

Reflection tool for the use of generative AI in learning and assessment

Henrietta Carbonel, PhD.

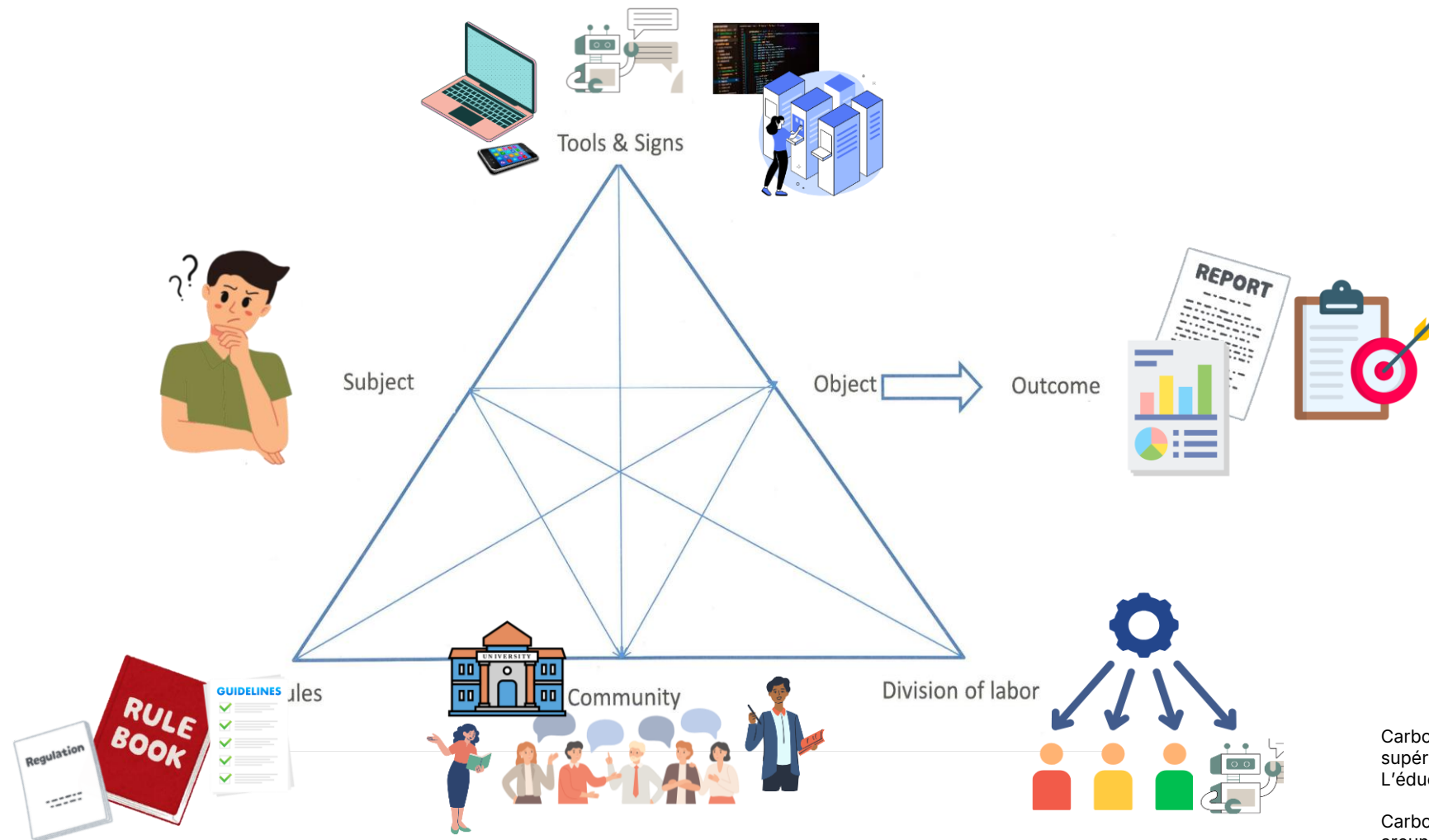
Outline of the session

- 01** The need
- 02** Existing frameworks
- 03** The tool
- 04** Your turn
- 05** Discussion

01

Need for clear guidelines on the use of gen AI in learning activities and assessment

Emerging tensions around the use of gen AI in higher education



Carbonel, H., & Jullien, J.-M. (2025). L'enseignement supérieur et l'IA générative : Un système sous tension. In L'éducation à l'épreuve de l'intelligence artificielle. Épistémé.

Carbonel, H., & Jullien, J.-M. (2024). Emerging tensions around learning with LLM-based chatbots : A CHAT approach. *Networked Learning Conference*, 14. <https://journals.aau.dk/index.php/nlc/article/view/8084>

Students are asking for guidance

... just have some kind of concrete policy in place that you can look at and go like, right, this is okay. This isn't. Thank you. And it's like, even if it's something I would personally disagree with, at least it's set in stone, and nobody's gonna get tripped up ... But it turns out [the policy is] not [there].

... A bit of guilt and fear because I am often using in a way that I don't think is a breach of my true academic integrity but it technically does and I haven't reported my use, so if I get caught it will be met with harsh consequences.

... we're in this very grey area where nobody knows what's really happening.



02

Existing frameworks to communicate the uses of gen AI in learning activities and assessment

University of Sydney's two-lane approach



	Secure (Lane 1)	Open (Lane 2)
Role of assessment	Assessment of learning	Assessment for and as learning
Level of operation	Mainly at program level	Mainly at unit level
Assessment security	Secured, in person	'Open' / unsecured
Role of generative AI	May or may not be allowed by examiner	As relevant, use of AI scaffolded & supported
TEQSA alignment	Principle 2 – forming trustworthy judgements of student learning	Principle 1 – equip students to participate ethically and actively in a society pervaded with AI
Examples	In person interactive oral assessments; viva voces; contemporaneous in-class assessments and skill development; tests and exams.	AI to provoke reflection, suggest structure, brainstorm ideas, summarise literature, make content, suggest counterarguments, improve clarity, provide formative feedback, etc

AI Assessment Scale: 5 levels

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.



Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

Perkins, M., Furze, L., Roe, J., & MacVaugh, J. (2024). The Artificial Intelligence Assessment Scale (AIAS) : A Framework for Ethical Integration of Generative AI in Educational Assessment. *Journal of University Teaching and Learning Practice*, 21(06), Article 06.
<https://doi.org/10.53761/q3azde36>

Clearly signal the purpose of the assessment



So, our approach is to clearly signal to students what the assessment is about.

- **NO ASSISTANCE:** This assessment is designed for you to complete without the use of any generative AI.
- **SIMPLE EDITING ASSISTANCE:** In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment.
- **PLANNING/DESIGN ASSISTANCE:** You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines.
- **ASSISTANCE WITH ATTRIBUTION:** This assessment requires you to write/create a first iteration of your submission yourself. You are then permitted to use generative AI tools, software or services to improve your submission.
- **GENERATIVE AI SOFTWARE-BASED ASSESSMENTS:** This assessment is designed for you to use generative AI as part of the assessed learning outcomes.
- **NOT APPLICABLE:** Generative AI is not considered to be of assistance to you in completing this assessment.

All of these are valid approaches to assessment for learning. Our course outline system now also prompts the educator to provide further clarification of exactly what sort of use is permitted and suggested for completing the assessment.

Our aim is to ...

facilitate communication around the use of gen AI

- Clarify what is permitted, encouraged or forbidden for each type of use
- State what should be cited
- Explain the reasoning behind each decision

design for practicality

- Easy for teachers to use and share with their students
- Supports collaborative work
- Anonymous, no registration



03


The tool

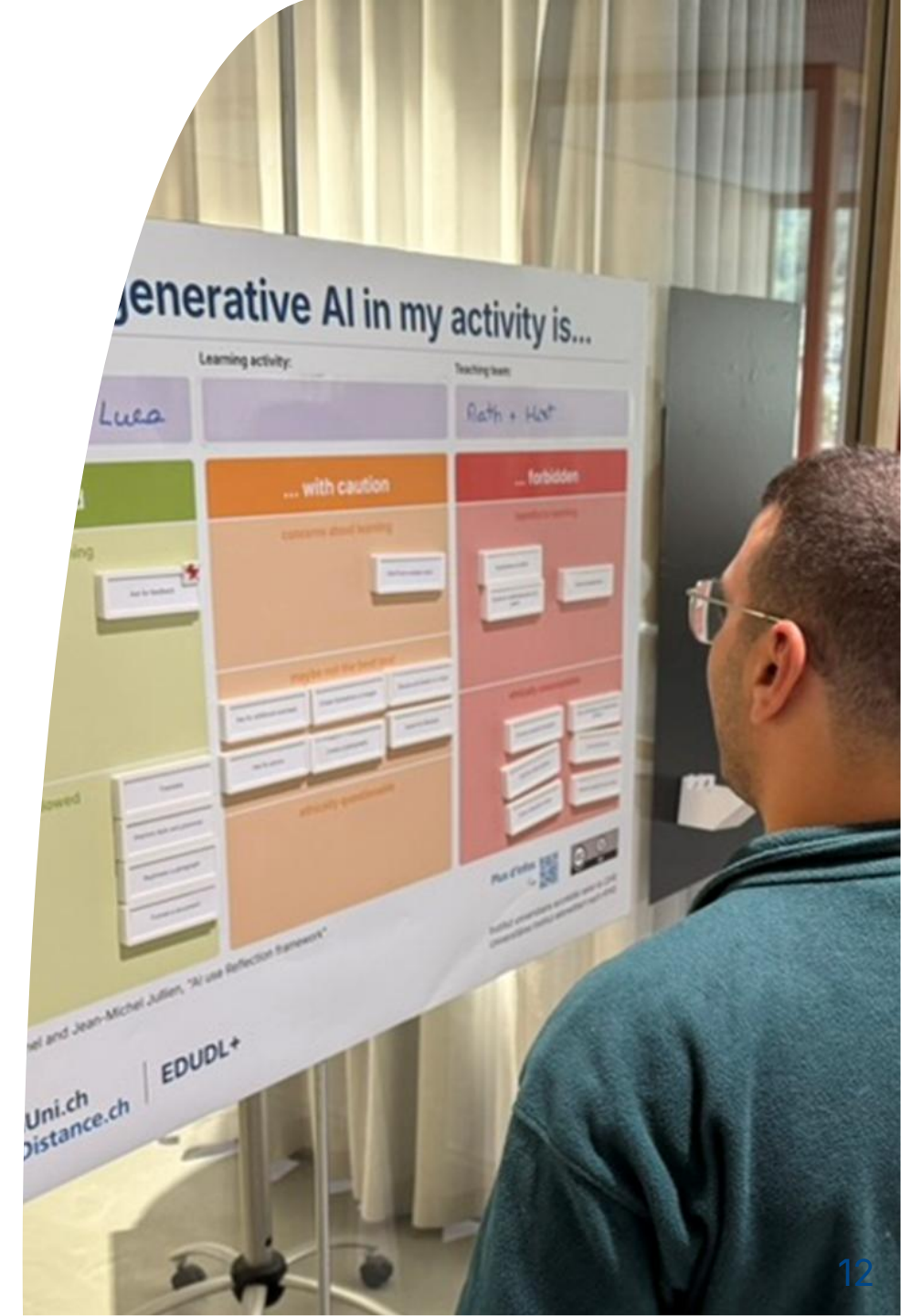
A tool that lets you (and your students) decide

The use of generative AI in this activity is...

Allowed	Allowed with reservations	Forbidden
ALLOWED Drop items here	CONCERNS ABOUT LEARNING Drop items here	HARMFUL TO LEARNING Drop items here
	MAYBE NOT THE BEST TOOL Drop items here	
SUPPORTS LEARNING Drop items here	ETHICALLY QUESTIONABLE Drop items here	ETHICALLY UNACCEPTABLE Drop items here

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FernUni.ch UniDistance.ch  Concept and pedagogical framework by Henrietta Carbonel and Jean-Michel Jullien. Application design and development by Angelo Belardi, Uliana Shylo and Frédéric Gaillard. EDUDL+ at UniDistance Suisse.



Useaigen Tool

1. The specific activity(possibly a whole module)
2. A non-exhaustive list of possible uses
3. A table to define the possible uses of generative AI:
 - Allowed
 - Allowed with reservations
 - Prohibited
4. Rationale for the choices:
 - Impact on learning
 - Ethical concern
 - Not the best tool
5. Specifications: use must be declared /use is encouraged
6. Export as PDF or HTML

Creative commons (by) and anonymous

Use of generative AI in learning and assessment

Module information

Module: Learning activity: Teaching team:

Possible uses of generative AI by students

Choose a research question | Write a literature review | Draft an initial version | Create illustrations or images | Ask for advice | Ask for feedback

Copy and paste an AI-generated answer | Choose a question for an essay | Translate | Rephrase a paragraph | Create a bibliography

Summarize an article | Ask for additional exercises | Let AI do the work | Search for literature | Create an outline/structure of a paper

Improve style and grammar | Solve assignments | Use AI as a revision tutor | Format a document | Discuss and iterate on a topic | Type here...

Type here... | Type here... | Type here... | Type here...

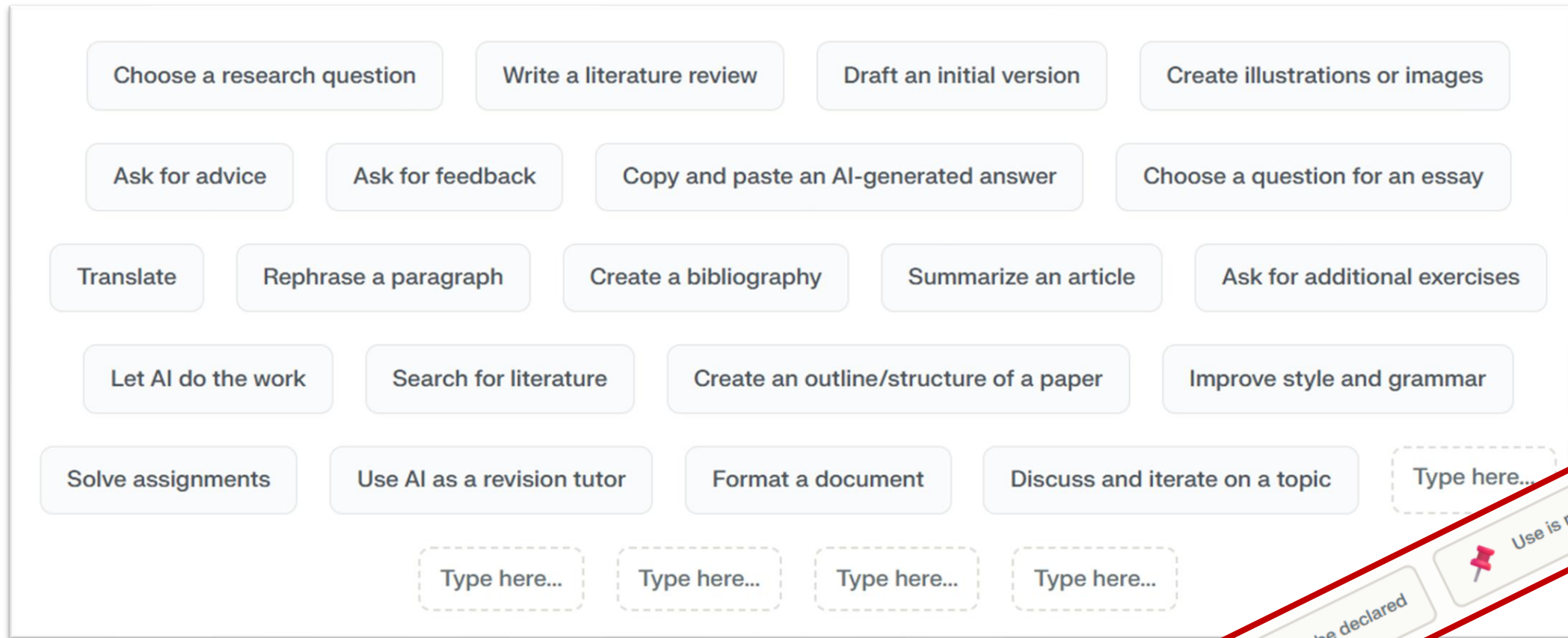
Use must be declared Use is recommended

The use of generative AI in this activity is...

Allowed	Allowed with reservations	Forbidden
ALLOWED Drop items here	CONCERNS ABOUT LEARNING Drop items here	HARMFUL TO LEARNING Drop items here
	MAYBE NOT THE BEST TOOL Drop items here	
SUPPORTS LEARNING Drop items here	ETHICALLY QUESTIONABLE Drop items here	ETHICALLY UNACCEPTABLE Drop items here

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Possible uses of generative AI by students



Rationale behind the choices: learning, ethics, practicality

Allowed	Allowed with reservations	Forbidden
<p data-bbox="290 625 644 654">SUPPORTS LEARNING</p> <p data-bbox="366 711 568 739">Drop items here</p>	<p data-bbox="1021 625 1505 654">CONCERNS ABOUT LEARNING</p> <p data-bbox="1156 711 1358 739">Drop items here</p> <p data-bbox="1034 825 1493 853">MAYBE NOT THE BEST TOOL</p> <p data-bbox="1156 911 1358 939">Drop items here</p>	<p data-bbox="1862 625 2252 654">HARMFUL TO LEARNING</p> <p data-bbox="1956 711 2158 739">Drop items here</p>
<p data-bbox="384 1029 550 1058">ALLOWED</p> <p data-bbox="366 1115 568 1143">Drop items here</p>	<p data-bbox="1047 1029 1467 1058">ETHICALLY QUESTIONABLE</p> <p data-bbox="1156 1115 1358 1143">Drop items here</p>	<p data-bbox="1837 1029 2283 1058">ETHICALLY UNACCEPTABLE</p> <p data-bbox="1956 1115 2158 1143">Drop items here</p>

04



Your turn

Try the online version

The use of generative AI in this activity is...

Allowed	Allowed with reservations	Forbidden
ALLOWED Drop items here	CONCERNS ABOUT LEARNING Drop items here	HARMFUL TO LEARNING Drop items here
	MAYBE NOT THE BEST TOOL Drop items here	
SUPPORTS LEARNING Drop items here	ETHICALLY QUESTIONABLE Drop items here	ETHICALLY UNACCEPTABLE Drop items here

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<https://useaigen.unidistance.ch/>

Three use cases

<https://useaigen.unidistance.ch/>



Students' use of gen AI

- For a given assignment, decide what is allowed or not and communicate your choices to the students
- Discuss and decide with your students what is allowed or not for a given assignment.

Your own practice

- Reflect on your own use of gen AI as a teacher or researcher.

Faculty development

- Two or more faculty members discuss the use of gen AI for a given assessment.

05

Discussion

Thank you for your participation.

Contact:

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