) Component Library (Fig. 21, Appendix) & visually enhances the layout. The content is enhanced with three eco-social values linking AI use to UAL Net Zero, (2024) *Climate Action Plan*, and UAL (2025) *Social Purpose* goals (Fig. 6). The Values and Principles are enhanced with eco-social inputs and a new 6th Principle on Non-use of AI suggested by DLP. (Fig. 7).

The overall language is made accessible and consistent to aid readability. A section on alignment towards UAL (2024) *Climate Action Plan*, Decolonising Arts Institute and UAL (2025) *Social Purpose* is added.

A new section on sustainability resources for the UAL (2025) *AI & Arts Education* page, amongst other proposed interventions (Fig. 22, Appendix) is flagged as next in priority.

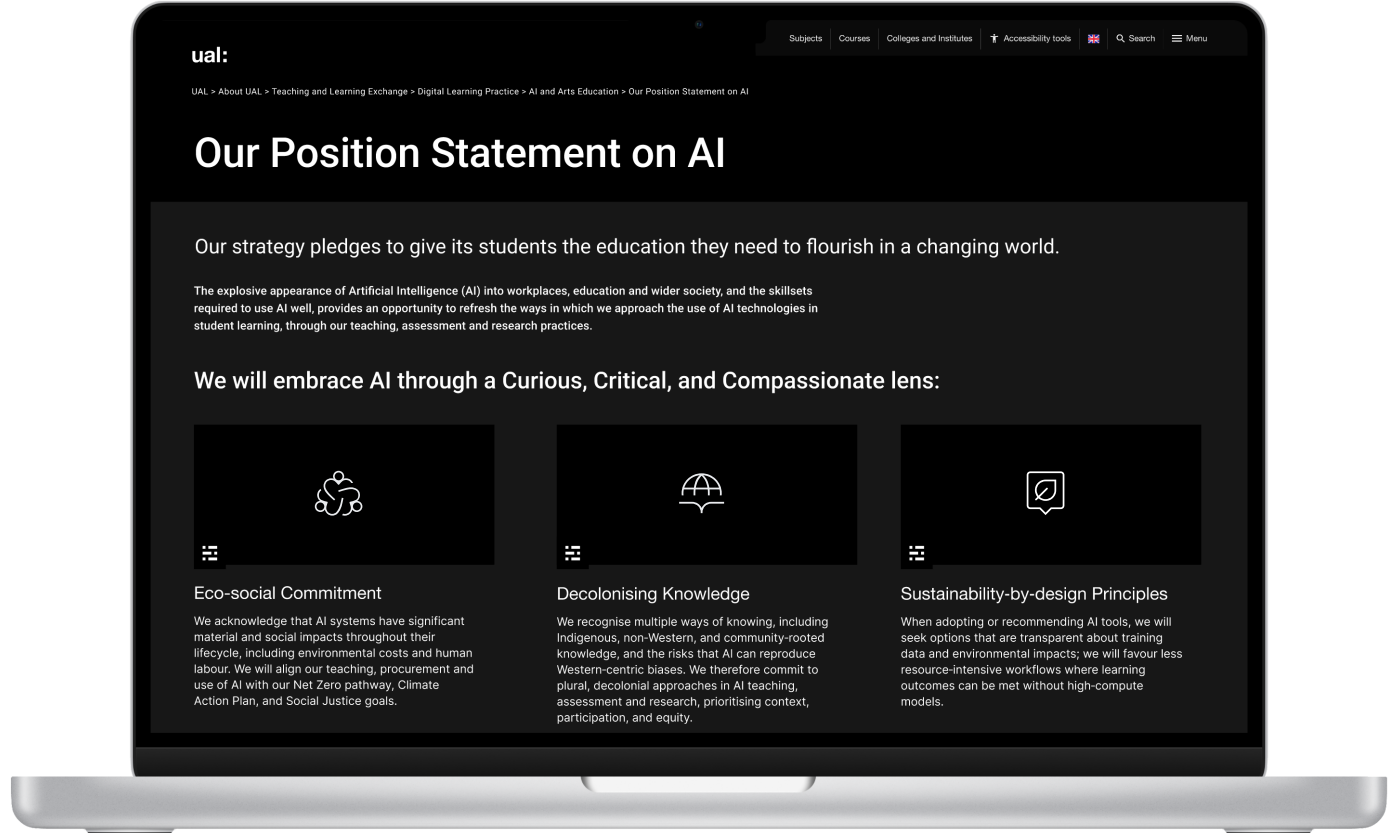


Fig. 6, Wireframe reviewed and approved by Chris, Ruth and Hannah Hyde, Digital Learning Engagement Coordinator (Copy in process of refinement.)

Fig. 7, Values and Principles with 6th Principle on Non-use of AI

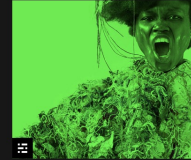
Values and Principles

We believe AI can be used to enhance student learning. Our approach is not to replace the skills, knowledge and experience of our educators but to develop the AI literacy and capabilities of our staff and students, to critically explore and appropriately apply use of AI, uphold our standards of academic integrity, and honour our commitment to becoming a social purpose university.

Informed by the work of the Russell Group (2023), Jisc (2023) and JCO (2023) best practices, our approach is underpinned by the following principles:

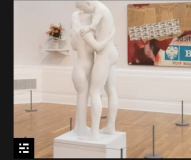
- We will encourage AI literacy in staff and students to aid understanding of:**
 - Data justice & decolonial practice, by critically examining data provenance, consent, and labour; challenge extractive data practices and data colonialism.
 - Potential for bias, inaccuracy and misinterpretation of AI outputs.
 - Implications for academic integrity.
 - Ethical dimensions of their work in relation to climate, social and racial justice.
 - Planetary care & climate justice by embedding carbon, energy and water awareness in AI choices; scheduling heavy training/inference to cleaner grids where feasible, and report environmental performance where tools allow.
- We will equip staff to support students' use of AI by:**
 - Providing training and resources so that staff are able to give students clear guidance on how to use AI tools to support their learning, assignments, and research.
 - Providing regular, ongoing opportunities for engagement and dialogue between academic staff and students we aim to establish a shared understanding of the appropriate use of AI tools.
 - Encouraging inclusive teaching approaches by guiding students to situate AI outputs within diverse cultural perspectives and lived experiences by understanding beyond Euro-American contexts.
 - Requiring explicit acknowledgement of AI assistance by staff and students, and public course-level positions on permitted/forbidden uses, in line with JISC and JCO best practice. (Jisc, 2023; JCO, 2023).
- We will adapt teaching and assessment practices where appropriate to incorporate relevant use of AI and support equal access by:**
 - Acknowledging that AI usage is likely to differ between creative disciplines, and encouraging staff to consider how these tools might be applied appropriately for different student groups or those with specific learning needs.
 - Considering how best to respond to a potential proliferation of subscription tools and attempt to ensure fairness of access.
 - Ensuring fair access to AI tools by providing alternatives when paid features could create inequality, in line with recommendation by UNESCO's human-centred AI principles (UNESCO, 2023)
- We will ensure academic rigour and integrity is upheld by:**
 - Constantly reviewing academic misconduct policies and guidance to reflect the emergence of AI by ensuring that policies are intended to support students in making informed decisions, empowering them to use these tools appropriately and acknowledge their use where necessary.
 - Aiming to cultivate an environment where students can ask questions and discuss the associated challenges openly and without fear of penalisation.
- We will work collaboratively with all stakeholders to share best practice as the technology and its application in education evolves:**
 - Propagating that AI is a complex, nuanced and fast changing arena. No individual, group or team within the university hold all the answers.
 - Understanding the technical, social, educational and ethical considerations and their associated implications for skills development and work as committed partners with each other, our students, employers, as well as sector and professional bodies.
 - Continuing to value the input of others, along with contributing expertise to national and international discussions around AI and its applications within teaching, learning, and research.
- We will factor non use of AI by:**
 - Respecting autonomy by ensuring students and staff are not required to use AI unless essential for core learning outcomes. Where AI is not essential, equivalent non-AI alternatives will be provided.
 - Ensuring fairness so no one is disadvantaged for opting out. Teaching and assessment will accommodate diverse ethical, cultural, and accessibility needs.
 - Providing clarity by stating course-level AI expectations, whether optional, recommended, or required, and explaining the rationale where necessary.
 - Promoting awareness without obligation by supporting staff to understand AI's implications without requiring its adoption in teaching or research.ch.

We align our Position on AI with:



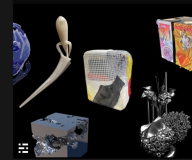
UAL Climate Action Plan & Net Zero

We're in the top 10 greenest universities in the UK and are the highest-ranking arts university in [People & Planet's University League](#). As one of the world's biggest creative institutions, we must continue to play our part in achieving climate justice.



UAL Decolonising Arts Institute

The UAL Decolonising Arts Institute seeks to challenge colonial and imperial legacies, disrupting ways of seeing, listening, thinking and making in order to drive cultural, social and institutional change.



Social Purpose at UAL

"regenerate our environment" and "build more equitable prosperity."

Learn more



Digital Sustainability resources



AI and Arts Education



Student Guide to Generative AI

Because the world needs creativity

Privacy Information

Public Information

Working at UAL

Accessibility statement

Cookies

Contact us

UAL Prospectus

Disclaimer

Press Office

Modern slavery statement

UAL and UAL Short Courses Ltd Privacy Notice



© 2023 University of the Arts London. All Rights Reserved.

Fig. 8, Section with Alignment towards other institutional priorities and Digital Sustainability Resources (next in priority)

5. Outcome Value Analysis

This section elaborates the strategic value created by this project’s research and outcomes

8.1 Strategic Risks Averted

8.1.1 UAL Falling Behind Competitors in AI Policy Leadership

Other benchmarked Universities already embed eco-social justice & indigenous perspectives into policies (Fig. 13, page 12), (UNESCO, 2023; Birhane, 2021). Without evolving guidance, UAL risks appearing reactive, harming reputation and graduate employability as employers seek ethical AI literacy (QS, 2025).

8.1.2 Policy Misalignment

UAL (2024) *Climate Action Plan*, Net Zero pledge (UAL, 2021), and *Responsible Design Framework* (UAL, 2022) require AI guidance to address ecological costs. Gaps risk credibility and alignment failures.

8.1.3 Policy & Compliance Gaps

Rapid AI governance shifts (ICO, 2023; UNESCO, 2023), require fairness, transparency, and ongoing review. Without updates, UAL risks obsolescence, reputational harm, and compliance vulnerabilities.

8.1.4 Loss of Internal Knowledge Capital

The workshop design, research, and prototypes (Ujagare, 2025) are reusable. Failure to integrate them risks knowledge dissipating across silos, undermining institutional learning.

8.2 Value to UAL

8.2.1 Strategic Value

The prototype redesign, content updates, and resources directly support UAL’s *Climate Action Plan* (UAL, 2024), Net Zero (UAL, 2021), and *Responsible Design Framework* (UAL, 2022), enhancing justice-oriented AI positioning.

8.2.2 Academic Reputation & QS Ranking

Embedding eco-social justice and participatory approaches sustains UAL’s #2 global ranking, with academic reputation and employer perception strengthened by ethical AI leadership (QS, 2025).

8.2.3 Graduate Employability

Plural epistemologies and sustainability prepare graduates to be both technically competent and ethically skilled, raising employer confidence.

8.2.4 Intellectual Property

Workshop formats, templates, and synthesised insights (Ujagare, 2025) form internal IP that can be adapted future use.

8.3 Metrics & Projected Impact

8.3.1 Reducing Digital Carbon Footprint

Adoption of lower-impact AI alternatives by 20% of users could reduce ICT-related Scope 3 emissions by 5–8% over five years (Patterson et al., 2021; UNESCO, 2023).

8.3.2 Shifting Cultural Behaviour

Practices such as “slow AI,” acknowledgements, and human-led defaults could yield an additional 2–4% reduction in emissions (Ujagare, 2025).

8.3.3 Cross-Departmental Integration

Collaboration between Digital & Technology and Net Zero could drive 10–15% ICT emissions reduction through sustainable procurement (UAL, 2024).

Aggregate Scenario:
Combined, these measures project a 15–25% ICT emission reduction in five years, advancing UAL’s Net Zero commitments (UAL, 2024; Patterson et al., 2021).

6. Next Steps and Conclusion

6.1 Next Steps and Conclusion

The UAL AI Position Statement prototype will progress through review for style and consistency before official publishing. Next priority includes Digital Sustainability Resources on the UAL (2025) *AI & Arts Education* page, to be developed with UAL Net Zero team. (Fig. 22).

An Acknowledgement Builder & Plural Epistemologies Canvas will be further elaborated to DLP. Participatory Toolkit, Students Project Showcase, differentiated guidance by schools, and building institutional LLMs are flagged beyond DLP support capacity and feasibility. (Fig. 23)

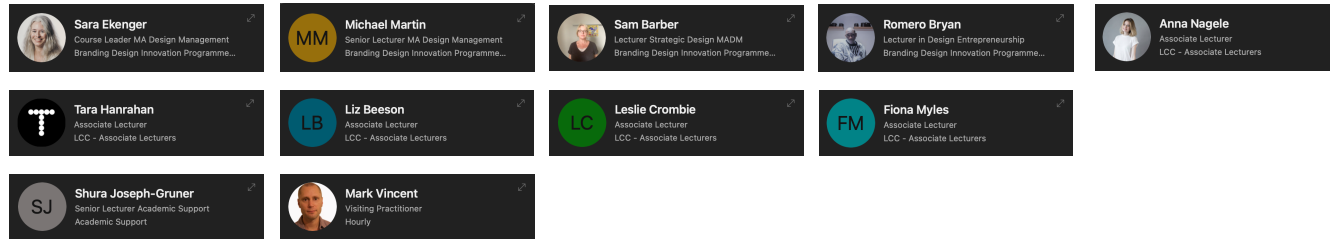


Fig. 9, MADM Teaching Team, Academic Support and FMP Tutor

6.1 Vote of Thanks

I am thankful for the opportunity to review eco-social initiatives at UAL (UAL, 2025), which deepened my understanding of inclusion and sustainability in academia.

I thank Chris and Ruth for collaboration and guidance. Thanks to MADM teaching team, academic support and my FMP tutor Anna, for guidance and support.

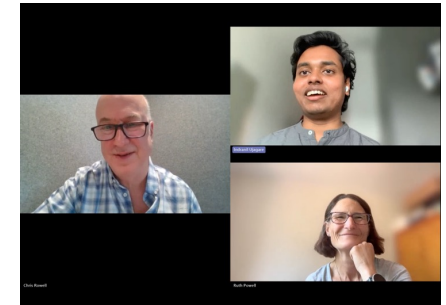


Fig. 10, With Chris and Ruth, screenshot post UAL AI Workshop



7. Appendix for Extended Abstract

Note to evaluators:
The Appendix, Bibliography and Image
Reference List is kept separate for
Extended Abstract and Critical Reflective
Report for both documents to be holistic
by themselves even when separated for
future distribution.

7. Appendix

Fig. 11, Theoretical Framing



UAL's Social Purpose Mission & Research Strategy

"to change society through our knowledge and creativity"
(UAL Strategy 2023-2028)



UAL's Climate, Social, and Racial Justice Principles

Move with urgency towards decolonised, decarbonised education.

Foster futures thinking and participatory methods.

Design for justice through critical reflection.



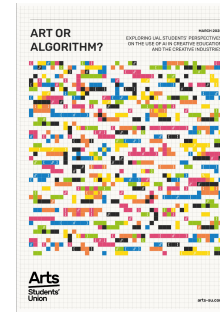
UAL's Responsible Design Framework (UAL, 2023)

Prioritising restorative and regenerative futures.

System thinking and speculative design as educational methods.

The Purpose: Challenging the Status Quo

Create & nurture projects in response to & informed by real problems



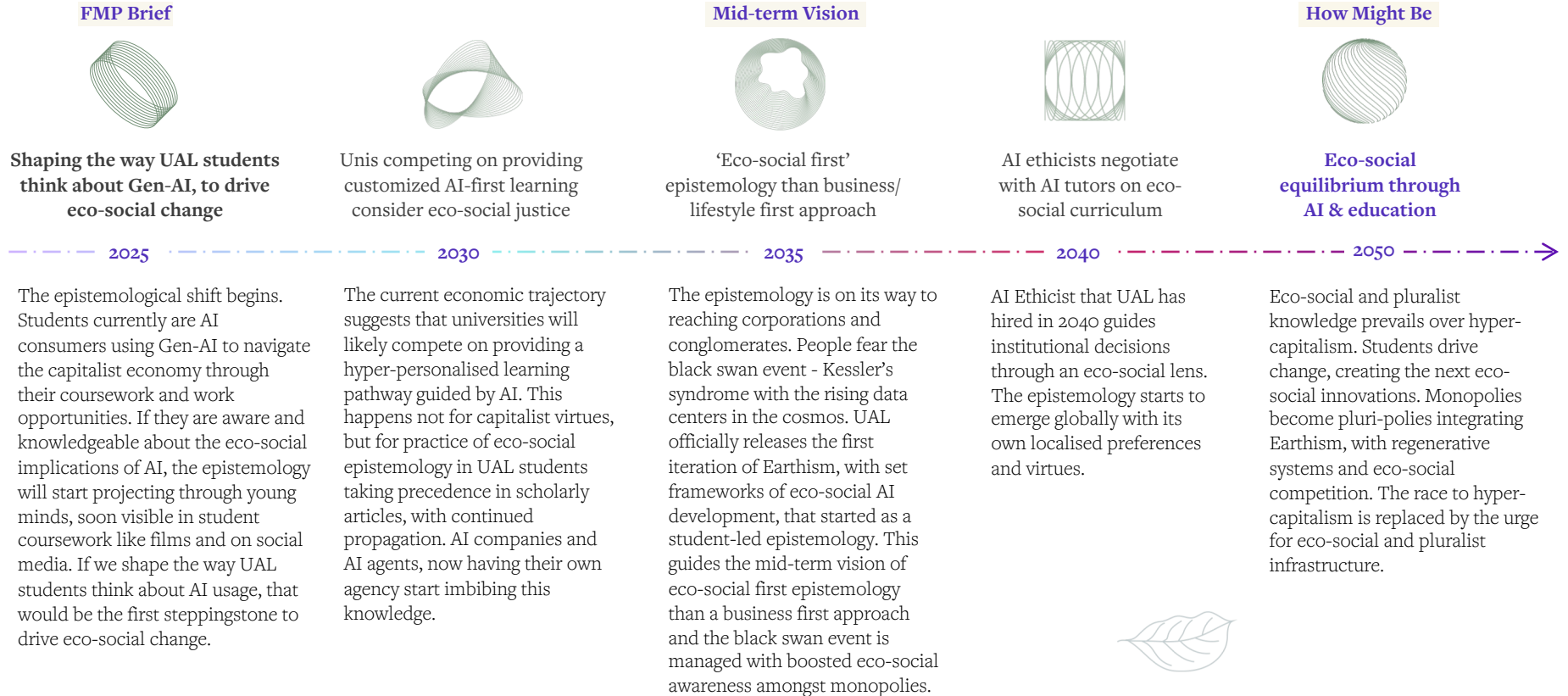
Art or Algorithm? (Sherwood, 2025)



Generative AI: The steam engine of today (Ujagare, 2025)

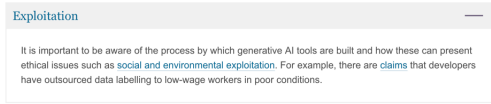
7. Appendix

Fig. 12, Transition Pathway: To have Earthism (Fig. 20) as an epistemology in practice in the preferred 2050 future, a transition pathway (Terry, 2017), from 2025 to 2050 is created. This pathway is also situated within the Research & Design Methodology (Fig. 4, page 3).



7. Appendix

Fig. 13,
Competitive
Benchmarking



1. University of Birmingham: Explicitly addresses exploitation in AI development.

Strengths:

Dedicated section on "Exploitation" – highlights the labour, environmental, and resource-intensive impacts of developing AI tools. Warns against automation bias and overtrust in AI. Frames AI use within broader social justice concerns.

Benchmark Value:

A rare example that acknowledges negative socio-ecological impacts of AI. Offers direct reference language to be adapted or cited in UAL's context.



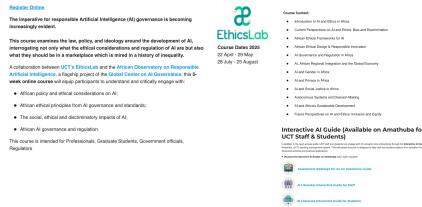
4. MIT Media Lab: Offers insights into ethics & governance.

Strengths:

Provides an open repository of AI ethics case studies, visual guides, and policy toolkits. Covers ethical dimensions from bias, privacy, to climate impact.

Benchmark Value:

Useful to model experiential and visual learning tools for AI awareness at UAL. Possible citation resource for building the "Earthism" speculative tool.



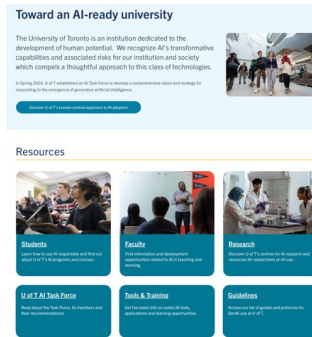
2. University of Cape Town: Centres Global South and decolonial perspectives.

Strengths:

Centres Global South perspectives, coloniality of data, and knowledge equity. Focused on decolonial AI futures.

Benchmark Value:

Can support the Earthism framework's aim to question Western epistemologies. Adds a missing dimension to most UK/US-based statements.



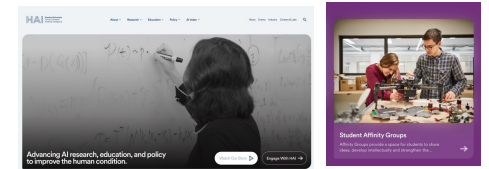
5. University of Toronto: Integrates indigenous epistemologies & student-led innovation..

Strengths:

Focus on inclusive innovation, indigenous epistemologies, and intersectionality in AI education. Hosts workshops and student-led initiatives.

Benchmark Value:

Closely aligned with the goal of plural epistemologies and student agency. Could inspire student-led padlets or collaborative resource sections on the UAL page



3. Stanford HAI and MIT Media Lab: Offers open repositories of ethical AI case studies.

Strengths:

Stanford HAI explicitly focuses on human-centered, interdisciplinary, and ethical AI development. Explores AI's impact on labour, inequality, ecology, and democracy.

Benchmark Value:

Useful for framing AI in broader planetary and epistemological contexts. While more research-focused, can inspire UAL's ambition to link research + pedagogy.

Monash takes the lead in using AI for social good



"Monash is taking a leading role in developing ethical and regulatory guidelines," Professor Whittle said. "It's a new thing for Monash, and also internationally," he said.

The interdisciplinary institute, which includes academics from all 10 faculties, is already overseeing more than 200 projects using IT for social good, many of which enlist AI. These include satellites that use AI to perform land use classification that could be used by the United Nations for its Sustainable Development Goals, and machine learning enlisted in the quest to provide non-drug interventions for patients with epilepsy.

The institute, in its early stages, aims to create transformative and lasting change in three key areas: governance and policy, health sciences, and sustainable development.

6. Monash University: Leads initiatives on AI for ecological regeneration.

Strengths:

Large initiative on AI for social and ecological regeneration. Highlights AI's environmental footprint and sustainable computing.

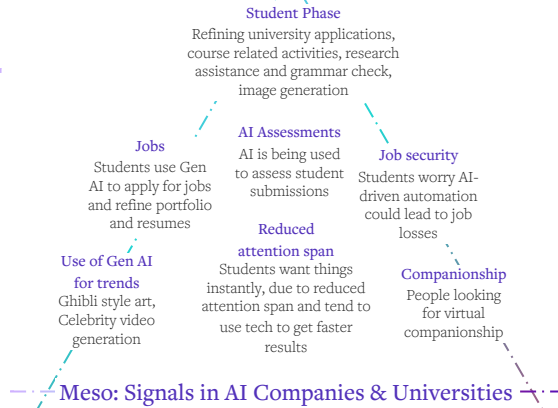
Benchmark Value:

Reinforces the UAL project's positioning within AI + climate justice. May offer data/infographics to cite or adapt.

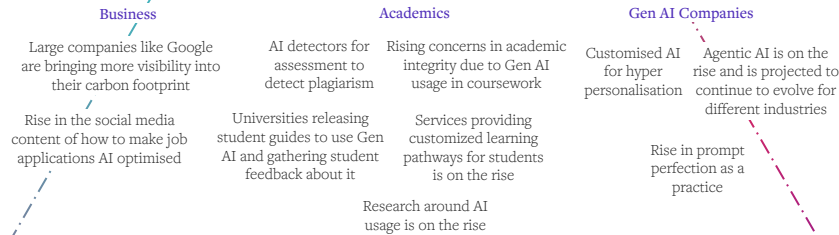
7. Appendix

Fig. 14, Gen AI Trend Triangle

Micro: Signals in Student AI Usage



Meso: Signals in AI Companies & Universities

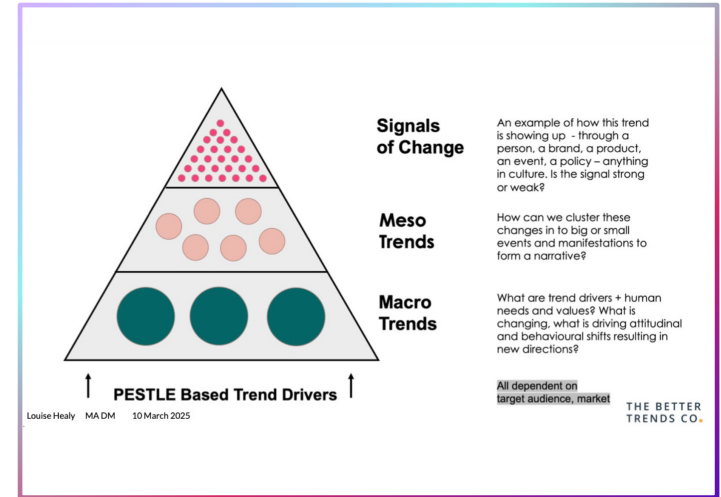


Macro: Policy & Government Level Changes



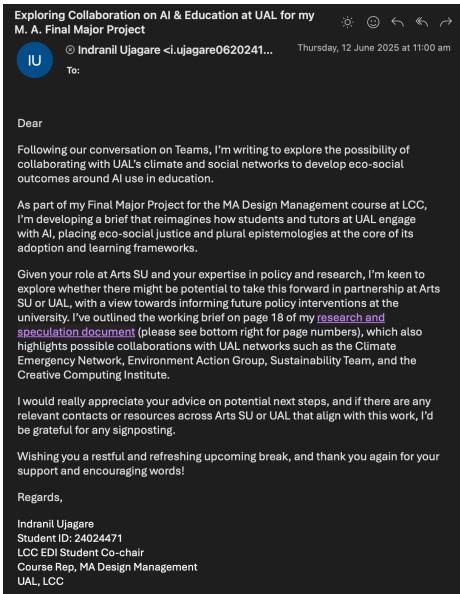
ESTEEPLE based Trend Drivers

Fig. 15, Trend Triangle diagram by Louise Healy (The Better Trends Co.)

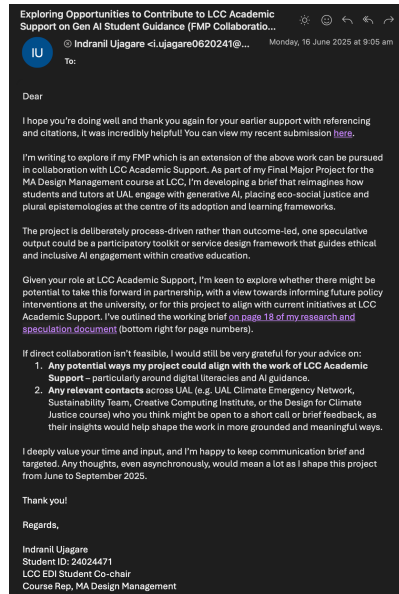


7. Appendix

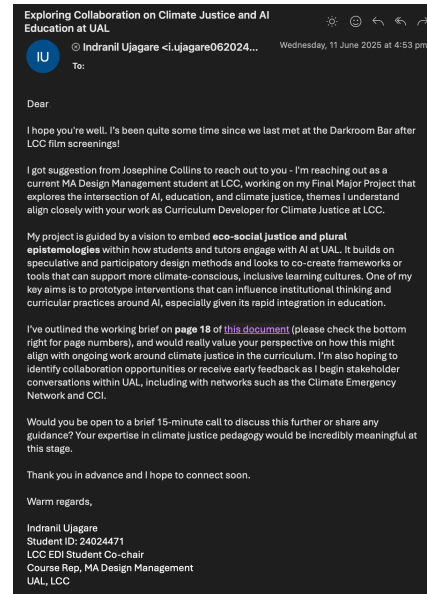
Fig. 16, FMP collaboration requests to different UAL departments



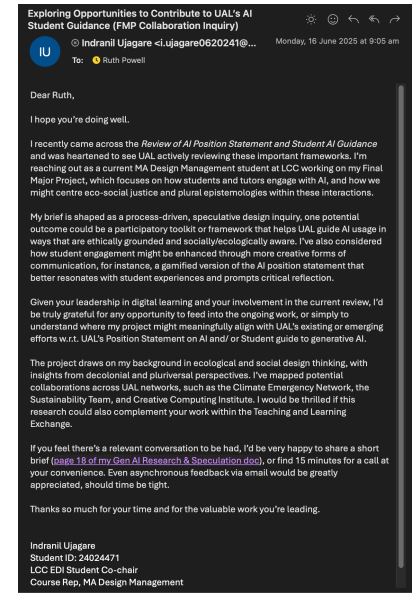
Arts SU



Academic Support



Climate Justice at LCC



Digital Learning Practice

7. Appendix

Fig. 17, UAL AI Workshop invite mail circulated by Chris

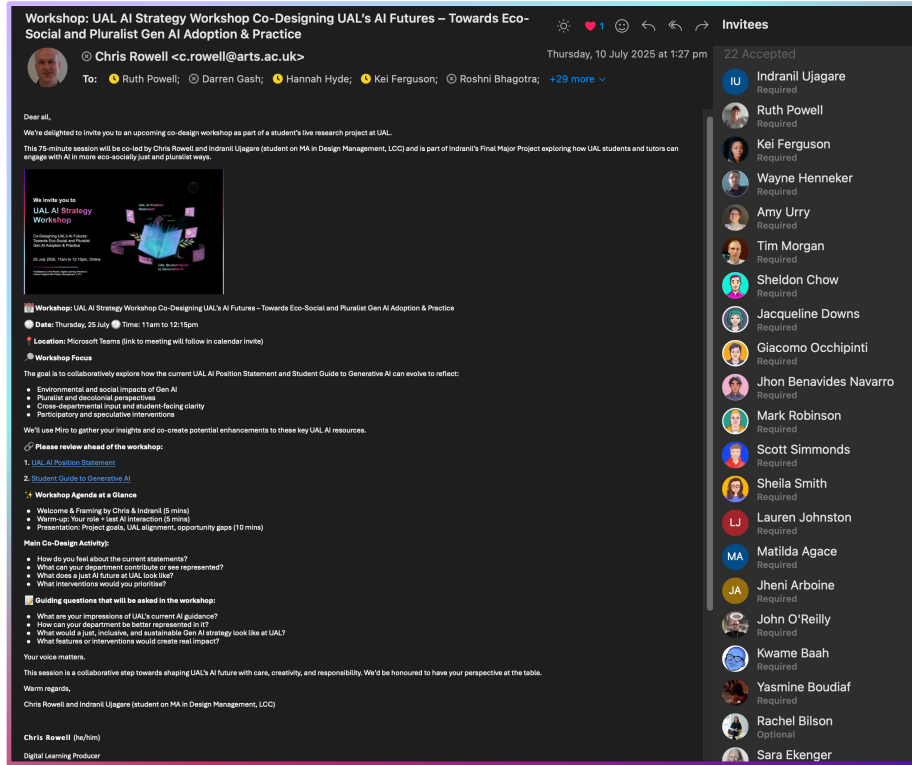
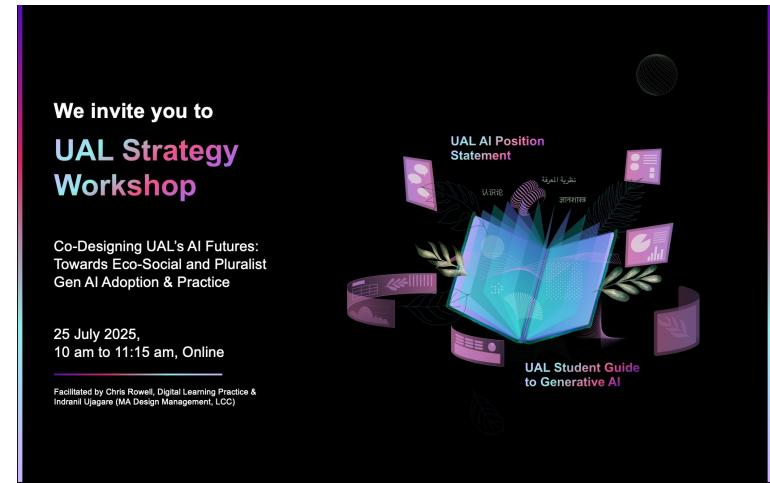
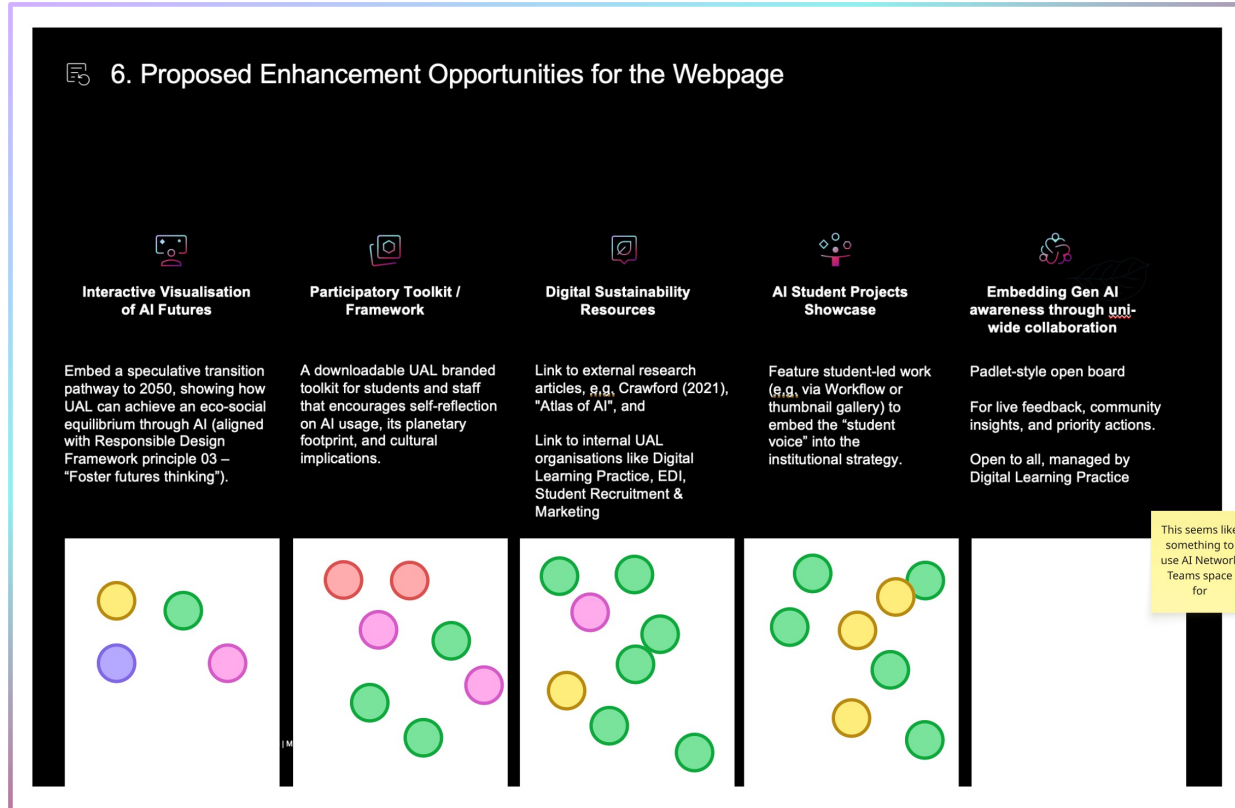


Fig. 18, UAL AI Workshop invite design



7. Appendix

Fig. 19, Screenshot of the Voting by participants on Proposed Interventions in the UAL AI Workshop



7. Appendix

Fig. 20, LCC MADM PG Show 2025 Poster

TRANSITIONING FUTURES : *REWRITING THE RULES*

ECO-SOCIAL & PLURALIST AI FUTURES AT UAL

Asha
(Asha Bhosani)
(AI Ethicist)

Age: 28, UX Designer turned AI Ethicist

"50 years ago, an indigenous south asian community made the first eco-social framework for futureing their local economy"

Pete
(Pete Dinklage)
(UoL UAL Student)

Age: 25, Writing, AI Ethicist

"UAL, in 2050? That's like a brief! Let's see what our good old Earthism says... I wonder how they managed it! back in the day"

IN RESPONSE, EARTHISM IS INTRODUCED. ITS A SPECULATIVE EPISTEMOLOGY THAT FRAMES AI THROUGH PLANETARY CARE, DECOLONIAL ETHICS, AND PLURALIST KNOWLEDGE SYSTEMS. IT ENVISIONS A FUTURE WHERE STUDENTS, EDUCATORS, AND INSTITUTIONS ACT AS INFORMED AGENTS OF ECO-SOCIAL EQUILIBRIUM. NOT PASSIVE ADOPTERS OF TECHNOLOGICAL TRENDS.

IN THIS VISION OF 2050, UAL STUDENTS LIKE PETE USE EARTHISM TO EMBED PLURALIST CASE STUDIES INTO THEIR LEARNING, WHILE AI ETHICISTS LIKE ASHA SHAPE UNIVERSITY POLICIES THROUGH AN ECO-SOCIAL COMPASS. THE FUTURE OF AI IS NOT ONLY TECHNICAL, IT'S EPISTEMOLOGICAL.

DERIVED THROUGH RESEARCH, SPECULATIVE FORESIGHT, AND SYSTEMS THINKING, MY M.A. FINAL MAJOR PROJECT IS BEING PURSUED IN COLLABORATION WITH THE DIGITAL LEARNING PRACTICE AT UAL TO EXPLORE HOW THE CURRENT UAL AI POSITION STATEMENT AND STUDENT GUIDE TO GENERATIVE AI CAN EVOLVE, THROUGH DESIGN PROTOTYPING, PARTICIPATORY METHODS, AND STRATEGIC FORESIGHT. WE AIM TO EMBED TOOLS LIKE TRANSITION PATHWAYS, ETHICAL TOOLKITS, AND STUDENT SHOWCASES INTO UAL'S AI APPROACH AND STRATEGY.

SCAN THE CODE BELOW TO COLLABORATE WITH US TO HELP SHAPE THE FUTURES OF GEN AI AND EDUCATION!

GENERATIVE AI IS RAPIDLY SHAPING HIGHER EDUCATION. AT UAL, STUDENTS USE GEN AI ACROSS THEIR ACADEMIC JOURNEY. OFTEN UNAWARE OF THE ECOLOGICAL AND SOCIAL INJUSTICES BEHIND THESE TECHNOLOGIES.

FROM ENERGY-INTENSIVE DATA CENTRES REQUIRING MASSIVE WATER USAGE, TO EXPLOITATIVE LABOUR AND RARE EARTH MINING IN THE GLOBAL SOUTH, THE AI ECOSYSTEM PERPETUATES A MODERN COLONIAL MATRIX THAT MIRRORS GLOBAL INEQUALITIES.

THIS PROJECT ASKS: HOW CAN STUDENTS AND EDUCATORS ENGAGE WITH AI THROUGH AN ECO-SOCIAL AND PLURALIST LENS?

EARTHISM 2050
Epistemology for the Eco-social Earth through AI and Education

UoL Position Statement

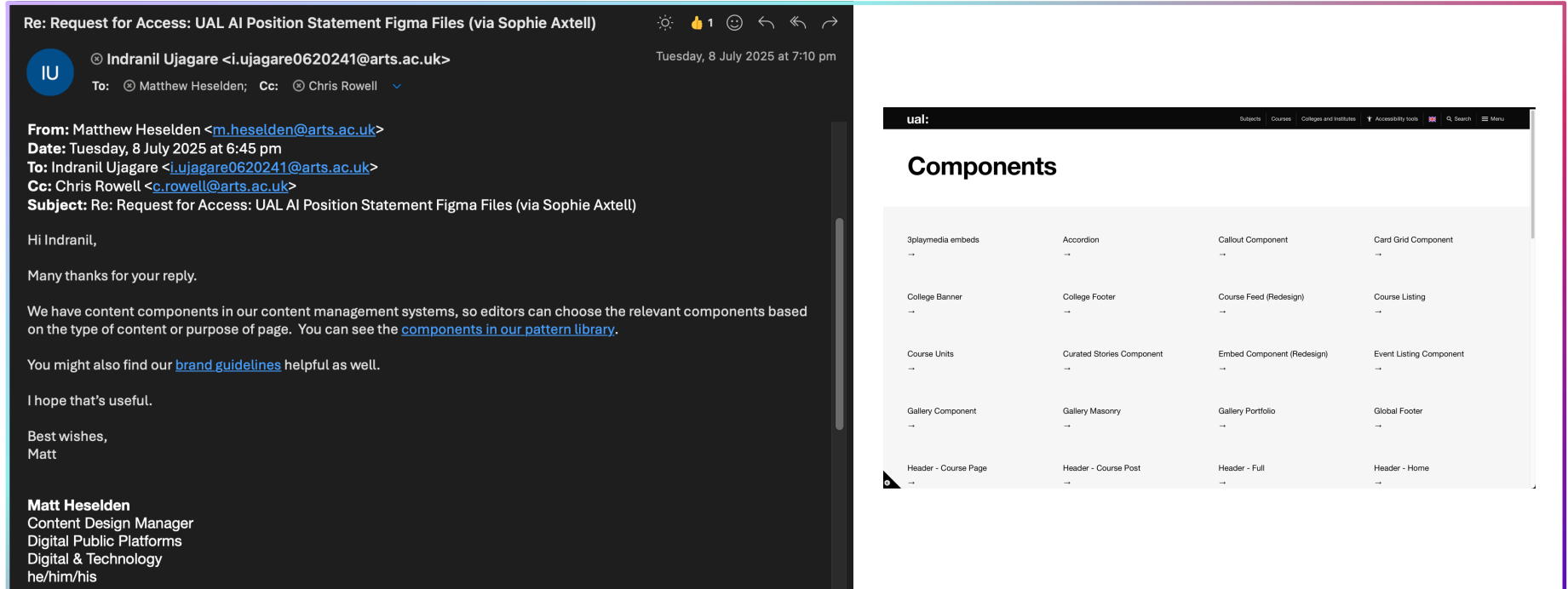
UoL Student Guide to Generative AI

INDRANIL UJAGARE

EMAIL: INDRA411@GMAIL.COM
PORTFOLIO: WWW.INDRANIL.WORK

7. Appendix

Fig. 21, UAL Content Management System signposting by Matthew Heselden, Content Design Manager and screenshot of UAL Components webpage



7. Appendix

Fig. 22, Table of Proposed Interventions Categorised, based on Ruth and Chris’s feedback (Fig. 23).



Approved by DLP

1. Redesign of the UAL AI Position Statement

The redesign, compliant with UAL (2025) Component Library (Fig. x, pg. 6) visually enhances the layout. The content is enhanced with three eco-social values linking AI use to Net Zero, Climate Action Plan, and Social Purpose goals. The Values and Principles are also enhanced with eco-social values (Fig X, next page).

The overall language is made accessible and consistent with simplified bullet points to aid readability. An extra alignments section with UAL frameworks and resources is drafted.



Flagged Immediate Priority by DLP

1. Digital Sustainability Resources

On AI and Arts Education page, DLP suggested addition of external research articles. Crawford (2021)’s, “Atlas of AI”, and link to internal UAL organisations like Digital Learning Practice, EDI, Student Recruitment & Marketing can be added. (Discussions to begin soon with DLP and Net Zero teams).



Flagged with Interest & Further Elaboration Required

1. Plural epistemologies canvas: Fields to name situated knowledges used to validate or contest AI outputs; based on decolonial AI tactics.

2. Acknowledgement builder: auto-formats the acknowledgement section, with discipline-specific examples (design, fashion, comms). (Maps to UNESCO’s human-centred recommendations.)



Beyond DLP Support Capacity

1. AI Student Projects Showcase

Feature student-led work (e.g. via Workflow or thumbnail gallery) to embed “student voice” into the institutional strategy

2. Participatory Toolkit / Framework

A downloadable UAL branded toolkit for students and staff that encourages self-reflection on AI usage, its planetary footprint, and cultural implications.

3. Additions to the Student Guide to Generative AI:

Potential section on AI guidance during Admissions phase
Admissions: Students heavily use AI in the application phase. How can we provide AI guidance to students in their application phase? How can the AI position statement be signposted on the admission web page touchpoints like the ‘Apply’ page and coursework pages.



Other Proposed Interventions

Embedding Gen AI awareness through uni-wide collaboration

Padlet-style open board. For live feedback, community insights, and priority actions. Open to all, managed by Digital Learning Practice

Interactive Visualisation of AI Futures

Embed a speculative transition pathway to 2050, showing how UAL can achieve an eco-social equilibrium through AI (aligned with Responsible Design Framework principle 03 – “Foster futures thinking”).

Different guidance for different schools?

Student Marketing and Recruitment team in workshop: “clear general overview. maybe need for nuanced approaches per schools? examples of good/not so good practice would be super helpful” & Reference: Ruth’s report: “students are asking for improved signposting and communication to the AI guidance”

7. Appendix

Fig. 23, Feedback from Ruth and Chris on the first draft of AI redesigned Position Statement wireframe

Feedback:

1. The heading image and the strategy quote is impactful. It provides a strong overarching message for the values contained in the Position Statement. It probably needs a citation with link ([UAL Strategy 2022-2032](#))
2. The three statements relating to the 'curious, compassionate, and critical lens' are an appropriate response to feedback received via the staff / student survey.

Suggested rewording for Eco-Social commitment:
We acknowledge that AI systems have significant material and social impacts throughout their lifecycle, including environmental costs and human labour. We will align our teaching, procurement and use of AI with our Net Zero pathway, Climate Action Plan, and Social Justice goals.

Plural Epistemologies:
The language used needs to be accessible to all, so avoid using specialist / technical terms. E.g. Decolonising knowledge rather than 'Plural Epistemologies'.

Editorial notes:

- I'd like to change the word 'embrace' to engage.
- Suggest the bracketed text at end of Sustainability by Design paragraph is removed. The main paragraph text should be clear enough without requiring additional information in brackets.
- Sustainable by design: change 'we will preferentially choose options' to 'we will seek options'.

Values and Principles

1. We will encourage AI Literacy...
 - a. This section is quite dense in terms of its language.
 - b. The bullet points would benefit from being shorter and written in complete sentences, rather than part phrases.
 - c. There is some repetition of ideas with the 3 statements higher up, so with some careful editing, we can retain the tone and key messages and streamline this set of bullets.
 - d. Format of last 3 bullets (which have a subheading) is different to the first bullet points. The formatting of each bullet point needs to be consistent across this section, as well as with the other four values / principles. Bullet 6 could sit under Value 2. Bullet 7 could sit under Value 3

2. Equipping Staff...
 - Bullet 3 – is this a repetition of the 'Plural Epistemologies' statement?
3. Should we include a 6th Value / Principle around the right to non-use of AI by staff and students.
 - We'd need to consult with relevant people to understand whether we can say that staff have a right to resist using AI in their roles at UAL. Does this conflict with their terms of employment?

We Align our position with:
I like this section linking work that complements the values expressed in the Position Statement. This helps connect the work of AI into the wider work and ambitions of the university.

Each of the three images should link to relevant parts of the UAL website.

- [Climate Action Plan](#)
- [Social Purpose](#)
- The Responsible Design Framework – this relates to project outcomes from the Design School at LCC. It is not an Institutional framework.

Suggested alternatives:
[UAL Strategy](#)
[Decolonising Arts Institute site](#)

The Position Statement should end at this point. Including the other sections expands the scope and purpose of the Position Statement and risks replicating the purpose of the AI in Arts Education resource hub.

On the Hub home page there is already a section for further resources. Three factors to consider when selecting resources include:

- How relevant are they to Art / Design, and wider HE Sector
- Longevity: how quickly will these resources need updating / refreshing?
- Information overload: aim for a few, good suggestions is better than a long selection.

Whilst I do see potential to link to some carefully curated information related to AI / Sustainability / Climate and Net Zero. These need to provide a balanced and non-sensational perspective.
UAL's net zero team could make some recommendations.
Need to decide the best way to present these resources – would a new [web-page](#) be needed?

Participatory Toolkit
Some nice ideas here, but I think the scope is too large to fit into what Chris and I can practically support given our current workloads.
I am interested in hearing more about the Plural Epistemology Canvas and the Acknowledgment builder. What are these, how do they work?

Student Showcase
This is a great idea, but we'd need to give further thought about the context for this. It would have more impact if it was embedded within guidance to provide illustrative use cases, rather than as a standalone resource. This is outside of what can be currently supported.

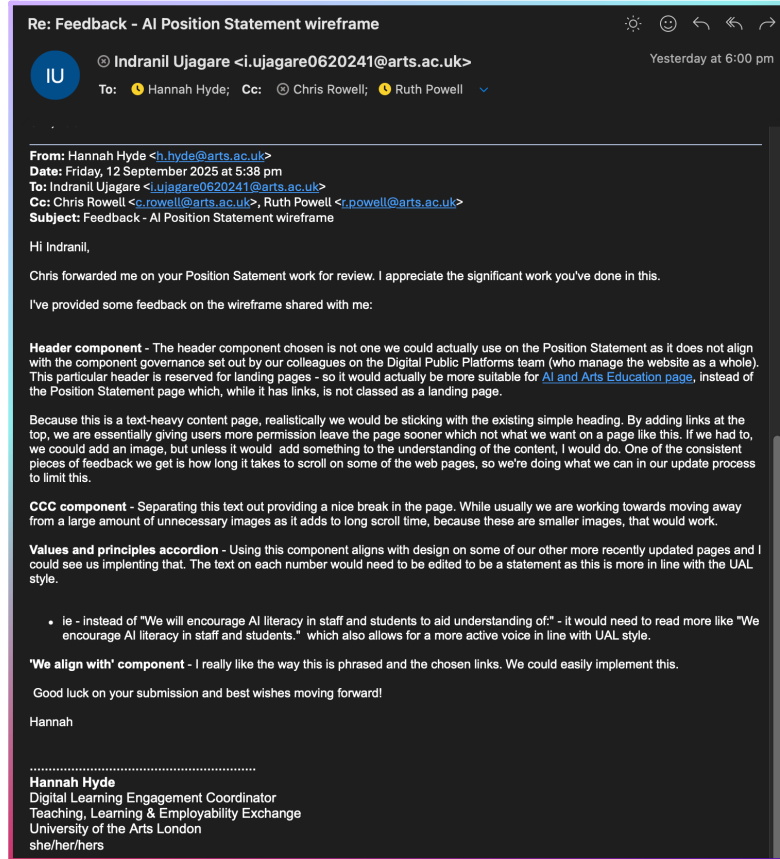
What the DLP team can commit to supporting:

1. Strengthening the AI Position Statement
 - a. Refreshing the design as per prototype
 - b. Additional sections/ text as per prototype. Be mindful of repeating information to keep messaging clear and streamlined. The DLP will be responsible for approving final copy.
 - c. Exploring the possibility of expanding the [Principles](#) to include an additional one around Non-use of AI. We'd need institutional steer around implications for staff (re terms of employment). *RP to make a preliminary enquiry about this.
2. Creation of an additional section on the AI Hub home page for AI and Climate / sustainability resources.
 - a. These should be curated in partnership with the Climate Action / Net zero group.
 - b. The resources must be considerate of the factors outlined above
 - c. A workable solution for how this section is incorporated into the Resource Hub

Funding Opportunities
[The Mead Fellowship](#) – to support students with a creative project post-graduation.

7. Appendix

Fig. 24, Feedback on the AI Position Statement Wireframe by Hannah Hyde, Digital Learning Engagement Coordinator



7. Appendix

Fig. 25, Feedback from Chris on overall collaboration

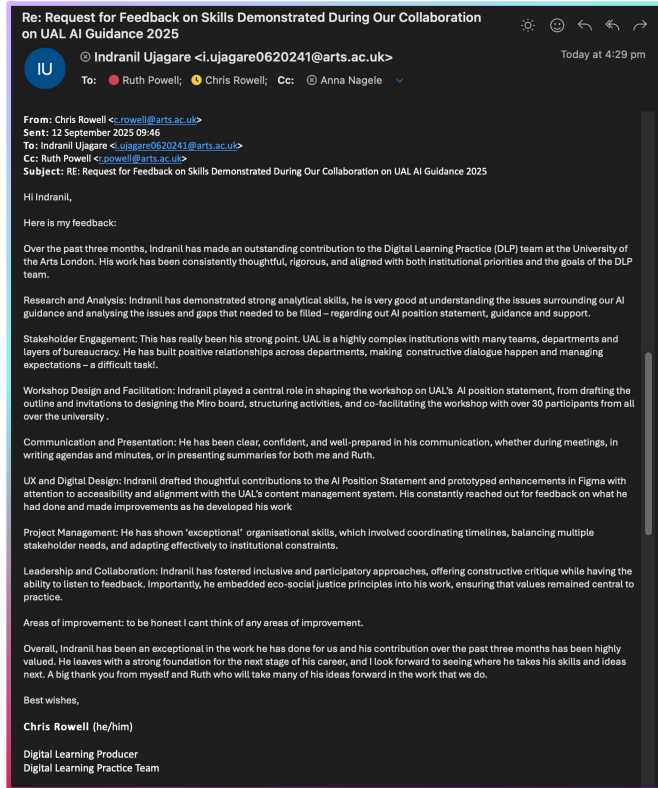
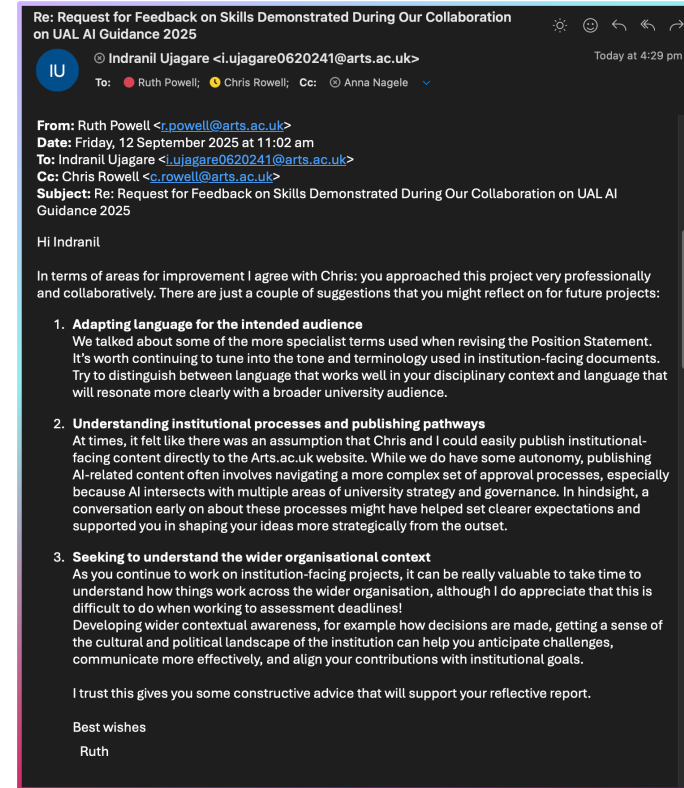


Fig. 26, Feedback from Ruth on overall collaboration



7. Appendix

Fig. 27, Recommendation Letter from Ruth

ual:

Recommendation Letter

Indranil Ujagare

September 2025

To Whom It May Concern,

It is my pleasure to recommend Indranil Ujagare, a graduate from MA Design Management course at London College of Communication, University of the Arts London. During his Final Major Project, Indranil has worked in close collaboration with the Digital Learning Practice team, contributing original mixed methods research, design workshop facilitation, and Figma prototyping that have directly informed the refresh of UAL's AI Position Statement.

Indranil's work has demonstrated the qualities of a design researcher, strategist, and product design operating well beyond the typical expectations of a student project. He has combined participatory design methods, futures thinking, and benchmarking of global higher education policies to produce insights of strategic value to UAL. His Figma wireframe prototype and content proposals not only align with UAL's Pattern and Component Library standards but also extend them through a focus on eco-social justice, climate sustainability, and inclusive AI literacy.

In his role as a collaborator, Indranil has shown strong stakeholder engagement and facilitation skills, working effectively with senior staff in Digital Learning Practice at UAL and 26 staff members from Academic Development, Digital & Technology, College Digital Learning, Design Management, Student Marketing & Recruitment and Net Zero teams at UAL. He has consistently communicated complex concepts with clarity, producing outcomes that are accessible, actionable, and aligned with institutional priorities. This positions him strongly for roles requiring human-centred design, organisational change, product design and digital strategy.

I am confident that Indranil will bring the same level of commitment, creativity, and strategic foresight to any professional role. His ability to translate complex research into actionable frameworks and prototypes makes him an exceptional candidate for positions such as Design Researcher, Product Designer, Service Designer or Design Strategist in industry settings.

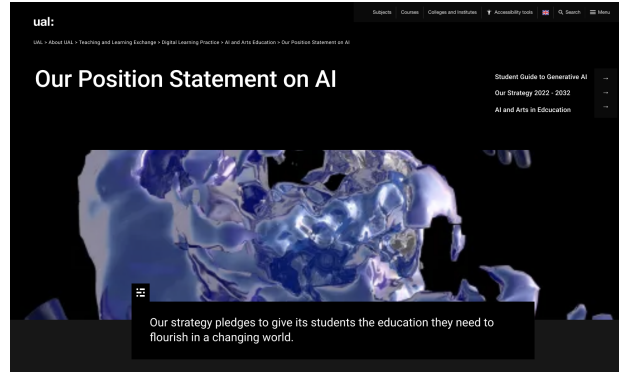


Name: Ruth Powell

Role: Head of Digital Learning Practice

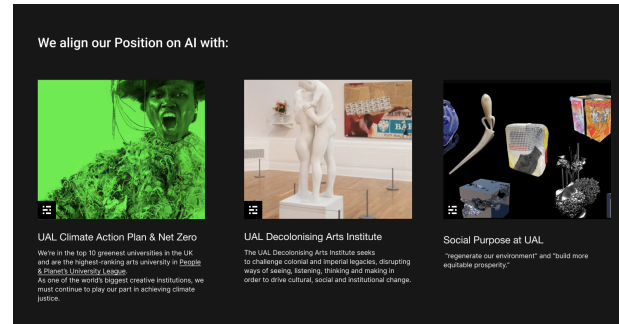
7. Appendix

Fig. 28, UAL Components used for UAL AI Position Statement Figma Prototype



Header: Standard
<https://www.arts.ac.uk/pattern-library/components/header-standard>

Header: Landing
<https://www.arts.ac.uk/pattern-library/components/header-landing>



Card Grid Component
3 Columns - Three Cards (two components)
<https://www.arts.ac.uk/pattern-library/components/card-grid-component>

7. Appendix

Before

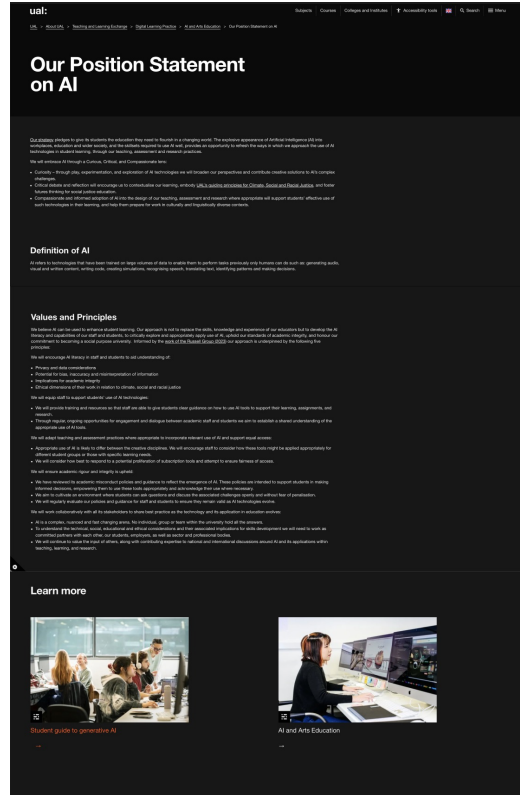
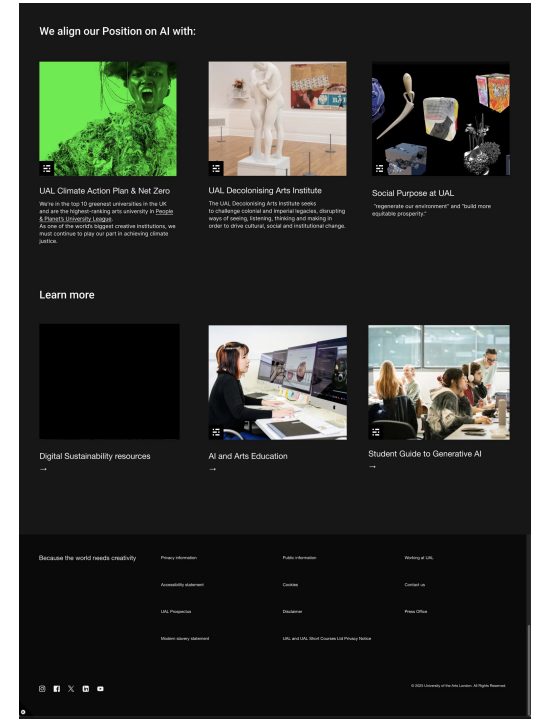
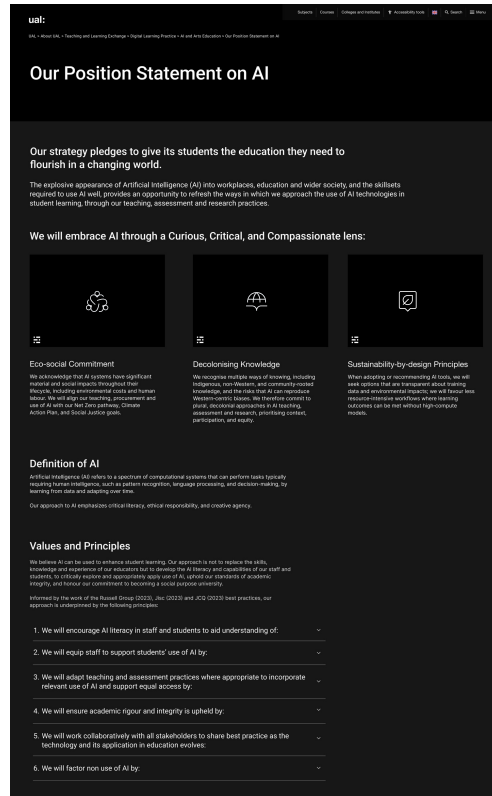


Fig. 29, Before and After of the UAL AI Position Statement

After



7. Appendix

Fig. 30, London Design Biennale Task

This stall was placed at the end of the west wing, the end wall graphics being visible from the west wing hallway entrance, which was a good form of thought provocation amongst the audience.

An initiative by the Design Council, the main infographic presents a blueprint with the double diamond in the centre, surrounded by 'Green Design Skills' that are interconnected and mutually reinforcing. The blueprint proposes the use of it for an optimistic goal for a planet with people contributing green design skills

The Designing an Exhibit section showed responsibility towards the environment considered in the logistics of this initiative.

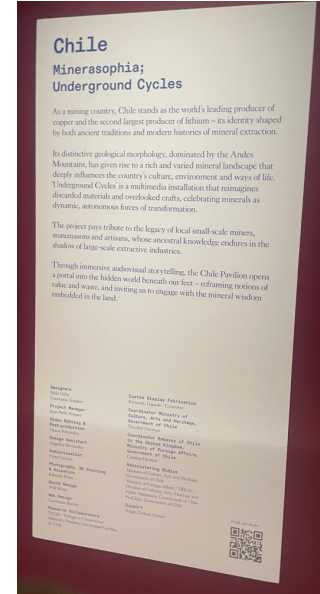
I would like to consider skills enhancement as possible intervention in my FMP, by gaining student participation in awareness of Gen-AI impact on the environment as a skill, reflected in their use as well as the communities they work with!



Chile: Mineraphia; Underground Cycles

As an audio-visual experience, this exhibit showcases the idea of minerals as forces of transformation appropriately.

I would also like to leverage the idea of timeline showcased in this exhibit as an element in my PG show exhibit to showcase the advances in Gen AI usage by UAL Students



8. Bibliography

Birhane, A. (2021) *Algorithmic injustice: A relational ethics approach*. Available at: <https://doi.org/10.1016/j.patter.2021.100205> (Accessed: 14 September 2025).

Crawford, K. (2021) *Atlas of AI: Power, Politics, and the Planetary Costs of Artificial Intelligence*. Yale University Press. Available at: <https://yalebooks.yale.edu/book/9780300209570/atlas-of-ai/> (Accessed: 14 September 2025).

Crenshaw, K. (1989) *Demarginalizing the Intersection of Race and Sex*. University of Chicago Legal Forum. Available at: <https://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8/> (Accessed: 14 September 2025).

de Bono, E., (n.d.) *Six Thinking Hats* Edward de Bono Group. Available at: <https://www.debonogroup.com/services/core-programs/six-thinking-hats/> (Accessed: 14 September 2025).

Google (n.d.) *Material Icons*. Available at: <https://fonts.google.com/icons> (Accessed: 14 September 2025).

ICO (2023) *Guidance on AI and data protection*. Information Commissioner's Office. Available at: <https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/artificial-intelligence/guidance-on-ai-and-data-protection/> (Accessed: 14 September 2025).

MIT Media Lab (n.d.) *Ethics and Governance of Artificial Intelligence Initiative*. Available at: <https://www.media.mit.edu/groups/ethics-and-governance/overview/> (Accessed: 14 September 2025).

Monash University (n.d.) *AI for Social Good*. Available at: <https://www.monash.edu/giving/your-impact/donor-stories/monash-takes-the-lead-in-using-ai-for-social-good> (Accessed: 14 September 2025).

Patterson, D., Gonzalez, J., Le, Q., Liang, C., Munguia, L., Rothchild, D., So, D., Texier, M. and Dean, J. (2021) *Carbon emissions and large neural network training*. Google AI Blog. Available at: <https://ai.googleblog.com/2021/04/carbon-emissions-and-large-neural.html> (Accessed: 14 September 2025).

Powell, R., Rowell, C., Ujagare, I. (2025) *DLP Correspondence* Available at: https://artslondon-my.sharepoint.com/:b:/g/personal/i_ujagare0620241_arts_ac_uk/EaBsc5GfsLNNvLaqbs94tDMBYBL4ib_EnCMuCR0ckNCzkw?e=DFaeMh (Accessed: 14 September 2025).

Powell, R. (2025) *Review of UAL's Position Statement and Student AI Guidance*. Available at: https://artslondon-my.sharepoint.com/:w:/g/personal/r_powell_arts_ac_uk/Eft-xgHOifBlkrE284YQwfsB5sYZpWbFXqUF-e3jpFHbBw?e=ZH8hiv (Accessed: 14 September 2025).

QS (2025) *QS World University Rankings*. Available at: <https://www.topuniversities.com/university-rankings> (Accessed: 14 September 2025).

Rowe, N. (2023) *It's destroyed me completely: Kenyan moderators decry toll of training of AI models* Available at: <https://www.theguardian.com/technology/2023/aug/02/ai-chatbot-training-human-toll-content-moderator-meta-openai> (Accessed: 14 September 2025).

Said, E.W. (1978) *Orientalism* Available at: <https://ebookcentral.proquest.com/lib/ual/reader.action?docID=5337468&c=RVBVQg&ppg=1> (Accessed: 14 September 2025).

Six Thinking Hats (2025) Available at: <https://www.debonogroup.com/services/core-programs/six-thinking-hats/> (Accessed: 14 Sep 2025).

Sherwood, C. (2025) *Art or Algorithm?* Arts SU. Available at: https://issuu.com/artstudentsunion/docs/art_or_algorithm_ (Accessed: 14 September 2025).

Social Purpose Lab (2023) *An update on climate action at UAL*. Available at: <https://medium.com/social-purpose-lab/an-update-on-climate-action-at-ual-9a08fa4f7ddc> (Accessed: 14 September 2025).

Stanford University (n.d.) *Stanford Institute for Human-Centered Artificial Intelligence* (HAI). Available at: <https://hai.stanford.edu> (Accessed: 14 September 2025).

8. Bibliography

Spivak, G.C. (1988) *Can the Subaltern Speak?* Available at: <http://users.uoa.gr/~cdokou/TheoryCriticismTexts/Spivak-Subaltern.pdf> (Accessed: 14 September 2025).

Sun, Z. (2024) *AI for learning development in higher education: What do UK international students think?* Available at: <https://www.bera.ac.uk/blog/ai-for-learning-development-in-higher-education-what-do-uk-international-students-think> (Accessed: 14 September 2025).

Terry, I. (2017) *The Emerging Transition Design Approach* Available at: https://www.researchgate.net/publication/329155155_The_Emerging_Transition_Design_Approach (Accessed: 14 September 2025).

UAL *AI and Arts Education* (2025) Available at: <https://www.arts.ac.uk/about-ual/teaching-and-learning-exchange/digital-learning/ai-and-education> (Accessed: 15 Sep 2025).

UAL *Student Guide to Generative AI* (2025) Available at: <https://www.arts.ac.uk/about-ual/teaching-and-learning-exchange/digital-learning/ai-and-education/student-guide-to-generative-ai> (Accessed: 14 September 2025).

UAL *Social and environmental ethics* (2025) Available at: <https://www.arts.ac.uk/about-ual/climate-action-plan/change-the-way-we-operate/social-and-environmental-ethics> (Accessed: 13 September 2025).

UAL *Social Purpose at UAL* (2025) Available at: https://www.arts.ac.uk/__data/assets/pdf_file/0020/463520/Social-Purpose-at-UAL-2024-241217-PDFA.pdf (Accessed: 13 September 2025).

UAL (2022) *Our Position Statement on AI*. Available at: <https://www.arts.ac.uk/about-ual/teaching-and-learning-exchange/digital-learning/ai-and-education/ai-position-statement> (Accessed: 13 September 2025).

UAL (2021) *Net Zero Strategy*. Available at: <https://www.arts.ac.uk/about-ual/sustainability/net-zero>. (Accessed: 15 September 2025).

UAL (2025) *Responsible Design Framework*. Available at: <https://www.arts.ac.uk/about-ual/responsible-design> (Accessed: 15 September 2025).

UAL *Our strategy 2022-2023 Guiding Policy* (2025) Available at: <https://www.arts.ac.uk/about-ual/strategy-and-governance/strategy/guiding-policy-3> (Accessed: 15 September 2025).

UAL *AI and Arts Education* (2025) Available at: <https://www.arts.ac.uk/about-ual/teaching-and-learning-exchange/digital-learning/ai-and-education> (Accessed: 14 September 2025).

UAL *Carbon Management Plan – realising a net-zero carbon institution by 2040* (2023) Available at: https://www.arts.ac.uk/__data/assets/pdf_file/0023/352148/UAL-CMP-v12.pdf (Accessed: 23 May 2025).

UAL *UAL Carbon Reduction* (Date unavailable) Available at: https://www.arts.ac.uk/__data/assets/pdf_file/0020/206363/Annual-Carbon-Reduction.pdf (Accessed: 24 April 2025).

UAL *Climate Action Plan* (2024) Available at: https://www.arts.ac.uk/__data/assets/pdf_file/0025/374128/Climate-Action-Plan_Nov2022.pdf (Accessed: 25 May 2025).

UAL *Climate Action Plan Progress Update 2024* (2024) Available at: https://www.arts.ac.uk/__data/assets/pdf_file/0028/418960/UAL-Climate-action-plan-20241216.pdf (Accessed: 20 May 2025).

UAL *Climate Emergency Network: Changing the way we work together* (2025) Available at: <https://www.arts.ac.uk/about-ual/climate-action-plan/climate-emergency-network> (Accessed: 14 September 2025).

UAL *Documentation and carbon dashboard* (2025) Available at: <https://www.arts.ac.uk/about-ual/climate-action-plan/documentation-and-carbon-dashboard> (Accessed: 27 April 2025).

8. Bibliography

University of Birmingham (n.d.) *Student and PGR guidance on using Generative AI tools ethically for work*. Available at: <https://intranet.birmingham.ac.uk/student/libraries/asc/student-guidance-gai.aspx> (Accessed: 14 September 2025).

University of Cape Town (n.d.) *Artificial Intelligence in Teaching and Learning*. Available at: <https://cilt.uct.ac.za/teaching-resources/artificial-intelligence-teaching-learning> (Accessed: 14 September 2025).

University of Toronto (n.d.) *AI and Society Initiative*. Available at: <https://ai.utoronto.ca> (Accessed: 14 September 2025).

Ujagare, I. (2025) *Earthism 2050 Epistemologies for Eco-social Equilibrium through AI & Education*. Available at: https://artslondon-my.sharepoint.com/:b:/g/personal/i_ujagareo620241_arts_ac_uk/Eb5dh1cWmaNFnFM8-9d5wSUBIrAT-xWj8JZAu-_hIIRBA?e=IqSzDn=fixed (Accessed: 14 September 2025).

Ujagare, I. (2025) *Element 1 Video*. Available at: https://artslondon-my.sharepoint.com/:v:/g/personal/i_ujagareo620241_arts_ac_uk/ES_o-T6rWCBOIFTJvkmk-8iYBKGF4Lisj-O__MOIHAKmw?nav=eyJyZWZlcnJhbEluZm8iOnsicmVmZXJyYWxBcHAI0iJPbmVEcmI2ZUZvckJlc2luZXNzIiwicmVmZXJyYWxBcHBQbGFoZm9ybSI6IldlYiIsInJlZmVycmFsTW9kZSI6InZpZXciLCJyZWZlcnJhbFZpZXciOiJNeUZpbGVzTGluaoNvcHkifXo&e=e7PMuw (Accessed: 14 September 2025).

Ujagare, I. (2025) *FMP Element 1 Script*. Available at: https://artslondon-my.sharepoint.com/:w:/g/personal/i_ujagareo620241_arts_ac_uk/EZWmcPef8AtGtEA579RoFycBq-1za9oJR-xgGSIagtNi8g?e=35UFAT (Accessed: 14 September 2025).

Ujagare, I. (2025) *Generative AI: The Steam Engine of Today*. Available at: https://artslondon-my.sharepoint.com/:b:/g/personal/i_ujagareo620241_arts_ac_uk/EUibKuPYmKxArDCoK_hiMx0BjIdkNEgDtI8fPYmyOziDEA?e=AzvTro (Accessed: 13 September 2025).

Ujagare, I. (2025) *UAL AI Position Statement* [Figma prototype]. Available at: <https://www.figma.com/proto/DCorf7HrYY81uARkb5IEhd/UAL-AI-Guidance?page-id=0%3A1&node-id=325-2485&viewport=-2642%2C268%2Co.73&t=DSFTIOoiH2k3PP8oc-1&scaling=scale-down&content-scaling> (Accessed: 14 September 2025).

Ujagare, I. (2025) *UAL AI Workshop Synthesis*. Internal document, University of the Arts London. Available at: https://artslondon-my.sharepoint.com/:w:/g/personal/i_ujagareo620241_arts_ac_uk/EceTwZ9LacJBobY8ih4yCiAB_xQYJJ3ioSBgEpZaPP-oyw?e=ZuyG4q (Accessed: 14 September 2025).

Ujagare, I. and Rowell, C. (2024) *UAL AI Workshop* [Miro board]. Miro. Available at: <https://miro.com/app/board/uXjVJeGFGI8=> (Accessed: 15 September 2025).

UNESCO (2023) *Recommendation on the Ethics of Artificial Intelligence*. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000381137> (Accessed: 14 September 2025).

UNESCO (2023) *Guidance for generative AI in education and research*. Paris: UNESCO. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000386693.locale=en> (Accessed: 14 September 2025).

9. Image Reference List

Fig. 1: Ujagare, I. (2025) *UAL AI Position Statement* [Figma Prototype]. Available at: <https://www.figma.com/proto/DCorf7HrYY81uARkb5IEhd/UAL-AI-Guidance?page-id=0%3A1&node-id=325-2485&viewport=-2642%2C268%2Co.73&t=DSFIOoiH2k3PP8oc-1&scaling=scale-down&content-scaling=fixed> (Accessed: 14 September 2025).

Fig. 2: Ujagare, I. (2025) *Infographic capturing Premise and Positionality* [Infographic] Created using Google Material Icons.

Fig. 3: Ujagare, I. (2025) *Evolved Stakeholder Value Exchange Map* [Diagram].

Fig. 4: Ujagare, I. (2025) *Customised Triple Diamond demonstrating the research & design process for the FMP* [Diagram].

Fig. 5: Ujagare, I. (2025) *Workshop Outline and Recording Screenshot* [Screenshot].

Fig. 6: Ujagare, I. (2025) , *Wireframe reviewed and approved by Chris, Ruth and Hannah Hyde, Digital Learning Engagement Coordinator (Copy in process of refinement.)* [Figma Prototype] Available at: <https://www.figma.com/proto/DCorf7HrYY81uARkb5IEhd/UAL-AI-Guidance?page-id=0%3A1&node-id=325-2485&viewport=-2642%2C268%2Co.73&t=DSFIOoiH2k3PP8oc-1&scaling=scale-down&content-scaling=fixed> (Accessed: 14 September 2025).

Fig. 7: Ujagare, I. (2025) *Values and Principles with 6th Principle on Non-use of AI* [Figma Prototype] Available at: <https://www.figma.com/proto/DCorf7HrYY81uARkb5IEhd/UAL-AI-Guidance?page-id=0%3A1&node-id=325-2485&viewport=-2642%2C268%2Co.73&t=DSFIOoiH2k3PP8oc-1&scaling=scale-down&content-scaling=fixed> (Accessed: 14 September 2025).

Fig. 8: Ujagare, I. (2025) *Fig. 8, Section with Alignment towards other institutional priorities and Digital Sustainability Resources (next in priority)* [Figma Prototype] Available at: <https://www.figma.com/proto/DCorf7HrYY81uARkb5IEhd/UAL-AI-Guidance?page-id=0%3A1&node-id=325-2485&viewport=-2642%2C268%2Co.73&t=DSFIOoiH2k3PP8oc-1&scaling=scale-down&content-scaling=fixed> (Accessed: 14 September 2025).

Fig. 9: Ujagare, I. (2025) *MADM Teaching Team, Academic Support and FMP Tutor* [Screenshots].

Fig. 10: Ujagare, I. (2025) *With Chris and Ruth, screenshot post UAL AI Workshop* [Screenshot].

Fig. 11: Ujagare, I. (2025) *Theoretical Framing* [Screenshot] Created by author using screenshots from:

- UAL (2023) *UAL Strategy 2023–2028*. Available at: <https://www.arts.ac.uk/about-ual/strategy> (Accessed: 14 September 2025).
- UAL (n.d.) *Climate, Social, and Racial Justice Principles*. Available at: <https://www.arts.ac.uk/about-ual/social-purpose> (Accessed: 14 September 2025).
- UAL (n.d.) *Responsible Design Framework*. Available at: <https://www.arts.ac.uk/about-ual/responsible-design> (Accessed: 14 September 2025).
- Sherwood, C. (2025) *Art or Algorithm?* Arts SU. Available at: https://issuu.com/artstudentsunion/docs/art_or_algorithm_
- Ujagare, I. (2025) *Generative AI: The Steam Engine of Today*. Available at: https://artslondon-my.sharepoint.com/:b:/g/personal/i_ujagare0620241_arts_ac_uk/EUibKuPYmKxArDCoK_hiMxO-BjjdkNEgDtI8fPYmyOziDEA?e=AzvTro (Accessed: 13 September 2025).

Fig. 12: Ujagare, I. (2025) *Transition Pathway* [Diagram].

9. Image Reference List

Fig. 13: Ujagare, I. (2025) *Competitive Benchmarking* [Screenshot] Created by author using screenshots from:

- University of Birmingham (n.d.) *Student and PGR guidance on using Generative AI tools ethically for work*. Available at: <https://intranet.birmingham.ac.uk/student/libraries/asc/student-guidance-gai.aspx> (Accessed: 14 September 2025).
- University of Cape Town (n.d.) *Artificial Intelligence in Teaching and Learning*. Available at: <https://cilt.uct.ac.za/teaching-resources/artificial-intelligence-teaching-learning> (Accessed: 14 September 2025).
- University of Toronto (n.d.) *AI and Society Initiative*. Available at: <https://ai.utoronto.ca> (Accessed: 14 September 2025).
- Stanford University (n.d.) *Stanford Institute for Human-Centered Artificial Intelligence (HAI)*. Available at: <https://hai.stanford.edu> (Accessed: 14 September 2025).
- MIT Media Lab (n.d.) *Ethics and Governance of Artificial Intelligence Initiative*. Available at: <https://www.media.mit.edu/groups/ethics-and-governance/overview/> (Accessed: 14 September 2025).
- Monash University (n.d.) *AI for Social Good*. Available at: <https://www.monash.edu/giving/your-impact/donor-stories/monash-takes-the-lead-in-using-ai-for-social-good> (Accessed: 14 September 2025).

Fig. 14: Ujagare, I. (2025) *Gen AI Trend Triangle* [Diagram].

Fig. 15: Healy, L., (n.d) *Trend Triangle diagram by Louise Healy (The Better Trends Co.)* [Screenshot].

Fig. 16: Ujagare, I. (2025) *MP collaboration requests to different UAL departments* [Screenshot].

Fig. 17: Ujagare, I. (2025) *UAL AI Workshop invite mail circulated by Chris* [Screenshot].

Fig. 18: Ujagare, I. (2025) *UAL AI Workshop invite design* [Invite].

Fig. 19: Ujagare, I. (2025) *Screenshot of the Voting by participants on Proposed Interventions in the UAL AI Workshop* [Screenshot].

Fig. 20: Ujagare, I. (2025) *LCC MADM PG Show 2025 Poster* [Poster].

Fig. 21: Ujagare, I. (2025) *UAL Content Management System signposting by Matthew Heseldon, Content Design Manager and screenshot of UAL Components webpage* [Screenshot].

Fig. 22: Ujagare, I. (2025) *Table of Proposed Interventions Categorised, based on Ruth and Chris's feedback (Fig. 23)* [Table].

Fig. 23: Ujagare, I. (2025) *Feedback from Ruth and Chris on the first draft of AI redesigned Position Statement wireframe* [Screenshot].

Fig. 24: Ujagare, I. (2025) *Feedback on the AI Position Statement Wireframe by Hannah Hyde, Digital Learning Engagement Coordinator* [Screenshot].

Fig. 25: Ujagare, I. (2025) *Feedback from Chris on overall collaboration* [Screenshot].

Fig. 26: Ujagare, I. (2025) *Feedback from Ruth on overall collaboration* [Screenshot].

Fig. 27: Powell, R. (2025) *Recommendation Letter from Ruth* [Document].

Fig. 28: Ujagare, I. (2025) *UAL Components used for UAL AI Position Statement Figma Prototype* [Screenshot].

Fig. 29: Ujagare, I. (2025) *Before and After of the UAL AI Position Statement* [Screenshot] Created by author using screenshot from:

- UAL (2022) *Our Position Statement on AI*. Available at: <https://www.arts.ac.uk/about-ual/teaching-and-learning-exchange/digital-learning/ai-and-education/ai-position-statement> (Accessed: 13 September 2025).
- Ujagare, I. (2025) *UAL AI Position Statement* [Figma Prototype]. Available at: <https://www.figma.com/proto/DCorf7HrYY81uARkb5IEhd/UAL-AI-Guidance?page-id=0%3A1&node-id=325-2485&viewport=-2642%2C268%2Co.73&t=DSFIOoiH2k3PP8oc-1&scaling=scale-down&content-scaling=fixed> (Accessed: 14 September 2025).

Fig. 30: Ujagare, I. (2025) *London Design Biennale Task* [Photographs].

Let's shape the way
we think about AI  

End of Extended Abstract, Thank You.