



Chapter 11

Mapping Metaphors With Generative AI: Collective Perspectives in Higher Education


Carmen Vallis

 <https://orcid.org/0000-0003-0143-4145>
University of Sydney, Australia


Jacquelyn Hole

 <https://orcid.org/0009-0004-3040-3182>
University of Sydney, Australia


Stephanie Wilson

 <https://orcid.org/0000-0002-4964-9009>
University of Sydney, Australia


Advait Madhav

 <https://orcid.org/0009-0002-3169-0983>
University of Sydney, Australia


Alison Casey

 <https://orcid.org/0000-0003-0273-5150>
University of Sydney, Australia


Joanne Nash

 <https://orcid.org/0009-0004-2713-6976>
University of Sydney, Australia


Zoe Alderton

 <https://orcid.org/0000-0003-0616-691X>
University of Sydney, Australia

Ju Li Ng

 <https://orcid.org/0000-0001-5753-3818>
University of Sydney, Australia

Praveena Chandra

 <https://orcid.org/0000-0003-2586-0552>
University of Sydney, Australia


Benedicte Rokvic

University of Sydney, Australia


Tianya Chen

University of Sydney, Australia


Wendy Taleo

 <https://orcid.org/0000-0003-1341-5419>
Flinders University, Australia

Corinna Galliano


 <https://orcid.org/0009-0002-7196-9364>
University of Sydney, Australia

Antony J. H. Tibbs

 <https://orcid.org/0009-0007-6294-4516>
Edith Cowan University, Australia


DOI: 10.4018/979-8-3373-1195-1.ch011

Christie van Diggele

 <https://orcid.org/0009-0005-9437-5800>

University of Sydney, Australia

Dewa Wardak

 <https://orcid.org/0000-0002-3095-9146>

University of Sydney, Australia

ABSTRACT

This chapter offers collective, creative, and deeply human insights into the advent of generative artificial intelligence (GenAI) from participants in higher education. Building on earlier workshop-based research, contributors were invited to submit written reflections on the metaphors they had collaboratively generated and discussed. Thirteen participants, including academic and professional staff and one student, responded and are included as co-authors. Their reflections, shaped through a cycle of metaphor-driven creation, introspection, and collective reflection, form the basis of a collective writing methodology that foregrounds shared meaning-making and diverse perspectives. This approach is offered as an alternative to the solution-focused responses within the sector to this rapidly changing technology. By designing for play with language and attending to affective dimensions, it opens space to reflect not only on GenAI in educational contexts, but also on a broader moment of transformation for educators, students, and institutions alike.

INTRODUCTION

Discussion around the massive uptake of generative artificial intelligence (GenAI) in higher education tends to revolve around academic integrity, cheating, and the need for new assessments and policies (Sullivan et al., 2023). Other narratives present GenAI as an ‘opportunity’ to create environments for professional learning and technological adoption, positioning these capabilities in alignment with work and educational goals (Jensen et al., 2024; OECD, 2024). The challenge becomes framed as one of understanding large language model technology and its transformative potential for education while securing assessments (Tertiary Education Quality and Standards Agency, 2023). Within this framework, educators and students are exhorted to develop skills and integrate GenAI into teaching, learning, and assessment practices (Gruenhagen et al., 2024). Meanwhile, fundamental questions about how GenAI alters our understanding of intelligence, learning, and knowledge creation remain underexplored (Peters et al., 2023). Similarly, the affective and relational dimensions of GenAI in education receive less attention.

Our research responds to this tension through creative, collaborative reflection with metaphor. Metaphors are far more than literary devices. They are cognitive tools that help us understand complex ideas by relating them to more familiar experiences,

32 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/mapping-metaphors-with-generative-ai/392447

Related Content

Non-Destructive Testing for Assessing Structural Damage and Interventions Effectiveness for Built Cultural Heritage Protection

Antonia I. Moropoulou and Kyriakos C. Labropoulos (2016). *Human-Computer Interaction: Concepts, Methodologies, Tools, and Applications* (pp. 178-229).

www.irma-international.org/chapter/non-destructive-testing-for-assessing-structural-damage-and-interventions-effectiveness-for-built-cultural-heritage-protection/139036

Teaching Ancient Greek Theatre Through In-Game Exploration: The Case of ThimeIEdu

Anastasios Kristofer Barianos, Ilias Logothetis, Michail Kalogiannakis and Nikolas Vidakis (2022). *The Digital Folklore of Cyberculture and Digital Humanities* (pp. 186-205).

www.irma-international.org/chapter/teaching-ancient-greek-theatre-through-in-game-exploration/307093

Teaching Human-Computer Interaction in the Capital of Culture

Damjan Obal and Domen Verber (2014). *Advanced Research and Trends in New Technologies, Software, Human-Computer Interaction, and Communicability* (pp. 388-400).

www.irma-international.org/chapter/teaching-human-computer-interaction-in-the-capital-of-culture/94246

Regional Innovation Pattern: A Case of Beijing Biopharmaceutical Industrial Clusters

Jingyuan Zhao (2018). *Technology Adoption and Social Issues: Concepts, Methodologies, Tools, and Applications* (pp. 540-559).

www.irma-international.org/chapter/regional-innovation-pattern/196691

Recommending Academic Papers for Learning Based on Information Filtering Applied to Mobile Environments

Sílvio César Cazella, Jorge Luiz Victória Barbosa, Eliseo Berni Reategui, Patricia Alejandra Beharand Otavio Costa Acosta (2016). *Human-Computer Interaction: Concepts, Methodologies, Tools, and Applications* (pp. 2159-2178).

www.irma-international.org/chapter/recommending-academic-papers-for-learning-based-on-information-filtering-applied-to-mobile-environments/139144