

**Welsh Integrity and Assessment
Network Symposium Event, 6/6/24**

**OXFORD
BROOKES
UNIVERSITY**

Teaching ethical and inclusive approaches to student use of Artificial Intelligence

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Session overview

- 1. Declaration forms:** the ethical and inclusive starting point
- 2. Traffic lights model:** teaching ethical decision making with AI through an inclusive framework
- 3. Student and staff evaluation:** survey findings and student partner feedback

Declaration forms

Ensure academic integrity through transparency

- Transparency is one of the expected elements of academic integrity and research ethics
- Trust comes from ‘(promoting) transparency in values, process and outcomes’ (ICAI, 2019, p.6)
- Proper acknowledgement ‘when an AI tool is used, it should be acknowledged’ (Foltynek *et al.*, 2023)
- ‘Researchers may not acknowledge the use of AI...due to “fear” of being exposed to criticism’ (Christou 2023, p.1981)

Declaration form

- ✓ **Positive:**
Encouragement to declare
- ✓ **Easy to find:** Direct location next to assignment submission area
- ✓ **Clear:** Clear advice about how to use it and where to find more guidance
- ✓ **Simple:** Keep the form short and simple

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STUDENT DECLARATION FORM - Use of AI tools in Assessment

You only need to use this declaration form if you have used AI tools in your assessment.

3. What AI tool(s) did you use for this assessment? *

ChatGPT

Other: _____

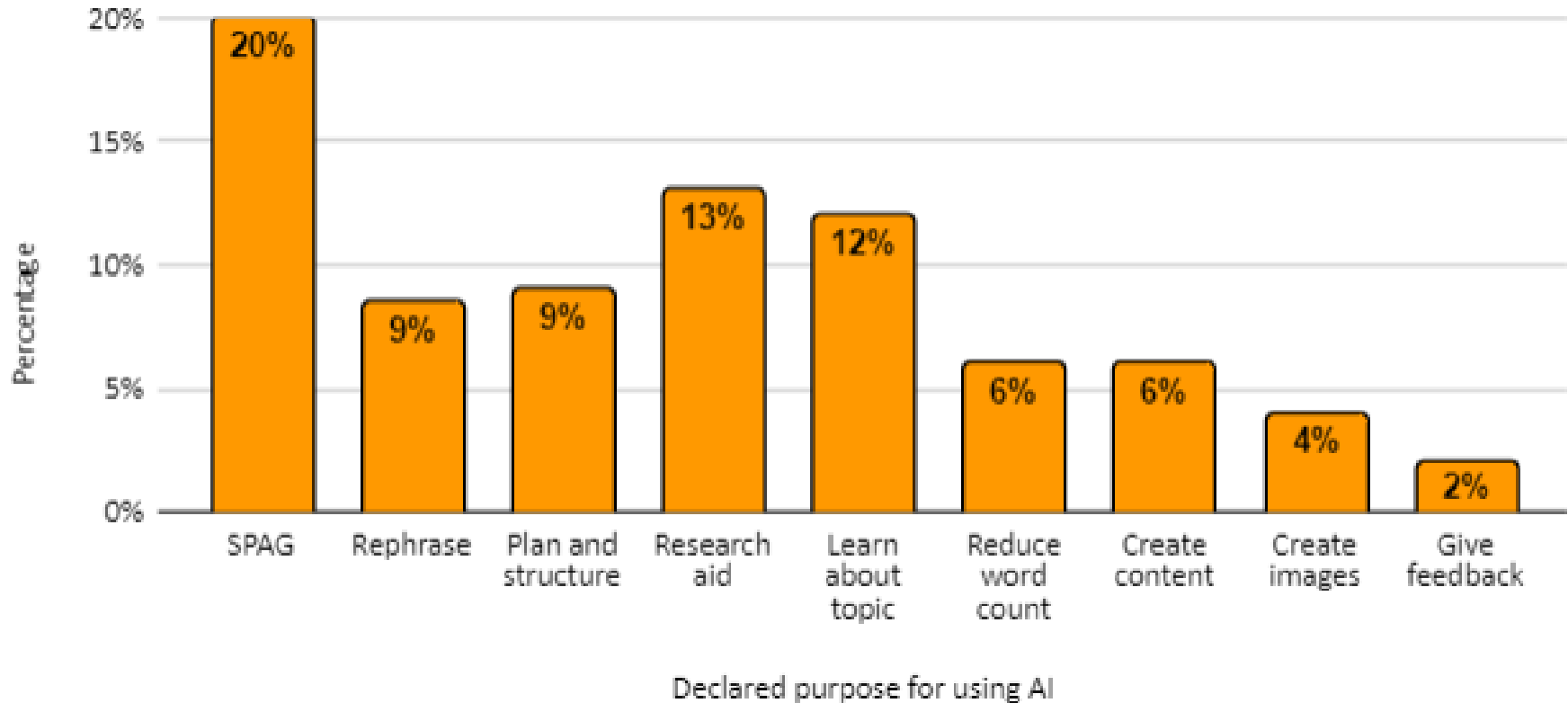
4. How did you use the AI tool(s)? Please write a sentence. *

This is the last question - please press submit when you have finished.

Your answer _____

Declarations of use of AI tools Feb-Aug 2023

Student declarations of uses of AI, Feb-Aug 2023



Examples of declarations

- I used AI to check grammar and correct spelling
- I used ChatGPT to shorten some paragraphs after I realized I had gone beyond the word limit
- I used it in my research to get a better understanding of texts I found difficult
- I used it to make an outline for my assignment
- I used it to simplify technical terms
- I used it to understand the assignment question
- I used it to rewrite my work, paraphrase and improve it
- I did not use any AI in my assignment

Use of Artificial Intelligence

VLE course

Process of AI course development

1

- Analyse 500 student declarations as evidence base

2

- Apply Universal Design for Learning

3

- Incorporate universally understood symbol

4

- Develop inclusive course on teaching ethical decision making with AI

Universal Design for Learning: Comprehension

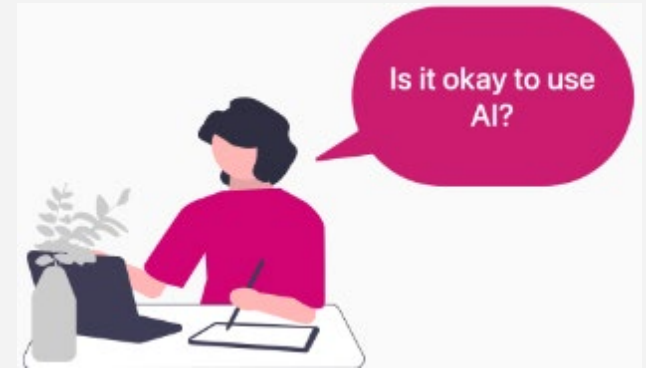
Checkpoint	Comprehension feature
1.	Activate or supply background knowledge
2.	Highlight patterns, critical features, big ideas and relationships
3.	Guide information processing and visualization
4.	Maximise transfer and generalisation

(CAST, 2018)

1. Activate and supply background knowledge

Introduction

Artificial intelligence tools are being used widely in Higher Education. It is important for you to understand the difference between appropriate and inappropriate use of artificial intelligence in your assignments, so that you approach your studies effectively.



2. Highlight patterns, big relationships



Universal concept: Driving academic integrity?



3. Guide information processing

✔ Appropriate use	? At risk practices	✘ Inappropriate use
✔ Ethical use where the student is still the author of the assignment	? Relying on AI tools for a significant part of the assignment	✘ Unethical use where the student is no longer the author of the assignment
✔ Transparent use where the student makes clear where and how they have used AI in their assignment.	? Not making all use of AI tools clear	✘ Deceptive, hidden use where the student uses AI but does not declare it with their assignment
✔ Helping the student get started with the assignment with planning or ideas	? Using AI tools to generate a part of the assignment	✘ Putting the whole assignment task into an Artificial Intelligence tool and using what is generated with little or no changes

4. Maximise transfer and generalisation

Exercise

Decide whether the activities below are appropriate use, at risk practice or inappropriate use of artificial intelligence.

Choose one of the available options and then click 'Check'. Click the white arrow in the blue circle on the right to go to the next activity.

1. Explaining keywords to check your understanding

✓ Appropriate practice

Yes, this is appropriate practice. It is fine to get explanations of keywords from AI to check your understanding. However, don't forget that AI tools work by predicting text so may generate some inaccurate information.

At risk practice

Inappropriate practice

  1/1



4. Maximise transfer and generalisation

Exercise

Decide whether the activities below are appropriate use, at risk practice or inappropriate use of artificial intelligence.

Choose one of the available options and then click 'Check'. Click the white arrow in the blue circle on the right to go to the next activity.

1. Explaining keywords to check your understanding

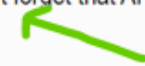
Example practice



✓ Appropriate practice

Yes, this is appropriate practice. It is fine to get explanations of keywords from AI to check your understanding. However, don't forget that AI tools work by predicting text so may generate some inaccurate information.

Advice



At risk practice

Inappropriate practice

★ 1/1



Research to evaluate and improve the course

Would you like to take part in research about the University's approach to AI?

▶ **Students**

▶ **Staff**



Questionnaire

- 74 responses from students
- 5 responses from staff

Focus groups (in progress)

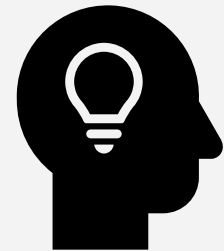
Accessibility

- 'It was pleasingly accessible to me'
- 'Visually pleasing and user-friendly text, layout and colours'
- 'Useful because I can remember the colour coding when I come to use AI'
- 'As a dyslexic and autistic, the diagrammatic form really helped to be able to categorise different ways of using AI safely and actually created quite a clear difference to me as a student'
- 'Difficult to read table on ipad'



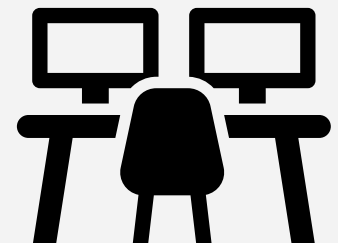
Main areas of learning from the course

- ‘We can explore AI but not leave it for AI to write your assignments’
- ‘I learnt the boundaries of AI’
- ‘I often feel overwhelmed when constructing outlines and so finding AI can advise me couldn’t be better’
- ‘The traffic lights really helped my understanding’
- ‘This course has increased my knowledge and enabled me to robustly debate using AI with my son’



How will you apply your learning from the course?

- 'I will mainly use AI for grammar corrections'
- 'I will use it for structuring assignments and proofreading'
- 'Planning assignments and explaining coursework briefs in more detail'
- 'I will refer to traffic lights before trying to use AI'
- 'I didn't really learn anything new but it has made me confident to know I am approaching using AI in an ethical way'



Feedback from student partner

- **Is the course useful to learn ethical practices?**

- ✓ About not using AI as author
- ✓ Using as tool for proofreading – using as a tool
- ✓ Using as tutor or guide to ask questions



- **Does it meet student needs with understanding ethical use of AI?**

- ✓ Quite clear and understandable
- ✓ Good, even for those not very experienced in AI
- ✓ If students do the course before starting their assignment, it is more likely they will be happy to declare use of AI
- ! Students need support with AI literacy in subject areas



Advice for students: the importance of checking AI output

- ! Recommend cross check whether the information is correct (could be from non peer-reviewed journals, unreliable websites or even cheating services)
- ! Check that the information is actual existing research, not made up by AI



Student practices with AI

Problematic practices!

- ! Search, paraphrase and use
- ! Put in assignment question as prompt on AI
- ! Whatever generated, they paraphrase or translate and create another version of the text, and submit that
- ! Some students are unaware of the course till they read the instruction to complete, then do the course to get certificate of completion just before submitting their assignment

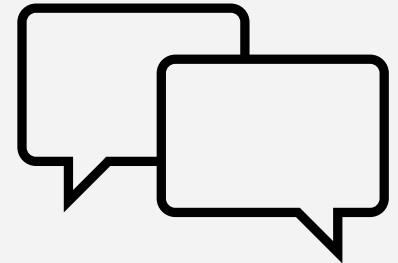


Possible solutions

- ✓ Students need to do the course early, and have a session every semester to refresh and remind them about academic integrity from academic development team
- ✓ Try to engage students at the beginning of the semester, especially January start students (weeks 2-3)
- ✓ Help students with understanding and address anxiety

Breakout rooms: Questions for discussion

- How are you ensuring an ethical and inclusive approach to student use of AI?
- How do your students declare use of AI?
- What is your view of the traffic lights model to teach ethical decision making with AI?
- What feedback have you got from students about the guidance they have been given on use of AI?
- How are you finding out about student use of AI?
- How can we guide students in their use of AI?



References

CAST (2018) *Universal Design for Learning Guidelines* (version 2.2). Available at: <http://udlguidelines.cast.org>

Christou, P. A. (2023) 'A critical perspective over whether and how to acknowledge the use of artificial intelligence (AI) in qualitative studies.' *The Qualitative Report*, 28(7), pp. 1981-1991. Available at: <https://doi.org/10.46743/2160-3715/2023.6407>.

International Centre for Academic Integrity (ICAI) (2019) *Fundamental values of academic integrity* (3rd edn). Available at <https://academicintegrity.org/resources/fundamental-values>

Foltynek, T., Bjelobaba, S., Glendinning, I., Khan, Z.R., Santos, R., Pavletic, P. and Kravjar, J. (2023) 'ENAI Recommendations on the ethical use of Artificial Intelligence in Education.' *International Journal for Educational Integrity*, 19(12). Available at <https://doi.org/10.1007/s40979-023-00133-4>