



The role of quality assurance agencies in regulating the use of generative artificial intelligence in the higher education system

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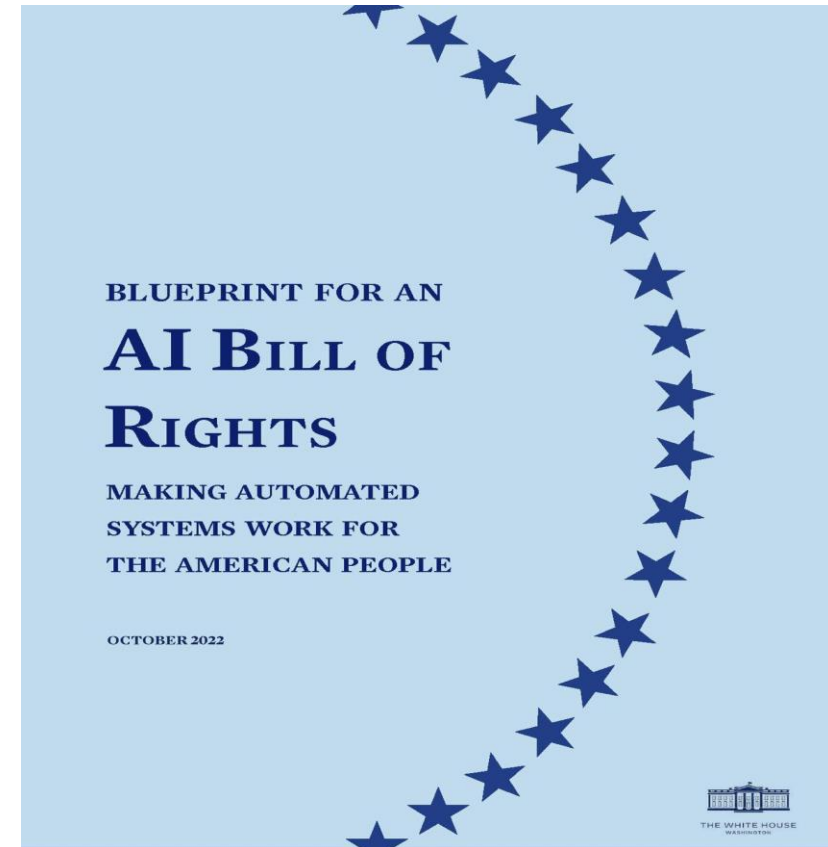
EU AI Act

- Risk-based approach, categorizing AI systems into four risk levels:
 - Unacceptable risk;
 - High risk;
 - Limited risk;
 - Minimal risk.



Blueprint for an AI Bill of Rights

Set of principles to help responsibly guide the design and use of artificial intelligence



China's AI governance framework

Establishes algorithmic management as a distinct regulatory component, which requires organizations to ensure the security, ethics and clarity of the algorithms they design and manufacture

Pro-innovation approach to AI regulation" ("White Paper")

Encouraging responsible AI innovation



The Algorithmic Impact Assessment (AIA)

For departments and agencies in Canada

Questionnaire that determines the level of influence of an automated decision system.



Government
of Canada

Gouvernement
du Canada

Algorithmic Impact Assessment

[Home](#) > [Open Government](#)

Algorithmic Impact Assessment

[Link to GitHub project repository.](#)

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Georgian Association of Artificial Intelligence (GAIA)

❑ Works in three directions:

➤ Knowledge sharing;

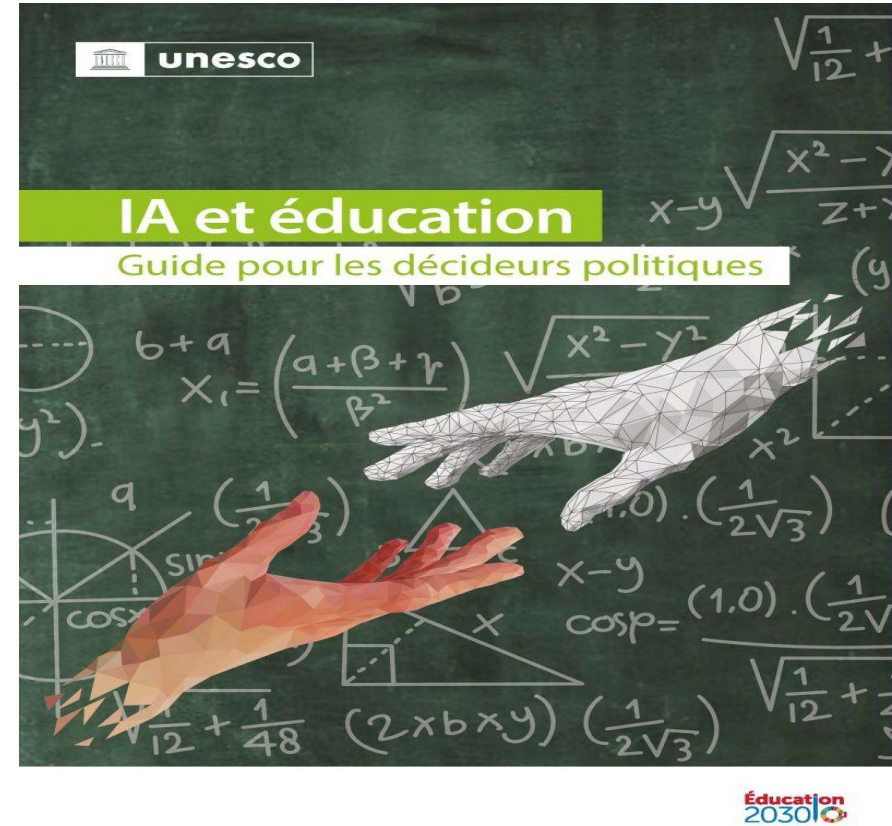
➤ Awareness raising;

➤ Advocacy.



UNESCO

Comprehensive public policy,
Inclusion and equity in AIED,
Teacher training for AI-enabled education,
Training artificial intelligence to understand education,
Development of quality and inclusive data systems,
Importance of AIED research,
Ensuring the ethics and transparency of data collection, use and dissemination



Principles of using artificial intelligence in the education system

- Principle of governance and stewardship;
- The principle of transparency of data and algorithms;
- Principle of sustainability and proportionality;
- Privacy Policy;
- Safety principle;
- The principle of inclusiveness in accessibility;
- Human-centered AIED principle.

Threats

Student privacy;

Data security;

Educational inequity - access to
the latest technology.



Adaptive learning platforms

Smart Sparrow - <https://www.smartsparrow.com/>

Knewton - <https://www.wiley.com/en-us/education/alta>

Cerego - <https://www.cerego.com/>

Intelligent Tutoring Systems (ITS): Cognitive Tutor, ALEKS (Assessment and Learning in Knowledge Spaces)- <https://www.aleks.com/?s=7645121032697335>, Waymaker - <https://waymaker.io/>

Chatbots and Virtual Assistants

Automated Grading and Feedback

Predictive Analytics for Student Success

Content Creation and Curation

Virtual Reality (VR) and Augmented Reality (AR))

Council for Higher Education Accreditation (CHEA)(United States)

CHEA does not regulate AI directly but is exploring how accreditation standards might evolve to account for AI's impact on teaching, learning, and institutional processes.



Tertiary Education Quality and Standards Agency (TEQSA) (Australia)

TEQSA has developed resources to assist higher education providers and their staff to meet new challenges and benefit from opportunities afforded by advances in generative artificial intelligence (AI):

- AI: a regulatory perspective;
- Artificial intelligence: advice for students;
- Assessment reform for the age of artificial intelligence;
- Get to know genAI: Conversation starters;
- The evolving risk to academic integrity posed by generative artificial intelligence: Options for immediate action;
- Using generative AI in research.

[link](#)



Contents

- TEQSA resources
- Academic integrity, assessment and AI
- Generative AI in research
- Incorporating AI in your classes
- Engaging with students about AI
- International approaches
- Understanding generative AI
- Request for information (RFI)

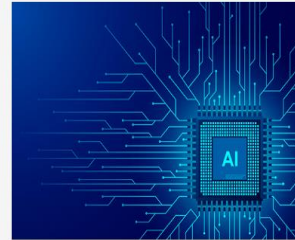
TEQSA resources

- [AI: a regulatory perspective](#) (TEQSA presentation slides, PDF, 371 KB) (4 April 2023)
- [Artificial intelligence: advice for students](#) (4 April 2023)
- [Assessment reform for the age of artificial intelligence](#) (23 November 2023)
- [Gen AI and student learning](#) (video, opens in YouTube) (11 October 2024)
- [Get to know genAI: Conversation starters](#) (PDF, 110 KB) (18 October 2023)
- [The evolving risk to academic integrity posed by generative artificial intelligence: Options for immediate action](#) (PDF, 210 KB) (8 August 2024)
- [Using generative AI in research – 10 tips](#) (PDF, 85 KB) (4 August 2023)

Quality Assurance Agency for Higher Education (QAA) (United Kingdom)

Produced a number of resources dealing with generative AI and ways to use it as a positive tool, while maintaining academic standards

The resources are arranged in themes – each of which has its own dedicated page. You can gain quick access to [QAA advice and resources](#) or browse the different themes. Many of the resources are links to external websites and, while active at the time of creating this site, QAA cannot guarantee their ongoing availability or content.



Getting started: What is Generative AI?



Examples of Generative AI tools and resources



QAA advice and resources



How can Generative AI be used in learning and teaching?



Ethical considerations for using Generative AI in higher education

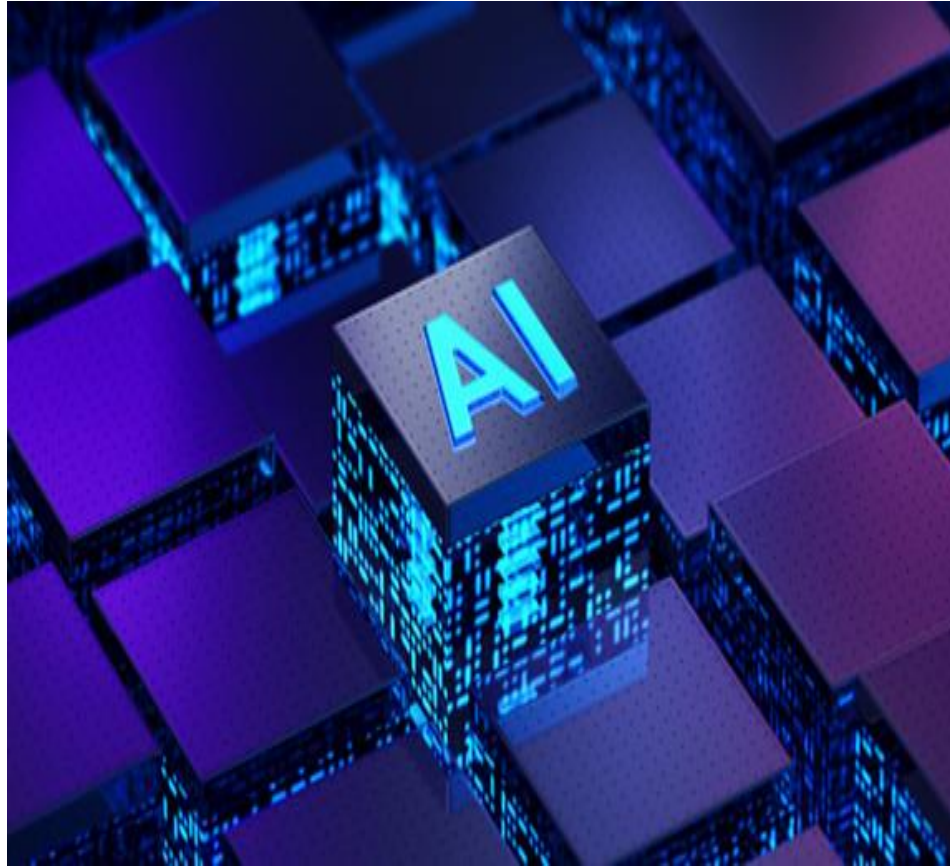


The future of Generative AI in higher education

Opportunities

Enhances personalized learning

Improves student outcomes



Challenges

Data privacy,

Security,

Fairness

Algorithmic bias and transparency

What are the key challenges and opportunities associated with regulating generative artificial intelligence in higher education and how can they be effectively addressed?

How can collaboration between universities, industry partners and regulatory agencies facilitate the responsible integration of generative AI in higher education?

What steps can universities take to ensure that their use of generative AI aligns with their educational missions and values? How can they foster a culture of ethical AI use among students, faculty and staff?



Thanks for your attention!

