

TEACHING AND LEARNING CASE STUDY	
Name of Institution/ Organisation	Maynooth University
Who led the initiative?	Centre for Teaching and Learning, and Student Skills and Success
Date and timeframe of the initiative	May-December 2024
What was the reach of the initiative?	All Maynooth University staff and students.
Initiative Title	GenAI Guidelines and Resources for Teaching, Learning, and Assessment
Aims/ Objectives	<ul style="list-style-type: none"> • To develop University guidelines to support Maynooth University staff and students' use of Generative AI (GenAI) in Teaching, Learning and Assessment, in the context of practice and policy at Maynooth University. • To develop and facilitate related professional learning opportunities, to raise awareness of the MU GenAI Guidelines and provide expert views on GenAI and Assessment and Academic Integrity. • To develop resources for staff and students to accompany the University Guidelines. • To collate and disseminate good practice case studies of GenAI use across Maynooth University and in other HEIs.
Rationale and Identified Needs	As the use of GenAI tools increased rapidly since the end of 2022, we sought to address the urgent need to provide staff and students with further University guidance for the use of GenAI in Teaching, Learning and Assessment.
Frameworks, Policies, or Strategies Aligned (internal, local or national)	<p>This small-scale initiative is funded by the Strategic Alignment of Teaching and Learning Enhancement Fund in Higher Education (SATLE), under the HEA and the National Forum.</p> <p>The Guidelines produced were closely aligned to Maynooth University's Policy on Academic Misconduct and Academic Integrity, Data Protection Policy, and Student Data Privacy Notice.</p> <p>They are also aligned to the NAIN/QQI GenAI Guidelines for Educators and the UNESCO Guidance for Generative AI in Education and Research.</p>
Summary (394/400)	Please provide a summary of your case study.

	<p>Max 400 words.</p> <p>-----</p> <p>The Maynooth University (MU) GenAI Guidelines for Teaching, Learning and Assessment initiative is a collaboration between the Centre for Teaching and Learning (Co-Lead), Student Skills and Success (Co-Lead), Critical Skills, MU Student Ambassadors, and Maynooth Students’ Union representatives.</p> <p>The GenAI Guidelines developed provide a high-level, principles-based approach to the ethical and responsible use of GenAI in Teaching, Learning and Assessment, and draw on national and international guidance and good practice.</p> <p>Maynooth University’s approach is student-centred and recognises that student understanding of GenAI is an essential part of digital literacy. This is in line with the University’s strategic aim of supporting our students in graduating with ‘digital and data literacy and future-focused capacities that will enable them to navigate fast-evolving societal contexts’.</p> <p>Key phases of the initiative include:</p> <ul style="list-style-type: none"> • Landscape & Literature Review: Conducted a brief landscape review of HEI approaches to GenAI guidelines and supports for staff and students in Ireland, the UK, Europe, US, and Australia, and relevant recent literature as a basis for the work. • Guidelines for Staff: Developed through an iterative, collaborative process involving a series of group writing and editing sprints, with feedback from the MU AI Advisory Group on each draft of the Guidelines. • Guidelines for Students: Adopted a ‘By Students, For Students’ writing approach. Taking the guidelines for staff as a basis, a group of seven students from a range of disciplines in collaboration with the project team, co-authored the student guidelines in a second series of group writing and editing sessions. Similarly, they received feedback from AI Advisory Group stakeholders at draft stages. • Dissemination: The Working GenAI Guidelines for Teaching, Learning and Assessment were circulated to all staff and students in September 2024 and supported by a series of information sessions. • GenAI & My Learning Hub: A group of students repurposed the student GenAI guidelines into dynamic web content including interactive web banners, tiles and dedicated web pages. Their efforts culminated in the development of a ‘GenAI & My Learning Hub’ which was created by students, for students. During Academic Integrity Week, Student Skills and Success launched this online resource for students
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	<p>alongside a student led campaign to raise awareness amongst the student body.</p> <ul style="list-style-type: none"> • Resource Development (In Progress): Involves the creation of supporting resources with a particular focus on GenAI and Assessment, including high level guidance for programme teams on implementing assessment approaches. • Feedback & Evaluation (In Progress)
<p>Did you collaborate with internal and/or external stakeholders to deliver?</p>	<p>The GenAI Guidelines project was a collaborative initiative between the Centre for Teaching and Learning (CTL) and Student Skills and Success, supported by colleagues from Critical Skills, and students from across disciplines and levels. Other key stakeholders included the Vice-President for Students and Learning, MU’s AI Advisory Group, Associate Faculty Deans for Teaching and Learning, Maynooth Students’ Union, and the National Forum for the Enhancement of Teaching and Learning in Higher Education.</p> <p>From the outset of the initiative collaboration between staff across units, departments and faculties enabled the creation of a comprehensive principles-based set of guidelines for GenAI to support staff and students throughout Maynooth University.</p>
<p>Organisation and Planning</p>	<p>The initiative proposal was designed by the Head of the Centre for Teaching and Learning in collaboration with Head of Student Skills and Success and approved by University Senior Management in AY2023-24. The project was initiated in May 2024 and is anticipated to conclude in early 2025.</p> <p>A detailed action plan was developed and approved by the Project Leads and VP for Students and Learning.</p> <p>Guidelines development involved collaborative sprint-based writing activities across several sessions, with feedback sought from the University’s interdisciplinary AI Advisory Group at each draft stage.</p>
<p>What resources did you need?</p>	<ul style="list-style-type: none"> • SATLE Funding to support the appointment of a Project Officer for six months, seven student ambassadors who were employed as working group members, resource material design and development, and professional learning workshops for staff. • Centre for Teaching and Learning, Student Skills and Success, and Critical Skills staff time to manage and support the achievement of the project.

<p>Has it been evaluated? How successful has it been?</p>	<p>The Working GenAI Staff and Student Guidelines were circulated to staff and students in September 2024. The feedback phase is currently in progress through the Faculty & Academic Council Teaching and Learning Committee structures. Following this phase, the Guidelines will be shared with Maynooth University’s Academic Council for approval.</p> <p>The University GenAI Guidelines for Teaching Learning and Assessment have been welcomed by MU staff and students. Whilst feedback has been overwhelmingly positive, we must not overlook the challenges and potential issues that teaching, learning and assessment face with the accelerating adoption of GenAI tools. Staff have noted the importance of the points made regarding students and GenAI use and how staff need to engage with students on the affordances, limitations and implications of GenAI. Staff also noted the clarity of the guidelines, the need to potentially rethink assessment design, and the inclusion of broader ethical considerations which many HE institutions worldwide do not address. Feedback strongly supported our inclusion of the pitfalls of GenAI over-use, or over-reliance upon these tools, creating a balanced document that highlighted the strengths of GenAI while acknowledging the risks and live issues.</p>
<p>Any future plans, including the sustainability of the initiative?</p>	<p>Next steps for the initiative include:</p> <ul style="list-style-type: none"> • Development of companion GenAI and Assessment resources and use case exemplars for staff to be shared on the CTL GenAI Resource Hub for staff. • Development of companion learning resources for students to be shared on the ‘GenAI and my Learning portal’. • Further consultation with staff and students to better understand how the guidelines are applied in practice, to identify any gaps, and to support ongoing enhancement of the guidelines and associated supports.
<p>Key Learning Points</p>	<ul style="list-style-type: none"> • A staff- student partnership approach is key to developing a whole-of-institution response to GenAI in teaching, learning and assessment, and to aligning the guidance being disseminated across campus. • Collaborative sprint-based writing approaches were highly effective in the creation of both Staff and Student Guidelines. These approaches have the additional advantage of the inherent content and process learning for participants.’ • GenAI tools are still at a very early stage of development and their effects on the Higher Education sector will not be fully understood for a number of years. Hence, there is a need for ongoing review of the University GenAI guidelines and continuing development of staff and student supports in relation to GenAI use in Teaching, Learning and Assessment.

Teaching and Learning Focus Areas (please tick all that apply)

Categories	Elements	Topics	Target Groups
Commit <input type="checkbox"/>	Leadership, Strategy & Governance <input type="checkbox"/>	Digital Transformation <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>
Coordinate <input type="checkbox"/>	Curriculum and Assessment <input checked="" type="checkbox"/>	Education for Sustainable Development <input type="checkbox"/>	Staff <input checked="" type="checkbox"/>
Consult <input checked="" type="checkbox"/>	Innovation in Teaching <input checked="" type="checkbox"/>	Academic Integrity <input checked="" type="checkbox"/>	Wider community <input type="checkbox"/>
Create <input checked="" type="checkbox"/>	Professional Development <input checked="" type="checkbox"/>	Inclusive and Equitable Teaching Practices <input checked="" type="checkbox"/>	Other <input type="checkbox"/>
Celebrate & Continue <input type="checkbox"/>	Research and Evaluation <input type="checkbox"/>	Innovations in Assessment and Feedback <input checked="" type="checkbox"/>	
		Student Engagement and Partnership <input checked="" type="checkbox"/>	
		Collaborative and Interdisciplinary Approaches <input checked="" type="checkbox"/>	
		Artificial Intelligence <input checked="" type="checkbox"/>	
		Other <input type="checkbox"/>	

Contact Details

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Links	<p>GenAI Guidelines Project Page: https://www.maynoothuniversity.ie/centre-teaching-and-learning/genai-guidelines-teaching-learning-and-assessment</p> <p>GenAI and My Learning student page, created for and by students: https://www.maynoothuniversity.ie/student-success/your-academic-journey/genai-and-my-learning</p> <p>Academic Integrity and Generative AI Page: https://www.maynoothuniversity.ie/centre-teaching-and-learning/hub/academic-integrity-and-artificial-intelligence</p> <p>Staff Working GenAI Guidelines: https://www.maynoothuniversity.ie/sites/default/files/assets/document/Maynooth%20University%20GenAI%20Working%20Guidelines%20For%20Staff%20%28September%202024%29_updated.pdf</p> <p>Student Working GenAI Guidelines: https://www.maynoothuniversity.ie/sites/default/files/assets/document/MU%20Student%20Working%20Guidelines%20for%20GenAI%202024.pdf</p> <p>Maynooth University Strategic Plan 2023-2028: https://strategy.maynoothuniversity.ie/</p>