LEEDS BECKETT UNIVERSITY

GENERATIVE ARTIFICIAL INTELLIGENCE TOOLS

A Guide for Leeds Beckett staff designing assessments

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Centre for Learning and Teaching

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Artificial intelligence (AI) refers to the ability of machines to perform tasks that typically require human-like intelligence, such as learning, reasoning, problem-solving, and decision-making.

This guide outlines some factors that course teams need to consider when managing student use of Generative Artificial Intelligence tools (Gen AI). It suggests short-term and longer-term changes to assessments that course teams may wish to make. It also includes examples of some tutorial/in-class activities to support students' understanding of generative AI.

What is Generative AI?

Generative Artificial Intelligence is one part of a range of activities that AI tools can complete. These tools are capable of creating new content by generating text, images, and other media. It is useful to use the term generative AI or Gen AI when discussing the subject in higher education settings so that it is not confused with Academic Integrity.

AI involves the development of algorithms and computer programs that can process vast amounts of data and perform complex calculations and operations in a way that mimics human intelligence. AI is currently used in a wide range of applications, including natural language processing, computer vision, robotics, and machine learning, among others (LBU,2023).

Guidance is available from Academic Quality Enhancement for students around the use of generative AI - [Academic integrity | student information | Leeds Beckett University](#)

Some issues for colleagues to consider when allowing appropriate student use of Generative AI

The questions posed below do not always have clear answers, and that is why they are listed as issues or risks to consider when you are considering using them in your modules/courses/assessment, but also for you to highlight to your students if they are engaging with these tools.

Ethical concerns – who created the tool? Why did they create it? Does their position affect the ethics of generative AI models? Who was responsible for training these models? What might be the environmental consequences related to widespread usage of these tools?

Data protection – where is the data stored? Who has access to it? Do you have permission to share the information in the public domain? Do these models cause potential issues for cybersecurity?

Incorrect information – do you know how generative AI sources its information, do you ask the tool where it sources its response? Is that source reliable? Can you check the validity of the response? Do you feedback about incorrect information?

Bias and political stances – do you check responses from the tool for bias or a political stance? Does the response include a variety of positions and points of view? Has it limited your understanding by self-selecting information it includes/excludes?

Equity of access – do all students have equal access to a tool? Do they have to sign up to use it? Are they being disadvantaged if they do not want to share information with 3rd party software? Are all students provided with guidance on how to design prompts? Are you clear about what is

appropriate use? Do you understand how students with Reasonable Adjustment Plans (RAPs) may use these tools, if not, do you need to speak with Disability Advice? Who will be responsible for training students on how to use these tools effectively? How will students be supported if they have technical difficulties with a tool? How will you respond if a tool starts charging for access after previously being free to use?

Module/course statements

Guidance relating to generative AI and Academic Integrity is available from Academic Quality Enhancement - [Generative Artificial Intelligence (leedsbeckett.ac.uk)](#)

While there is no requirement for staff to include appropriate use guidance, it is recommended that it is provided to ensure students understand what is allowable and what would be in breach of the academic regulations. It is best to provide a one type of guidance which is well understood and accepted by the student across a course or a level, as a mixture of different levels of appropriateness can lead to confusion. There may be singular exceptions to the position such as when a generative AI tool is part of the assessment design and not just a tool to support learning. The outright banning of the use of generative AI is almost impossible as no detection tool is 100% accurate and appropriate use of Artificial Intelligence is a skill students will need as the workplaces they enter are likely to be adopting the use of such tools.

Guidance on acceptable use is provided by Academic Quality Enhancement in ['Principles for the use of generative AI at LBU'](#), it covers what is allowable under current regulations. There is also information for students on how to reference the use of a generative AI tool. A pilot project in January 2024 is looking at a cover sheet for student assessed work to allow students to declare their use of generative AI tools.

Possible short-term changes to assessments

- Make assessment briefs more reflective. Ask students to use personal/local/classroom examples.

- Design summative assessments to build on formative activity and feedback, with a marking component on how they've applied the formative feedback on the summative component.

- Ask students to include references/quotes from a wide range of media including books, journals, webpages, session slides. Ensure the marking criteria reflects this.

Possible longer-term changes to assessments

When thinking about changing your assessment, consider how it affects other assessments on the course. You should talk to the Course Director and may wish to seek advice from QAS. If you are using new tools, consider the support and training that students may need to complete the assessment.

Also consider how inclusive your new assessment approach is using the [Inclusive Assessment Guidance](#) and [Course Development Principles.](#)

- Think about using more 'live' assessments, including for example, pre-recorded presentations with in-person Q&A.
- Have an assessment 'day' based on a real-world scenario .
- Think about what you are trying to assess. Is it pure knowledge or is it demonstrating a skill?

- Think about integrating generative AI into assessments based on the students designing questions (prompt design) and then ask for a critical review of the output, including how asking the right questions improves the quality/relevance of the output.

Jisc have created a large number of examples of assessments that can be used with or without generative AI https://repository.jisc.ac.uk/9234/1/assessment-ideas-for-an-ai-enabled-world.pptx

Tutorial/in-class activities to support students' understanding of Generative AI

- Divide a class into two groups and ask one group to use generative AI to answer a question and the other group to use the core textbook/journals. Compare the findings of both as a means of applying critical thinking. Discuss challenges, the transferable skills learned, the ease of use and the reliability of information.

- Use any generative AI model and/or books/web/journals to do keyword research and consider the variations of responses - get the students to critique the output based on their understanding of the keyword.

- Use any generative AI model to find/create a short reading list on a topic – check each item on the list for validity.

- Ask any generative AI model about its limitations and discuss the findings with the students.

- Ask any generative AI model about taking a political stance/bias and analyse and critique the findings in discussion with the students.

- Ask generative AI to write a limerick/joke/musical about your course/subject and encourage students to analyse and critique the outputs.

 (Adapted from a live Pearson webinar 2023)

Resources and additional support

A Talis reading list has been created, where a wide range of resources and information about generative AI can be found. It includes links to Library and academic integrity information. Generative Artificial Intelligence Tools in Higher Education (Staff Resources) | Leeds Beckett University (talis.com)

- Interim guidance on generative AI usage Academic integrity | student information | Leeds Beckett University
- Information for students - Search - The Library at Leeds Beckett University
- Information on using Turnitin and the AI writing report View submissions and similarity reports | Leeds Beckett University
- Assessment ideas for an AI enabled world – created by Jisc https://repository.jisc.ac.uk/9234/1/assessment-ideas-for-an-ai-enabled-world.pptx
- Russell Group: New principles on use of AI in education - New principles on use of AI in education (russellgroup.ac.uk)
- Generative AI guidance in the Academic Integrity Tutorial
- Quote, Unquote provides additional information on the acknowledgement and citation of AI generated content (including the use of paraphrasing tools)

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