

TEACHING AND LEARNING CASE STUDY	
Name of Institution/ Organisation	University College Cork (UCC)
Who led the initiative?	Loretta Goff, Academic Integrity Education Officer, Skills Centre Sarah Thelen, Centre for the Integration of Research, Teaching, and Learning
Date and timeframe of the initiative	Academic year 2023 – 2024 and ongoing.
What was the reach of the initiative?	<ul style="list-style-type: none"> – 300+ staff attended the sessions (17% of all teaching and research staff) with over 500 (26%) registered and therefore received recordings and supplemental materials – Over 1K visits to the Short Guide to Assessment in the Age of AI since launched – 2.7K site views of the Toolkit for the Ethical Use of GenAI – 297 students attended Responsible Use of GenAI sessions – 932 students engaged with GenAI module in Fundamentals of Academic Integrity short course
Initiative Title	GenAI and (Re)Thinking Assessment
Aims/ Objectives	<ul style="list-style-type: none"> - Introduce staff to Generative Artificial Intelligence (GenAI): what it is, how it works, ethical implications, etc. - Demystify GenAI and clarify its strengths and weaknesses - Help staff think through the ways GenAI impacts their approach to assessments - Support staff in revising their assessments and rubrics – or designing new ones – to reflect the ways GenAI relates to their disciplines - Support students with responsible use of GenAI - Partner students and staff to reconsider assessment in light of GenAI
Rationale and Identified Needs	<ul style="list-style-type: none"> - Staff were very worried and intimidated by GenAI with unrealistic understandings of what it was capable of - Need to offer a safe, semi-structured space in which to learn about GenAI and discuss how/where it fits in teaching with colleagues - Students were lacking guidance on how they could/could not use GenAI in their studies - Need to bring staff and students into partnership on this topic and to identify ways for students to use GenAI that promote critical engagement and academic integrity

<p>Frameworks, Policies, or Strategies Aligned (internal, local or national)</p>	<ul style="list-style-type: none"> – UCC Academic Integrity for Examinations and Assessments Policy – UCC Strategic Plan 2023-2028; Goal 2: Student Success – National Academic Integrity Network (NAIN) Generative AI Guidelines for Educators – Tertiary Education Quality and Standards Agency (TEQSA) Guidelines on AI – JISC Generative AI – A Primer
<p>Summary</p>	<p>Our collaborative initiative began with resources we each developed on Generative Artificial Intelligence (GenAI) and assessment that include specific case studies from UCC. Sarah created the Short Guide to Assessment in the Age of AI and Loretta led (AI)²ed, a students-as-partners project that produced the Toolkit for the Ethical Use of GenAI in Learning and Teaching. (AI)²ed informed the development of student workshops and modules on the Responsible Use of GenAI and, together, the resources informed staff workshops on GenAI and assessment.</p> <p>We designed workshops to give UCC staff a general introduction to GenAI, to encourage them to try GenAI tools, and to discuss the implications for teaching and learning. We planned live sessions (online and on campus) in the hopes that staff would be at least somewhat removed from their day-to-day obligations. In this way, we created a space where they could think beyond the immediate concerns and start to explore where and how GenAI might fit within their teaching practice.</p> <p>We suspected that a lot of the fear, and catastrophising around GenAI was rooted in a sort of expansive potential of the unknown. So, our series of 90-minute workshops delivered monthly between October 2023 and April 2024 aimed to try and bring GenAI back down to earth. We opened each session with a quick overview of what GenAI is, how it works, and some of the ethical considerations (copyright, bias, environment, worker exploitation).</p> <p>Rather than focus on the risks of cheating (everyone’s favourite worry!) we instead framed our discussion of assessment with a larger conversation about academic integrity. We emphasised that there are several important – and doable! – things staff can do to promote academic integrity rather than simply waiting to punish misconduct. We introduced the Academic Integrity values (honesty, trust, fairness, respect, responsibility, and courage) as a</p>

	<p>reminder to staff that Academic Integrity is a two-way street and not only the students' responsibility.</p> <p>Each session incorporated several interactive activities (using GenAI and drafting statements that set expectations around GenAI use) and participants' concerns and questions guided discussion. The workshops ended with lively discussions on ways to approach assessments to minimise the risks of GenAI, supporting staff to take proactive steps. Action was also achieved through a one-off AI + Assessment Hackathon half-day event where staff collaborated across three stages (engage, investigate, act) to develop actionable solutions to support the academic integrity of assessments.</p> <p>395 words</p>
Did you collaborate with internal and/or external stakeholders to deliver?	<ul style="list-style-type: none"> – Colleagues from ATU generously shared details of the Hackathon event that they previously ran, as well as resources from this which helped us to develop our own event. – The (AI)²ed project involved collaboration with academic staff and students from across the four colleges at UCC in order to develop disciplinary specific case studies of GenAI and assessment.
Organisation and Planning	<ul style="list-style-type: none"> - Recognise need for structured introduction to GenAI - Identify best format/approach to address different topics/audiences (e.g. workshops/hackathon for staff, workshops and self-directed learning for students, collaborative investigation with staff and students), open resources for staff/students/public) - Design, promote, and deliver resources, workshops, etc.
What resources did you need?	<ul style="list-style-type: none"> – For the workshops and open resources, work was completed as part of our jobs and no other costs were incurred. – The Hackathon event required a small budget for catering and materials (i.e. printed resources, sticky notes, pens, markers). – For related projects where the resources that supported these sessions were developed, for example (AI)²ed, a budget was required to pay student partners for their work and additional staff partners participated.

<p>Has it been evaluated? How successful has it been?</p>	<p>Post-session surveys were circulated and feedback highlighted that participants enjoyed the sessions and felt that they benefitted from:</p> <ul style="list-style-type: none"> - Group discussions encompassing a range of disciplines - The structure and interactive nature of the workshops - Having the time and space to challenge their thinking and discuss - Developing actionable outcomes - Practical considerations and examples of revised assessment <p>Feedback to improve the session, that we implemented in the next iteration, included:</p> <ul style="list-style-type: none"> - Include more focus on ethical concerns - Be firmer with long-winded digressers during discussion - Additional context-specific examples <p>As a result of the workshops, staff took the following actions:</p> <ul style="list-style-type: none"> - Revised rubrics and assessments - Wrote GenAI statements setting expectations for course - Had conversations about GenAI at Programme/Department level to decide approach - Discussed GenAI with students
<p>Any future plans, including the sustainability of the initiative?</p>	<p>We're continuing this work in AY 2024-2025 including:</p> <ul style="list-style-type: none"> - Writing a GenAI Statement (online resource guiding staff through the process of writing a statement to clarify acceptable GenAI use in their module or individual assessments) - Workshop: Writing a GenAI Statement (on-campus workshop) - Journal Club: monthly meetings open to all UCC staff discussing recent articles exploring GenAI and assessment - GenAI and Academic Integrity Drop-ins: space for staff to ask questions and raise concerns - Participate in policy working group designing and updating UCC plagiarism and academic integrity policies - GenAI LEARN project – surveying students about their use of GenAI and partnering with students to develop an open-access GenAI Learning Hub for students with resources to support responsible and effective use of GenAI - AI-ntegrity: The Future of Assessments project – surveying staff about their use of GenAI
<p>Key Learning Points</p>	<ul style="list-style-type: none"> - Participants really appreciated having time and space to discuss their concerns with new technology

	<ul style="list-style-type: none"> - Creating an asynchronous resource to complement the workshops would have helped reach those staff unable to attend - It is particularly challenging to balance discussion, participation, and instruction when the topic is so new - It is important to include student voice in these discussions and guiding resources - Integrating academic integrity helps to refocus attention on proactive learning and teaching efforts that bring staff and students together
--	---

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 checked="" 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

Contact Name/s	Sarah Thelen / Loretta Goff
Date	19 November 2024
Email Address	s.thelen@ucc.ie / loretta.goff@ucc.ie
Links	<p>Please add links to any relevant pages/ documents. Please attach any items not in a link format with your submission.</p> <ul style="list-style-type: none"> - Writing a GenAI Statement - Toolkit for the Ethical Use of GenAI - Assessment in the Age of GenAI - Academic Integrity Values