



**GHENT
UNIVERSITY**

GEN AI AND WRITING ASSIGNMENTS: LONG LIVE
THE MASTER'S DISSERTATION.
LET'S BURY IT.

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2024 EUROPEAN QUALITY ASSURANCE FORUM

ENHANCING EDUCATION, RESEARCH AND SOCIETAL ENGAGEMENT THROUGH QUALITY ASSURANCE

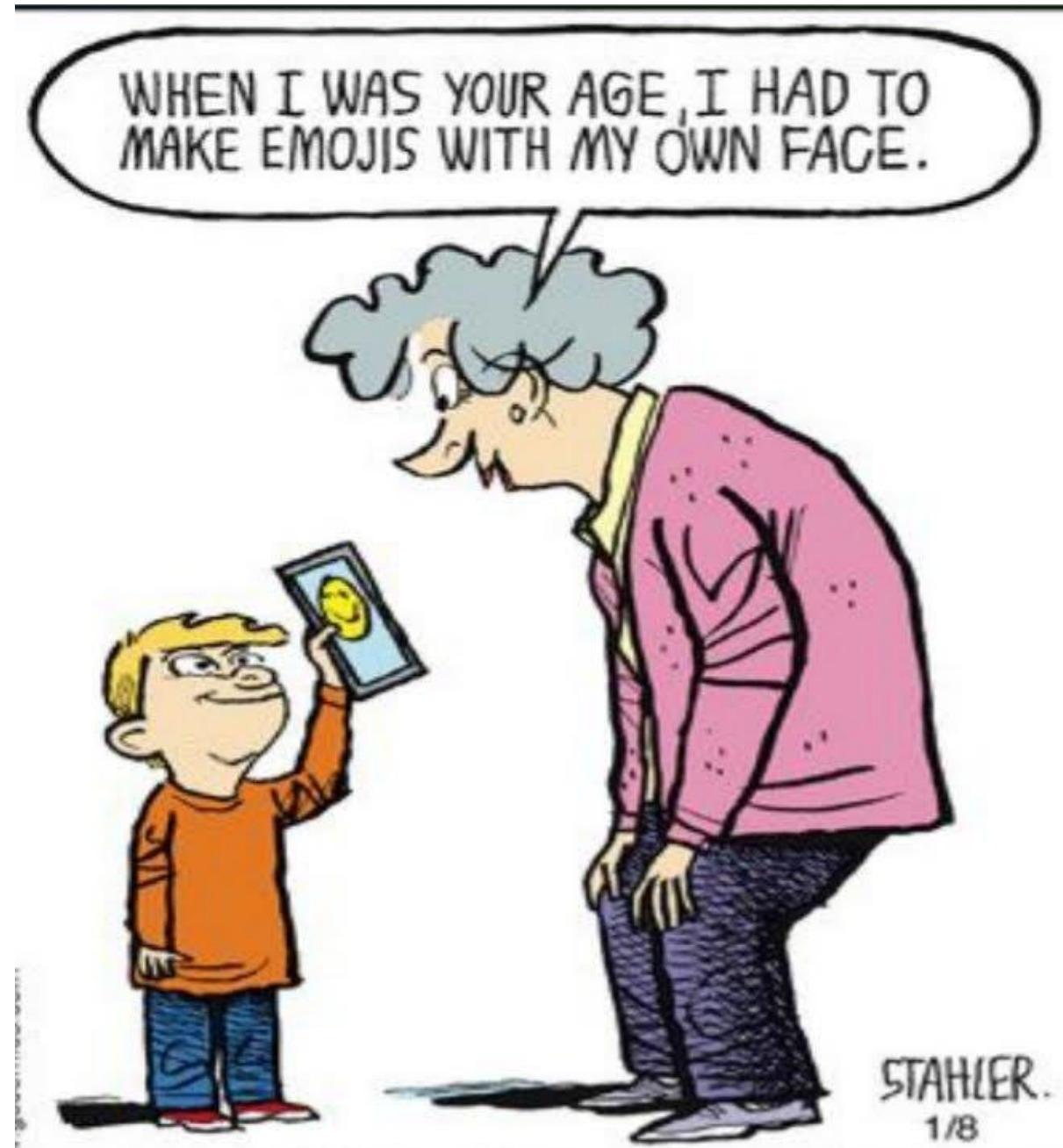
University Twente, Netherlands

EQAF, European Quality Assurance Forum

15-16 November 2024 (Contribution Session 16 November 2024, Chair: Sylvie Navarre)

INTRODUCTION

a brand new era



INTRODUCTION

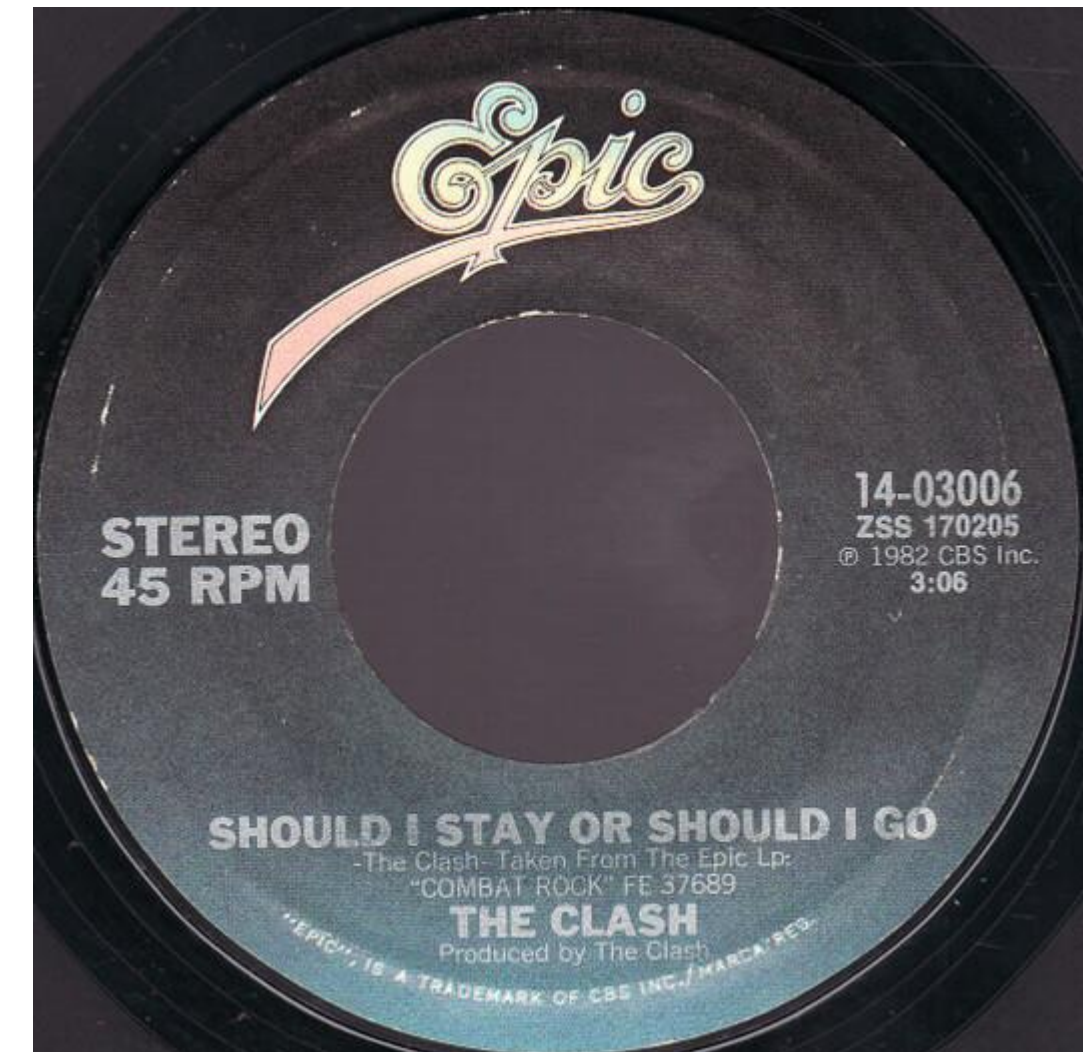


INTRODUCTION

Should I stay, or should I go now?
Should I stay, or should I go now?
If I go, there will be trouble
And if I stay, it will be double
So come on and let me know

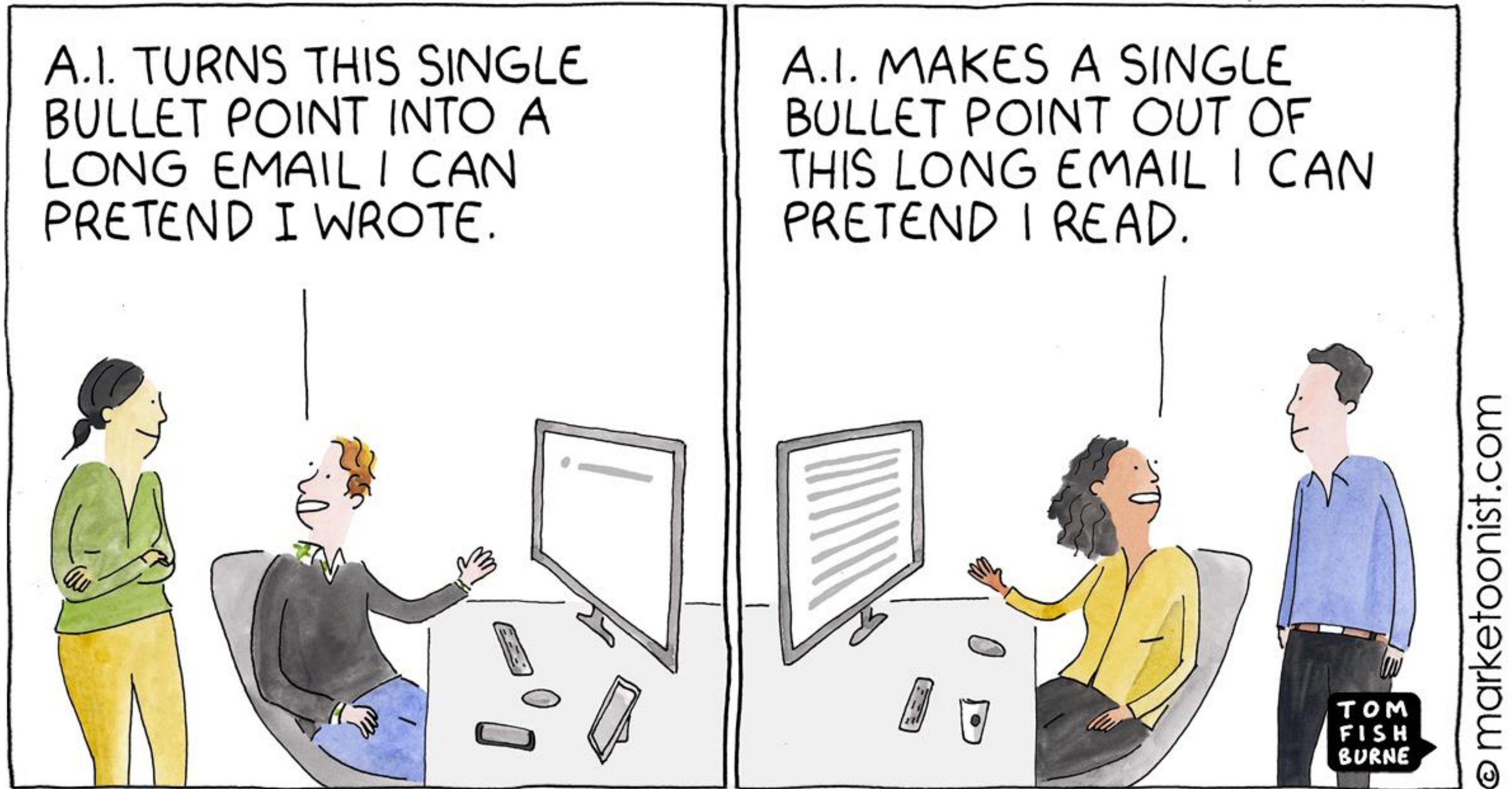
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(The Clash)



AI, we better learn to deal with it

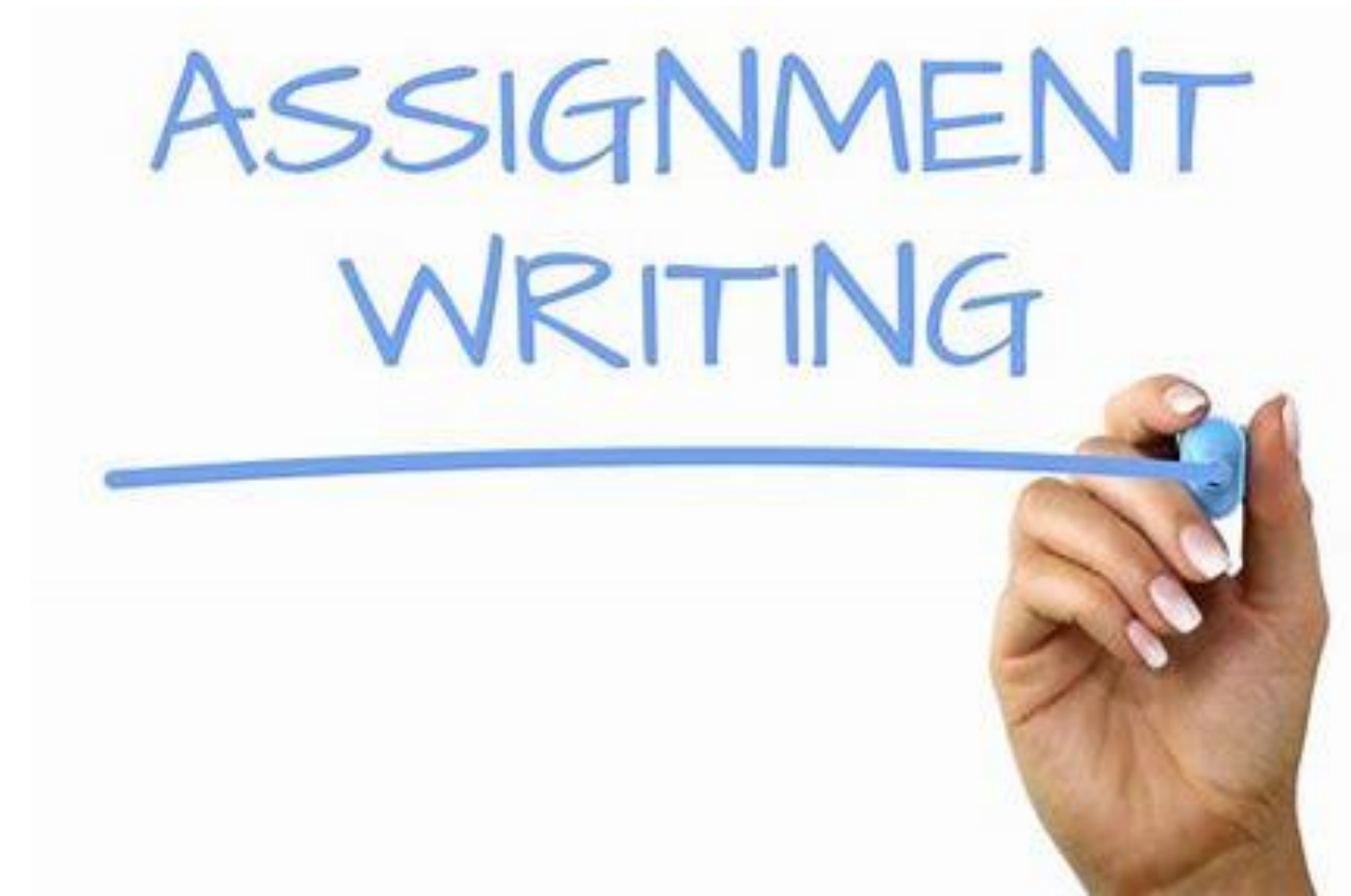
INTRODUCTION



INTRODUCTION

Today's topics

- GenAI and the perspective of quality in education
- The influence of GenAI on writing assignments



INTRODUCTION

AI = intelligent agents, which are **systems** that can reason, learn, and act **autonomously**

Mimic Human Thinking

neural network



Ramsri Goutham
(<https://ramsrigoutham.medium.com/>)

INTRODUCTION

= Large Language Model (LLM)

best known = GPT

- **GENERATIVE**= generates
- **PRETRAINED** = trained on a lot of text
- **TRANSFORMERS** = predict the next word based on the previous one

chat function → prompts

GEN AI AND COMPETENCIES

is using Chat GPT similar to using a GPS ?



? Competencies ?

GEN AI AND COMPETENCIES

- **deal with challenges GenAI brings**
- **inform students/lecturers about GenAI**
 - ‘understanding’ or ‘pattern recognition’
 - quality of prompts & quality of output

GEN AI AND COMPETENCIES

- **rethinking the teaching approach**
 - learning with GenAI
 - e.g. reflect on output
- **writing skills**
 - e.g. master's dissertation → *assessing drafting skills?* (cfr. programming skills)
 - assessing how all *available instruments are used* to come to a balanced, thoughtful end result

writing is thinking

GEN AI AND COMPETENCIES

dilemma

- focus on **‘old fashioned’ competences** (e.g. *knowledge*)
 - *artificial* ?
 - how to train professionals *tomorrow* ?
- ➔ what competences/skills ➔ required by labour market
- ➔ need for “domain specific knowledge”
 - *framework for critical thinking* (AI: assessing (hallucination) – dependency)
 - insight (in a field of study) and its concepts, rules and their interrelations/field of applicability...

GEN AI AND COMPETENCIES

- what about generic competencies/skills
 - summarizing
 - analysing
 - research methods
 - drafting
 - creating
 - problem solving

TRAINING NEEDS

ASSESSMENT



- **writing is...thinking**

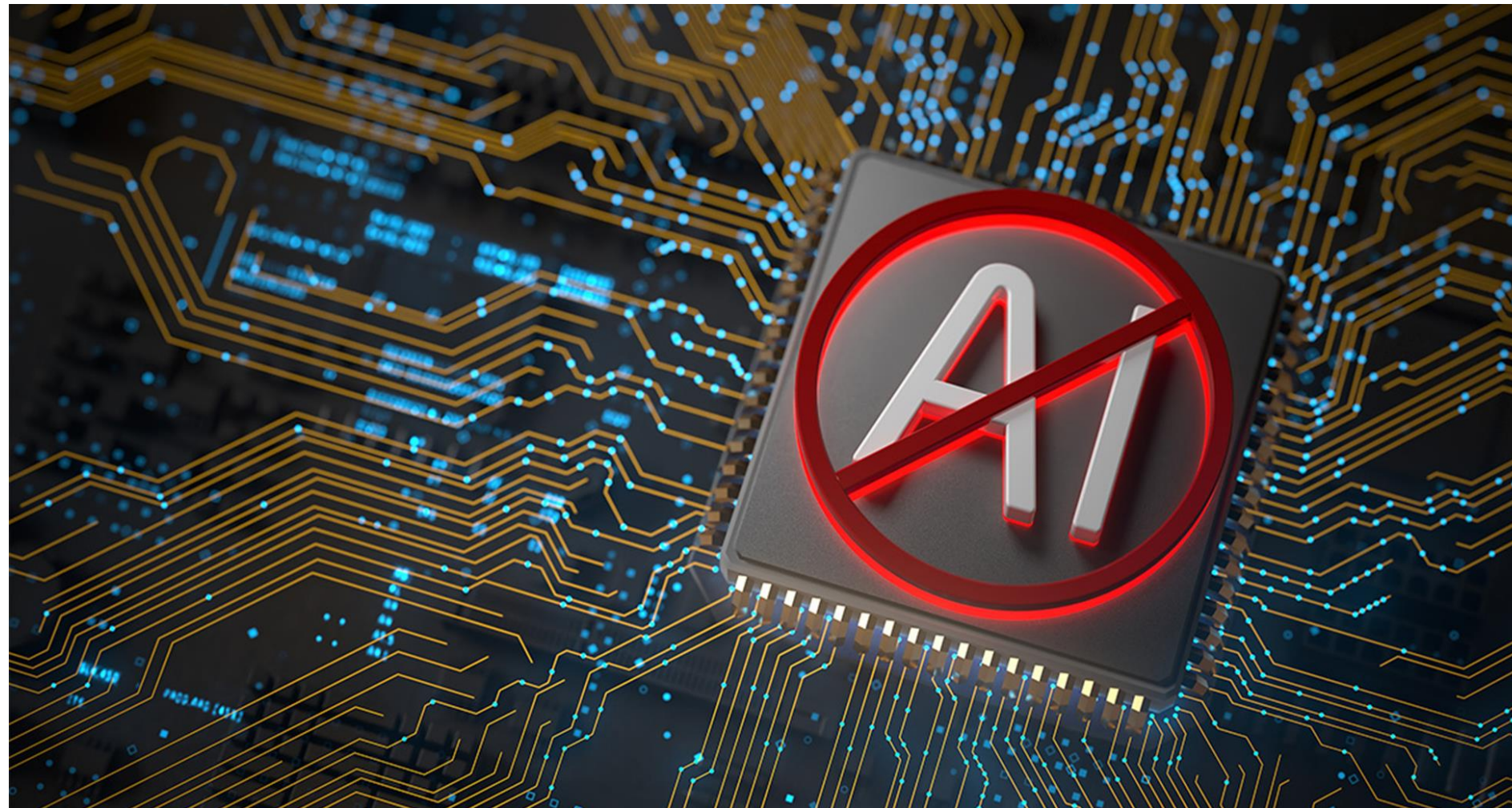
- **replaced by AI**
- **supported and enhanced by AI**

- ➔ is it important the student still masters them (to a certain extent)...or not ?
- ➔ short term/middle(-long) term: evolution ?



WRITING ASSIGNMENTS

background: **importance of writing in process of academic growth** (conceptualising, abstract thinking, proper logical reasoning,...)



WRITING ASSIGNMENTS



- Education and Examination Code (Ghent University, academic year 2023-2024)
- Art. 78, § 2
 - Committing **plagiarism** is considered to be a form of **fraud**.



At Ghent University, plagiarism is considered to be a form of fraud and an irregularity. To commit plagiarism is to present (parts of) a source as one's own original work, or to present it as one's own original work without (correctly) crediting the source. Plagiarism also **comprises the use of text or a product created by a generative system** (unless, and to the extent that, a lecturer-in-charge has allowed the use of such a system) or by a ghost writer as one's own. Plagiarism can affect various product types such as text (written, oral), image (photos, videos, graphs, diagrams, figures...), music, data files, structures, line(s) of reasoning, ideas.

BUT

- students (most students) use GenAI-tools for writing assignments
- GenAI-tools can be used for all aspects of the master's dissertation

WRITING ASSIGNMENT

writing skills



- *society* → teach students to use AI tools responsibly and critically
- **responsible use** of AI-tools is an important *additional competencye*
- AI is ‘**new reality**’ → our task: give students a realistic framework for their behaviour
- invest in **AI literacy**

but: evaluation of the master’s dissertation → **assumption** that dissertation is written **without** the use of GAI tools.



WRITING ASSIGNMENTS



— Guidelines Ghent University 2024-2025 (see: <https://onderwijstips.ugent.be/en/tips/chatgpt-een-generatief-ai-systeem-met-impact-op-he/>)

Education and Examination Code (Ghent University, academic year 2024-2025)

Preparing for the 2024-2025 Academic Year

The 2024-2025 Guidelines

These guidelines have been drawn up in close consultation with our Directors of Studies and/or our faculties' education support staff.

Ghent University

→ ...opts for a responsible use of GenAI tools in the teaching practice, with a special focus on

- o its impact on the student's learning;
- o the validity of the assessment;
- o the ethical implications;
- o preparing our students for the professional field and a society with GenAI.

→ ...chooses to explicitly allow the responsible use of GenAI tools in the context of the Master's dissertation from the 2024-2025 academic year onwards;

→ ...chooses to encourage the responsible use of GenAI tools in other (written) assignments from the 2024-2025 academic year onwards, and only to ban it if doing so is feasible and necessary for the assessment of the competencies/learning outcomes.

GOOD USE OF GEN AI: IDEAS

Responsible use

- awareness of risks and dilemma's
 - ability to deal with them properly
- privacy
- reliability
- research integrity
- Ethics
- inequality
- ecology
-

own knowledge, literature

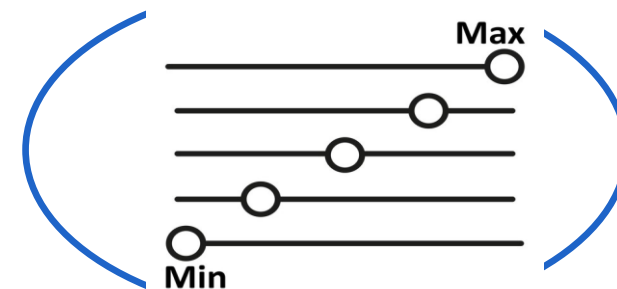


GOOD USE OF GEN AI: SOME IDEAS

- ‘revisit’
- learning objectives (before and after GenAI)
- assessment (before and after GenAI)
- output (‘product’)
- defence
- process

complex, academic competences

rethink product evaluation



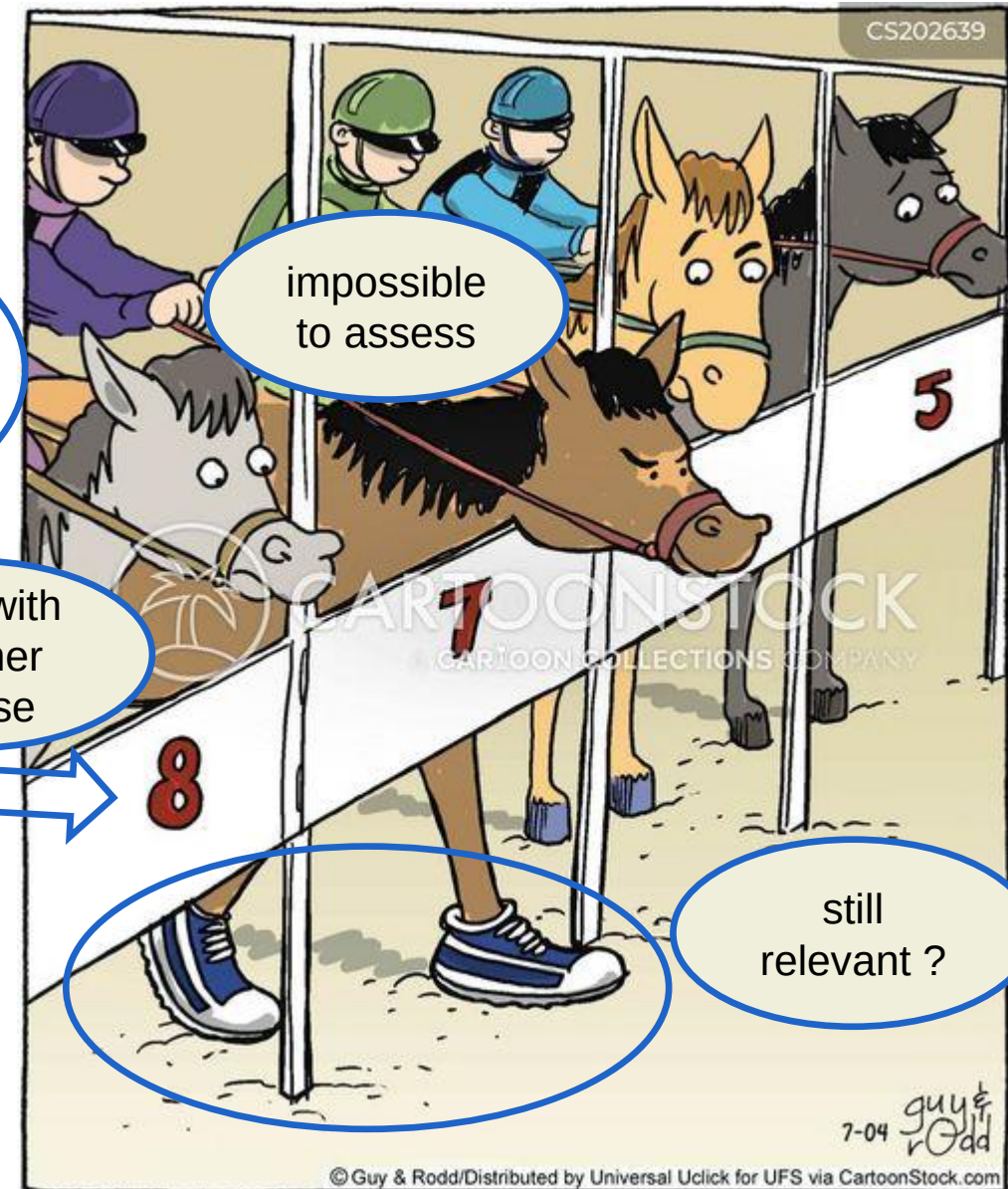
rethink defence

rethink process evaluation

staff ?

adapt learning objective

dealt with in other course



- exercise at course level/programme level
- writing assignments → validity: assessment in controlled setting

GOOD USE OF GEN AI: SOME IDEAS



By the way, ChatGPT misspelled your name.

GOOD USE OF GEN AI: SOME IDEAS

Gen AI-literacy as an extra learning objective

(in master's dissertation/prior in programme ?)



GOOD USE OF GEN AI: SOME IDEAS

focus: responsible use of Gen AI

explain/explicate how Gen AI is used during the master's dissertation process ?

preamble

overview of prompts

text versions

critical reflection

...

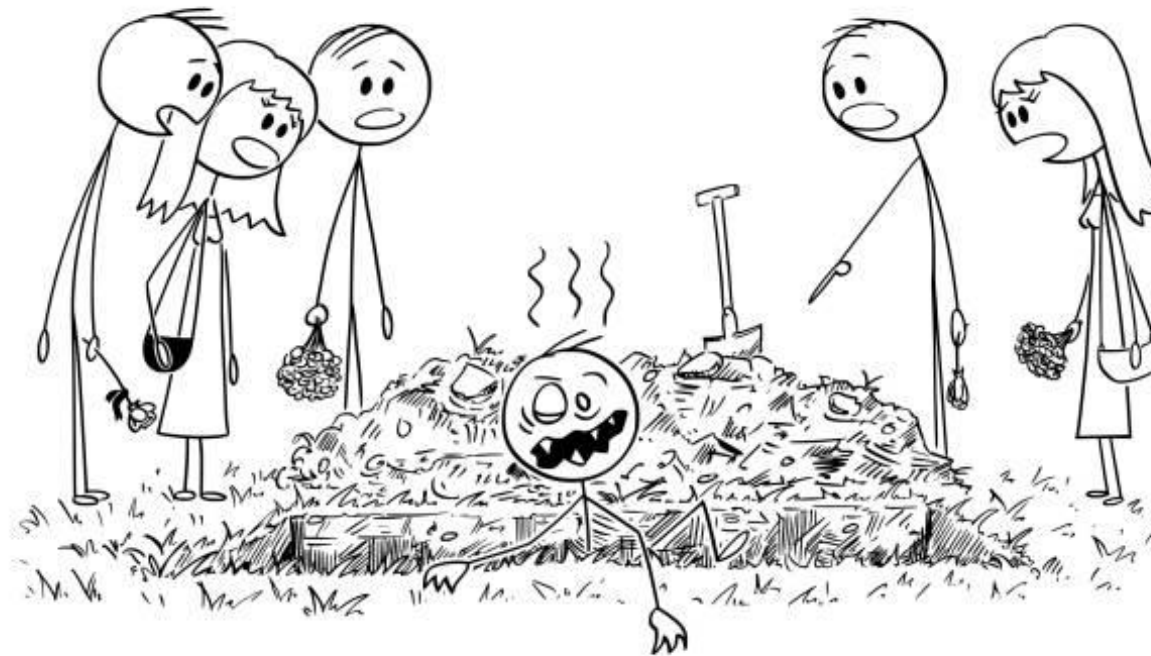


CONCLUSION

- GenAI: curse or bless ? → inevitable
- master's dissertation → 'cornerstone' competencies/skills
- assessing the master's dissertation → past and future



long live the master's dissertation...he's dead. welcome to the funeral



CONCLUSION

GenAI → harmful or helpful

While ChatGPT may aid in managing heavy academic workloads under time constraints, **students must be kept aware of the negative consequences of excessive ChatGPT usage**. They may be encouraged to use it as a **complementary resource** for learning instead of a tool for completing academic tasks without investing cognitive efforts.

While ChatGPT's ease of use might be alluring, fostering an **environment where students derive satisfaction from mastering challenging concepts independently** can mitigate overreliance on generative AI tools. Also, recognizing and **rewarding students for their genuine intellectual achievements** can create a sense of accomplishment that may supersede the allure of quick AI-based solutions.

QUESTIONS AND REMARKS

since this topic is constantly evolving, let's share ideas.

- questions, comments, suggestions, good practices



WE ALL AGREE THAT
IT'S A GREAT RESUME, BUT
I'M AFRAID OUR COMPUTER
DOESN'T LIKE YOU

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