

HENLEY BUSINESS SCHOOL, UNIVERSITY OF READING

Improving Student Literacy on the Responsible Use of AI Tools

Emese Lazar, November 2023

This is the story of Inigo, a Reading student.



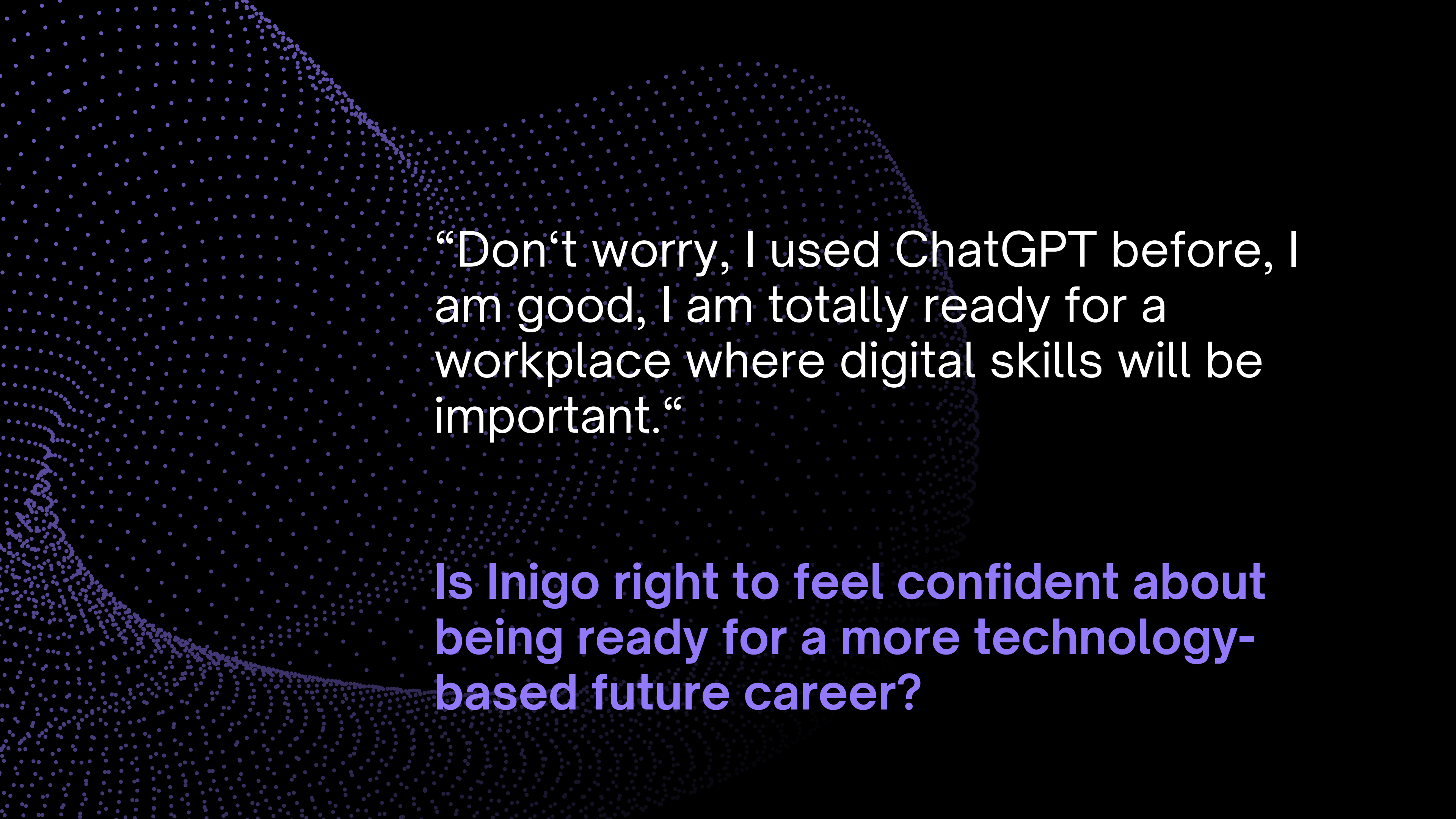
“**Technology adoption** will remain a key driver of business transformation in the next five years. Over 85% of organizations surveyed identify increased adoption of new and frontier technologies and broadening digital access as the trends most likely to drive transformation in their organization.

[...]

Within technology adoption, **big data, cloud computing and AI** feature highly on likelihood of adoption. More than 75% of companies are looking to adopt these technologies in the next five years. ”

WORLD ECONOMIC FORUM (2023): “ FUTURE OF JOBS REPORT 2023”

[HTTPS://WWW3.WEFORUM.ORG/DOCS/WEF_FUTURE_OF_JOBS_2023.PDF](https://www3.weforum.org/docs/WEF_FUTURE_OF_JOBS_2023.PDF)



“Don’t worry, I used ChatGPT before, I am good, I am totally ready for a workplace where digital skills will be important.”

Is Inigo right to feel confident about being ready for a more technology-based future career?

Contents

1. Responsible use of AI tools
workshops

2. Assignment briefs

3. Looking ahead

Starting point; What we did; What we learned

Section on AI tools

Desirables



1. Responsible use of AI tools workshops

(A) Starting Point



Starting point

- (1) There is a **need** to improve digital literacy/skills for students
- (2) Within all things 'digital', **AI tools** are developing at a very fast speed, so The literacy on & proficient use of AI tools deserves attention

Beyond these, the focus is on using these tools **responsibly**.

But why?

One of the reasons is to stop/reduce the misuse of these tools, which is often reflected in academic misconduct (although only a minority of cases are detected)

Skills/attributes delivered by a programme

- Teamworking skills
- Critical thinking
- Etc.

Digital skills delivered by a programme

- Digital communication
- Digital proficiency
- Digital creation
- Digital study skills
- Etc.

Student use of AI tools

AI tools - uses

AI tools – used by academics:

- Develop teaching material
- Develop assessments
- Formative feedback
- Aid teaching
- Aid marking
- AI tools for research
- Etc.

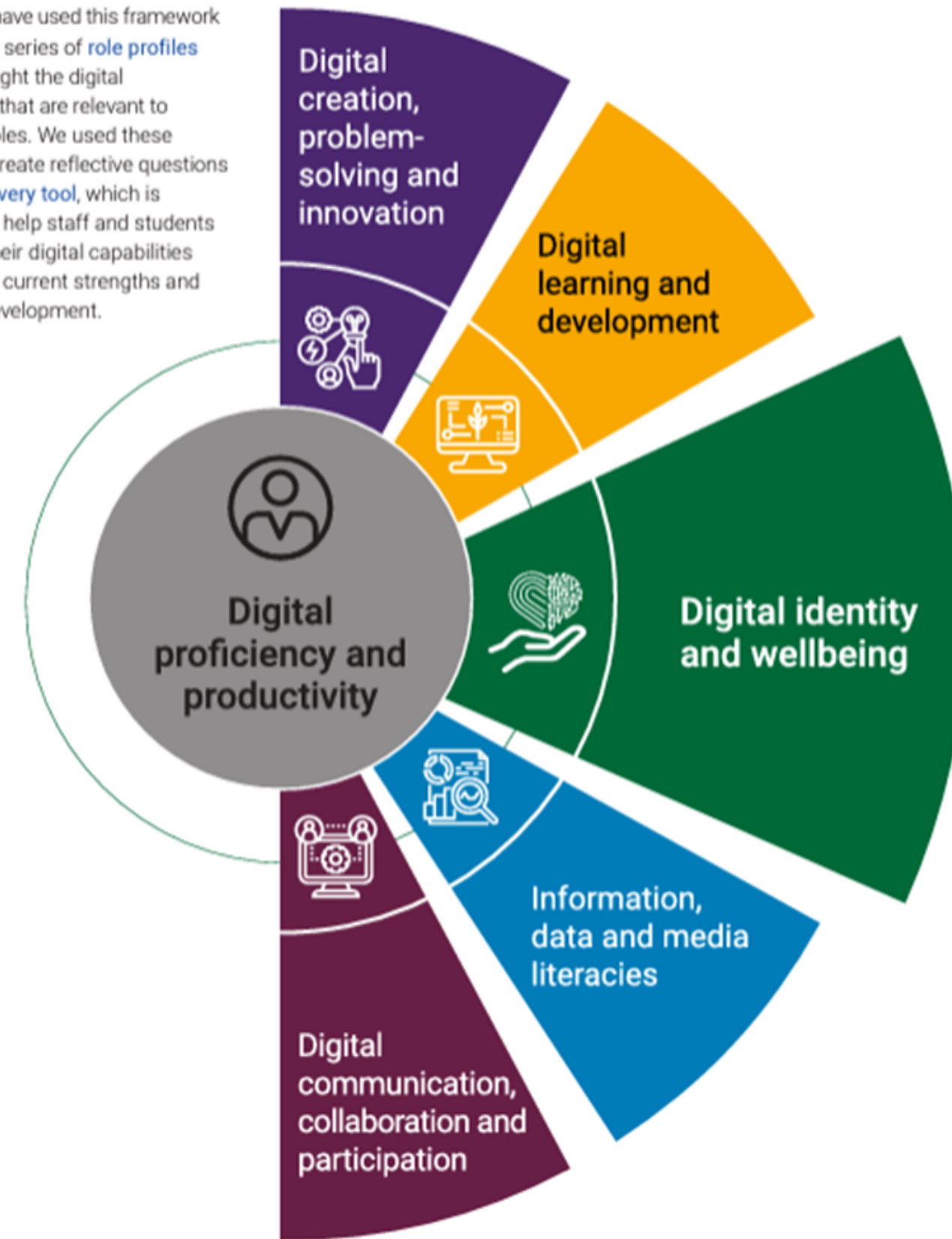
Digital Skills

The Jisc digital capabilities framework can be used to develop students' digital skills

<https://www.jisc.ac.uk/>

Henley contact for Jisc:
Lucy Newton
Edith Rigby

At Jisc, we have used this framework to develop a series of **role profiles** which highlight the digital capabilities that are relevant to particular roles. We used these profiles to create reflective questions in the **discovery tool**, which is designed to help staff and students reflect on their digital capabilities and identify current strengths and areas for development.



Starting point

**WE KNOW THAT STUDENTS USE AI TOOLS IN THEIR
LEARNING AND ASSESSMENTS**

WHY?

This is because they benefit in multiple ways

- Aids faster learning
- Obtain summaries of papers/books/resources
- Improved quality of coursework/assessment?
- Higher marks (an improvement of at least 5 marks on average)
- Can use the digital skills developed later in the workplace

Actually, some of them are quite proficient and are frequent users

However, we want students to use these tools **responsibly**

How do students use AI tools?

- As augmentative aids to help student learning (“partner”)
- As a writing assistant (e.g. correct grammar)
- As tools that speed up creating an output (e.g. a presentation)
- As tools that replace student effort (e.g. summarize a paper)
- As a tool to create content

Why?

Students consider ‘academic writing’ less relevant for their future careers.

!! **Bias/misinformation/privacy** are an issue

We want students to show **responsible** use

(B) What we did



What we did

DELIVERED (IN PROGRESS) 15 SESSIONS ENTITLED
'RESPONSIBLE USE OF AI TOOLS' TO UG & PGT STUDENTS

- Students could **sign up** for these via a form (optional)
- **Collaborated** across different departments regarding the structure and content of the session (special thanks to Keiichi Nakata, Maggie Cooper and Lambis Dionysopoulos)
- Initial plan was for one department only, but extended it to Henley
- **Workshops** delivered by TA
- Survey at the end
- Recorded one session & shared the recording and slides with students

Responsible use of AI Tools Workshop for Students

This workshop will help you learn about:

1. AI tools
2. Prompt engineering
3. Bias, interpretability and ethical concerns
4. Referencing AI tools
5. Examples

Timings & Sign-up:

<https://forms.office.com/e/HMFPz9bwJs>



Agenda

1. Intro & Popular AI tools
2. Prompt engineering
3. Critical Thinking
4. Ethical concerns of using AI tools
5. Referencing & advice
6. Academic misconduct based on AI
7. Resources
8. Examples throughout

Slides available via [Responsible use of AI tools](#)



Purpose of the workshop

- **Literacy** in AI tools
- Show potential **uses** of AI tools
- Effective prompt **engineering**
- Show students recommended online **resources**
- Provide (good and bad) **examples**
- Many examples were around the drawbacks/inefficiencies of AI tools, to highlight the biases and hallucinations, as well as inefficient prompts, and suggesting ways to improve; tips
- Show effective ways to acknowledge/**reference** the use of such tools
- Draw student attention to **Privacy** & data considerations (data security, storage etc.)
- Allow students to **practice** throughout the workshop



Purpose of the workshop

Is that it??

No!!

(B) What we learned

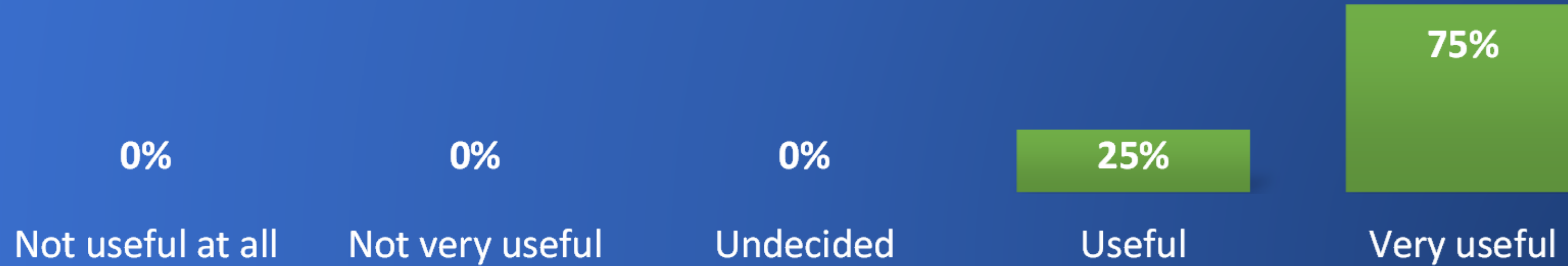


Lessons learned from the sessions

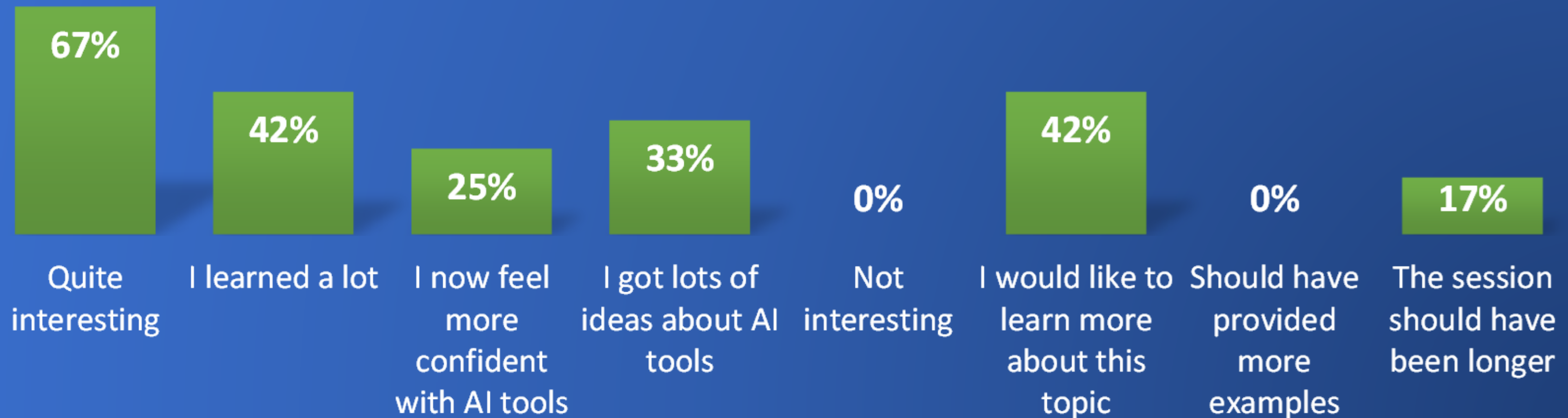
- It is not effective to make these workshops optional
- It is preferable to include them in the curriculum as compulsory workshops within a module & add to timetable; we plan to do this next year
- Student satisfaction has been great
- We hope that the goals of the workshop have been achieved

Survey results (n=12, UG & PG, Anonymized)

Q1: How useful was the session?



Q2: How would you characterize the session?



Drawback of AI tools

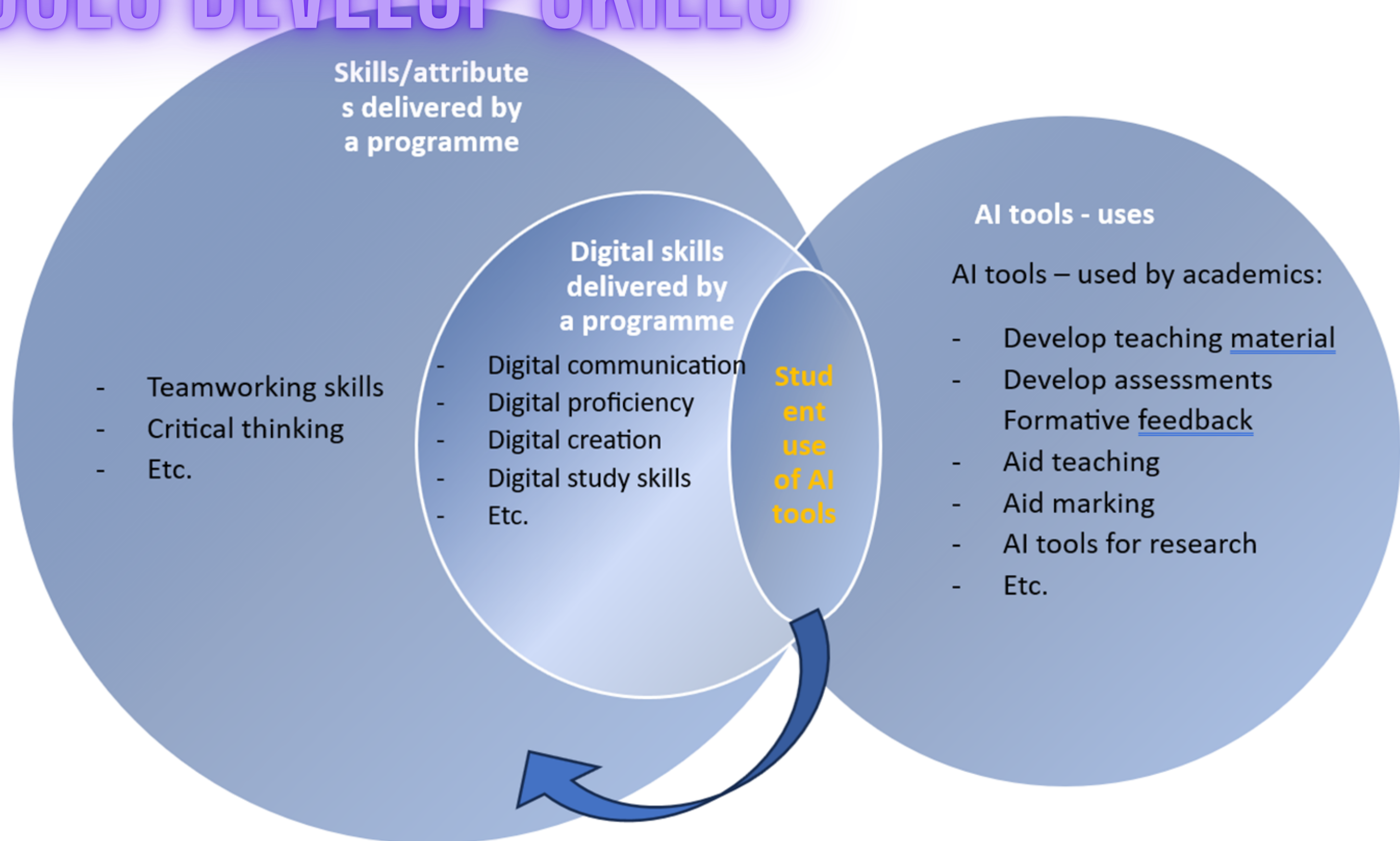
- Students over-rely on AI tools
- AI can make students lazy
- Students don't verify outputs
- Allows cheating
- Students don't acknowledge AI use
- Do they increase unfairness?

We should not allow!

Change the focus to:

Show students what **skills** can be developed by using AI tools

AI TOOLS DEVELOP SKILLS



AI tools develop skills

WHAT SKILLS?

It depends on the tasks and the tools used.

Critical thinking + ???

Shift the focus from the tasks that AI tools perform (what they do) to what skills students can **develop** by using them

Then what??

Students need some **targeted guidance** on the use of AI tools for each piece of assignment.



2. Assignment briefs

Assignment briefs

ADDED A **NEW SECTION** IN THE ASSIGNMENT BRIEF FOR 23/24 TO ADDRESS THE USE OF AI TOOLS IN THE ASSESSMENTS

- It allows Module Convenors to **clarify** what students are allowed to do in terms of AI tools use
- Included links to university guidelines
- There is a need for **consistency** regarding Assignment briefs (section on AI tools)
A “traffic light”-based system to be expected next year??

6. Guidance regarding the use of AI tools

[Discuss whether students are permitted or not to use AI tools in preparation of their coursework]

The use of AI tools: Is prohibited for this assignment
 Is permitted for this assignment, provided that their use is properly
acknowledged, in accordance with university guidelines

Additional AI tool guidance for this assignment:

[Place to add further guidelines – delete if no further guidance]

Note: the MISuse of Generative AI tools, including the failure to appropriately acknowledge the use of such tools, is considered Academic Misconduct and carries sanctions, as detailed in the Assessment Handbook.

Academic misconduct guidelines:

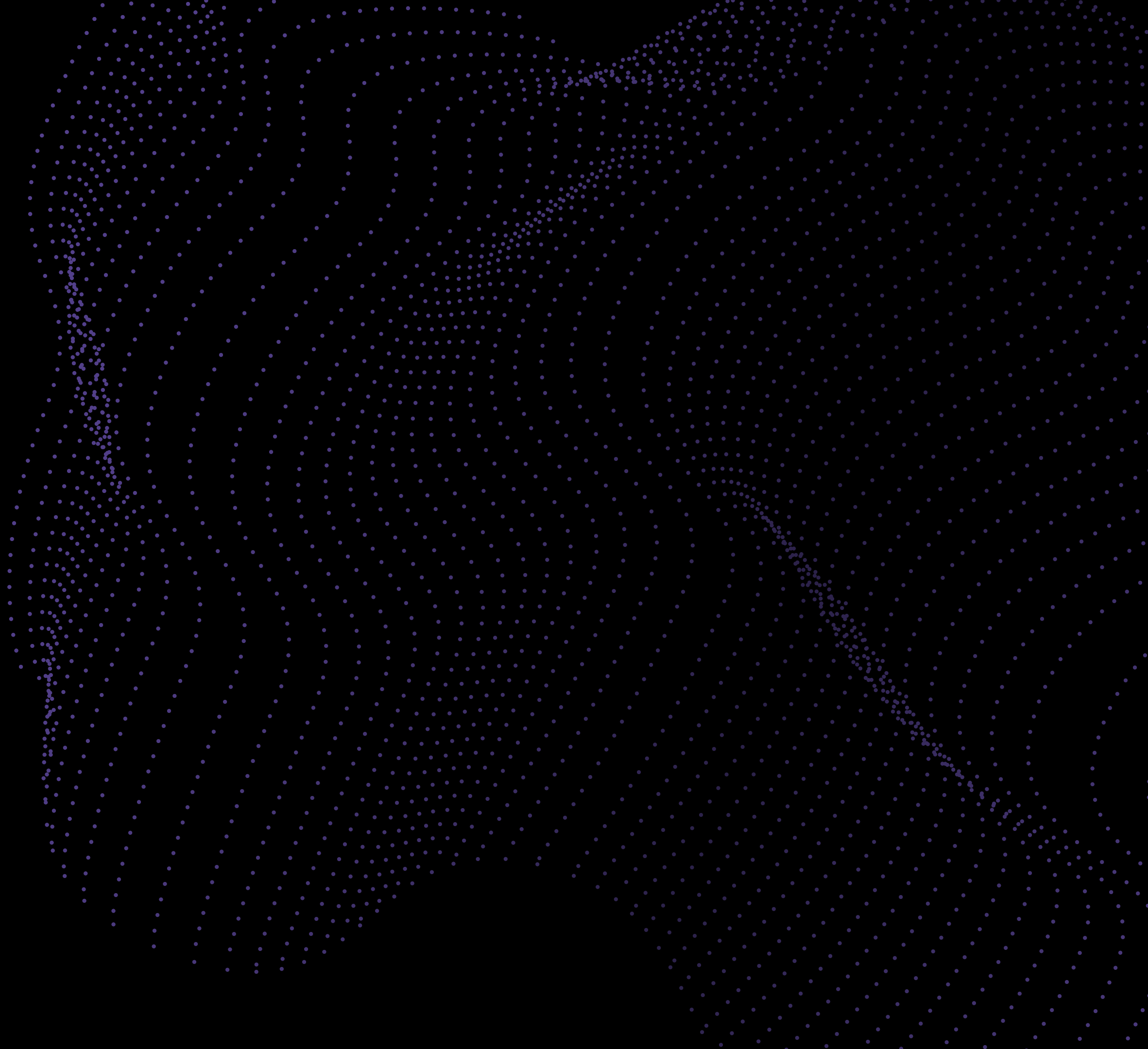
<https://www.reading.ac.uk/cqsd/-/media/project/functions/cqsd/documents/qap/9-academic-integrity-and-academic-misconduct-final.pdf>

(see section 9.2 a) i – Plagiarism

Annex 1 related to the use of AI tools:

<https://www.reading.ac.uk/cqsd/-/media/project/functions/cqsd/documents/qap/9a-gait-aiam.pdf>

What next?





3. Looking ahead

Looking ahead

Russell Group - guiding principles on the ethical use of Generative AI

- **Universities will support** students and staff to become AI-literate.

- **Staff** should be equipped to support students to use generative AI tools effectively and appropriately in their learning experience.

- Universities will adapt **teaching and assessment** to incorporate the ethical use of generative AI and support equal access.

- Universities will ensure academic rigour and **integrity** is upheld.

- Universities will work collaboratively to **share best practice** as the technology and its application in education evolves.

Looking ahead

Desirables

(1) Student learning

- Incorporate opportunities for students to learn about responsible use of AI tools in the **curriculum** from 24/25
- Student-friendly **guidelines** on the use of AI tools
- Provide **opportunities** to improve their digital skills
- Staff: Focus on the skills that can be **learnt via** the use of AI tools

(2) Informing students

- Information on AI tools in **Assignment briefs** & ensuring Consistency

(3) Student disclaimer

- **Disclaimer** at the point of submitting assignments on the use of AI tools (this will be possible in BB Ultra)
- Allow the **collection of mark** statistics based on the responses to the disclaimer on the use of AI tools

Looking ahead

Desirables

(4) Staff development

- Technical **workshops** and **guidelines** for staff to help develop relevant (teaching, marking and research) skills in using AI tools
- Guidance around **best practice** in teaching & assessments in a world with AI tools

+ Bonus 1

- In-house AI tool which can **answer student questions** based on specific study materials

+ Bonus 2

- In-house AI tool which can **provide formative feedback** on coursework

Selected Resources

- **AI tools:** <https://www.turing.com/resources/generative-ai-tools>
- **Prompt Engineering:** <https://learnprompting.org/>
- Slides on AI in Education: <https://www.slideshare.net/bohemicus/how-to-teach-and-learn-with-chatgpt-bett-2023>
- **AI in Education – Warwick:**
https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/future-of-learning/
- **UCL Centre for AI:** <https://www.ucl.ac.uk/teaching-learning/case-studies/2023/apr/artificial-intelligence-and-education>
- Slides created using **Canva**



How can we help
Students like Inigo?