

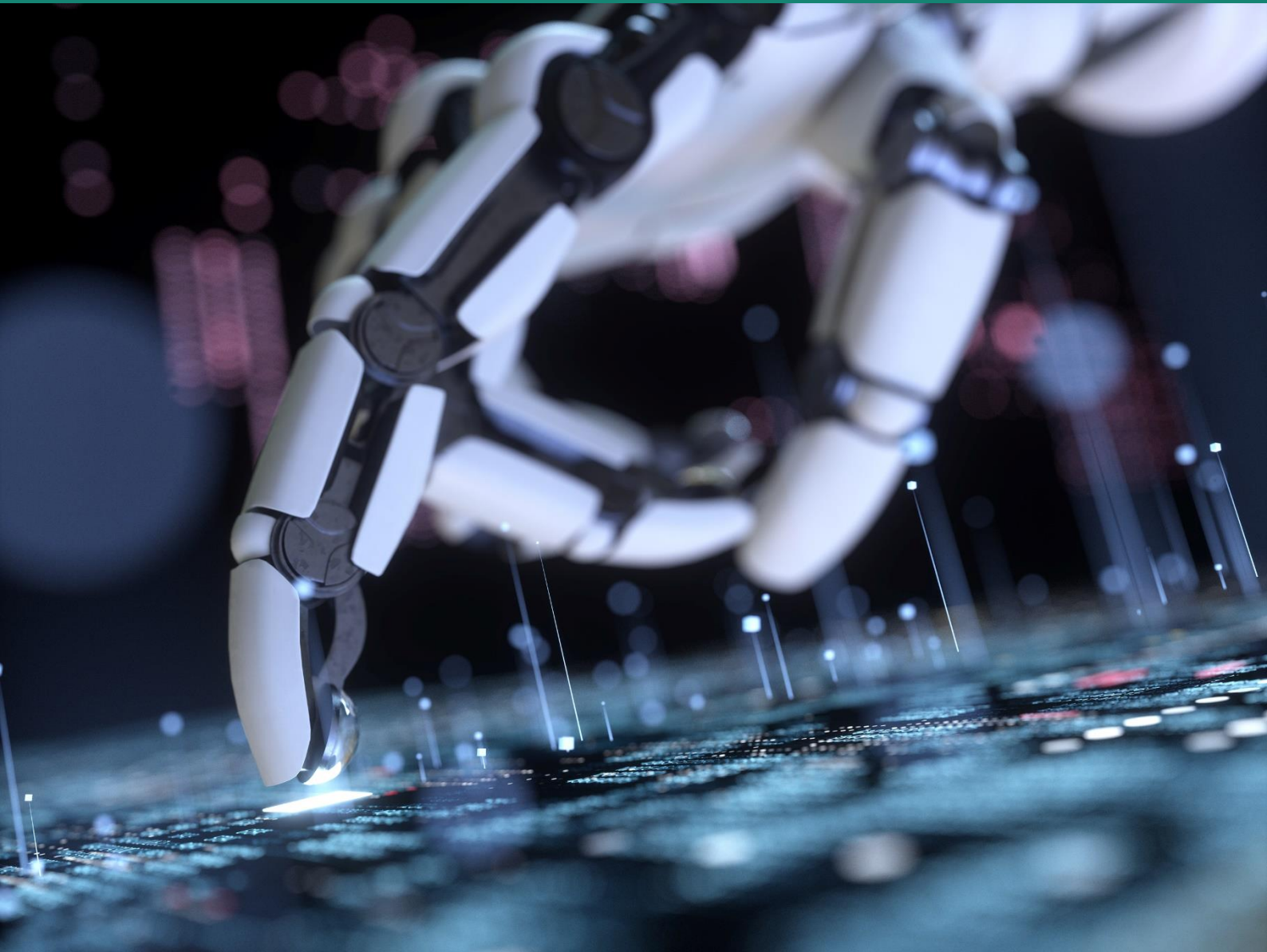
**CQSD**

CENTRE | QUALITY SUPPORT  
FOR | & DEVELOPMENT



**FOCUS ON: GENERATIVE ARTIFICIAL INTELLIGENCE TOOLS**

# **SUPPORTING YOUR STUDENTS WITH GENERATIVE AI TOOLS**



# SUPPORTING YOUR STUDENTS IN THE USE OF GENERATIVE AI TOOLS (GAIT)

The use of generative AI tools is likely to be essential in the lives of our graduates outside of the University. Supporting students to develop their skills in the use of GAIT as part of their programme will enable them to experience the potential applications of such tools, their benefits and their limitations. Embedding assessments based on GAIT use will create opportunities for students to gain the necessary skills and experiences, but they will require support to do this. This guide aims to provide an overview of things to consider when developing ways of supporting students.

## BENEFITS OF GAITS FOR STAFF AND STUDENTS

GAIT can reduce time spent working on documents either through reduced editing time or support in starting a piece of writing e.g. an outline plan. In some instances they improve quality and provide support to learners by summarising, paraphrasing and providing different perspectives on new ideas. Learners can use GAIT to find resources, summarise research, to create revision materials including questions to test themselves with etc. Staff can use the tools to create materials for revision sessions or assessment support sessions e.g. give an example of a poor essay for students to read through and compare to a good essay. Additionally GAIT can be used to explore the latest thinking on a topic through research focused models such as Research Rabbit and Consensus.

### Suggestions for the Acceptable use of GAIT by Students

GAIT will be used by students as part of their learning journal, whilst some students are reluctant to use the tools, many are already using them to support their learning. The following uses are based on the current capabilities of the tools, are not exhaustive and are likely to be complimented by many more uses in the coming months.



- Provide personalised learning with immediate opportunities for feedback and/or support with concepts they do not understand. Subsequently students' learning outcomes will be better if they know how to harness GAITS to support their learning.
- Initial research into a topic, idea or concept to gain an overview for example: "what are the main ethical concerns for students when using generative artificial intelligence tools?"
- Identifying/summarising core concepts or viewpoints in a particular disciplinary area for example "what were the prevalent influences on 19th century writers?" or "what are some alternative explanations to string theory?"
- Summarising texts- you can cut and paste a section of text into GAIT and ask it to summarise the content. This is especially useful if you are unsure that you understand what the key message or concept in a piece of text is. Alternatively Bing Chat which is built into Microsoft's Edge browser can summarise anything on the page the browser has open.
- Taking notes during group work discussions and online meetings e.g. using Co-Pilot or Google's Supernormal browser plug-in.
- Getting ideas on how to present work
- Support language practice and development e.g. use ChatGPT as a conversational practice partner. Ask GAI to analyse your writing, identify common errors, and create exercises to help you address them
- Organising and planning their work (e.g. generating outlines, creating time-plans).

## KEY PRINCIPLES FOR USING GENERATIVE AI IN YOUR TEACHING AND ASSESSMENT PRACTICES

GAIT are not just useful for students, there are many time saving benefits for staff as well. A whole host of tools exist to help with research, designing teaching activities and supporting administrative tasks. The following advice is aimed at those intending to use GAIT in learning, teaching and assessment.

- Ensure that no sensitive or confidential information (including personal data and intellectual property of the University or a third party) is entered into GAIT.
- If you have used GAIT to create materials for learning, teaching and assessment, you need to acknowledge this and be transparent with students.
- Students need clarity on whether they can use GAIT for assessments, use them for some elements of an assessment or are prohibited from using GAIT at all. Module Convenors should make this clear in the assessment brief provided to students by referring to the three categories of assessment outlined in the University guide to [Generative AI and Assessment](#). Clarity should be provided on whether students can use GAIT to:
  - o Research ideas
  - o Summarise papers (this might require the use of seminars to develop close academic paper reading skills as an antidote)
  - o Check spelling, grammar and use of language
  - o To provide feedback on their work
  - o To provide a starting point e.g. an outline structure to work on (reducing fear of the blank page)
  - o To write part of their assessments – potentially to learn how to use the tools and for them to write a reflection on latterly
- Use GAIT to support and improve your teaching practice. Mollick and Mollick (2023) suggest five key uses for GAIT in teaching ranging from finding a range of different examples, creating alternative explanations to help students understand a concept, creating formative tests, marking formative work and creating opportunities for students to practice and apply their learning.



- If you require students to cite their use of GAIT, e.g. quoting a short excerpt from the content generated by GAIT as part of an assessment on developing skills in GAIT use, it is important they understand how to do this. There is some controversy in Higher Education as to whether this should or should not be done, but where it is, it's likely to be cited as a personal communication. In assessments which require students to use and critique outputs from GAIT, they might use a screenshot and acknowledge the screenshot as an output from GAIT.

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*“AI breakthroughs are already changing the way we work and its crucial students get the new skills they need to build a fulfilling career. University staff also need support as they look at how AI can be used to enhance their teaching and help bring subjects to life.*

*“This is a rapidly developing field, and the risks and opportunities of these technologies are changing constantly. It’s in everyone’s interests that AI choices in education are taken on the basis of clearly understood values.*

*“The transformative opportunity provided by AI is huge and our universities are determined to grasp it.” – The Russell Group (2023)*

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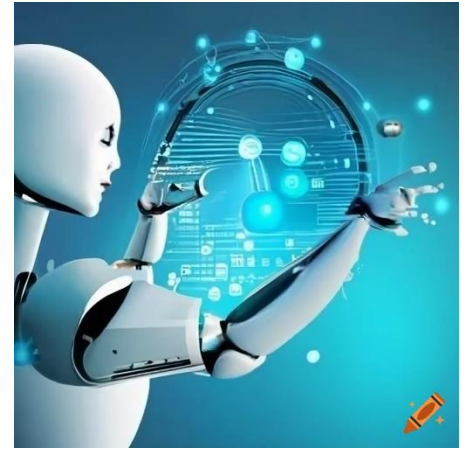
## SUPPORTING YOUR STUDENTS TO USE GAIT

Students will expect to be using Generative AI tools in their learning and assessments, and we need to ensure that they have the necessary skills to use these tools in their lives beyond graduation. A collection of case studies of how GAIT is being used in Higher Education around the world has been collated through a Crowdsourced project and hosted on [Zenodo](#).

It will be crucial to support students to develop critical artificial intelligence literacy alongside fundamental academic skills e.g. correctly using citations, referencing, and critical thinking. This is essential because artificial intelligence literacy is expected to become a significant graduate attribute. There are a number of aspects that should be considered as part of programmes to ensure they have both humanistic skills (collaboration, critical thought, making judgements about ethical issues and biases) to showcase in some assignments and digital literacies involving GAIT in others (using prompts, creating personas other than their own, experimenting with GAIT).

Although students may come to university having had experience with GAIT they may lack the knowledge and understanding to use them responsibly in the context of their university studies. The following advice is intended to serve as a guide to supporting students in learning about ethical use of GAIT:

- A [study skills library guide](#) for students on the use of generative AI tools has been published. It is recommended that Schools use this guide, where appropriate, to help develop their existing academic skills training to encompass aspects of the use of generative AI.
- Guidance for students has been published on [Essentials](#)
- If you're asking students to use GAIT in their assessments to develop their skills, provide clarity on which tools to use (ensuring everyone has **equal access to the tools** e.g. payment is not required to use them) and ensure there are support sessions in which students can learn to use GAIT. Such sessions would lend themselves well to collaborative learning in which students can share their ideas and learn from one another.
- Programme teams should **identify where in the programme students will encounter GAIT** and develop skills in using them ethically and effectively. As with programme learning outcomes, the development of students' skills should be mapped through the programme to ensure students progressively develop their skills.
- The [University's current position](#) is that the use of AI and other technological tools that help productivity and assist in improvement of writing such as tech-based proofreaders, spelling checkers, thesaurus, Microsoft Word Editor, and Grammarly is acceptable and does not require acknowledgement.



- When supporting students to use GAITs, create activities which enable them to explore the tools and critique their outputs in group discussions. For example, create an essay title on a well known topic in your discipline which you expect they will have a good understanding of, such as a topic covered by most A-level students. Once the essay has been created, engage the students to appraise the outputs, investigate strengths and weaknesses. Students could then work on the essay to improve it, adding in their own ideas and examples, which they could then ask the GAITs to improve on, once again, they would evaluate the outputs.
- [Useful guidance](#) on supporting your students to use ChatGpT was presented by Emily Nordmann on 8<sup>th</sup> August 2023 at University of Glasgow.

## Ethical Issues to Consider

There are a number of ethical issues to discuss with your students about the use of GAITs. The following list provides a summary of points you may wish to research further to use as the basis of a seminar or workshop with your students.

- Data privacy – GAITs store all data which are inputted in to them;
- Data accuracy – GAITs work by predicting the next most likely word and can produce false information which might spread;
- Generative AI models can perpetuate or amplify biases learned from their training data
- The training of large generative models can have a significant environmental impact due to the computational resources required
- Harmful content can be generated
- Copyright and intellectual property might be infringed as a result of the outputs drawing on pre-existing data the GAITs were trained on
- Violation of privacy might occur is sensitive or personally identifiable information is produced by the GAITs.



- Student use of GAITs to pass off outputs as their own would be unethical.

A guide on [GAIT and academic integrity](#) has been produced to support staff in discussing GAIT and academic misconduct with students.

## RECOMMENDED ACTIONS TO BE TAKEN BY TEACHING TEAMS

1. Explain your programme's what approach to GAIT and signpost relevant guidance and resources. Ensure students have a forum in which to ask questions e.g. workshops on understanding and using GAIT
2. Work in partnership with your student partners to further your understanding of students' expectations as well as their knowledge and understanding of GAIT
3. Identify where in each programme students will have opportunities to learn about, use and critique outputs from GAIT, ensuring that graduates understand the opportunities and limitations as well as the ethical use of GAIT
4. Remember there is no ban on the use of GAIT at the University of Reading, and its use should be for positive, educational purposes as set out in the University's [position statement](#). Try to ensure there is a consistent and clear approach to the use of GAIT across the programme, drawing on the three categories for assessments outlined in the Generative AI and Assessment guide.
5. Programme handbooks and Blackboard sites should be updated to reflect the updated University Academic Integrity policy on the use of AI and a note to advise students that there will be instances when they can use GAIT, which they will be advised of by their Module Convenors. The [University of Birmingham](#) offer some useful examples of the type of text you might wish to adapt.
6. Module convenors must inform students whether they can use GAIT in their assessments. Module convenors should be clear about which of the following categories each assessment falls into and ensure this is evident on Blackboard and any associated guidance on tackling the assessment:

- **Category 1:** GAIT cannot be used for this assessment;
- **Category 2** GAIT can be used by students to support their learning and development when completing this assessment;
- **Category 3:** the use of GAIT is expected for this assessment.

Failure to notify students if they can use GAIT for an assessment task could result in cases of suspected Academic Integrity falling through on account of insufficiently clear instructions to students.

7. Review assessments in light of the rapid development of GAIT and identify if any changes need to be made to the assessment, and which of the three categories above the assessment would fall into in terms of students' use of GAIT. Assessments which require regurgitation of information and ideas, without detailed specific application to a situation will be more vulnerable to the misuse of GAIT. Work requiring students to use higher order thinking skills (see [Bloom's taxonomy on page 5 of our learning outcomes guidance](#)), [authentic assessment](#) and to reflect on actual experiences in their learning environment, are much less vulnerable.
8. All teaching staff must acknowledge the use of GAIT to create teaching materials and resources must be acknowledged and the factual accuracy/bias of the materials checked.

## SUMMARY

Students' experiences of using GAIT are varied and thus all students will need support to learn to use GAIT ethically and effectively in preparation for life after graduation. Supporting students to use the tools in their work is critical, as is ensuring that all tasks they are asked to do, can be undertaken using freely available tools to ensure an equitable learning experience.

**To contact us to discuss how constructive alignment can work for your programme or module and explore other guides in our Focus On: series, please visit <https://www.reading.ac.uk/cqsd/artificial-intelligence/ai-guidance-for-staff>**

## References and further reading

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