



OLLSCOIL NA GAILLIMHÉ
UNIVERSITY OF GALWAY

University of Galway Case Studies

Supporting the ethical and equitable use of
Generative AI for formative and summative
assessment: a transnational perspective

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GenAI in Galway

- No university-level policy or guidelines.
- Assignment guidelines on GenAI use.
- Misuse specified in academic integrity policy.
- 30% of misconduct cases in 2023/24.



19,000 students

14,000 undergraduates

5,000 postgraduates

3,300 international students

2,500 staff

1:19.87 SSR

QS World University Rankings 258

THE World University Rankings Top 350

THE Impact Rankings 47

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Case Study 1

Staff-student collaborative learning on GenAI in teaching, learning, and assessment

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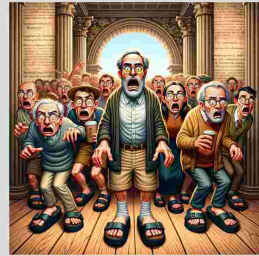
Staff-student collaborative learning on Gen AI in teaching, learning, and assessment

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Introduction

When ChatGPT was unleashed it caused immediate concerns about its potential impact on assessment in higher education. As the sector, and indeed the wider public, reacted to not just the technology itself but the unleashed hype across the media, students and lecturing staff sought guidance, conducted their own trial and error based learning, and scratched their heads about how to adapt mid-stream, their approaches to teaching, learning, and assessment. A naïve public narrative quickly established itself which essentially pitched students against staff: cheaters vs the police. Or rather, ‘judges’, since there were no comprehensive guidelines to shepherd any policing. Decisions had to be made on the basis of hunches wherever a student had been more subtle than simply copying and pasting the ubiquitous (soon to be cliched) “As a large language model, I am unable to....”. Tech evangelists and some of their journalist supporters appeared to relish the disruption, another opportunity to ridicule and feed their evident antipathy towards schools, teachers, and the ‘educational establishment’.



DALL-E2's interpretation of the quote below.

As Goodlad and Baker (2023) put it, such a narrative promoted “*the stereotype of academics as deer in the headlights, clutching their Birkenstocks as they witness the death of the essay and much else that the humanities holds dear.*” They also identified that the preconception of the educational enterprise that is often held by those who would ‘disrupt’ it through technological innovation is a flawed one that focuses on surface and superficial ideas based on the primacy of the accumulation of credit and credentials over learning and transformation (although, perhaps on this point there is a case for institutions to engage in some critical self-reflection?): “...*markers of these systems encourage students to regard their writing as task-specific transactions, performed to earn a grade and disconnected from communication or learning. Reading the hype, one sometimes gets the impression that schools teach essay-writing because the world requires a fixed quota of essays.*”

Human learning, as distinct from machine learning, is about trying to identify and understand underlying concepts, theories, and ideas, and thinking differently as a consequence. Academic writing, in principle then, should assert the primacy of process over product, recognise the need to jot down ideas, map connections, re-arranging, writing drafts, critiquing, re-writing, and re-considering. It should not (and cannot) be assessed purely on the basis of a standardised, finished artefact with no clear provenance.

Reference & Further Reading

Goodlad, L.M.E, Baker, S. (2023), 'Now the humanities can disrupt 'AI''. Public Books:
<https://www.publicbooks.org/now-the-humanities-can-disrupt-ai/>

McDermott, J., Madden, M., MacLaren, I. (2023), 'As educators, we must step up our game in the face of ChatGPT', The Journal, 21st March:
<https://www.thejournal.ie/readme/chatgpt-and-universities-6018109-Mar2023/>

Collaborative Learning

Whilst guidelines and case study examples were quickly developed, and some with student input, such as the document produced by Ireland’s National Academic Integrity Network (NAIN), policy does not easily become practice without addressing the cultural and social context. Adhering to regulatory frameworks, whilst completely appropriate, is too mechanistic a rationale, and can reinforce the unhelpful characterisations of learners and teachers as *the untrusting confronting the untrustworthy*.

There is, within educational development circles at least, much discussion of ‘*students as partners*’, and ‘*co-creating the curriculum*’, but the extent to which such an ethos has been able to overcome the inherently antagonistic framing of assessment practice in the era of Gen AI is an open question. One example, however, might be seen in the approach taken in the University of Galway with its *Digital Champions* or ‘*DigiChamps*’ scheme in which open workshops, presentations, and similar events are held throughout the year on topics relating to technology. The aim of DigiChamps is to provide a friendly space and time in which all members of the university community can learn about and explore (usually with hands-on opportunities) various technologies and tools, whether for learning, teaching, creative endeavour, or just curiosity.

A workshop on exploring Gen AI was devised, incorporating the NAIN guidelines and with input from the Students’ Union, but also intended to provide a more general overview of the technologies and the various claims around them, before subjecting those to scrutiny and practical activities based around a series of fun tasks, followed by an open discussion around some key questions. As with other DigiChamps sessions, the event took place over a lunchtime, with pizza provided, and in a flat, flexible space with groups sitting around tables, ready with laptops, tablets, or mobile phones (and with spares provided for anyone who came without a device). For the first run of this particular workshop, around 20 students and 10 staff attended, and for the most part the staff and students tended to sit in peer groups, but that is to be expected and the role of the facilitator is crucial in enabling communication, bridging the gaps, and engendering an informal and non-judgemental atmosphere. When the emphasis is on ‘fun’ and creativity as well as learning, the participants soon relax and develop an understanding of trust within a ‘safe space’.

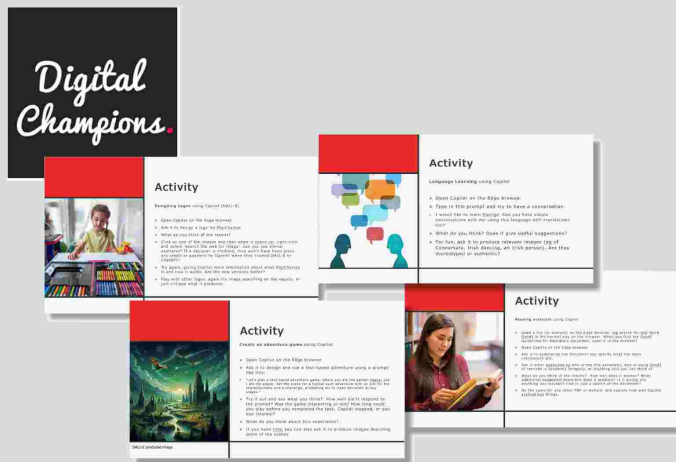
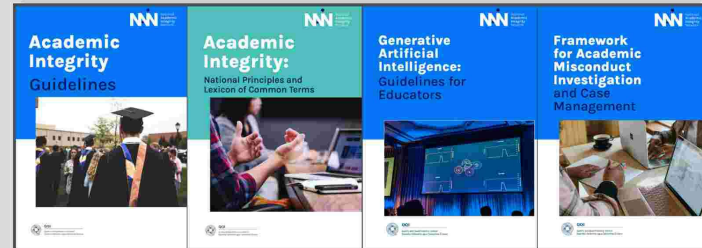
The workshop itself, started with a presentation, but one peppered with questions asked of, and by, the audience, and with amusing examples as well as setting the tone of healthy critique of claims and debunking of hype. Then, quickly, the groups worked through ‘tasks’ on printed cards distributed across the tables, doing them in whichever order they preferred. Rather than dealing with complexities of creating (free or paid) accounts on multiple Gen AI platforms, the tasks were undertaken using MS Copilot since it was available to all staff and students as part of the institutional Microsoft 365 licence. Since the session was about Gen AI in general Copilot was perfectly adequate for the illustrative tasks that were selected. At that stage, as revealed in a quick poll, few participants had much experience of Gen AI and most were unaware that Copilot was available to them. Indeed, much of their prior awareness of the technology was almost exclusively around the assessment integrity issue. The presentation content and the task cards are openly available under a CC-BY-NC licence.



The National Academic Integrity Network (NAIN) is a peer-driven network, established in November 2019 by QQI (Quality & Qualifications Ireland). The Network is focused on actively supporting higher education institutions to

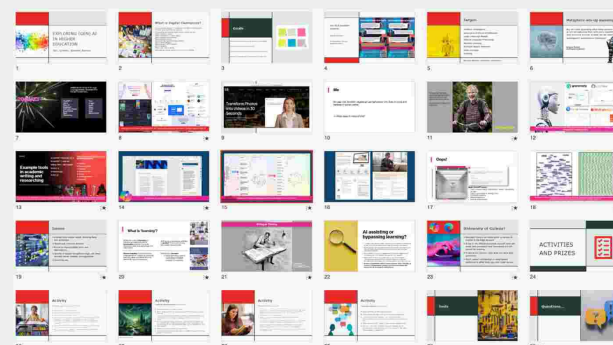
- effectively engage with the challenges presented by academic misconduct
- embed a culture of academic integrity among providers
- develop national resources and tools for providers to address the challenges presented by academic misconduct.

The Network comprises membership from all public higher education institutions universities and institutes of technology, as well as private independent providers, students and student representatives from the Union of Students Ireland. The work of the network is coordinated and supported by QQI.



The pilot session was lively, with lots of discussion, laughter (where appropriate), and some serious consideration about the core issue of the impact and potential roles for Gen AI in higher education. Some of the discussion around assessment showed shared concerns by students and staff alike and sought to explore practical ways forward to create not just a culture of integrity and trust, but also recognition of the fact that we are all learners when it comes to this new technology.

Based on feedback and reflection, as well as the constant development of Gen AI tools and capabilities, the workshop content and tasks are easily modified and updated and the approach itself has been shared with other institutions, including as part of a European (Erasmus+) project (CUTIE - Competences for Universities - using Technology in education and Institutional Empowerment; <https://cutie.unak.is/>).

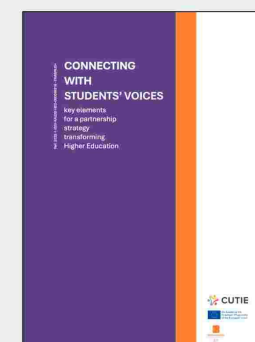


Workshop slides, activity cards, and a previous resource pack on organising ‘Digital Champions’ type activities are available at:

<https://tinyurl.com/ayxy6s2k>
<https://www.allaboardhe.ie/AAlessons/EngagementToolkit.pdf>

See also:

CONNECTING WITH STUDENTS’ VOICES key elements for a partnership strategy transforming Ref. 2022 Higher Education
<https://digitum.um.es/digitum/bitstream/10201/141840/4/OpenDeliverableA.pdf>



We acknowledge collaborative project work and funding from the European Commission and from Ireland’s National Forum for the Enhancement of Teaching & Learning as the wider context in which this work is situated and through which its results are disseminated.

<https://www.teachingandlearning.ie/>
<https://cutie.unak.is>
<https://www.allaboardhe.ie/>
<https://cute.ku.dk/>
<https://www.qqi.ie/what-we-do/engagement-insights-and-knowledge-sharing/national-academic-integrity-network>



Context for case study

- **Concerns about ChatGPT** Particularly its impact on higher education assessments.
- **Sector Reaction** Both the sector and the public reacted to the technology and media hype.
- **Guidance and Adaptation** Students and staff sought guidance about adapting their teaching, learning, and assessment methods.
- **Public Narrative:** A simplistic narrative emerged, framing students as cheaters and staff as judges.
- **Threats to education:** Real and perceived threats to education tended to focus on assessment.
- **Human vs. Machine Learning** Human learning involves understanding concepts and ideas, while academic writing should prioritise the process over the final product.



Developing DigiChamps

- **University of Galway's DigiChamps:** Collaborative open workshops and events on technology, fostering a friendly and exploratory environment.
- **Incorporating Sectoral Guidelines** Ireland's National Academic Integrity Network (NAIN).
- **Complementing Policy:** Policies need to address cultural and social contexts to be effective; regulatory frameworks alone can create distrust.
- **Student Involvement** Discussions on 'students as partners' and 'co-creating the curriculum' are ongoing, but impact on assessment practices in the GenAI era is uncertain.
- **GenAI Workshop:** Included NAIN guidelines and input from the Students' Union, with practical activities and open discussions in a relaxed, informal setting.
- **Workshop Atmosphere** Emphasised fun and creativity, with facilitators playing a crucial role in communication and creating a non-judgemental, safe space.



Workshop Format

- **Workshop Format** Presentation featuring audience interaction, followed by group tasks.
- **Use of MS Copilot** Tasks were completed using MS Copilot via the institutional license.
- **Participant Experience** Few participants had prior experience with GenAI, and many were unaware of Copilot's availability.
- **Open Resources** Presentation content and task cards available under a **CC BY-NC** license.
- **Collaborative Learning** The session included lively discussions, laughter, and serious consideration of GenAI's impact on higher education.
- **Feedback and Adaptation** Workshop content is easily modified based on feedback and shared with other institutions, including through a European Erasmus+ project.



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Case Study 2

Conversations with a chatbot: enhancing critical thinking and close reading with GenAI.

Justin Tonra



Dr Justin Tonra

Academic Integrity Officer

Associate Professor of English

**My students engaged in a dialogue
with an AI chatbot about a chosen sonnet,**



Context for case study

- **Concerns about ChatGPT Again!** Its impact on higher education assessments.
- **Disciplinary Issues** Literature disciplines' traditional reliance on written assessments.
- **Awareness** Encourage exploration and discovery, use of licensed Copilot chatbot.
- **Trust and reliability**: Increase awareness of GenAI affordances and limitations.
- **Formative assessment** Conversational and argumentative skills required for final assignment.
- **Ethical use**: Promote awareness of academic integrity issues.



EN3152 The Sonnet

In this module, we will read poems in English from the Renaissance to the present day, with a view to examining the sonnet's unique features as well as more common poetic devices. Class activities will include lots of group work and a sustained focus on close reading. In the course of the semester, students will compile a practical and diverse toolbox of methods for reading and writing about sonnets and other poetic forms.

On successful completion of this module the learner should be able to:

- Identify, describe, and analyse different sonnet forms.
- Scan poems and describe their use of metre.
- Identify, describe, and analyse the use of a range of poetic devices and forms.
- Use a wide range of approaches to analyse a given poem.
- Deliver a sustained analysis of a poem that synthesises its content and formal features.



Midterm assignment

For this assignment, you will have a conversation with a GenAI chatbot (Copilot) about a chosen sonnet. You will engage the chatbot in dialogue about key areas of the sonnet (forms, devices, language, meaning) and reflect on the value of the dialogue: on what points did you agree or disagree; how did the dialogue influence your reading of the poem; who demonstrated greater mastery in analysing the sonnet?

Assignment brief:

- Overview of assignment.
- Detailed assignment instructions.
- Instructional video on using Copilot.
- Academic Integrity guidelines.
- List of ten sonnets (choose one).
- Sonnet reading recipe.
- Marking rubric.



Assignment instructions

1. Choose a sonnet; develop your own reading [GenAI X].
2. Begin your conversation about the sonnet with the chatbot [GenAI ✓].
3. Record the most interesting exchanges in a document and provide annotations that analyse and critique the exchanges [GenAI X].
4. Write a final piece in which you
 1. synthesise your ideas to provide your brief reading of the sonnet (300 words)
 2. explain why your human reading of the sonnet is better than the chatbot's (300 words) [GenAI X].



Assignment reflections

- Students were adept at identifying chatbot errors.
- Chatbot sometimes provided ideas that helped students develop their reading.
- The more considered and precise the prompts, the better the chatbot outputs.
- Student attention and engagement correlated with grades.
- Average grade (58) lower than final assignment (64) and overall module (62) average.
- One confirmed case of academic misconduct.



Student feedback

It can't engage with it like a normal human could engage with the sonnet, and that kind of sets it back.

It got basic things wrong which is challenging to your understanding and your comprehension.

It reinforces your own analysis, which I don't think is completely desirable.

I wasn't giving it very good prompts, and then as I kept doing it, I learned how to prompt it properly.

If I asked it the right questions and I kind of knew what I was looking for, it was helpful for that.


It was really good at analysing the structure of the sonnet and pointing out specific examples of the techniques and the devices used in the poem, which was really helpful.


Sometimes it did also get some information wrong.

If I was to use GenAI tool in an assignment again, I would definitely be better off. I would know what to do from the start.



Student feedback

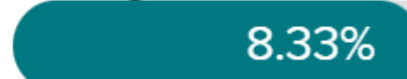
 The midterm assignment helped me better understand the structure and elements of a sonnet.

 12

Strongly Disagree

 0%

Disagree

 8.33%

Neutral

 0%

Agree

 66.67%

Strongly Agree

 25%

Allowed selections: 1



Student feedback


 The assignment improved my ability to assess arguments and evidence.

 11


Strongly Disagree

 0%


Disagree

 18.18%


Neutral

 18.18%

Agree

 45.45%

Strongly Agree

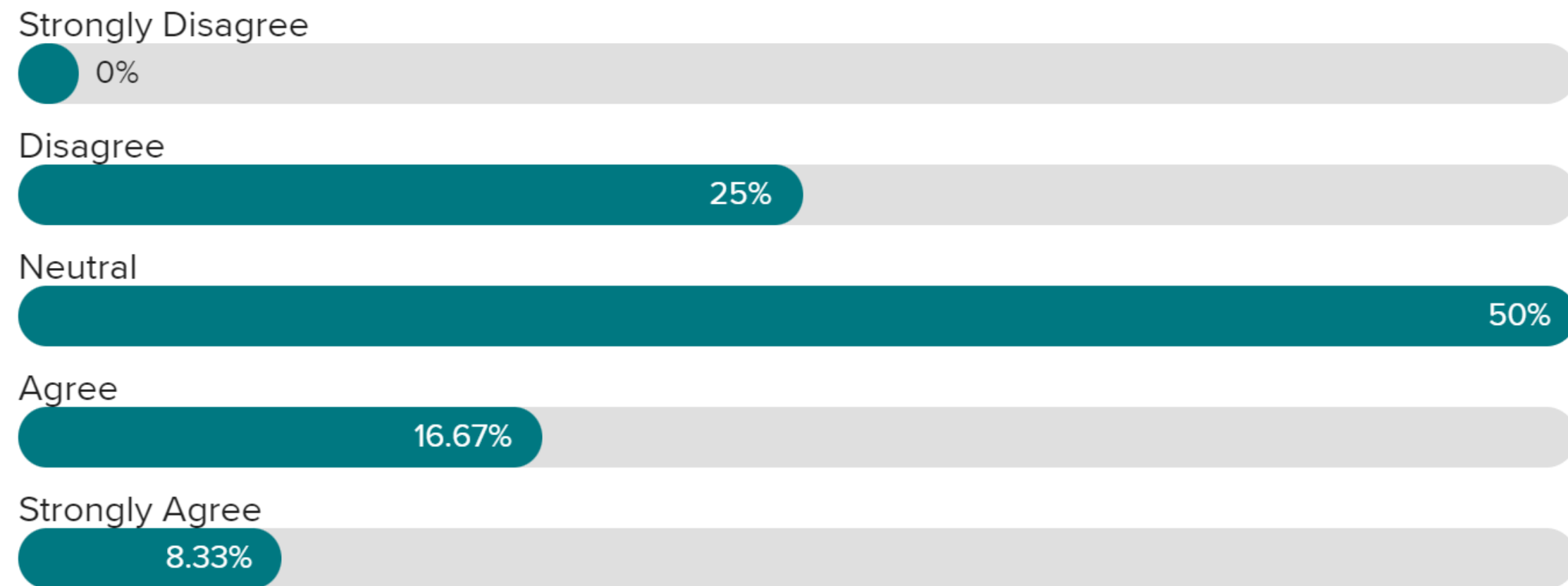
 18.18%

Allowed selections: 1



Student feedback

I found the feedback from the GenAI chatbot to be valuable in developing my analysis of the sonnet. 12

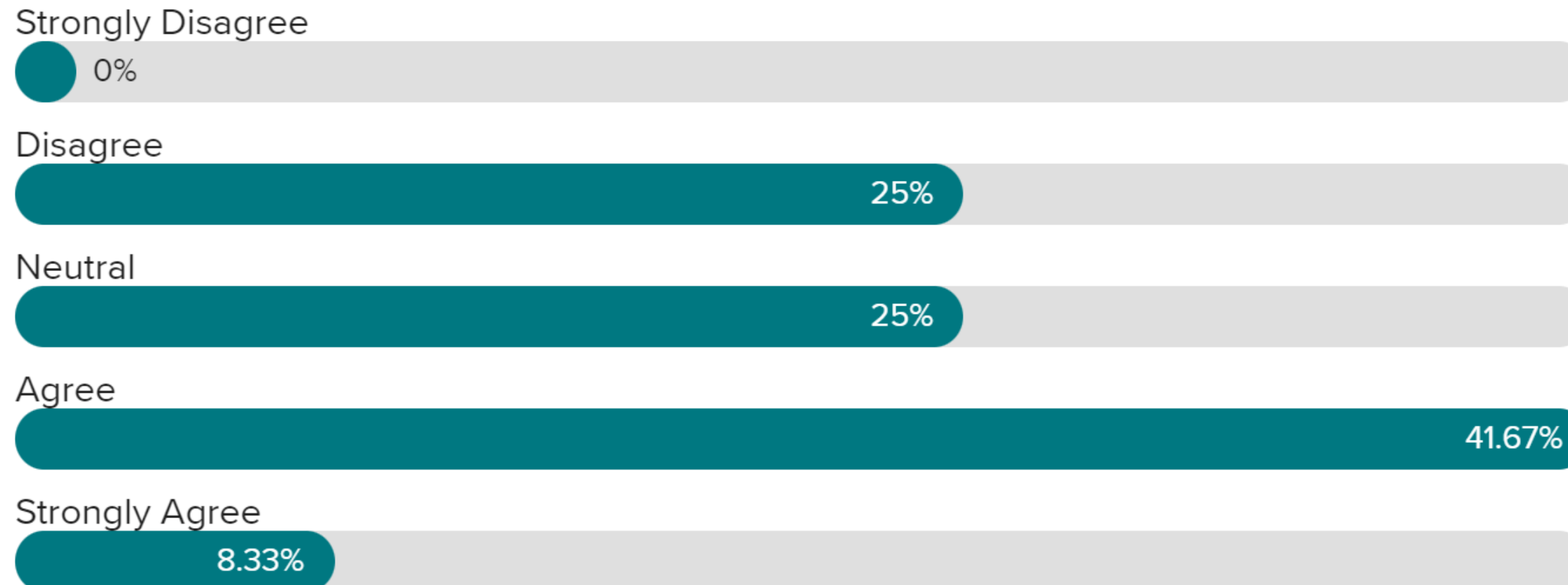


Allowed selections: 1



Student feedback

I feel more confident in using GenAI tools appropriately in my academic work after completing this assignment. 12



Allowed selections: 1



Recommendations

- Define clear boundaries for GenAI use and independent work.
- Design assessments where students compare their ideas with GenAI outputs to promote critical thinking.
- Use licensed GenAI tools to ensure equal access and data security.
- Communicate policies on GenAI use and emphasise the importance of submitting original work.



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Thank *you*

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Case Study 1
DigiChamps



Case Study 2
Conversations
with a chatbot