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

**1. Title of Presentation:**

How does GenAI-integrated learning task affect students’ knowledge retention

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

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**3. Main Takeaways:**

***Takeaway 1:*** GenAI users and those who provided critical reflection on their process performed better across all other criteria in their assignment, except those who did not use AI, or those who used AI for creating content.

***Takeaway 2:*** Different forms of GenAI use in assignments did not significantly influence exam outcomes, suggesting that GenAI neither enhanced nor diminished knowledge retention.

**4. Application in Educational Contexts:**

***Teaching Methods:*** *Specific ways the presentation's content can be incorporated into teaching practices – provide 2 sentences of 40 words or less – if not applicable indicate with NA*.

- The GenAI literacy approach adopted in the unit could apply to other units.

**Assessment:** *Specific ways the presentation's content can be incorporated into assessment practices – provide 2 sentences of 40 words or less – if not applicable, indicate with NA*.

- The assessment design, declaration page, and rubric architecture could be adapted for other units or disciplines where AI usage is allowed

- The findings could be a stepping stone for adopting 2-lane assessment architecture in other units and disciplines where AI is allowed

**Student Engagement:** *Specific ways the presentation's content can be incorporated into student engagement – provide 2 sentences of 40 words or less – if not applicable indicate with NA*.

- The AI-integrated weekly activities adopted in this unit could inform similar practices in other units to enhance asynchronous student engagement

**Curriculum Development:** Specific ways the presentation's content can be incorporated into Curriculum Development – provide 2 sentences of 40 words or less – if not applicable indicate with NA.

- *NA*

- *NA*

**5. Valuable Sources and References:**

**Source 1:** Littlewood, W. (2009). Process-oriented pedagogy: facilitation, empowerment, or control? *ELT journal*, 63(3), 246-254. https://doi.org/10.1093/elt/ccn054

**Source 2:**  McClory, S., Read, M., & Labib, A. (2017). Conceptualising the lessons-learned process in project management: Towards a triple-loop learning framework. *International Journal of Project Management*, 35(7), 1322-1335.

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

**Weakness:** Given the unit had a clear and safe policy for allowing GenAI usage, reliance on self-declared AI usage may introduce reporting bias; and the study focuses on a single first-year marketing unit, which limits the generalisability across disciplines.

**Future Research:** Future studies could examine the truthfulness in students' declarations about their AI usage and also examine the impact of GenAI on types of assessments other than essay-based assessments.