

Personalising Education at Scale

Developing an AI framework in English Programs



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College



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Context

- High-stakes Academic English pathway courses
 - ELICOS Direct Entry Programs
 - Foundation Studies
 - Diploma
- Operate at scale onshore and offshore:
 - large student numbers in each program
 - ongoing teacher recruitment
- Curriculum redevelopment cycle 2024/2025



From apprehension to confidence



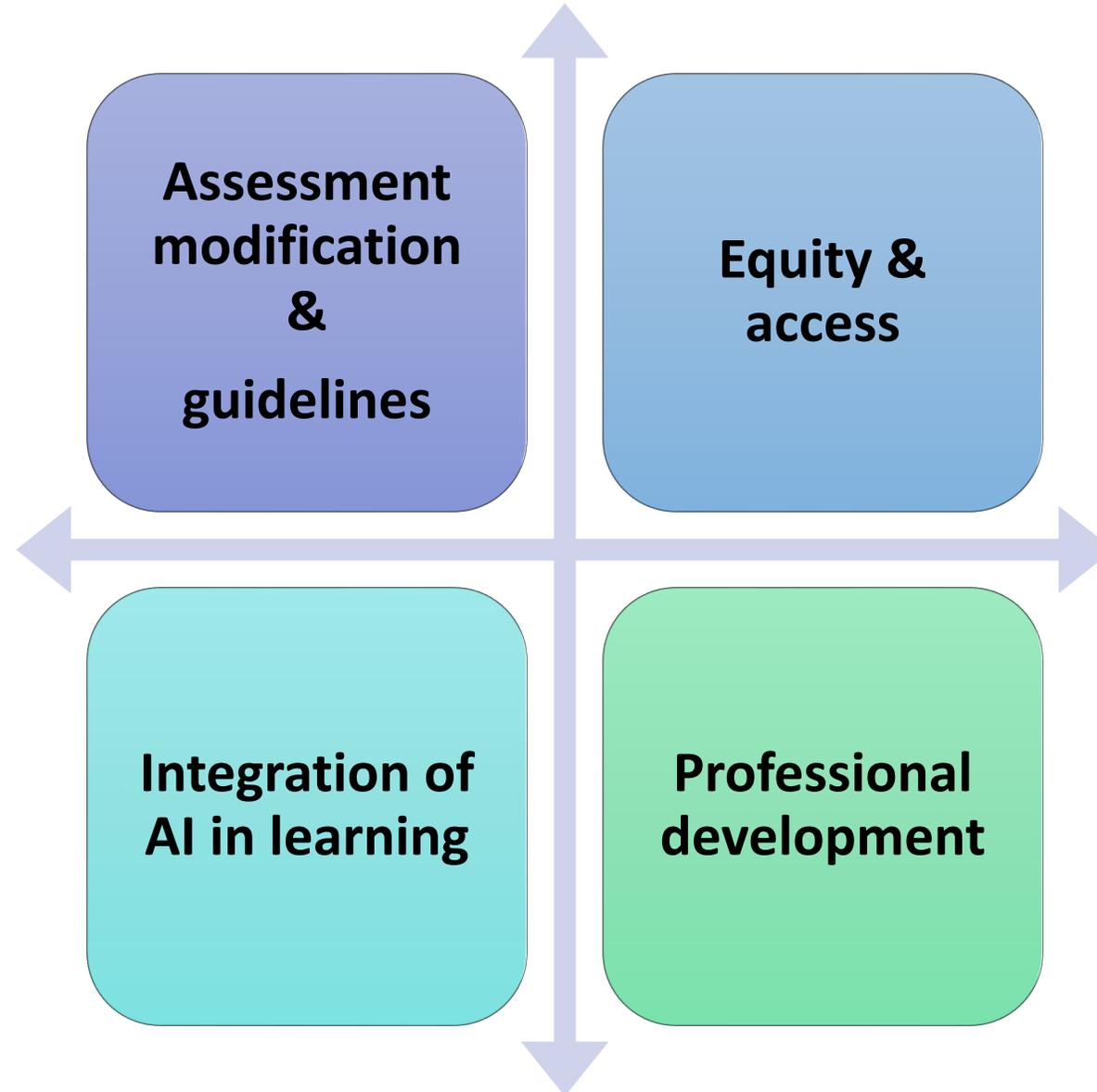
Audience question

How have your initial thoughts and responses to Generative AI changed in the last 6 months?

Our position

- Quickly established need to:
 - modify exposed assessments
 - set clear parameters for students on acceptable/unacceptable use
 - create opportunities in courses to develop AI Literacy
 - support teachers
- Consolidating these ideas into Policies and Procedures

AI Implementation Framework



Audience question

What assessment modifications and guidelines did you put in place?

Assessment modification & guidelines

Adjusted weightings

Reduced weighting on take-home assessments

Increased weightings on in-class tasks using a lockdown browser

Use of lockdown browser

In-class writing task using a lockdown browser

Reading & Listening Exams

Redesigned tasks

Introduced a hand-written task

Q&A (viva voce style) for Research Presentation

Tool	Ok to for...	DO NOT use for...
Generative Artificial Intelligence (e.g. ChatGPT, Google Bard, Llama)		
Translation tools		
Grammar checkers		
Paraphrasing tools		
Video to text transcription / closed captioning		

Build awareness of common tools and set out expectations for use

Rules for use of AI and rationale for each assessment task

Assessment	Assessment 4.1: Integrated Writing Task			
Use of digital tools	Tool	Use to support learning:	Do not use for:	Why?
	AI	Feedback on practice tasks as advised by your teacher	A4.1 Integrated Writing Task is completed under supervised exam conditions with the Safe Exam Browser	These tools can support you with understanding how to improve the work you have done in a practice Integrated Short Answer Task. Your teacher can guide you on how to most effectively use the tools to support your learning.
	Grammar checkers	Checking and reviewing grammar after completing practice tasks		
Paraphrasing tools	Checking alternative ways to paraphrase selected source information after completing practice tasks			

Learnings

- Student difficulty understanding the guidelines
- Take-home assessments still exposed
- Nature of breaches of Academic Integrity: overall, the less proficient a student, the greater the risk of over-reliance on translation
- Assessment Guide - living document

Equity & access

Ensuring equity and access

- From Orientation to Assessment
 - Transparency – guidelines
 - Signposting and opportunities to learn and apply throughout the course
 - Academic Integrity
 - Holding students accountable – Turnitin and AI detection
- Thorough information and support at every step of the learning journey

Responsible Use of Technology

Articulating our AI philosophy at the outset

- There are many apps including translation apps, Grammarly, Chat GPT and others that can help you produce academic writing or other tasks.
- However, it is important to understand where UNSW College courses allow you to use such technology for assessments and where you are not allowed to use it.
- In our courses we teach you to use such technology confidently (information literacy skills) but also responsibly and ethically.
- We teach you about academic integrity, which involves the responsible use of the apps and tools.
- Submitting work that is not your own work is considered a form of plagiarism and will result in penalties in your course.

Some assessments are submitted through Turnitin on *Moodle*. Turnitin is a tool that detects copying of sourced materials as well as use of AI and translation in student work.

Learnings

- Challenges:
 - students not accessing their AI Similarity score in Turnitin and the reliability of this score
 - interviewing all cases of academic misconduct
 - response based on numbers in each cohort
 - no clear patterns yet.
- Turnitin detection surprises:
 - translation, not generative AI, is biggest problem
 - students tend to accept claims of high AI scores - suggests detection is working.

Integration of AI in learning

Introducing AI early in all courses (following Orientation)

Developing AI literacy through a range of opportunities



Discussion

Task 3: Understanding plagiarism

Watch the video on plagiarism from the UNSW [Learning Centre](#) and answer these questions:

1. What is plagiarism?
2. Match the examples of plagiarism with their definitions.

Example of plagiarism	Explanation
1. copying	a) presenting your own previously written work as new findings, without referencing the earlier work
2. collusion	b) retaining most of the original language and structure of the passage OR changing the meaning of the passage
3. self-plagiarism	c) using the same words as the original text without acknowledging the source
4. inappropriate reference	d) not including the name of the journal
5. inappropriate paraphrasing	e) paying another person to perform an academic task and passing it off as your own OR offering to complete another person's work or seeking payment for completing academic work.

3. How can you avoid plagiarism?

Part B: Talk to your group and find out which members:

1. have never used AI **technology** for their studies.
2. have used AI to correct their grammar.
3. have used AI to write an **academic** paragraph or essay.
4. have used AI to think of ideas for an **assessment**.
5. have written an essay or report in their own language and **translated** it into English.
6. think using AI to write assessments is a kind of **plagiarism**.
7. can think of some **ethical** problems associated with using AI.

Discuss: Which of the above do you think will not be acceptable in your UEEC course?

Using AI to help refine ideas for a research project

Developing skills in prompt engineering, and comparison and critical evaluation of ideas

Activity 7b: Using ChatGPT to support brainstorming

Generative AI is particularly useful for brainstorming because it can generate diverse ideas quickly.

Use ChatGPT:

1. Log in or sign up to ChatGPT.
2. Prompt ChatGPT to give you some 'problems' in your field of study.
3. You can use prompts like these:
 - What are 5 problems associated with the field of...
 - Provide a list of the main problems related to the field of...
 - List 5 major issues experienced in the field of...

It is also important to be aware of the limitations of using Generative AI. You will need strong critical thinking skills to evaluate the ideas provided.

Discuss these questions with a partner:

1. Where the problems similar to your own ideas?
2. Are the ideas interesting and relevant to your field of study?
3. Are they clear and specific enough for a problem-solution presentation?
4. How difficult will they be to research?
5. What solutions can you think of for them?

Using AI for writing feedback

Using ChatGPT for feedback on writing practice

Step 2: Editing paragraph organisation

- a. Open the ChatGPT <https://chat.openai.com/chat>
- b. Type the following instructions in the chat box and then paste your paragraph after the colon.

Please give feedback on how to improve the organisation of the following paragraph.
Don't rewrite this paragraph: |

- c. Paste the ChatGPT feedback on the organisation of your paragraph in the box below.

Using AI for speaking feedback

Bespoke tool for feedback on extended speaking

- AI-powered tool embedded in courses to enhance communication and confidence
- Feedback based on speaking rubrics used in our Academic English Programs
- Not enabled to rewrite or produce the assessment on the students' behalf



Mentor AI

Learnings

- Multiple approaches and opportunities needed in courses to develop students' AI literacy and experiment with AI in class
- Challenging to 'retrofit' integration across many different courses in a consistent way
- Identifying kind of support needed for teachers and identifying champions

Professional development

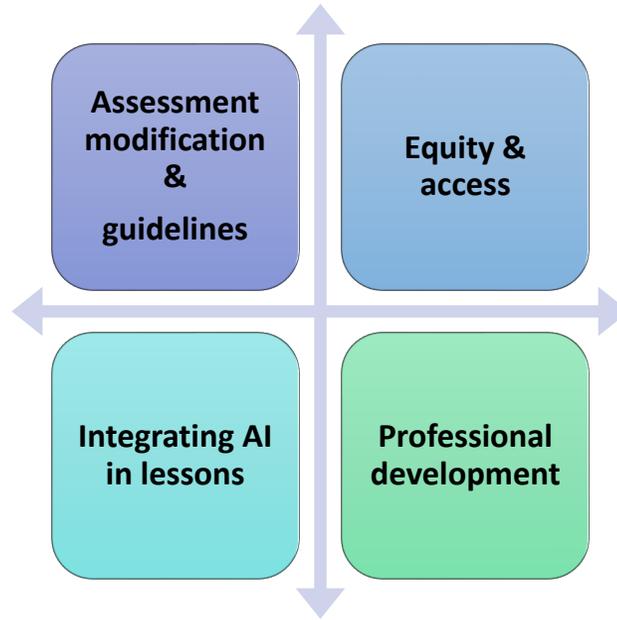
Professional Development

- UNSW College PD Days:
 - UNSW experts
 - Stakeholder discussion panels
 - Teachers sharing early classroom action research and experimentation
 - Showcase assessment design integrating AI and approaches to securing assessments.
- Teacher-led Communities of Practice
- Action Research in AI and language learning

Learnings

- Need to keep learning as best practice evolves
- Learning from a range of stakeholders
- Current piloting informing curriculum design for 2025
 - designing integration of AI into assessment and lessons
 - leaving room in the curriculum to be responsive to future changes, knowing it will evolve

Workshop



If you were to develop a set of AI Guidelines for your context, what elements would you incorporate? (20 minutes)

Consider:

- Do you have an AI Policy or other policy (e.g. Academic Integrity) to refer to*
- Any restrictions in your context?*

**Choose a scribe to share
your group's guidelines
in Padlet.**



Audience question

What are your main takeaways from your discussion?