Integrity in the era of Generative AI: co-creating principles for ethical practice in Learning, Teaching and Assessment

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Developed in collaboration with participants at:

Academic and Research Integrity Conference, Ireland, October 2023

British Council Deep Dialogues, London, October 2023

SOTL Conference, Aga Khan University, October 2023

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1. Summary

This report captures the perspectives of academics on generative AI from three events held at the University of Galway in Ireland, Aga Khan University in Kenya, and the British Council in the UK. These events brought together a diverse range of educators and leaders from various countries. Participatory approaches were used to gather insights from all participants.

1.1 Key Findings

Hopes and Fears: Participants expressed both optimism and concerns about AI's impact on education, from enhancing learning experiences to fears of job displacement and ethical dilemmas.

Policy and Practices: Institutions are adopting diverse approaches to generative AI, focusing on policy development, ethical considerations, education and awareness, equity and access, and cautious adoption.

Skills and Teaching Approaches: The need for graduates to possess AI literacy, ethical awareness, critical thinking, emotional intelligence, and adaptability was highlighted. Teaching practices should emphasise higher-level skills, integrate AI progressively, and be interdisciplinary.

Relevant Values: Identified values in an AI-enabled higher education sector encompass fairness, transparency, courage, responsibility, trust, respect, adaptability, collaboration, and ethical awareness. Some values might need further emphasis or clarification.

Underpinning Principles: Principles underscore the importance of ethical, equitable, and transparent use of AI. They emphasise transparency, equity, ethical use, dialogue, skills development, adaptability, respect for diversity, and comprehensive trust.

1.2 Recommendations

As generative AI continues to evolve, continuous learning and adaptation are essential for both educators and students. This requires on-going, open discussion. The report concludes with recommendations for both leadership and practitioners in higher education, highlighting the need for staff development and collaboration with all stakeholders.

2. Methodology

The views and practices of academics on generative AI were captured at three events through an open-ended question using the online polling tool, Menti, and a Dialogue Sheet (Table 1).

2.1 Participants

Event	Location	Date	Tools	Participants
Academic Integrity Conference (ARIC)	University of Galway, Ireland	05/10/2023	Menti DS	18
SOTLC23	Aga Khan University, Kenya	17/10/2023	Menti	108
Deep Dialogues	British Council, UK	20/10/2023	DS	23

Table 1 Polling tools and numbers of participants at each event

2.2 Menti poll: Hopes and fears for generative AI

Participants at two events (ARIC, and SOTLC23) were asked to share the hopes and/or fears around generative AI. ARIC was a smaller workshop session, participants were specialists in education and academic integrity, principally from Ireland and the rest of Europe. SOLTC23 was a keynote address at an education conference hosted by Aga Khan University, which attracted participants from Kenya, Uganda, Tanzania, Pakistan and the UK. Participants were educators or leaders in higher education. In each instance, the question was asked at the start of the session to capture participants initial feelings about generative AI.

2.3 Dialogue Sheet: Generative AI: Current and emerging policy and practices

A Dialogue Sheet (DS) was used to capture the views of participants at the ARIC conference and at a British Council Deep Dialogues (BCDD) event. Participants at the DD event were senior leaders from Brazil, Peru, Indonesia, Vietnam, Cyprus, Greece, Turkey, Armenia, Pakistan and Ukraine. The aim of a DS is to capture the views of everyone around the table, facilitating a semi-structured, open discussion. The DS used in these events included questions structured around four thematic areas.

1. What is your institutional approach to generative AI? What policies and/or practices are in place? What are the challenges?
2. What skills and attributes will graduates need to work ethically and effectively with AI? What teaching and assessment process are required to develop these skills?

3. What values are relevant in an AI-enabled HE sector? Are there additional values required? Do some values need to be edited or strengthened?
4. What principles should underpin policy for an AI enabled Higher Education sector

Participants were given ten minutes to discuss each thematic area.

3. Results

3.1 Hopes and fears for generative AI in Higher Education

The responses to the Menti poll revealed diverse opinions and emotions about AI in higher education, including both positive and negative views. Positive views included optimism that AI will enhance learning, teaching, and research, as well as curiosity and excitement, while others expressed scepticism, anxiety, and resistance to AI, fearing that AI will replace human educators, reduce creativity, and pose ethical challenges. Some see AI as a tool for innovation, collaboration, and personalisation, while others see AI as a threat to autonomy, diversity, and quality.

The responses from SOTL23 participants were more **negative** than positive about AI in higher education, with significantly more responses relating to fears than hopes. Furthermore, the fears expressed by the participants were more intense and specific than the hopes. They envisaged AI as a possible helper, supporter, or enhancer to their work and goals as educators, but they did not specify how or why.

Participants at the ARIC workshop in general were more positive about AI in higher education than the conference participants. Conference participants had concerns about the changing role of teachers, and the potential for unintended consequences, losing autonomy and how AI can be used to shape people's beliefs and values through misinformation. A summary of the hopes and fears for how AI will impact higher education expressed by both groups is provided in Table 2.

Hopes for Gen AI in HE	Fears for Gen AI in HE
AI will: • Enhance teaching and research methods • Improve learning outcomes and experiences • Drive authentic assessment • Facilitate and enhance feedback • Help students with special needs • Foster collaboration and innovation • Enable new forms of learning • Support lifelong learning	AI will: • Change the role of educators • Take over our jobs • Reduce human interaction and creativity • Create ethical and social problems • Be biased and unreliable • Disseminate misinformation

3.2 Generative AI: Current and emerging policy and practices

Q1. What is your institutional approach to generative AI? What policies and/or practices are in place? What are the challenges?

The responses indicate a range of approaches, policies, and practices regarding generative AI in different institutions, as well as various challenges. Some of the main themes are:

Policy Development: Some institutions are updating or revising their policies to address the use of generative AI in education, but this process is not easy or fast. It involves many discussions, consultations, and negotiations among stakeholders. Some institutions are waiting for the technology to mature before changing their policies, while others are preparing policy briefings or guidelines. There is also a recognition that policy development needs to go beyond individual institutions and involve collaboration and coordination at national or regional levels.

Ethical Considerations: Institutions are aware of the ethical issues and concerns that arise from using generative AI, such as plagiarism, authenticity, quality, and fairness. They are trying to address these issues by educating stakeholders, ensuring transparency and openness, and fostering ethical awareness and responsibility.

Education and Awareness: Institutions are making efforts to educate and raise awareness among educators and students about the potential and limitations of generative AI in education. They are providing courses, training, workshops, and collaborative groups to help them understand and use generative AI effectively and appropriately.

Equity and Access: Institutions are facing challenges related to equity and access when it comes to using generative AI. There are concerns about the differences in the availability and affordability of AI tools among institutions and students. There are also concerns about the inclusiveness and diversity of AI tools and their impact on learners from different backgrounds and contexts.

Caution and Nervousness: Institutions are proceeding with caution and nervousness when it comes to using generative AI. They are aware of the risks and uncertainties that come with this emerging technology. They are also mindful of the need to balance innovation and experimentation with quality assurance and academic integrity.

The responses show the complexity and diversity of integrating generative AI into higher education. They highlight the need for policy development, ethical considerations, education and awareness, equity and access, as well as caution when using generative AI.

Q2. What skills and attributes will graduates need to work ethically and effectively with AI? How could our teaching and assessment practices develop these attributes?

Skills and Attributes:

AI Literacy: Graduates need to understand how AI tools work, their limitations and biases, and how to use them respectfully and responsibly.

Ethical Awareness: Graduates need to have a strong foundation in ethics and values and be able to reflect on their AI-related decisions and actions.

Critical Thinking: Graduates need to have strong critical thinking skills to evaluate AI models and data, and to discern their appropriateness and effectiveness.

Emotional Intelligence: Uniquely human skills such as emotional intelligence will be in demand, as well as the ability to work with AI and interact with others.

Capacity to Learn: Students and educators will need adaptability and resilience to cope with the challenges and uncertainties of AI. Graduates will need to have the capacity and desire to continue to learn and adapt to AI technologies, and to develop new skills and knowledge as needed.

Teaching and Assessment Practices:

Higher-Level Skills Development: Teaching and assessment should emphasise the development of higher-level skills such as ethics, critical thinking, and emotional intelligence, as well as AI literacy, rather than content delivery.

AI Integration: Teaching and assessment should integrate AI tools progressively and authentically, to help students work with these technologies and understand their applications and implications.

Interdisciplinary Approach: Teaching and assessment should adopt an interdisciplinary approach, involving team-based projects, problem-based learning, creativity, and innovation, to support the development of AI-related skills.

Program-Level Focus: Teaching and assessment should have a program-level focus, ensuring that graduates acquire AI-related skills throughout their academic journey and ensure a consistent and transparent approach to the use of AI in assessment.

Q3. Starting with the values defined by the International Center for Academic Integrity What values are relevant in an AI-enabled HE sector? Are there additional values required? Do some values need to be edited or strengthened?

Values for Academic Integrity:

Fairness: Ensuring fairness, equity, and inclusivity in all aspects of AI-enabled education, such as access, quality, and outcomes.

Transparency: Implementing transparent systems that are accessible and understandable to everyone, ensuring openness and accountability in AI processes and decision-making.

Courage: Fostering a culture of courage and risk-taking, encouraging innovation and experimentation, and maintaining integrity even in high-stakes situations.

Responsibility: Recognising the need for personal responsibility and accountability, not abdicating or delegating responsibility to AI tools, and being aware of the potential consequences of AI use.

Trust: Building trust in one's own abilities and the trustworthiness of AI systems, promoting critical engagement and evidence-based decision-making, and respecting the privacy and security of data.

Respect: Valuing the planet, individuals, and diverse communities, respecting one's own learning and the work of others, and using AI tools ethically and respectfully.

Additional Values:

Adaptability: Being adaptable and open to continuous learning and change in the AI-enabled HE sector, developing new skills and knowledge as needed, and coping with uncertainty and ambiguity.

Collaboration: Encouraging collaboration and teamwork, particularly in interdisciplinary settings, leveraging the strengths of human and AI agents, and fostering a sense of belonging and community.

Ethical Awareness: Having a strong sense of ethical awareness, understanding the ethical principles and implications of AI use, and applying ethical reasoning and judgment in AI-related situations.

Edits and Strengthening:

Courage: The value of courage could be further emphasised and strengthened by highlighting the importance of innovation and experimentation in an AI-driven environment, as well as the need to uphold academic integrity even when facing pressure or temptation.

Trust: The value of trust may need more attention and reinforcement by providing clear guidance and support on how to use AI tools effectively and appropriately, as well as how to protect the privacy and security of data.

Responsibility: The value of responsibility should be underscored by emphasising that individuals are ultimately responsible for their actions and decisions in an AI-enabled environment, regardless of the role or influence of AI tools.

These values are essential for ensuring academic integrity in an AI-enabled HE sector. They also support the development of ethical behaviour, transparency, responsibility, adaptability, collaboration, and ethical awareness among graduates and educators. Additionally, these values should be co-created with students, educators, quality assurance professionals, information literacy experts, digital technology specialists, and other relevant stakeholders.

Q4. What principles should underpin learning, teaching and assessment policy for an AI enabled Higher Education sector?

Overall, the emergent principles reflect a commitment to ethical, equitable, and transparent use of AI in higher education. They recognise the importance of embracing change, respecting diverse perspectives, and fostering trust, all of which are essential for effective policy development and practice in the AI-enabled higher education sector. As AI becomes increasingly integrated into learning experiences from an early stage, diversifying teaching methods is crucial. Equally important is instilling in students the understanding that AI is not a singular solution – building trust becomes essential.

The responses provided by both groups suggest that they are applying several key principles to policy development and practice in the area of AI in higher education. These principles are reflective of a commitment to ethical, effective, and inclusive implementation of AI technologies.

The key principles identified or inferred from the discussions include:

1. Timely and Evidence-Based Decisions: Policies should be developed based on current, relevant, and evidence-based information, ensuring actions are data and research-informed.
2. Transparency: Clear communication and openness should be maintained in AI-related processes and decisions, making them accessible and understandable to all stakeholders.
3. Equity and Inclusivity: AI in higher education should be applied equitably and inclusively, providing opportunities and access to AI technologies for all, regardless of background or circumstances.
4. Ethical Use of AI: AI technologies should be used in ways that align with ethical standards and principles.
5. Dialogue and Collaboration: Open communication, multi-stakeholder discussions, and diverse input should be valued in policy development and practice.
6. Transferable Skills Development: Students and educators should be equipped with skills that extend beyond specific AI use, preparing them for a rapidly evolving landscape.

7. Embrace Change: A proactive approach should be taken towards technological advancements, reflecting a readiness to adapt to new developments in AI.
8. Respect for Diversity: Diverse perspectives, values, and ethical considerations should be respected.
9. 360 Trust: Trust should be built from all angles—among individuals, with technology, and within institutions—as a central tenet in policy development and practice.

4. Recommendations

For Education Leaders:

1. **Policy Development**: Policies and practices about generative AI should be co-created through open discussions among all stakeholders. Policies should be informed by ethical considerations, data privacy issues, and the potential impact on student learning outcomes and validity of qualifications.
2. **Infrastructure Investment**: Invest in the necessary infrastructure to support the use of generative AI. This includes both hardware and software, as well as training for staff.
3. **Collaboration**: Collaborate with other institutions, industry partners, and policymakers to share best practices and stay abreast of the latest developments in generative AI.

For Educators:

1. **Professional Development**: Participate in professional development opportunities to enhance your understanding of generative AI and its potential applications in the classroom.
2. **Curriculum Integration**: Integrate generative AI into your curriculum where appropriate. This could involve:
    - Using generative AI tools to create personalised learning experiences for students
    - Measuring less tangible learning outcomes – including collaboration
    - Study tool: chatbot used as an extra learning resource
    - Teaching Assistant: in class and for preparation as a facilitator in small group learning
    - Test subject: test validity and fairness of standardised tests
3. **Student Engagement**: Engage students in discussions about the ethical implications of generative AI. Encourage critical thinking and foster a culture of digital citizenship.
4. **Skills and Attributes**: Graduates need to be equipped with the necessary skills and attributes to work ethically and effectively with AI. This includes teaching and assessment processes.

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