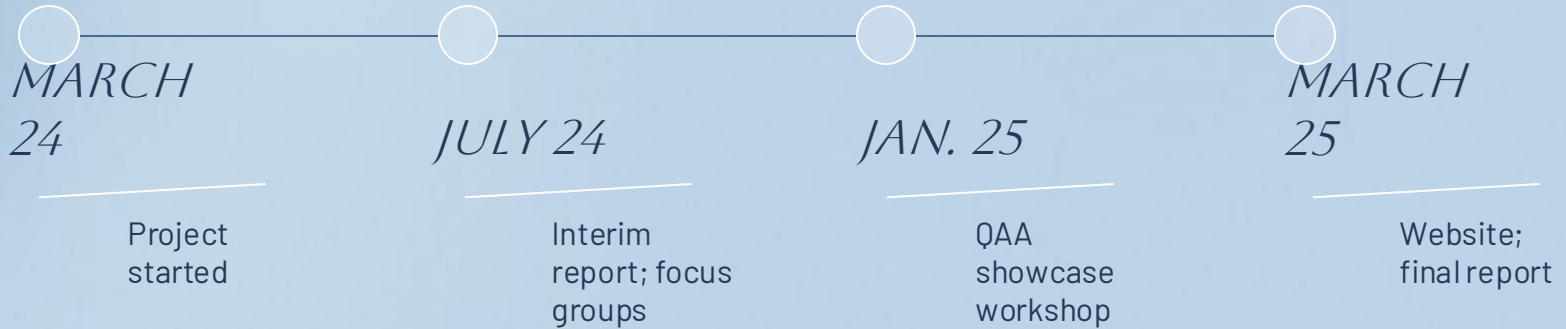# QAA PROJECT
## *SHOWCASE*

Christine O'Dea
Kings College London

# ABOUT THE QAA PROJECT

- Aim: exploring how universities can better support students to use GenAI in their assessments in an ethical and equitable manner

- Grant: £10,000

- Timeline: March 2024 -March 2025

- Lead: KCL – Dr Christine O'Dea; Professor Sally Everett

- Partners: KCL, UCL, Uni. of Birmingham, Uni. Of Huddersfield, Uni. of Galway, Ireland

- https://www.kcl.ac.uk/research/supporting-the-ethical-and-equitable-use-of-generative-ai-for-formative-and-summative-assessment-a-transnational-perspective

# PPROJECT TIMELINE

**MARCH 24**

Project started

**JULY 24**

Interim report; focus groups

**JAN. 25**

QAA showcase workshop

**MARCH 25**

Website; final report

# PROJECT AIM

The project aims to explore how universities can better support students to use GenAI in their assessments in an ethical and equitable manner, that can motivate and support their continuous learning. The convenience of GenAI motivates students to use it in responding to their assignments on a wide range of topics. However, there is a lack of understanding of whether and how students perceive, plan to and actually use GenAI in a morally responsible and fair manner. The ethical and equitable use is essential to promote fair and inclusive learning experiences for all students.

# THE PROJECT IMPACT

**1**

Help advance the understanding of the ethical and equitable use of GenAI for students' assessment 'for' and 'of' learning in higher education.

**2**

Offer practical examples and learning resources to higher education stakeholders for the effective integration of GenAI into assessments, teaching and learning support.

**3**

Help inform institutions to develop effective GenAI policy and guidance, accommodating a variety of assessment strategies and institutional contexts.
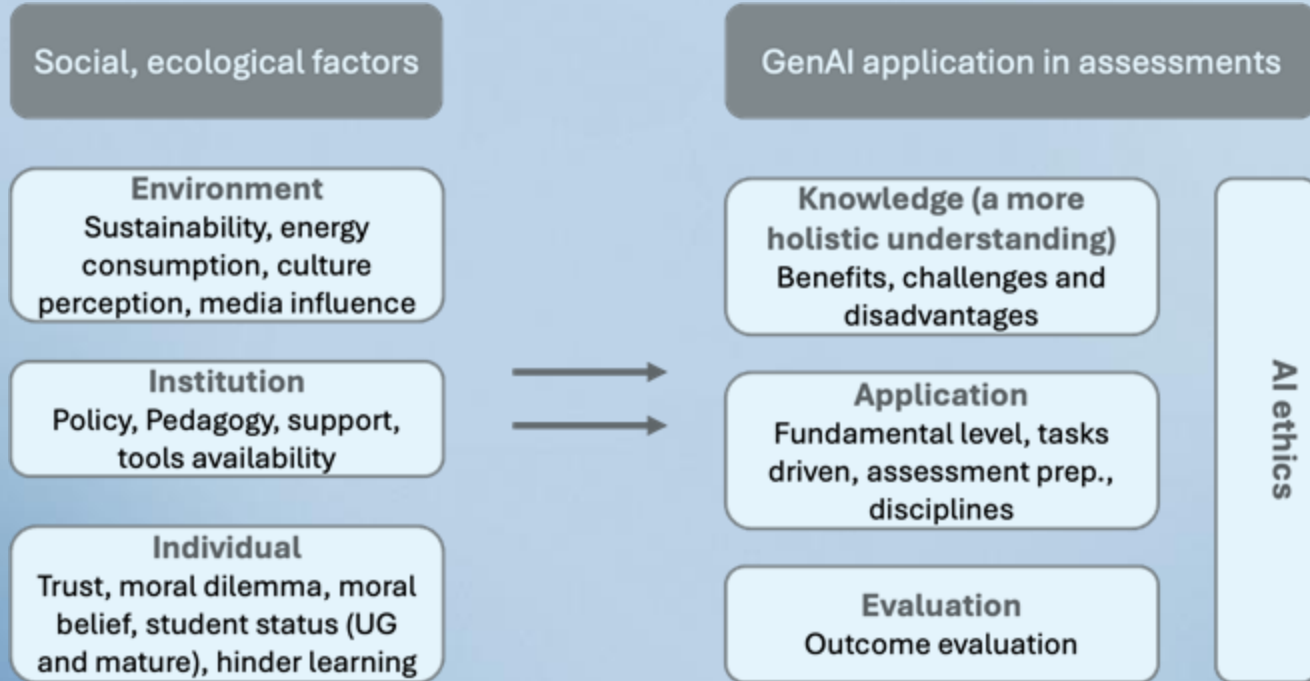
# OUTPUTS OF THE PROJECT

**Case studies (podcasts, infographics, text based)** for different types of assessments, in different subject disciplines, and in different university contexts

**Themes** generated from the project

A **flowchart** to guide students through the assessment process (e.g., the thinking and writing process). This chart aims to help students understand the boundaries, limitations, and also provide prompt questions that students may use to support their thinking and writing.

# KEY THEMES



**Social, ecological factors**

**Environment**
Sustainability, energy consumption, culture perception, media influence

**Institution**
Policy, Pedagogy, support, tools availability

**Individual**
Trust, moral dilemma, moral belief, student status (UG and mature), hinder learning

**GenAI application in assessments**

**Knowledge (a more holistic understanding)**
Benefits, challenges and disadvantages

**Application**
Fundamental level, tasks driven, assessment prep., disciplines

**Evaluation**
Outcome evaluation

AI ethics

# KCL CASE STUDIES

- Dr Kieran O'Halloran - applied linguistics, incorporating hallucinations into creative writing assessments (Linguistics)

- Dr Isabelle Miletich and Dr Pinsuda Srisontisuk - automated feedback in assessments (Biology)

- Dr Chahna Gonsalves - GenAI framework for assessments and teaching (Marketing)

# KIERAN'S CASE STUDY

- Kieeran was awarded money from the College Teaching Fund for the new 'TASK' (Transforming Assessment for students at Kings) initiative. The project focuses on using GenAI to assist formative self-assessment of summative assignment ideas / progress on modules in the BA English Language and Linguistics (run out of School of Education, Communication and Society, SSPP Faculty).
- Kieran discusses the integration of GenAI in his classroom. He emphases the importance of developing students' AI literacy. He received college funding to incorporate AI into multiple modules for formative self-assessment and has used it to help students brainstorm and assess their ideas. Kieran highlights a shift from traditional teaching methods to a more collaborative and experimental approach, aiming at encouraging students' creativity and adaptability.
- Measuring Success:
  - Success measured by students' ability to achieve good grades and develop employability skills.
  - Stresses the importance of creativity and experimentation.
- Future of AI in Education:
  - Envisions AI as integral to education, requiring educators to adapt their teaching methods.
  - Emphasizes the need for assignments that encourage creative and critical use of AI.
- Existential Risks and Ethical Considerations:
  - Acknowledges broader existential risks of AI.
  - Focuses on immediate educational benefits and responsible use of AI.

# ISABELLE'S CASE STUDY

- Isabelle and Pinsuda have discussed the integration of AI in education. They have focused on a project involving the AI platform Research Rabbit. This platform was used to help first-year students conduct literature searches and create knowledge maps. The project included initial and final surveys to gauge students' perspectives and usage of the tool.
- They emphasizes the importance of AI literacy, and has commented that a significant portion of students had little to no experience with AI. The project aimed to familiarize students with AI tools and encourage responsible use. A workshop on responsible AI was conducted to discuss ethical considerations and potential scenarios for AI use.
- Challenges of AI Integration:
  - Highlighted the balance between performance expectancy and effort expectancy.
  - Students are more likely to embrace intuitive tools like generative AI.
  - Willingness to use AI depends on perception of its usefulness and ease of use.
- Impact on Critical Thinking:
  - Argued that AI can promote more critical thinking skills.
  - Presence of AI necessitates higher levels of critical analysis and originality.
  - Students need to distinguish their work from AI-generated content.
- Broader Implications:
  - Stressed the need for early integration of AI literacy in secondary education.
  - Advocated for a coordinated approach involving higher education, secondary schools, and parents.
  - Addressed ethical issues and responsible AI use from an early age.

# CHAHNA'S CASE STUDY

- In this case study, Chahna has discussed the transformative impact of AI on education and society, and expressed both optimism and concern about the future. She emphasizes the importance of equipping the current generation of students to embrace AI and prepare for a world where it plays a significant role. She highlights the need for familiarizing ourselves with AI and understanding its potential to change various aspects of life.
- Concerns About AI's Impact:
  - Those unprepared for AI's changes will be adversely affected.
  - There is a fear that AI could potentially replace many jobs, leading to widespread unemployment and a reliance on universal basic income.
- Future of Education:
  - Chahna is uncertain if traditional university systems will continue to exist in their current form.
  - She advocates for innovation and disruption in education to keep up with AI's rapid development.
- Optimism and Preparedness:
  - Chahna remains hopeful that by staying abreast of AI developments, society can innovate and adapt.
  - She stresses the importance of leveling up practices and mindsets to cope with and keep up with AI-driven changes.

# THANKS!

**Do you have any questions?**
xianghan.odea@kcl.ac.uk