**UNE L&T Symposium 2025 – Presentation Synopsis**

**1. Title of Presentation:**

On the value of human intelligence: developing arguments against the use of Generative AI in non-Assured Assessments

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

Dr Matthew Allen (UNE, HASS)

**3. Main Takeaways:**

***Takeaway 1:*** While we cannot prevent students from using Gen-AI in non-assured assessments, we can (and in many contexts we should) persuade them not to use it.

***Takeaway 2:*** A key argument against the use of Gen-AI is that students come to university to develop their own capacity to think, read and write, and they will not do so if they are dependent upon Gen-AI.

**4. Application in Educational Contexts:**

***Teaching Methods:***

 - Provides examples of arguments against the use of Gen-AI in non-assured assessments.

**Assessment:**

 - Gives an example of a (planned) redevelopment of assessment in response to the new Assessment Architecture.

 - Also, an example of a (draft) redesign of an assessment rubric, to discourage the use of Gen-AI.

**Student Engagement:**

 - Presentation will discuss a (planned) interactive exercise to get students thinking about the limitations of Gen-AI.

**Curriculum Development:**

 - Presentation will discuss a planned new Unit (on the History of Surveillance) which will embed a radical critique of Gen-AI as an extractive technology, within its analysis of surveillance capitalism.

**5. Valuable Sources and References:**

**Source 1:** Olivia Guest et al., “Against the Uncritical Adoption of ‘AI’ Technologies in Academia,” preprint, *Zenodo*, September 5, 2025, <https://zenodo.org/records/17065099?fbclid=IwZXh0bgNhZW0CMTEAAR5JJHEmQM0X5DSaFurIMVVaEiGcmcOwMmp_33qOI5LJqM8KmeOJ45GNnrCzAQ_aem_EHhkup1u-rdpa2pVozDVFg>. – A call to arms for academics to resist the hasty and non-consensual adoption of Gen-AI in universities.

**Source 2:** Matteo Pasquinelli, *The Eye of the Master: A Social History of Artificial Intelligence* (Verso, 2024). – Provides a genealogy of AI, locating it within a tradition of industrial machines that produce social hierarchies through automation of labour.

**6. Weakness and Area for Future Research:**

**Weakness:** All the ideas presented are drafts and untested in actual teaching. It remains to be seen if I can, in fact, persuade my students not to use Gen-AI.

**Future Research:** Once these ideas have been tested, it should be possible to refine them and develop a more robust design for a Unit that effectively disincentivises the use of Gen-AI, even where it cannot be prevented.