

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 GenAI 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 GenAI in student assessments

01

Integrity Honesty

- Students must use AI 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

02

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

03

Transparency

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

About the QAA project

- Aim: exploring how universities can better support students to use GenAI 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 GenAI 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 GenAI 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 GenAI 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 GenAI 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





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Students are very much split between "casual" users and "expert" users; the type in good part determining the attitude.

Type of users

students use GenAI tools mainly for summative assessments – both at the fundamental (unsophisticated) and advanced level: literature research, comprehending paper analysis, proof reading and brainstorming. The former seems to take more weight

Usage purpose

students are aware of the ethical implications in principle. They understand they should not be copying content directly into assessments. However, they are unclear about the meaning of equitable use, that is, what they are permitted to do relating to how they apply GenAI in assessments.

Ethical use and awareness

the former mainly focuses on assessments themselves, whilst the latter focus on knowledge/learning gain

Differentiation in motivations and attitude between UG and PG



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subject related, and differentiations between UG and PG - trust on openAI re data privacy, and unaware of the consequences of uploading their own writing. Subjects such as law, and psychology have more awareness than other subjects.

Awareness of how personal data is used

this is a common issue raised. The inputs often do not provide the desired outputs expected. Students seek more guidance and training in this area. The most needed area is clear and detailed examples, across different subject disciplines.

Prompt crafting (apriori assumptions):

Student seek more clarity at all levels. Policies and guidance are mainly available at the macro level (institutional), there is a lack of attention and detailed instructions (including resources and examples) at the meso (faculty) and micro levels (departmental). Resources should be in one single place, rather than being dispersed across various locations. Training with detailed case studies and examples needs to be provided to students and staff.

Policy, Training and support

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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Thank You!

ANY QUESTIONS?

