

Navigating skills gains and losses in the era of GenAI – Students' perspectives

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Plan for the session

- Findings of the Leeds Institute for Teaching Excellence (LITE) Project 'Navigating skills gains and losses in the era of GenAI'
- Case study – Level 1 Skills Module for Accounting, Banking and Finance students (GenAI category: Amber)

LITE project - context

This one-year project is funded by the Leeds Institute for Teaching Excellence (LITE) and it aims to explore:

1. How PGT international students use AI in their studies.
2. The extent to which their use of AI changes over the 2024-25 academic year.
3. The factors influencing their attitudes and behaviour towards using AI.
4. Their perceptions of skills gains and losses as a result of using AI.

Methodology

A mixed method approach: Survey and Interviews.

Survey (February – mid March)

- PGT
- 99 responses

Interviews, using photo-elicitation method (April - May)

- Participants to bring photos of 'using AI in action'
- 14 PGT international students were interviewed
- 80+ photos

Survey participants' profiles

99 responses. Average age 26.

60% in LUBS. 16% in Social Science. 10% in Environment.

Approx. 80% considered themselves as international, use English as second or additional language, and new to UK HE.

58% have an IELTS band on entry above 6.5.
(25% said IELTS doesn't apply)

60% have used GenAI in either professional and/or personal contexts.

Survey findings – Big picture

78% of survey participants use AI as a learning aid for their studies at Leeds.

93% have read the University's AI guidelines

68% received AI training from their schools or faculties.

While **85% of AI users** believe they know how to use AI responsibly, **62%** worry about breaching academic integrity.

62% of AI users use AI outside their studies.

22% non-AI users said:

- Concerns about the impact on the environment
- "it would limit the development of my research, communication, and critical thinking skills."
- Not trusting AI's output
- Concerns about breaking the university's guidelines and cheating.

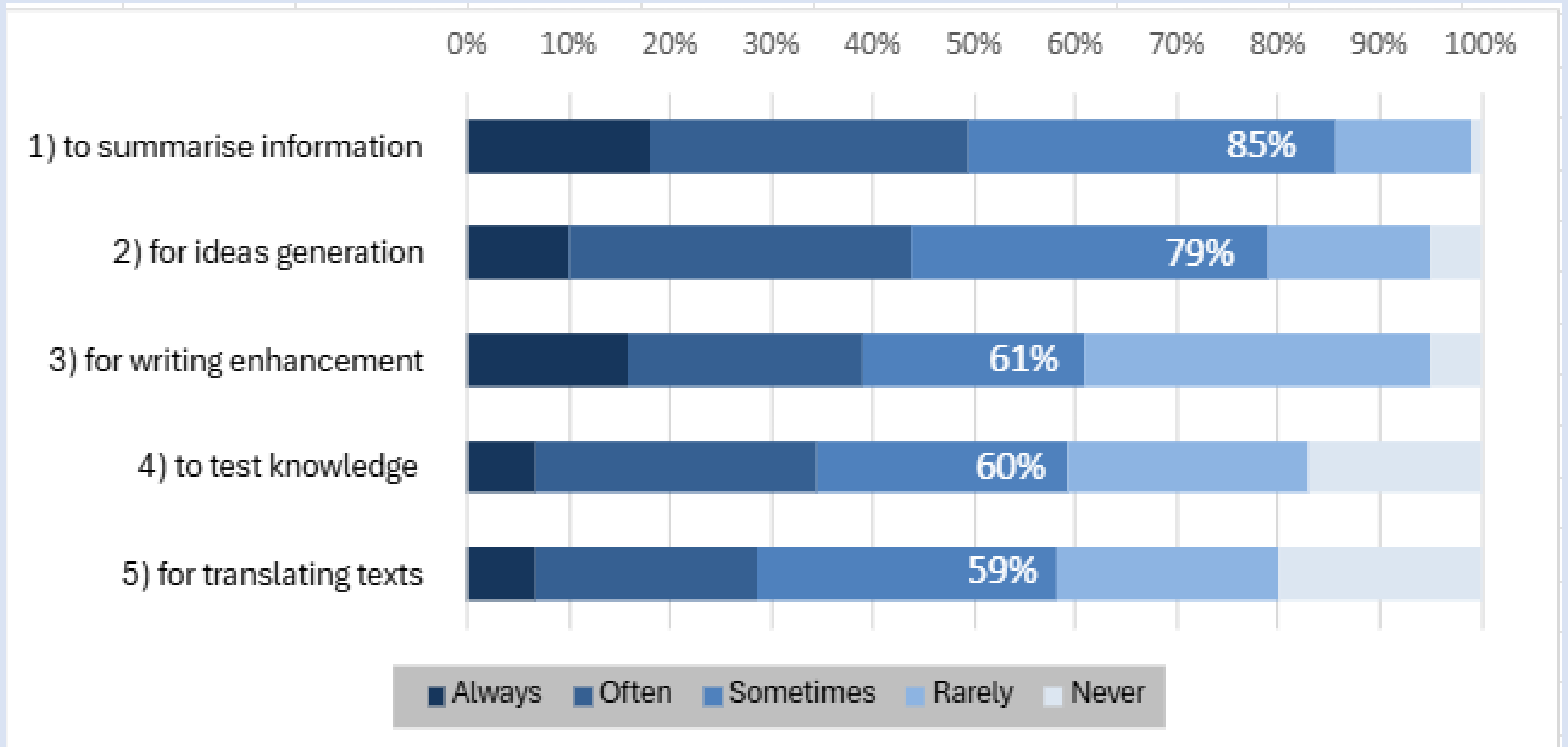
AI usage

78% of AI users were asked

'How often AI tools are used for the following activities'

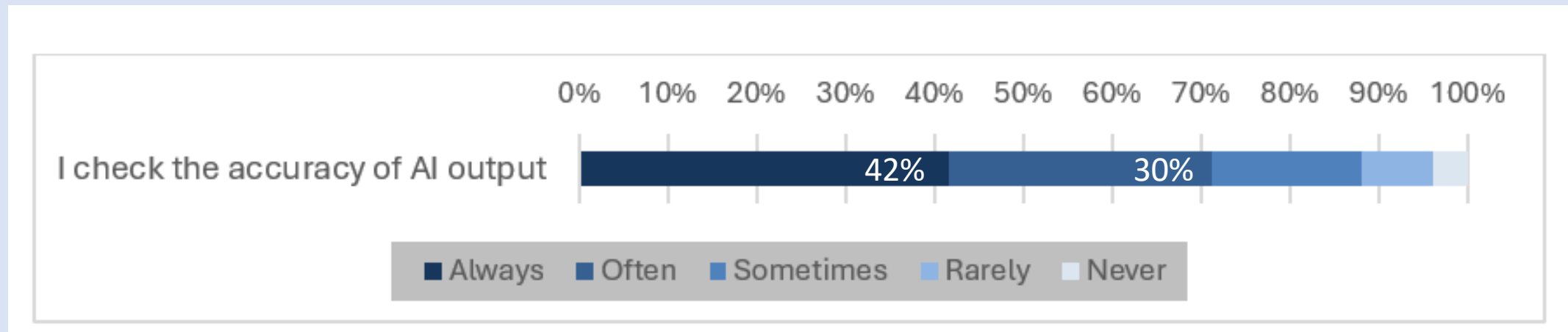
1. I use AI to summarise complex information e.g. articles.
2. I use AI to generate ideas for a particular topic
3. I use AI for writing enhancement, such as identifying spelling and grammatical errors, and advice on writing style and tone.
4. I use AI to test knowledge against subject content e.g. for revision
5. I use AI for translating texts from one language to another.

AI usage (from AI users)



AI usage (cont.)

How often do you check the accuracy of AI-generated info?



How do you check?

- + Search on internet (21); Do own reading/calculation (19); Check or read information myself (12); Ask academics (1).
- Use common sense (10); Ask another AI (2);

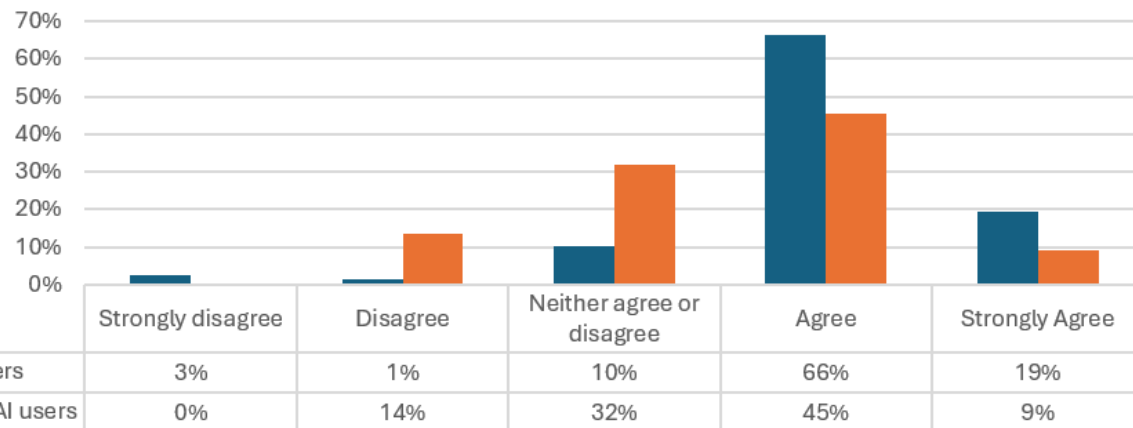
Why are they using AI (select all that apply; 77 responses)

Option	Count	Percentage
1. I have assessments that are set in the AMBER and/or GREEN category, giving me permission to use AI	42	55%
2. I use AI because English is not my first language	31	40%
3. I use AI because fellow students are using it.	13	17%
4. I use AI because of the challenges of unfamiliar assignments.	27	35%
5. I use AI because of the influence of social media.	7	9%
6. I believe using AI will help me achieve higher grades	17	22%
7. I believe using AI will help me save time and be more productive.	59	77%

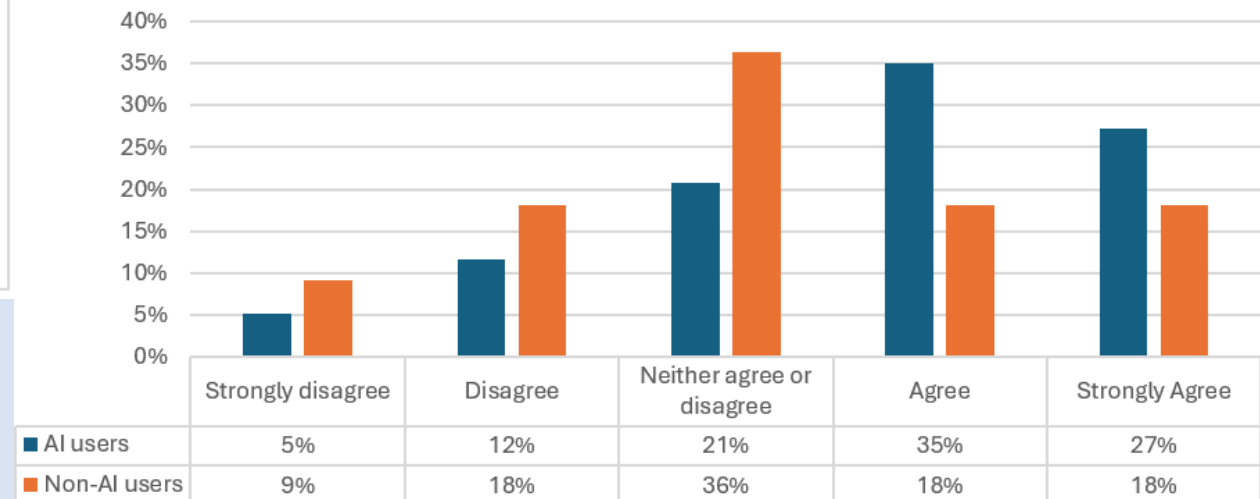
Implications for Academic Integrity

While 85% of AI users believe they know how to use AI responsibly, 62% worry about breaching academic integrity.

I know how to use AI ethically and responsibly



I worry about breaching academic integrity because of using AI



Collaboration with AI - PEI11

1. **Use ChatGPT**

- Summarising articles – help them grasp key points quickly
- Paraphrasing in simple language.
- Getting ideas on how to structure their essays

2. The student makes notes after reading the selective paragraphs.

3. The student writes the essay

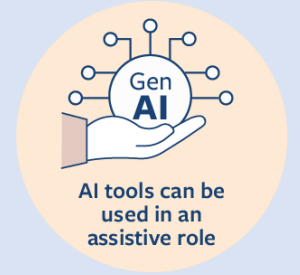
4. **Use Grammarly:** to improve the quality of the work

5. **Use Justdone 'AI Content Detector'**

6. **Use Justdone 'AI Text Humaniser'**

7. **Use Grammarly 'Check for AI text & plagiarism'**

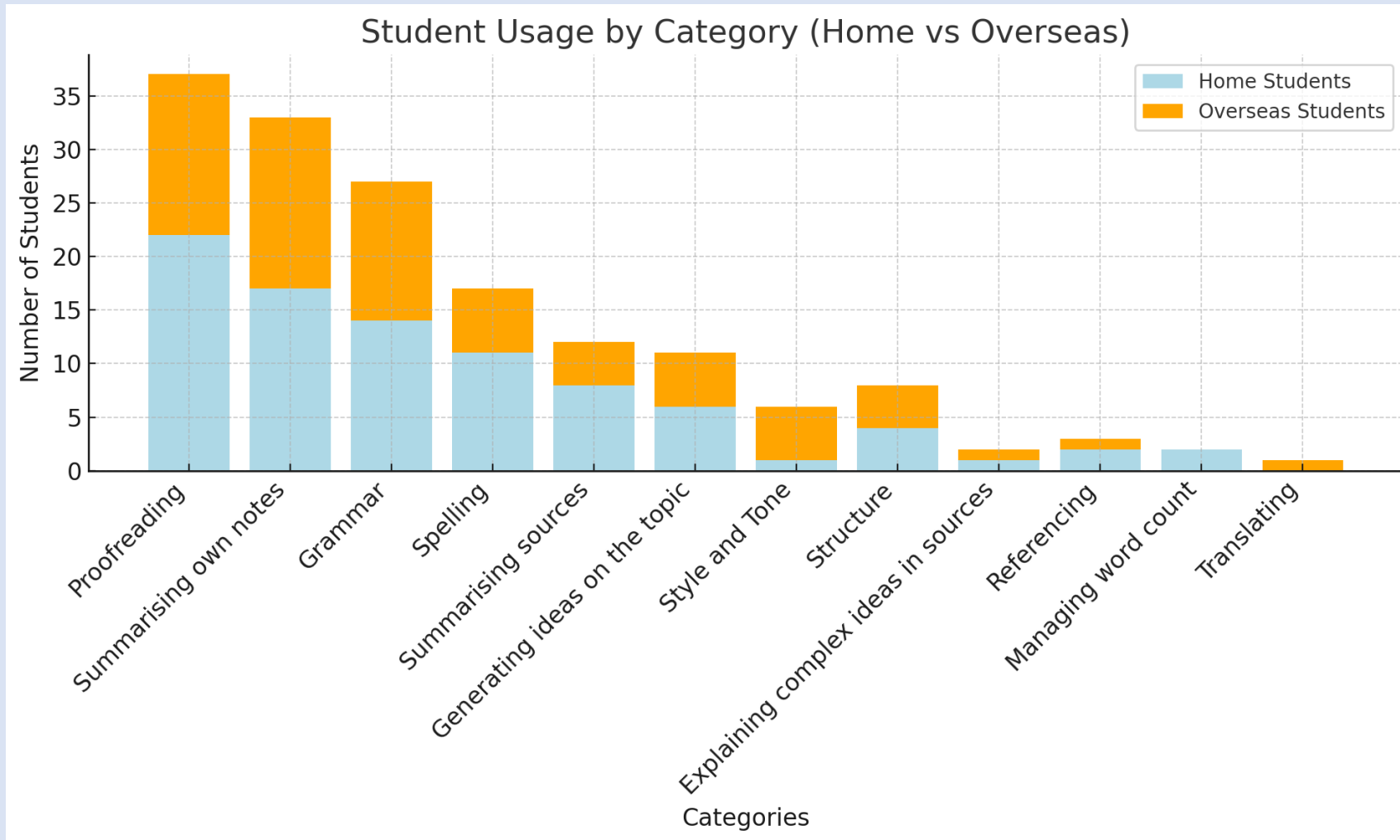
LUBS1055 Case Study - context



- Level 1 Skills Module for Accounting, Banking and Finance students
 - Mid-term assessment
 - a 1000 words essay
 - with reference to 3 given articles
 - to develop students' academic writing and critical thinking skills
 - **GenAI category: Amber**
 - GenAI skills workshop: Prompt crafting, using Copilot for feedback
- Students may use GenAI to:
- generate ideas on how to explore topics.
 - help understand more complex ideas by providing accessible summaries.
 - test knowledge against a piece of content
 - help identify and correct spelling mistakes and grammatical errors
 - provide feedback and advice on writing style and tone
 - help summarise their notes

Assignment submissions – AI Usage by category

53% (79 out of 148) acknowledged the use of AI tools in their work.



Key findings:

- Most students used AI for **proofreading and summarising own notes**
- AI tools used: ChatGPT, Copilot, Scholarcy, Grammarly, Quillbot and Scribbr.

Impact on assignment performance – the results

Results compared to last year

(153 submissions this year vs 127 last year)

- a higher overall average (57% vs 54%)
- a lower standard deviation (9.7 vs 11.9)
- lower failure percentage (2.6% vs 11%)
- **Students are assessed on a more level playing field with AI assistance.**

Marker's observations:

- 4 students (2 overseas) were flagged for Academic Integrity Review.
- **Improvement in academic writing style**
- No obvious improvement in synthesis of information or critical evaluation – as **less students achieving Firsts (3.9% vs 7.1%).**

To conclude..

- **AI is widely used by students**, but its impact on academic integrity and performance is complex.
- **Students want clear guidance and training**, selectively integrated into the programme and linked to learning outcomes and assessment.
- **Educators should offer scaffolded support**, combining technical instruction with critical evaluation of AI outputs in disciplinary contexts.
- **Educators need to help students understand responsible AI use**, including tool selection, usage frequency, and potential skill gaps.

Thank you

Any Questions?

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