

# Practical explorations of adapting Higher Education Policy to face the age of Generative AI

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EQAF Workshop  
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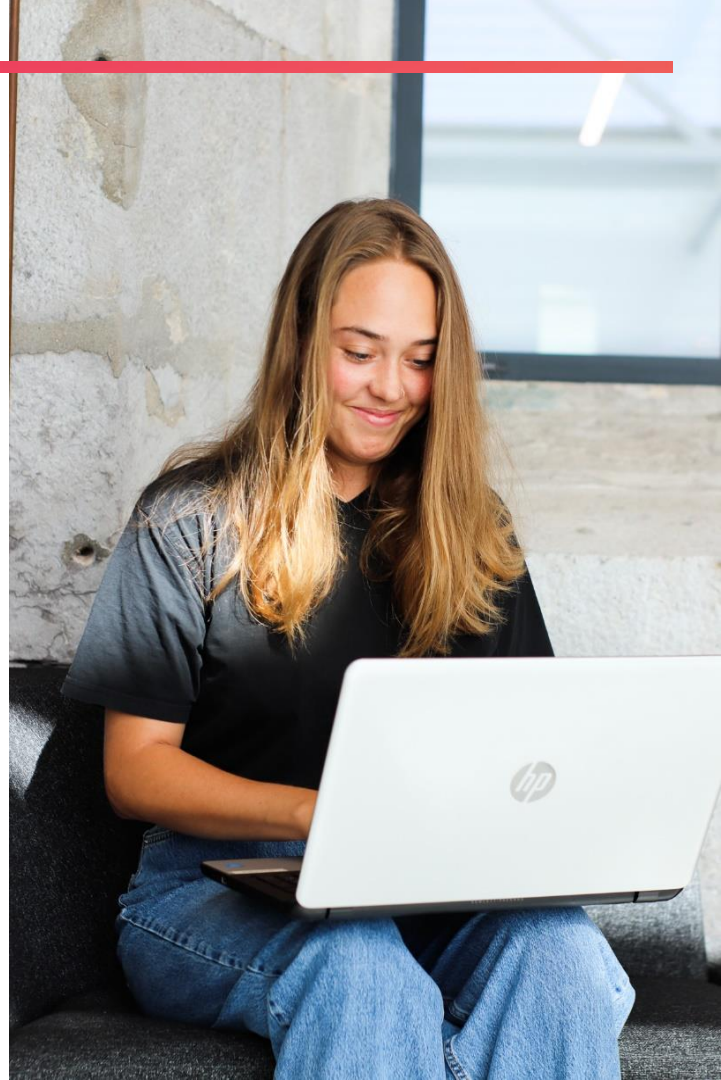
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# AGENDA

- Generative AI – where are we now
- Impact on Higher Education
- How do we adapt policy
- Safeguarding Academic Integrity in the era of AI





# How familiar are you with Generative AI?

① Start presenting to display the poll results on this slide.

# ChatGPT

 The New York Times

## Alarmed by A.I. Chatbots, Universities Start Reversing What They Teach

With the rise of the popular new chatbot ChatGPT, some universities are reversing what they teach in their courses and taking preventive measures

3 weeks ago

 Bloomberg.com

## ChatGPT Passed a Wharton MBA Exam. Are Professors ...

In December, Christian Terwiesch, a professor at the University of Pennsylvania's Wharton School, decided to put the latest version of ChatGPT, ...

2 days ago

 Business Insider

## ChatGPT: The 10 jobs most at risk of being replaced by AI

ChatGPT may be a fun tool to play with, but there's a very real risk that it could displace jobs across many industries.

4 days ago



 The Straits Times

## Students, teachers will learn to properly use tools like ...

Developed by San Francisco research firm OpenAI, ChatGPT has made headlines in recent months for its ability to produce essays and solve...

8 hours ago



 The Economic Times

## Will ChatGPT help or hinder your international university applications?

Above all, like every other byproduct of engineered skill and technology, it is imperative to realize how ChatGPT harbors an input-output...

6 hours ago



 The New York Times

## What Students Are Saying About ChatGPT

By now you've probably heard of ChatGPT, a powerful new artificial intelligence chatbot released to the public late last year that can craft...

3 days ago



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# Generative AI – A quick overview

- Based on large language models (LLMs) – ChatGPT 3.5, ChatGPT4, Gemini etc
- Trained with vast databases to write coherent text according to user prompts
- LLMs are accessed through interfaces such as ChatGPT, Gemini and others
- Integration in to mainstream business software, e.g Microsoft Co-Pilot



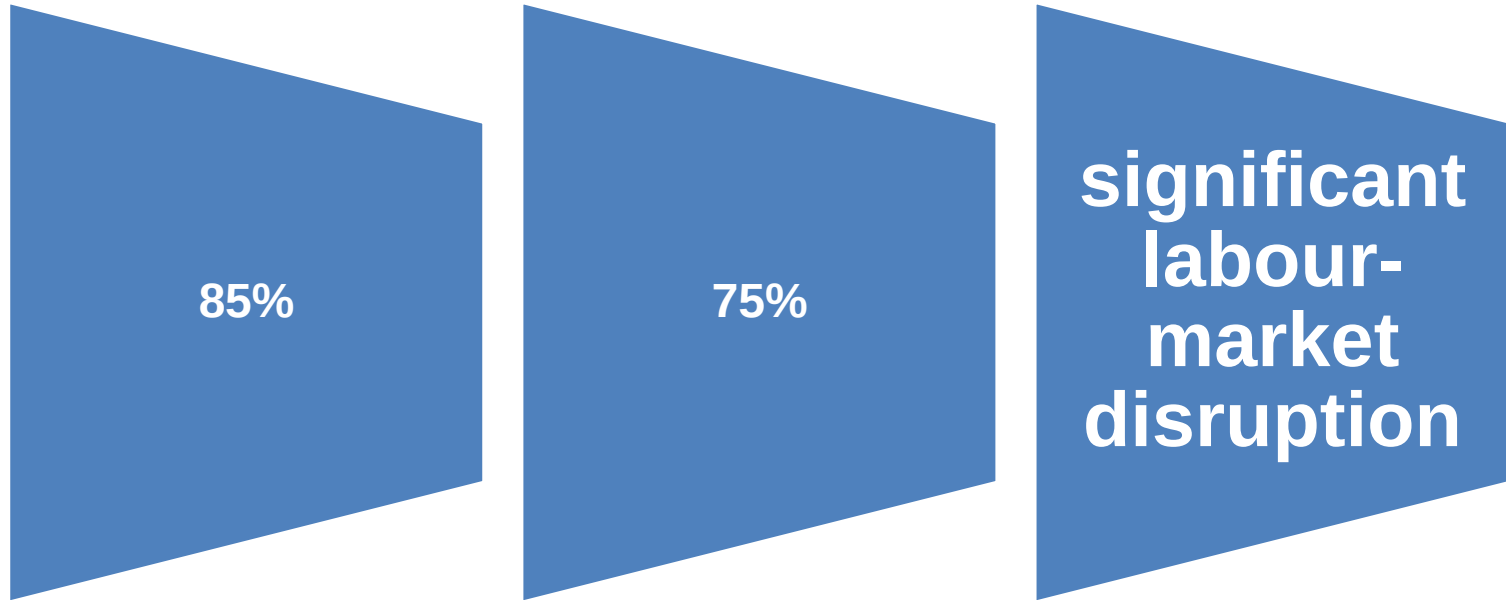
# To what extent is AI embedded in your institution?

① Start presenting to display the poll results on this slide.

**Why do we need to be  
considering AI in Higher  
Education? Can't we just ban it?!**

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# The World Economic Forum's Report “The Future of Jobs 2023” found that:





# What comes to mind when you think of AI and education?

① Start presenting to display the poll results on this slide.

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# Why do we need to be considering AI in Higher Education?

Digital literacy and skills for the future

Ensuring our graduates are employment ready

Even bigger emphasis on critical thinking

Widespread use

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# Current Challenges

Assessment

Academic  
Integrity

Ethics

Impact for  
educators

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# Current Challenges

## Assessment

- How relevant are our assessments?
- Are we assessing the right things?

# Current Challenges

## Academic Integrity

- How do we deal with Human-machine co-creation?
- Need for clear guidance on use of AI
- Redefining originality in the context of AI
- Era of post plagiarism?

# Current Challenges

## Ethics

- Bias of AI algorithms
- Fairness of AI detectors
- Student privacy and confidentiality – do we know our Terms & Conditions?
- Potential of AI to widen existing socio-economic inequalities

# Current Challenges

## Impact for educators

- Need to upskilling and professional development
- Different levels of knowledge and support
- Increased workload, especially when dealing with assessment and plagiarism
- Fear of job displacement?

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# Exercise: Generative AI in Higher Ed – where are we now?

In your group consider one of the following areas:

Student  
recruitment

Learning &  
Teaching

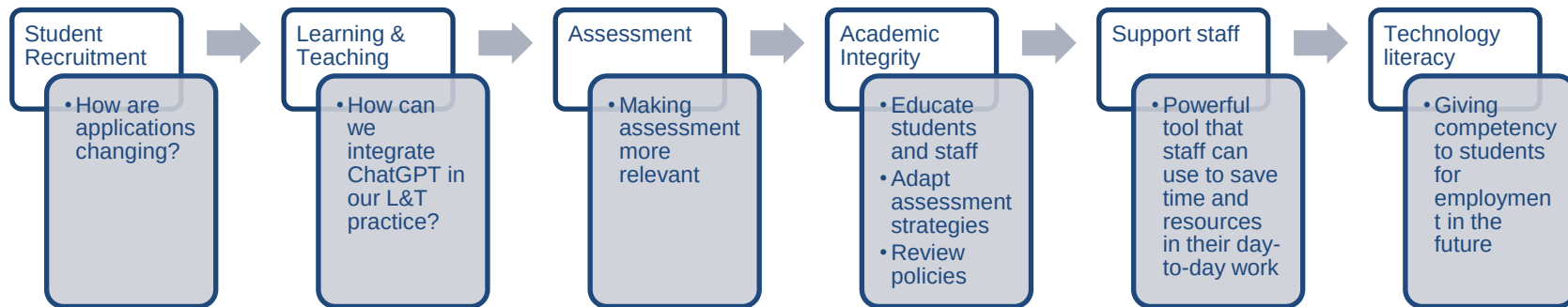
Assessment

Human  
Resource

Employability

- What impact has Generative AI had on it?
- What potential challenges does Generative AI present?
- What potential opportunities does Generative AI present?

# Generative AI in Higher Ed – where are we now?



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# Exercise: Redefining policy

In your group consider one the following areas from the stakeholder role assigned to you

Student  
recruitment

Learning &  
Teaching

Assessment

Academic  
Integrity

Employability

- What areas of policy or processes need to be considered from your perspective?
  - What additional skills, training or knowledge do you need in the area?
  - How does policy need to adapt to represent your needs?

# Examples in practice & using Generative AI

# Using ChatGPT to support Learning & Teaching

## *III. AI Policy*

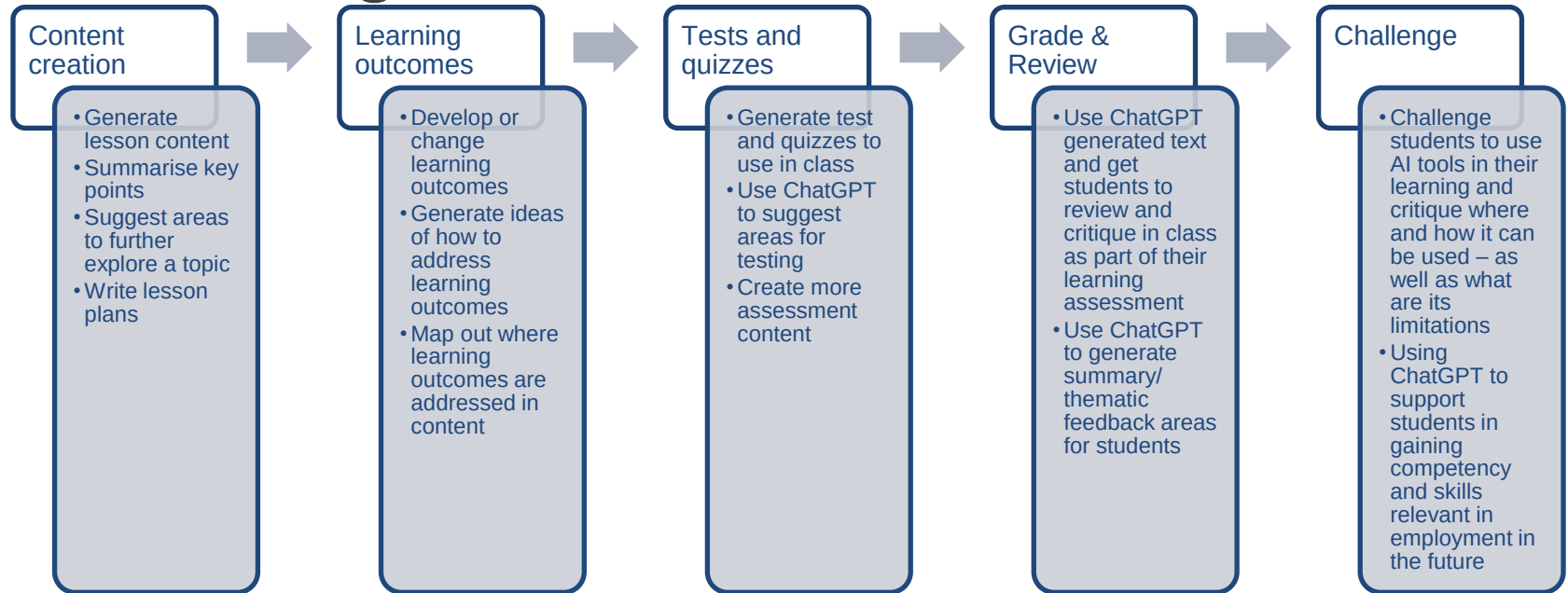
I expect you to use AI (ChatGPT and image generation tools, at a minimum), in this class. In fact, some assignments will require it. Learning to use AI is an emerging skill, and I provide tutorials in Canvas about how to use them. I am happy to meet and help with these tools during office hours or after class.

Be aware of the limits of ChatGPT:

- If you provide minimum effort prompts, you will get low quality results. You will need to refine your prompts in order to get good outcomes. This will take work.
- Don't trust anything it says. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check in with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results. Failure to do so is in violation of academic honesty policies.
- Be thoughtful about when this tool is useful. Don't use it if it isn't appropriate for the case or circumstance.

Source: Ethan Mollick, Associate Professor at The Wharton School

# Using Generative AI to support Learning & Teaching



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# Case Study: Generative AI at University of Gibraltar

Guidance for students: <https://www.unigib.edu.gi/generative-ai-guidance-for-students/>

- Summarises what Generative AI is;
- Gives examples of how AI can be used;
- Discusses the limitations of Generative AI;
- Talks about academic misconduct and how to reference AI appropriately.

**Generative AI use scale in assessment:** Clear definitions of how and when AI is allowed in assessment.

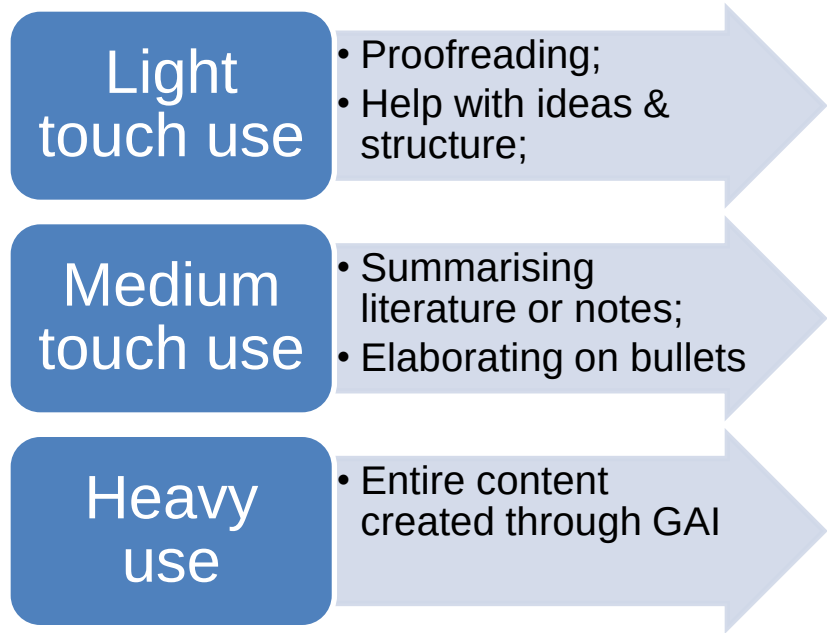
**Guidance for staff:** Webinar series focussing on Generative AI in the classroom.

**We're not discouraging students on using AI, but encouraging them to use it ethically and appropriately.**

**We're aiming to equip students with the skills they would need to succeed beyond University.**

**Turnitin – can be used as a **flag**, it shouldn't be used as the only check.**

# How is Gen-AI used by students?

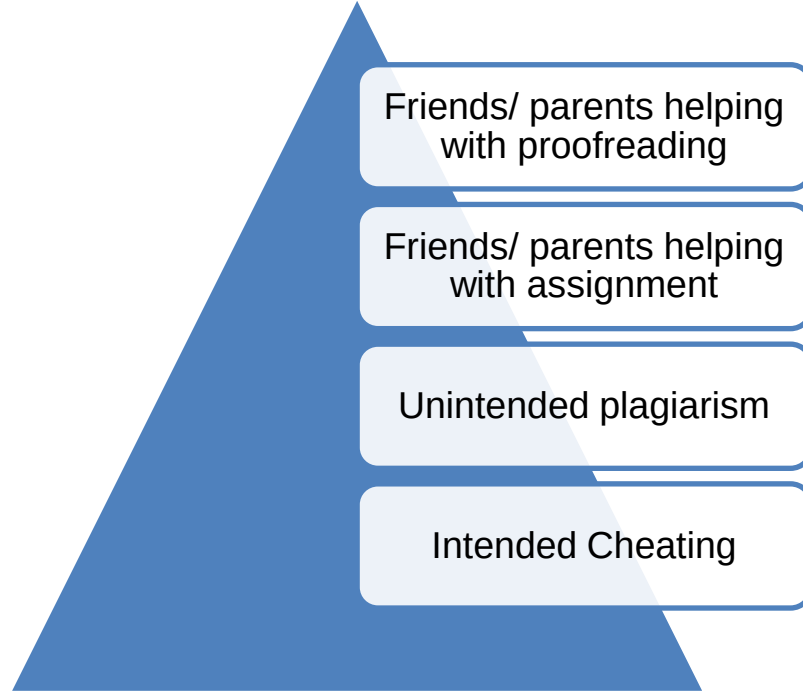


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# Is it plagiarism?

- GAI takes information from a wide range of sources and synthesises them into original output;
- Not plagiarism using the traditional definitions
- Presenting GAI work which has not been verified or modified is very poor academic practice and potentially does not allow for enough of the student's own work to be assessed
- Human authors need to take responsibility for work submitted in their name and be transparent about research methods and sources, including GAI

# Academic integrity



# Academic integrity



**ChatGPT**

VS

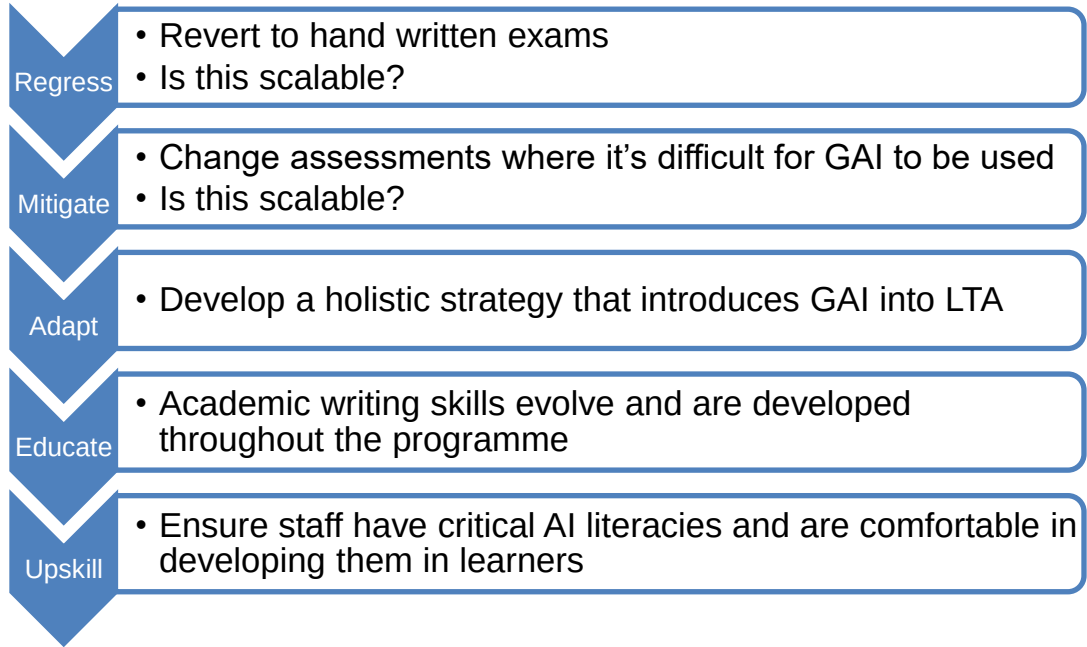
Friends/ parents helping  
with proofreading

Friends/ parents helping  
with assignment

Unintended plagiarism

Intended Cheating

# Defending academic standards in the age of GAI



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**Discussion: What approaches to safeguarding academic integrity has your institution taken?**

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# The issue with detection tools

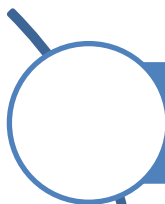
Inconsistent  
detection

Varies from tool  
to tool (e.g  
ChatGPT3.5 vs  
GPT4)

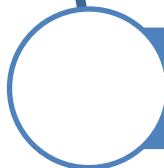
False positives

Bias against  
second  
language users

# Where to next for assessment & academic integrity



Scalability – can we sustain responding to AI by going back to exams or identifying individual assessments for AI use?



Age of Human-AI content generation – the new normal?



Postplagiarism – the future of academic integrity?

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# References:

- Eaton, S.E. *6 Tenets of Postplagiarism: Writing in the Age of Artificial Intelligence*, (February 2023): <https://drsaraheaton.wordpress.com/2023/02/25/6-tenets-of-postplagiarism-writing-in-the-age-of-artificial-intelligence/>
- Inside Higher Ed. *Professors Cautious of Tools to Detect AI-Generated Writing*, Inside Higher Ed, (February 2023): <https://www.insidehighered.com/news/tech-innovation/artificial-intelligence/2024/02/09/professors-proceed-caution-using-ai#:~:text=In%20June%20last%20year%2C%20an,by%20paraphrasing%20AI%2Dgenerated%20text.>
- Elkhatat, A.M., Elsaid, K. & Almeer, S. Evaluating the efficacy of AI content detection tools in differentiating between human and AI-generated text. *Int J Educ Integr* **19**, 17 (2023). <https://doi.org/10.1007/s40979-023-00140-5>

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# Further Reading:

- QAA Academic Integrity Network Meeting, March 2023: [https://www.qaa.ac.uk/docs/qaa/members/academic-integrity-network-meeting-march-2023.pdf?sfvrsn=758ab81\\_6](https://www.qaa.ac.uk/docs/qaa/members/academic-integrity-network-meeting-march-2023.pdf?sfvrsn=758ab81_6)
- The rise of artificial intelligence software and potential risks for academic integrity: A QAA briefing paper for higher education providers: [https://www.qaa.ac.uk/docs/qaa/members/the-rise-of-artificial-intelligence-software-and-potential-risks-for-academic-integrity.pdf?sfvrsn=ebb0a981\\_6](https://www.qaa.ac.uk/docs/qaa/members/the-rise-of-artificial-intelligence-software-and-potential-risks-for-academic-integrity.pdf?sfvrsn=ebb0a981_6)
- QAA Academic Integrity Charter: <https://www.qaa.ac.uk/membership/membership-areas-of-work/academic-integrity/charter>
- Reconsidering assessment for the ChatGPT era: QAA advice on developing sustainable assessment strategies: [https://www.qaa.ac.uk/docs/qaa/members/reconsidering-assessment-for-the-chat-gpt-era.pdf?sfvrsn=38d3af81\\_6](https://www.qaa.ac.uk/docs/qaa/members/reconsidering-assessment-for-the-chat-gpt-era.pdf?sfvrsn=38d3af81_6)
- Other QAA Member resources around AI, Assessment and Academic Integrity are available here: <https://www.membershipresources.qaa.ac.uk/>

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# Questions?