



UNE L&T Symposium 2024 – Presentation Synopsis

1. Title of Presentation:

AI in Higher Education: “Whats going on? And, what are we going to do about it?”

2. Presenter(s) Name(s) and Affiliation(s):

Emma Joel, Tellisa Kearton, Johl Sue, Stephen Grono. Digital Education, UNE

3. Main Takeaways:

How are institutions around Australia and the world approaching the issue of AI in the educational space? This investigation is critical in developing effective support services for teaching and learning to support staff and students moving forward.

An overview of how UNE can integrate generative AI in the educational space, and a range of practical support resources available to academic staff here and elsewhere.

4. Application in Educational Contexts:

Teaching Methods: By prioritising the most applicable tools for UNE given the large online cohort it will be possible to retain engagement and facilitate the development of competent graduands. For example, UCLA has developed a range of strategies for the utilisation of generative AI in assessments requiring students to analyse and interpret responses by source checking and reflection tasks. Notre Dame University emphasises tasks such as mirroring professional in practice, and reflexivity in developing professionalism through collaboration with peers and others. This also encourages students to engage with their future colleagues and clients and put their learning into context.

Assessment: Assessments in a future with AI generative tools may involve more industry and professional engagement, giving students more “real world” experiences that they can incorporate into their assessment tasks. UNE is well placed to enhance and expand existing connections with industry to give students authentic learning and assessment tasks. Providing academics with tools and strategies for development of assessment tasks with AI in mind will avoid potential pitfalls with academic integrity issues.

Curriculum Development: By looking at tools and strategies implemented across other institutions and how they have incorporated AI into their curriculum we can identify which aspects might be applicable for UNE.

5. Valuable Sources and References:

Source 1: UNE Resources and Support

>**Academic Integrity Policy** – broad scope of Academic Integrity, minimal on GenAI usage directly

<https://policies.une.edu.au/document/view-current.php?id=304>

>**UNE Academic Integrity blog** – especially Academic Integrity and GenAI Intelligence Tools section

<https://blog.une.edu.au/academicintegrity/student-information/academic-integrity-and-generative-artificial-intelligence-tools/>

>**Generative AI and Academic Integrity at UNE** – highly relevant resource package, with student badge, around integrity and GenAI

<https://mylearn.une.edu.au/course/view.php?id=28440>



>**Academic Integrity Module** – new modules incorporating GenAI advice available to all as ‘sneak peek’ tile

<https://mylearn.une.edu.au/course/view.php?id=10214>

>**Digital Dexterity** – specifically Digital Ethics chapter focuses on advice and resources on GenAI use

<https://mylearn.une.edu.au/course/view.php?id=23486>

Source 2: External Resources and Support

>**Chapman University** has compiled a list of Universities across a range of institutions who have AI policies. <https://libguides.chapman.edu/AI/policies>

>**Charles Sturt University** has created a number of strategies around mitigation and management of assessment in the context of generative AI tools. <https://www.csu.edu.au/division/learning-teaching/assessments/assessment-and-artificial-intelligence/rethinking-assessments>

6. Weakness and Area for Future Research:

Weakness: Garbage in – garbage out. The importance of critical analysis of AI output. There will be a number of pitfalls in incorporating generative AI into teaching and assessment tools. There is also likely to be increased burden on industry through development of more interactive and industry relevant tasks and activities.

Future Research: How can UNE “get it right”? By focusing on the significant online teaching component unique to UNE and utilising tools which are most effective for this mode of delivery.