

Vol. 4 (1) August 2024

# Te Puna Ako Update

News You Can Use: Learning and Teaching at Unitec



## Coming up:

- **FREE** online [AAIN \(Australasian Academic Integrity Network\) Forum](#) 6<sup>th</sup> September from 12pm (NZST)

Outstanding speakers include Prof Phill Dawson (Co-Director, Centre for Research in Assessment & Digital Learning at Deakin. Examples of sessions: The changing landscape of contract cheating... Embedding a student-run Academic Integrity Ambassador program into identified first year business subjects... Gen AI and Assessment Re-Design... Using Gen AI in Assessment Design: Scenario Generator Case Study... & **MUCH MORE!** Check link above for full info.



- **ADAPT YOUR ASSESSMENTS FOR “TWO LANES”**

### Teacher capability workshops: Gen AI and assessment

A series of hands-on workshops are planned for mid-semester break (30<sup>th</sup> Sept to 11<sup>th</sup> October) focused on integrating Gen AI into assessments using the two-lane approach.

#### Details:

- **Dates:** September 30<sup>th</sup>, October 1<sup>st</sup>, 7<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> October.
- **Audience:** Limited to one programme team per workshop.
- **Focus:** Programme team will bring course assessments to consider how to adapt them to two-lane principles
- **Facilitations:** Led by TPA advisers; focus is on assessment for S1, 2025.

**BONUS!!** Participants who submit evidence of revised assessments with a Two-lane rationale will be awarded the “Improve Summative Assessment” badge.



## AT A GLANCE

*Te Puna Ako Update* periodically shares learning and teaching events, news, reminders, updates, recommendations and practical ideas on how you can create better learning outcomes for students.

### In this issue:

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- **SAB takes AI initiative**

## DIGITAL LEARNING REPORT AUGUST 2024

[What's happening in the Digital Learning space at Unitec](#) is a report from James Oldfield, Manager Digital Learning, presented to the Ako Ahimura Learning & Teaching Committee 23-08-24, using Shorthand, a visual stories platform.

# An overdue catch up...

## Kia or anō. Arohamai – our last newsletter was in August 2023!

We still want to get a regular **TPA Update** out, but the world has felt crazy since the last one, when everything seemed to be about the impending “standing up” of Te Pūkenga. But then came the October election; the new government announced Te Pūkenga would be wound back. And Gen AI kept changing our paradigm! But on the plus side we delivered a great **AI in Education Symposium** in April this year. The event captured your interest and mapped new goals, for us and for you. Insights and [experiences shared by Professor Danny Liu](#) as well as colleagues’ presentations had many of you engaged and keen to learn more. From then we’ve juggled the need for more guidelines on AI, especially around assessment misconduct for you and students, and more support around positive AI opportunities such as through the Cogniti trial – see brief report on the next page.



We also have growing interest from kaiako in moving on from compliance around AI (i.e. managing misconduct, although that remains vital and won’t go away) to designing better assessment so that AI use is not an issue. We’ve been invited to run a workshop on September 2<sup>nd</sup> on this for the School of Applied Business. We hope this is the start of a big, sustained trend across all schools.

At this point in 2024 we can cautiously say as an institute we are making headway on actively managing Gen AI effectively and ethically in learning, teaching and assessment, including our responsibility to prepare students for workplace roles where AI will be the norm. A priority goal now is helping the institute transition assessments towards the [Two Lane model](#) over the next year. This approach asks us to think about the skills expected of graduates by the industry we are preparing them for, and ensuring Lane 1 assessments securely evidence them, while Lane 2 builds learning and assessment that allows AI, with the role played by it declared, critiqued and evidenced by the learner.

## Things to Do for Sem 2

Tick off what you should have in place for your Gen AI learning space for Semester 2. More help over the page:

**1. CRYSTAL CLEAR INSTRUCTIONS** about what your students are allowed to do (especially with AI use), and expected to do, in their assignments.

2. Tell your class that sometimes you may ask them to talk to you in an **ASSESSMENT CHECK-IN** conversation. Put information about it in your Moodle site.

3. Aim to encourage **discussion as part of learning** so students are used to explaining their process, especially at assessment time.

If you didn’t do it this semester, plan to get your students to complete a piece of **diagnostic writing in week 1** of your course, for baseline information on their writing style and capabilities, in 2025.

→ **INTERESTING:** Open AI (Chat GPT) has an [Educator FAQ](#) page showing the company’s stated public positions, on the reliability of AI detectors and other things, such as. “It is inadvisable and against our Usage Policies to rely on models for assessment decision purposes without a ‘human in the loop’...” [Read on....](#) Note that currently Unitec has no policy permitting AI to be used by teachers to assess students’ summative assignments. When safe controls and policy are in place, teams will be informed and guided.

→ **STAY TUNED** including via the **Gen AI Community of Practice**, a growing network of AI sharing, questions, issues and resources. Contact James Oldfield or Sharnell Aumua if you’d like to be added to this important **COP**.

Te Puna Ako is here to help you. Mā te wā!

Joce, James and [the team](#)

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James and Sharnell are running a Unitec trial of [Cogniti.ai](#) at Unitec, in conjunction with Prof Danny Liu at the **University of Sydney**. Toi Ohomai is also involved and has been extensively trialing across a range of courses and levels and evaluating results – we are learning a lot from this. There, students are finding the chatbots very helpful, even essential – reducing their anxiety.

At Unitec about 20 interested teachers submitted expressions of interest in exploring how to use AI “agents” (bots) to take on carefully prompted/defined roles in students’ learning, such as giving students feedback in training role plays. Before these trial agents can be used/piloted, they are subject to close checking and sign-off by a senior-level steering group. Exciting that Unitec has joined in with innovators testing out what’s useful, reliable, robust and will help us prepare graduates for the workplaces they will soon enter. And do some useful stuff to help busy teachers! An example of a digital learning agent and how it could work, to give you an idea, is [HERE](#). Questions? Want to get involved? →

**MORE INFO:** contact James Oldfield in the first instance – [joldfield@unitec.ac.nz](mailto:joldfield@unitec.ac.nz)

## HOW CAN I MAKE IT CLEAR TO STUDENTS ABOUT GEN AI EXPECTATIONS?

*[And why these steps are important]*

TO DO:	WHY IT'S IMPORTANT	✓	FIND GUIDANCE FROM US HERE →
1. Include <b>specific Gen AI instructions</b> for all assignments, in writing AND in class	<ul style="list-style-type: none"> <li>We owe it to students to be transparent about how their work will be evaluated.</li> <li>It's a Unitec commitment.</li> <li>It's about a fair assessment process.</li> </ul>		<p>Refer to the <a href="#">Assessment and Gen AI</a> section of the TPA <i>Gen AI for Teachers</i> Moodle.</p> <ul style="list-style-type: none"> <li>Adapt examples from the <b>Guidance for wording about AI use in assessments</b> section.</li> <li>Remind yourself that <b>transparency is a high-level Unitec commitment</b> in <a href="#">Academic Integrity AC 2.8</a> (p 3, 2b i) and fairness is a core value in the same document: “<b>Fairness:</b> An Academic Community of Integrity establishes clear standards, practices and Procedures...” (p 2, 3.1, 1c).</li> </ul>
2. Include information about <b>Assessment Check-ins</b> on your class Moodle	<ul style="list-style-type: none"> <li>Inform your students at the start of semester that they may be asked to discuss their assignment with you to show their learning. Informing about process is fair.</li> </ul>		<ul style="list-style-type: none"> <li>In writing: copy and paste <a href="#">the TPA recommended text</a> into the Assessment section of your Moodle course. This is a short message to inform students in writing.</li> <li>On the <a href="#">Assessment and Gen AI</a> section of the TPA <i>Gen AI for Teachers</i> Moodle, select <b>The Assessment Check-in</b> for <b>full guidelines</b> and a <b>one-page version</b>.</li> </ul>
3. Explain <b>Assessment Check-ins</b> to your class. Keep it low-key.	<ul style="list-style-type: none"> <li>Students will understand <b>Assessment Check-ins</b> better and what to expect if you explain it in class and let them ask questions.</li> <li>Discussion is listed by Unitec as a possible part of assessment evidence. It's good for them to know that we have institutional expectations and rules around these things.</li> </ul>		<ul style="list-style-type: none"> <li><a href="#">Explain it verbally</a>. A brief, low-key discussion will back up the written information on your Moodle page.</li> <li>Show your class Unitec's <a href="#">Academic Integrity Procedure AC 2.8</a> p3, 2(b) iv where it is clearly stated that “evidence of ...assessment work...may include discussion of their assessment submission with their teacher.”</li> </ul>





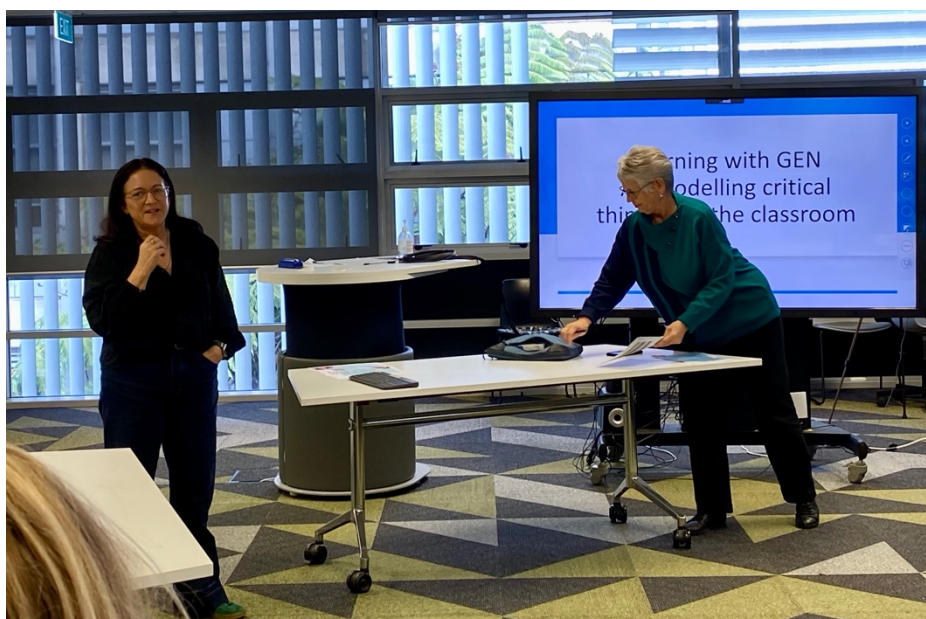
## THE TPA “COFFEE CONVERSATIONS” SERIES

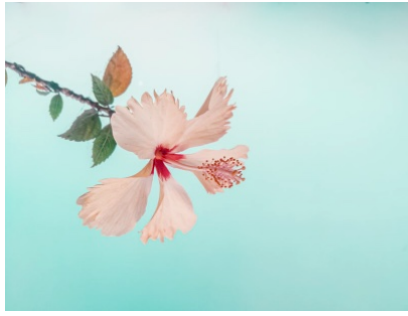
*Every few weeks we offer an informal get-together for interested kaimahi to come along, hear a speaker present some aspect of their teaching, and have a Q & A / discussion about it. Since the April L & T Symposium we’ve focused on Gen AI topics. Most recently:*

### **Integrating Gen AI in Classroom Activities, with Lee-Anne Turton (ECE), 28<sup>th</sup> August**

Attendees listened intently to Lee-Anne as she spoke about Copilot as a tool for learning in her classes, while also leveraging the opportunity to teach them to be critical thinkers in their use of this tool. Most important of all in Lee-Anne’s view, is that teachers model critical thinking practices, and show discernment in their modelling of effective and ethical AI use. It was clear Lee-Anne’s students are expected to rigorously critique AI outputs, ensure the information related tightly to the ECE Te Whāriki curriculum’s socio-cultural context, ask themselves - does it present bias in its outputs? and so on. Lee-Anne’s approach is both encouraging of her learners, and cautious in terms of ensuring AI is critically examined at all points. Thank you, Lee-Anne!

Look out on Te Aka / The Nest for upcoming Te Puna Ako Coffee Conversations you can bring your lunch and/or a cuppa to, and hear what others are doing.





## Farewell, Diana Ayling

We're sad that Diana Ayling has resigned her position in Te Puna Ako. In recent years she had been very part-time and took the decision around May to call time on her academic career and take life at an easier pace. Many Unitec colleagues gave thanks in farewell messages for all her many and varied contributions to Unitec over about 30 years, in a range of roles mainly in the Business School in its different incarnations but also across varied academic advisory work, programme development and much more. Colleagues' acknowledgements also highlighted Diana's personal qualities and strengths, and the impact she had, enriching the knowledge and skills of many others at Unitec and other institutions. Generous, caring, passionate, and empathetic, Diana always brought insight and a sharp intellect to any issue. We have missed her this year and will continue to, remembering the value she added to our mahi. All the best to Diana.

## Unitec is well-aligned with AI and integrity best practice!

It's **so very heartening** to see that all the initiatives we have been leading at Unitec since early 2023 around the challenge of Gen AI for academic integrity are listed as immediate steps that should be taken by teaching and learning leaders in higher education, in an August 2024 report from the Australian government agency TEQSA (Tertiary Education Quality and Standards Agency – the equivalent of our NZQA).

We have been advocating and providing support for ALL the approaches TEQSA is urging in Australia:

- Limit reliance on AI detectors
- Monitor and review integrity and misconduct processes
- Seek out expert advice
- Focus on the most urgent priorities eg which parts of a program are in urgent need of attention
- Be transparent about AI use
- Ask students to show their working
- Engage in conversations with students as assessment.

Please do reach out to Te Puna Ako for help if you are not sure why these are important, or where our guidelines and support can be found. The [TEQSA short report is online](#) – go to the bottom of p2 where the above immediate actions are recommended – and **feel reassured that we are recommending and actioning the same things!**

## SCHOOL OF APPLIED BUSINESS TAKING INITIATIVE ON TWO-LANE ASSESSMENT

HOS Kay Kirkland and her leadership team have seized the opportunity this semester to begin socialising the ideas of “Two-lane assessment” among kaiako in the School of Applied Business at Unitec, and the School of Business at MIT, in an all-staff workshop being led by Te Puna Ako on 2<sup>nd</sup> September at MIT's Manukau campus.

The objective is to identify in Business programmes where course assessments are already “secure” so that achievement of learning outcomes is assured, and where there is the opportunity to re-think assessments that allow use of AI **for learning** in controlled ways so that students can develop knowledge of how AI will be part of their work once they graduate, and the critical thinking skills that are also needed about the uses, effectiveness and ethical aspects of AI use. These are called Lane 1 and Lane 2 assessment types: Lane 1 is assured ‘assessment of learning’, and Lane 2 allows human-AI collaboration on ‘assessment as learning’.

- (1) In subsequent issues of TPA Update, we'll keep you informed about the Business Schools' experiences and progress in this work and continue to roll out further detail about the Two-lane approach. Meanwhile, you can read more about this at Teaching@Sydney's [What to do about assessment if we can't out-design or out-run AI?](#) - along with numerous other insightful articles in their archives (menu on the right hand side of the Teaching@Sydney page/site).
- (2) In addition, the School of Business staff PD initiative can be replicated by or adapted for other schools. Get in touch with your liaison adviser, Joce Williams or James Oldfield to discuss your school's needs.

