UoB's Perspective on the GenAI Uses in Assessment
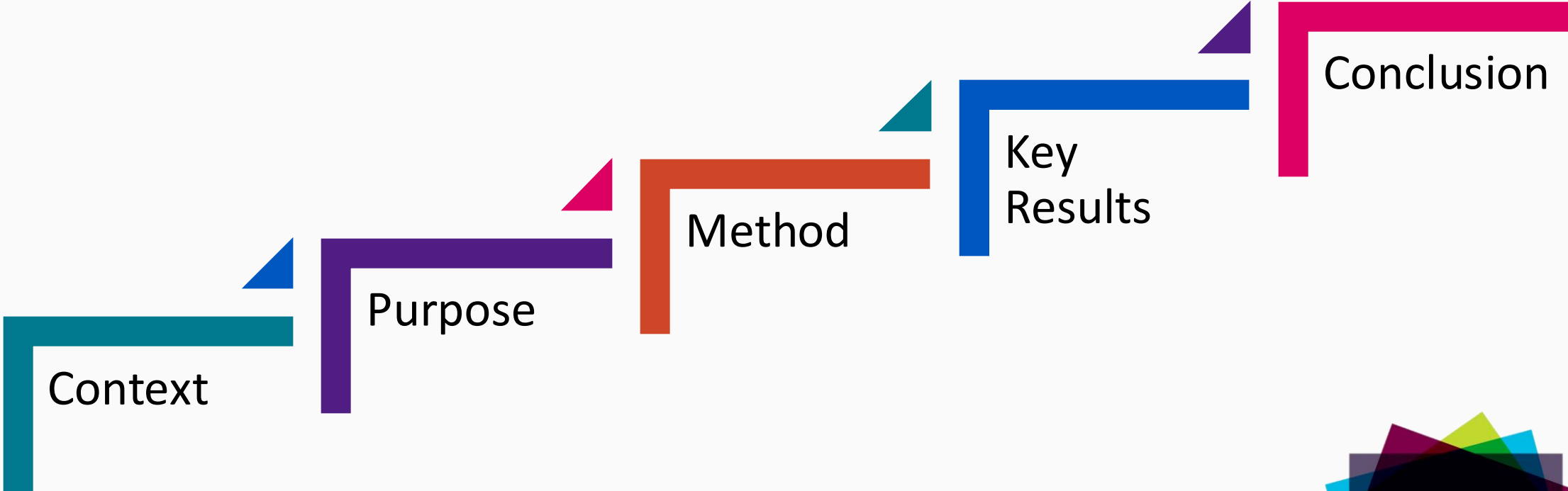
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BBS GenAI Co-leads

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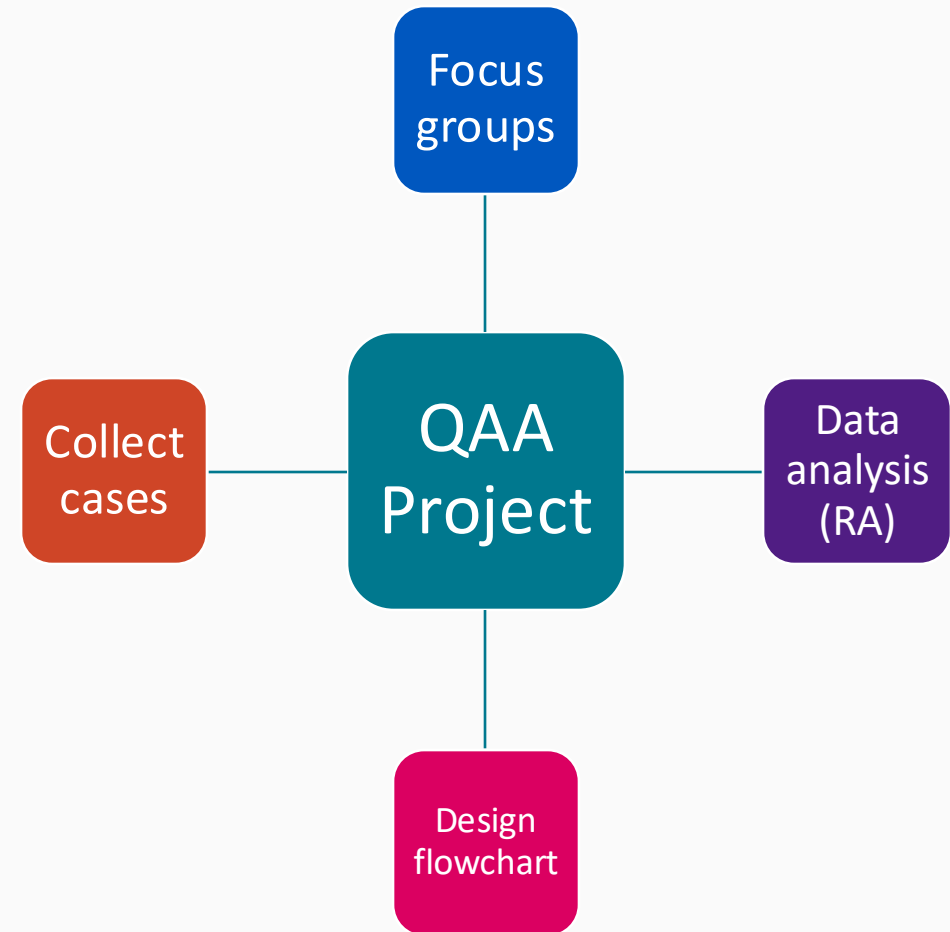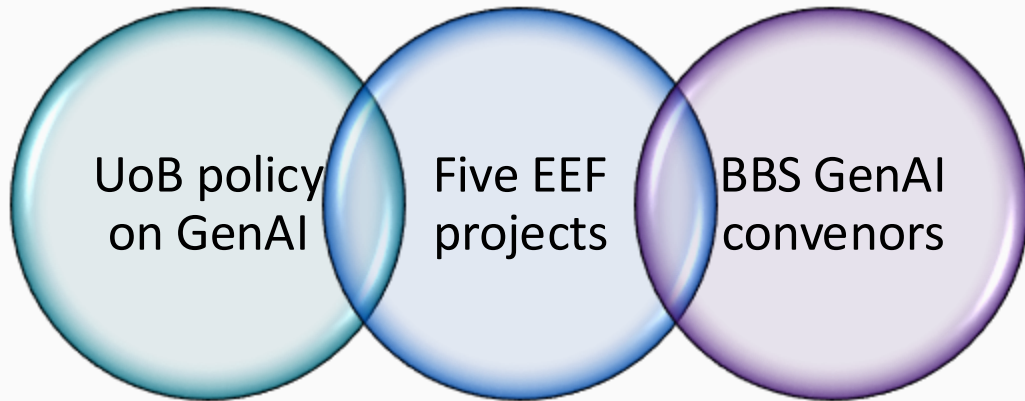# Outline

UoB – Taking Stock

UoB policy on GenAI

Five EEF projects

BBS GenAI convenors

Focus groups

QAA Project

Collect cases

Data analysis (RA)

Design flowchart

This study is part of a wider QAA-funded project led by *King's College London*, covering five universities across the UK (link to project page)

Method: Focus Groups

❑ **Participants:** UG and PG students from BBS with prior GenAI experience in general, and in assessments in particular (consent forms acquired)

❑ **Time:** mid-June and early July 2024

❑ **Online focus group discussions:** share thoughts, experiences, and perspectives

✓ discussions were moderated to ensure a respectful and inclusive environment, with strict confidentiality measures in place to protect participants' privacy

❑ **Scope:** 3-5 students in each of 5 groups; approx. 1 hour

❑ **Incentive:** each participant received an Amazon voucher at £15

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Method: Data and Analysis

❑ **Questions:** open-ended, supplemented by several polling exercises on Mentimeter

❑ **Data:** discussions were audio/video recorded and subsequently transcribed

❑ **Analysis:**

    ❑ **quantitative analysis** on polling data, using *statistical methods* to identify trends and patterns in the responses

    ❑ **qualitative analysis** on open-ended questions, using *thematic coding* to extract key themes and insights from the discussions

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Method: Type of Questions

1. **Usage**: type of tools (text, image, video, audio generation), which tools they used, familiarity level, and overall experiences (positive or negative)

2. **Ethical considerations**: for using GenAI tools in formative and summative assessments, and how students would acknowledge/reference their use

3. **Privacy/security aspects:** address apprehensions and fears when using GenAI tools

4. **Equitable access:** willingness to pay; which type of tools they pay for; whether Uni should provide a uniform license or leave at discretion of students

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Summary of Results
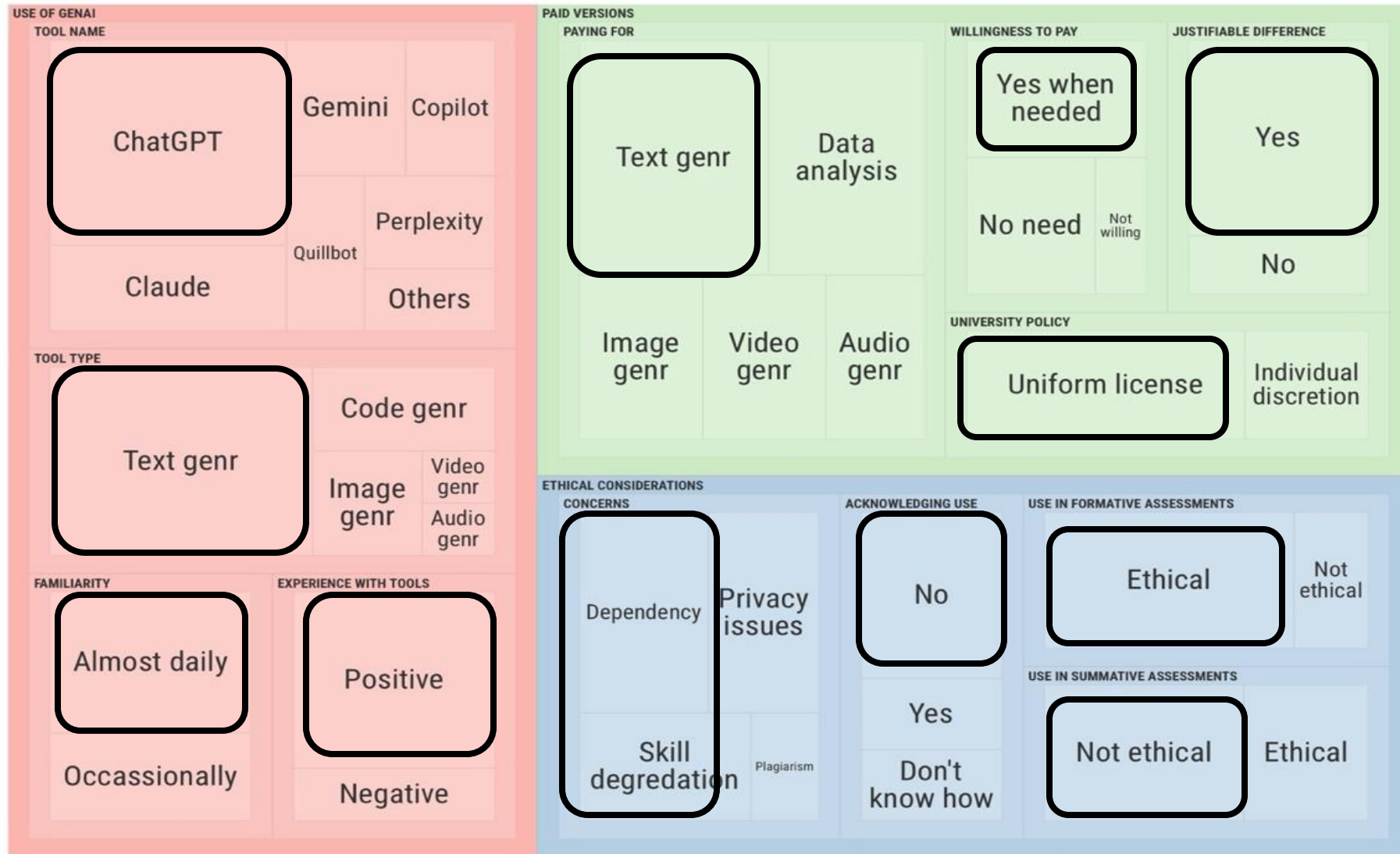
Quotes: GenAI Usage

- "*I use it ==every day==. And I feel like my life is basically ==dependent on this==. [...], maybe my brain is not coming up with the correct words, perhaps because I come from another country. Sometimes when I email or [...], I always use GenAI to help me to paraphrase [...] be professional, be nice or polite or something. But it has actually ==really improved the way I write==.*" (**P5**)

- *Asking questions to the professor is sometimes not possible, because there might be some silly questions or really tough questions. So, when it comes to AI tools, it is really helpful to understand in each and every question and ==I can ask the tools like whatever I like==.*" (**P13**)

Quotes: Ethics Lens

- *"I think the policy is you have to acknowledge it to some extent, but we're not told how to do it properly. So I just don't. If I claim it, I fear it may probably get me into some trouble if I do it improperly."* (**P3**).

- *"I don't have any privacy or security concerns."* (**P8**)

- *"We are here to develop our own thinking and thought process. So if we just give this the pass to the AI and just get it to generate the output and submit it, then what are we doing here? That's the point where I draw a line."* (**P12**)

- *"So it's also very risky. If you're just gonna rely on the AI rather than your own thoughts, opinions, and skills, because that could lead to greater failure than if you just did it yourself."* (**P9**)

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Quotes: Equity Lens

- *"I'd say, ==having the paid version is quite fair== because you get a more professional experience. And it's a higher tier service that you're actually receiving, so I believe that the GenAI businesses should be able to monetise it, because often you're able to actually monetise the outputs as well."* (**P2**)

- *"I would pay for ChatGPT4 if I actually had that much of a use for it. But since I don't, I won't pay for it."* (**P1**)

- *"I would choose ==institution-wide license== to make it more accessible and fair to each student. This still gives an option for students to use other ones that the institution doesn't provide since a lot of people are doing that, anyways."* (**P4**)

Conclusions: Policy Recommendations

❑ **Enhanced guidance:** provide clear guidelines on the ethical use of GenAI, including how to acknowledge its use in academic work.

❑ **Uniform licensing:** university-wide GenAI license to ensure all students have equitable access to advanced tools, and to help reduce the digital divide.

❑ **Privacy awareness:** increase student awareness about privacy and security issues related to GenAI use, especially relating to copy-right and personal data.

❑ **Balanced use:** encourage a balanced approach to using GenAI, ensuring it complements rather than replaces personal effort and learning.

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Accepted Publication

https://research.birmingham.ac.uk/en/activities/education-in-practice-journal
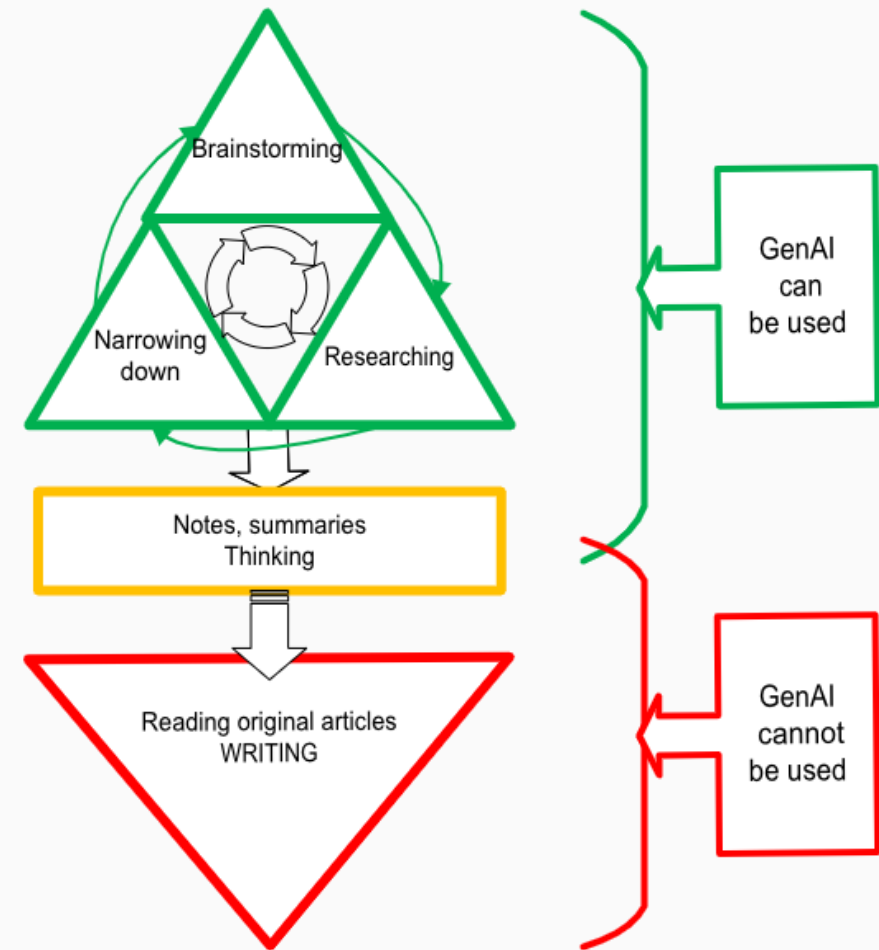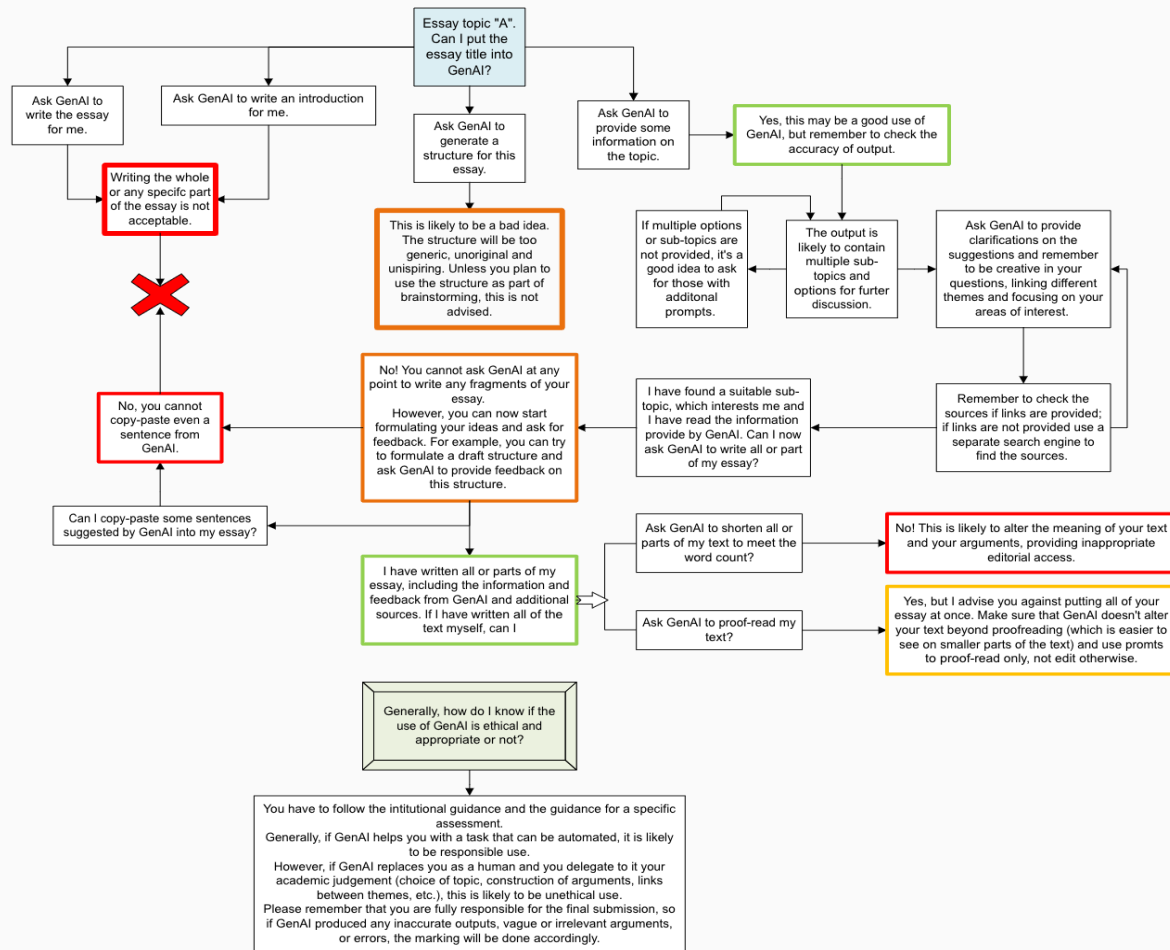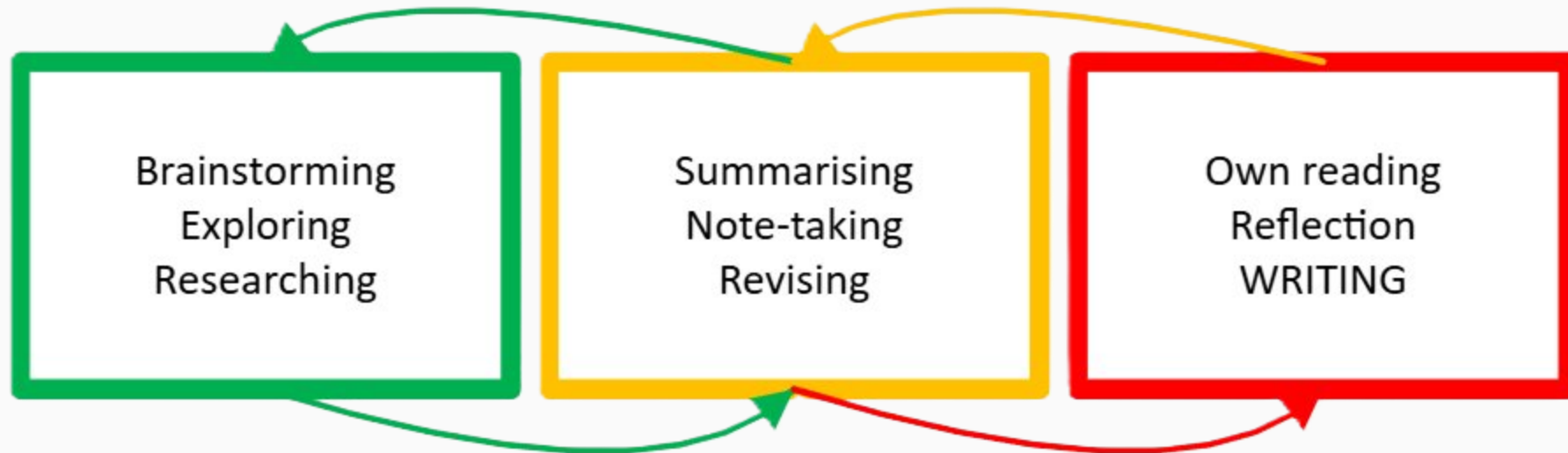
Flowchart

- Principles:

  o **Yes** to use of GenAI: gains in efficiency, repetitive tasks, no specialist skills.

  o **No** to use of GenAI: replacing own thinking and reflection, replacing practice of specialist skills.

- *Note: All content should be produced with human oversight; human takes the final responsibility.*

- *Caveat:* **This flowchart is a suggested model and is not universally applicable. It should be reviewed and may require further customisation to meet individual assessment criteria.**

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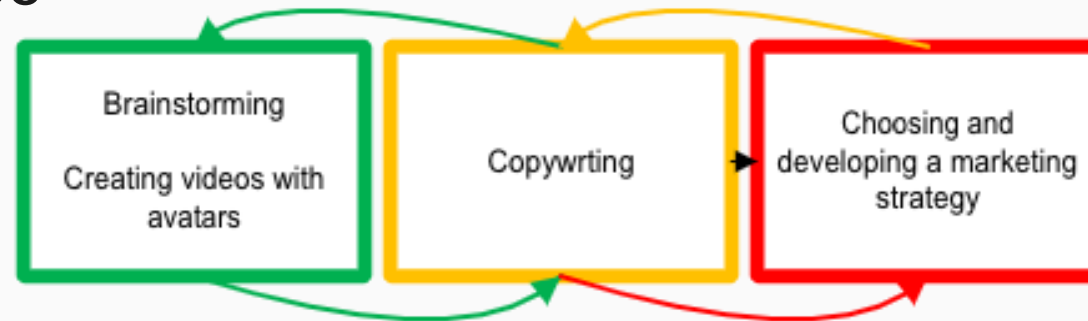
Flowchart drafts

Flowchart

Flowchart / table examples

Marketing assignment: develop a marketing strategy and create a promotional video

Economics assignment: answer microeconomics problem set

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Final notes on "flowchart"

- GenAI tools will be used (at least by some students).

- Given the speed of tools development and the innovative assessments which try to address the issue, it's challenging to have a unique/universal model.

  o Thus, rather than listing specific tasks / activities it may be best to list principles.

- Declaration of use, referencing, reflection, etc. will be institution or even module specific.

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UoB – Case Studies

1. "Training students to check AI-generated outputs against reliable sources" – Daniel Fulton (College of Medical and Dental Sciences)

2. "Sentiment Analysis using Generative AI: A hands-on exploration by students" – Joanna Pokorska-Zare (BBS)

3. "Summative assessment to avoid Generative AI use" – Kamilya Suleymenova (BBS)

4. "Generative AI literacy: Empowering students for the future" – Mary Dawood (BBS)

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