Supporting the ethical and equitable use of Generative AI for formative and summative assessment: A transnational perspective

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## What has happened

- GenAI has become one of the fastest adopted technology in higher education globally
- We are now at a stage where most academic institutions have guidelines and principles in place or are at an advanced stage of doing so
- Most educators are now very aware of the impact of GenAl on education





### What we should be doing now

#### Knowledge

 Staff and student knowledge of the technology, the comprehensiveness and clarity of the guidelines for its use and the existence of a body of work demonstrating the use of it

#### Access

The availability of the software and equality of access for all



#### Knowledge

- Developing practical and nuanced solutions and guidance at the programme and module level, following the more generic level policy
- produce case studies, and examples for individual disciplines and to address different types of assessments.
- Interaction with industry may also prove fruitful in areas such as developing innovative assessments.



# Ethical and equitable use of GenAl in student assessments



#### Intergrity Honesty

- Students must use Al tools responsibly
- Developing their awareness and understanding
- NOT relying on AI to produce work that should be completed independently.
- Proofreading/copy editing/grammar checking is a NO NO.
- Percentage of work allowed to be produced by AI
- Declaration



#### **Awareness**

- They are expected to declare if used AI tools
- What they are allowed or not allowed
- Be aware of and actively mitigate biases in AI-generated content to ensure fairness in assessments -Hallucination
- Aware of university regulations



#### **Transparency**

 Students should be transparent about their use of AI in assessments, clearly indicating when and how AI tools were utilized

# About the **PAA** project

- Aim: exploring how universities can better support students to use GenAl in their assessments in an ethical and equitable manner
- Grant: £10,000
- Timeline: March 2024 March 2025
- Lead: KCL Dr Christine O'Dea; Professor Sally Everett
- Partners: KCL, UCL, Uni. of Birmingham, Uni. Of Huddersfield, Uni. of Central Queensland

## About the **QAA** project

- Outputs (QAA website):
  - Case studies for different types of assessments;
  - • Examples of co-created authentic assessments that integrate GenAl tools
  - A flowchart to guide students through the assessment process
- A collaboration between staff and students



#### Project impacts

- Help advance the understanding of the ethical and equitable use of GenAl for students' assessment 'for' and 'of' learning in higher education.
- Offer practical examples and learning resources to higher education stakeholders for the effective integration of GenAl into assessments, teaching and learning support.
- Help inform institutions to develop effective GenAI policy and guidance, accommodating a variety of assessment strategies and institutional contexts.

#### Progress to date

Acquired student perceptions on using GenAl tools for formative and summative assessments

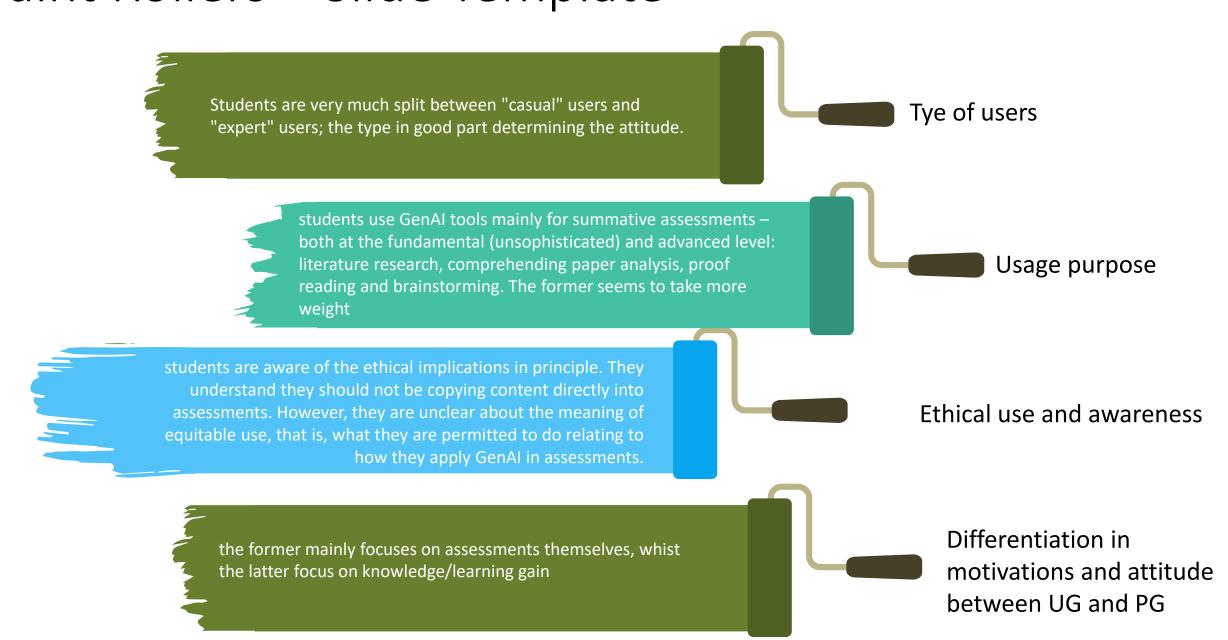
The findings will be used to develop learning resources and create case studies

Data were collected using focus groups

They took place either face to face, or online, based on student preferences, and the length of each was between 60 to 90 min (between May to Aug. 24)

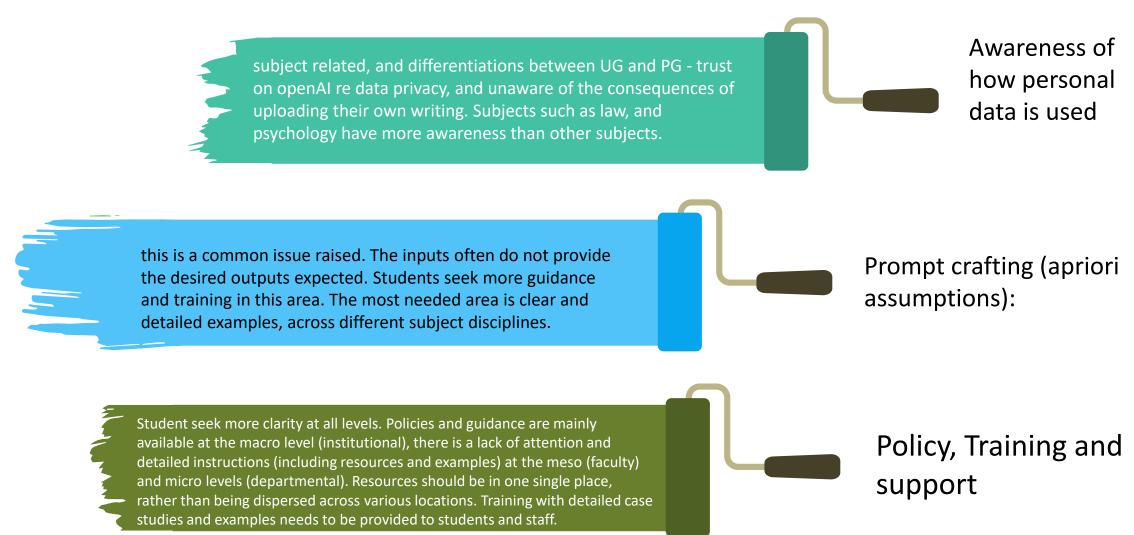
Approx. 20 groups, with 65 students

# Paint Rollers – Slide Template





# Paint Rollers – Slide Template



#### Challenges

- It was more time consuming than expected to gain the ethical approval
- Some student partners are lacking knowledge and/or experience conducting qualitative research and data analysis. Additional training was provided by partners in this area.



#### References

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