

Vol. 3, Issue 1, August 2023

# Te Puna Ako News

Updates on Learning and Teaching at Unitec [Te Pūkenga]



## Events

### Coffee conversations

Talk with other Unitec teachers about tools to help you navigate GenAI. The next Coffee Conversation is at the end of August. Keep an eye out for publicity for this in all the usual channels.

### Turnitin Forum: AI in Education and Assessment 1 August

TPA team members are attending this face to face, half day Turnitin event that aims to share views on the advancement of AI writing technology, and the challenges and opportunities. We'll share key insights with you.

### **FREE online AAIN (Australasian Academic Integrity Network) Forum 22 September**

Outstanding value: pick what you're keen on, from papers in a *Tech and Gen AI* strand or any of three other themes, to a student panel "navigating academic integrity" and much more. Typically 1200 attendees from across Australia and Aotearoa NZ join to hear roundtable discussions, digital posters, workshops and case studies. More info and registration linked in the title.

### **ASCILITE Conference 3 – 6 December 2023** at University of Canterbury.

Expect to encounter the full gamut of Educational Technology in tertiary education, with a range of themes and sessions to satisfy everyone's interests.

This year's event will be fully hybrid – so no matter whether you join face-to-face or online you will be able to engage and learn.

## At a glance

- Events
- Editorial - Joce Williams
- Coffee conversations
- Tools that help with GenAI decisions

Te Puna Ako News gives you a quick update of learning and teaching news, good practice at Unitec and practical ideas on how you can create better learning .

[More information about TPA and your school liaison can be found on Te Aka, the Nest.](#)



Faculty Focus drops regular, short, accessible articles on learning, teaching and assessment into your email. It also offers a 15-minute podcast, which is great to energise you on the way to work in the morning.

Subscribe from this link and pick up their [report on GenAI](#) and its impact on learning and teaching. Search for more ideas and articles on the [Faculty Focus website](#).

# Editorial

## Be clear with learners about what's OK (and not OK) with Gen AI



Kai ora e te whānau

It's super-important that we're clear about what we expect of students in their assessment work. This is both in what we say to them, and in our formal written assessment instructions. I wrote about this in an editorial in our [September 2022 issue](#). Why are clear expectations important? Because when we assess their work, if we are worried about whether they have used more help than they should, we have our clear instructions as the guide, especially if we need to make decisions about authorship. Of course it's only fair to students too, that we are clear in our instructions long before assessments are due. This has always been the case but with the disruption of Generative AI, the principle of transparency is even more vital because it makes things easier on everyone by reducing uncertainty.

Lisa Simperingham and Fiona Dalton's online module from last year called "[e-cheating awareness](#)" included a demo of Chat GPT at work in its early days. It's still worth a look if you haven't seen it in action. That was almost a year ago and since then, everything has gone a bit crazy. Open AI, the company that owns Chat GPT, timed its launch well for maximum impact and disruption (both positive and negative) on education! The "chat" was out of the bag around November 2022. By February teachers were both excited and worried about what space to make in their existing practice for this uninvited guest - "Chattie G", as some fondly call it - and how to adapt to its implications for learning and assessment in the first semester of 2023. Worth noting: Open AI has some [Educator Considerations for Chat GPT](#). Have a read - it's good to know their stated public position. *[By the way - while we all refer a lot to Chat GPT, we try to say Gen AI as much as possible because there are so many AI tools and platforms apart from Chat GPT - Gen AI is the generic term].*

So TPA has been busy throughout Semester 1, 2023 [developing guidelines, resources and procedures](#) on how to use Gen AI in learning, teaching and assessment. This Newsletter aims to give you a compact overview of our key messages with links to key information. If you haven't come across them yet, now is a good time to check that you are up to speed with Unitec's existing approach to Gen AI so you can plan what you should discuss with your classes, what Unitec's key messages are, and stay aligned with the emerging consensus. It's early days but we can see a lot of commonality across providers around the world in how they are handling this new era, and we are sharing this commonality of approaches with you. Stay tuned: it's a shifting target. Mā te wā!

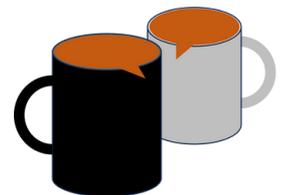
---

## We need to talk about .....

Teachers like talking about teaching with other teachers, so in the July break we started the first of what will be regular 'Coffee Conversations'. They're informal, semi-structured sessions where teachers, from across disciplines, compare notes and experiences.

The first one was on Generative Artificial Intelligence and its use in learning, teaching and assessment. Teachers discussed their use of Gen AI, its impact on their assessments and what their students were asking. We closed with a TPA presentation on Unitec's approach to Gen AI, and our support resources.

The next Coffee Conversation will be at the end of August, talking about tools that address GenAI challenges and how they might work for you. You can attend either an online or face-to-face session.



**[We] were just discussing how well the session went yesterday. I particularly liked having the discussion first and then the 'input' later. We felt that we got a lot out of it.**  
Lynn-Elisabeth, Languages

# Tools and resources to help you with GenAI (icons are linked)



Get an idea of what GenAI is capable of, if you haven't already. Open an account for the free version of Chat GPT. (The icon is linked)



A moodle site for GenAI resources curated by TPA including one page summaries of essential information (see right).



Academic Integrity and Artificial Intelligence - check out the academic integrity course for students



Guidance on wording on AI Use in Assessments. (Resource 1). Here you'll find clear instructions for you to adapt to suit your industry, programme, course, and context - what is permitted and not permitted.



Questions from Macquarie University to help you identify and mitigate potential risks associated with Gen AI tools. Each question focuses on a different risk factor.

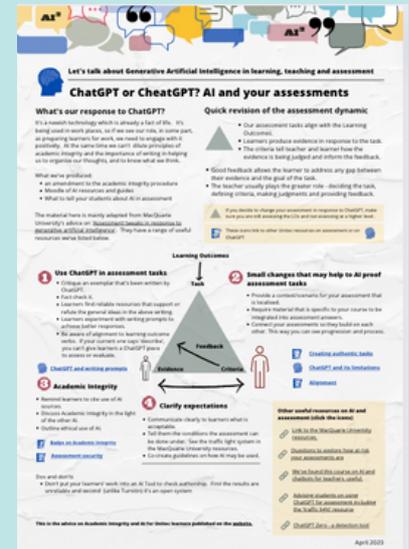


This is the Gen AI addition (AC 2.8) to the Academic Integrity Procedure. The principles are set out in the new section 2 on page 3. Students also have access to it on the [Unitec website](#)



Excellent online module created by Whitireia & Weltec: good basic professional development with an emphasis on opportunity: [Generative AI - unlock the potential](#)

## One pager for those in a hurry



Gen AI one pagers are available in the [Gen AI moodle](#)

Topics covered are:

- GenAI for learning
- Writing Prompts
- Learning and Teaching
- Limitations
- Assessment
  
- General assessment security

## Chat or Cheat GPT?

### Interactive Oral Assessment

What's the future of assessment if artificial intelligence can reportedly pass law exams and complete postgraduate tasks? One answer may be Interactive Oral Assessment. An IOA 'is not a question and answer test, but rather an exchange which draws upon the student's understanding, and creates a setting in which they can demonstrate and apply course concepts.' (Griffiths University).

Here's a [short, interesting University of Otago reflection](#) on the value of oral assessment.

An IOA ticks a number of assessment boxes - security, academic integrity, authenticity. The question many ask concerns scalability. In the material linked below the authors cite examples of large classes with multiple markers with each marker assessing an average of 70 to 100 students.

Read the [material from Griffiths University in Queensland](#) for an excellent introduction to how this works in practice across disciplines and in different institutions. It was developed in 2020 in response to Covid, so pre-Chattie-G.