AI-ntegrity & GenAI LEARN: Evidenced-based responses to GenAI in teaching, learning, and assessment

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NATIONAL FORUM
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AND LEARNING IN HIGHER EDUCATION

A TRADITION OF INDEPENDENT THINKING

UCC
University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

Staff analysis: ChatGPT Dominance & Limited AI Ecosystem Awareness

N=157

75% familar v 25% not

ChatGPT dominates UCC staff AI usage (with statistically significant higher frequency and familiarity among prior GenAI users).

There exists a striking lack of awareness about other AI tools (90%+ of staff have never heard of many specialised options).

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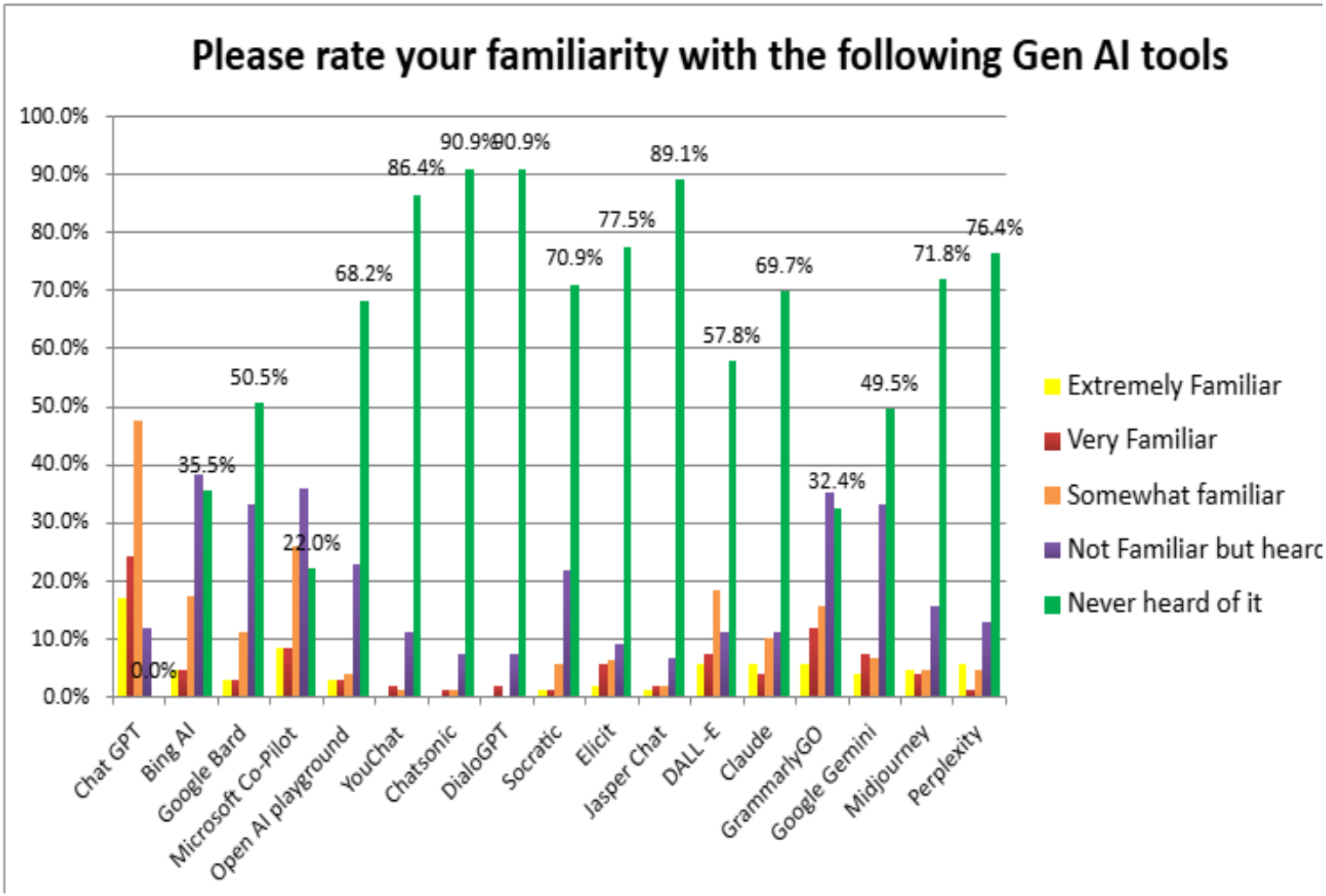
Limited AI Ecosystem Awareness



limited awareness is consistent across departments

How Educators Are Using Generative AI

(Qualitative- Thematic analysis)

Key Adoption Patterns:

📱 **Exploratory Use** → 🔍 **Assessment Testing** →
🧠 **Classroom Integration** → 🚀 **Advanced Applications**

Need for **tiered training**

Educators are progressively moving from curiosity-driven exploration to strategic integration of GenAI across multiple educational functions.

Barriers to Adoption: Why Educators Avoid Generative AI

- 🌎 **Environmental Impact**: *"An environmental disaster and a blight on my discipline", "Significant concern about carbon footprint and energy consumption".*
- 🧩 **Knowledge Gaps**: *"No idea", "Unsure how to use properly"*
- 🤔 **Ethical Objections**
- 🔒 **Trust & Security**: *"Data privacy worries about uploaded content"*
- 🚫 **Value Perception**: *"Prefer to create my own material", "Haven't identified valuable use cases.*
- ✊ **Principled Resistance**: *"Avoiding until absolutely unavoidable"*

AI in Education: Experience Shapes Attitudes

- 📈 **Learning Effectiveness**: 89% of those strongly believing AI makes students more effective learners have used AI tools
- 🤝 **Positive Outlook**: 97% of educators with AI experience report positive attitudes toward AI in education
- 🧠 **Critical Views**: Equal split (50/50) between experienced and non-experienced educators who believe AI goes against educational purposes
- 👩‍🏫 **Job Security**: 90% with AI experience strongly disagree AI will reduce teaching roles; 100% who strongly agree have no AI experience
- 📝 **Policy Stance**: 77% who oppose AI prohibition have prior AI experience

Integration of GenAI in Teaching & Learning generally, (Not assessment). Qualitative responses

Adoption Spectrum:

✅ **Enthusiastic Adopters**

"So much quicker and make more effective use of my time"

🔍 **Cautious Explorers**

"Not yet, but researching how to"

⛔ **Principled Objectors**

"Theft of creators' content... huge environmental cost"

❓ **Knowledge Gap**

"Need more training and support"

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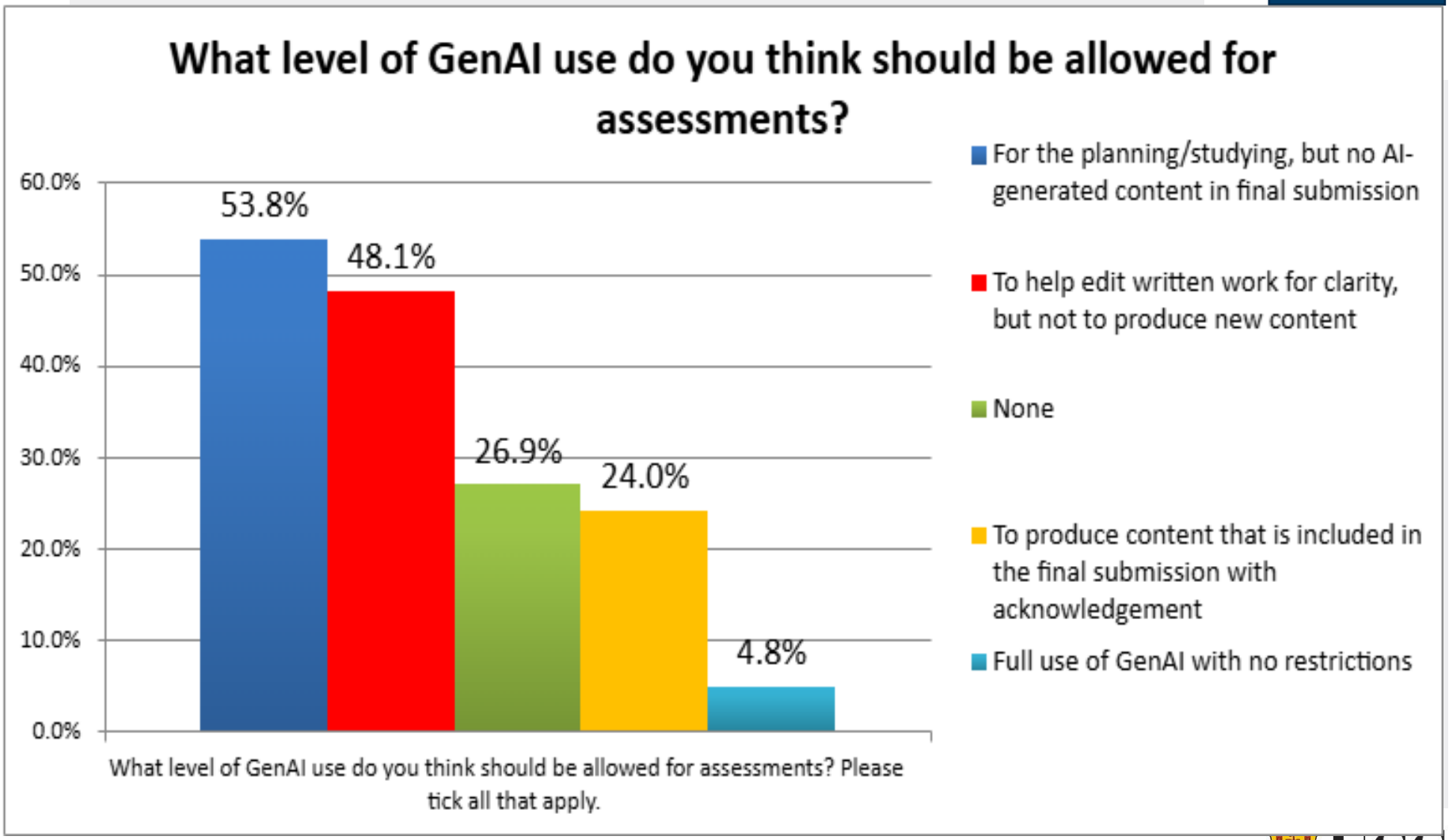
Staff analysis



Educators' GenAI Training & Support Needs (Thematic analysis)

Foundation Resources:

- 📚 "Bite-size recordings explaining what each tool does"
- 🔍 "Examples first, then explaining what is going on, then how to do it"

Practical Application:

- 📝 "'How to' guides" for classroom implementation
- 🧪 Discipline-specific demonstrations from practitioners

Assessment Integration:

- 📊 "Workshopping how to adapt current assessments"
- 🔎 Training to "recognise AI assignments"

Ethical Frameworks:

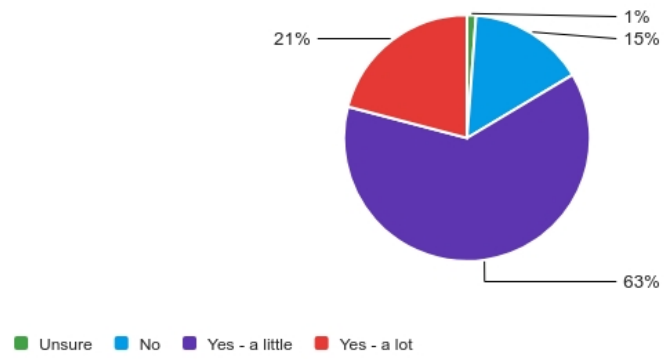
- ⚖️ Clear institutional guidelines and "red lines"
- 🌱 Discussion of sustainability impacts

- **Peer Learning:**
- 👥 "A peer group to discuss how colleagues are integrating it"
- 📊 Case studies and success stories from early adopters

Student use of GenAI

Q5 - Have you tried out any Generative AI tools before?

761 Responses

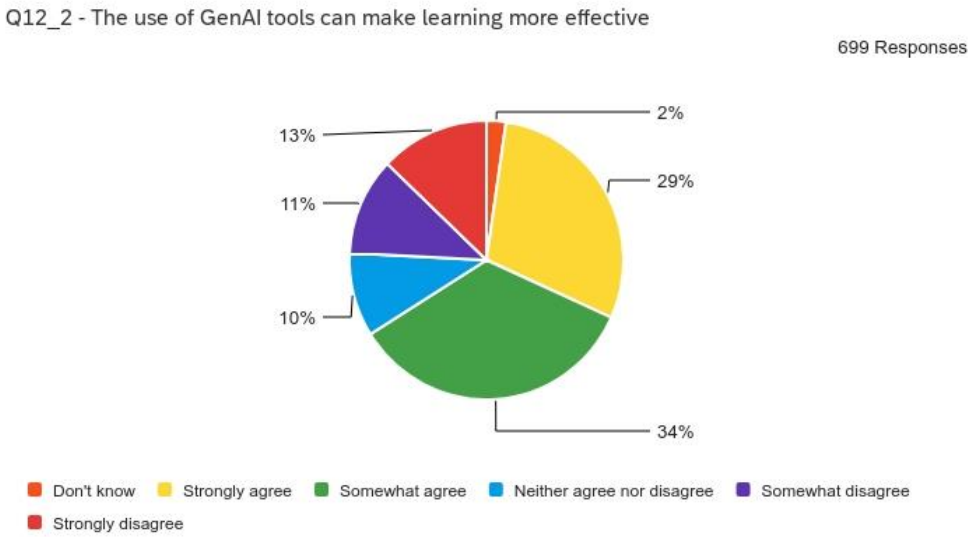


Q11 - If you use GenAI tools, what do you use them for? [Select all that apply] - Selected Choice

Field	Choice Count	
Summarising information	19%	378
Clarifying complex topics	19%	371
Searching for information	15%	287
Brainstorming	13%	261
Editing my writing	11%	210
Creating study plans	9%	168
Other (please specify):	7%	128
Producing images, video, or audio	6%	116
Completing my assignment	2%	47
Total		1966

- Tool that is most familiar and most frequently used: **ChatGPT**
- **69%** have had no formal training, but have explored GenAI tools on their own

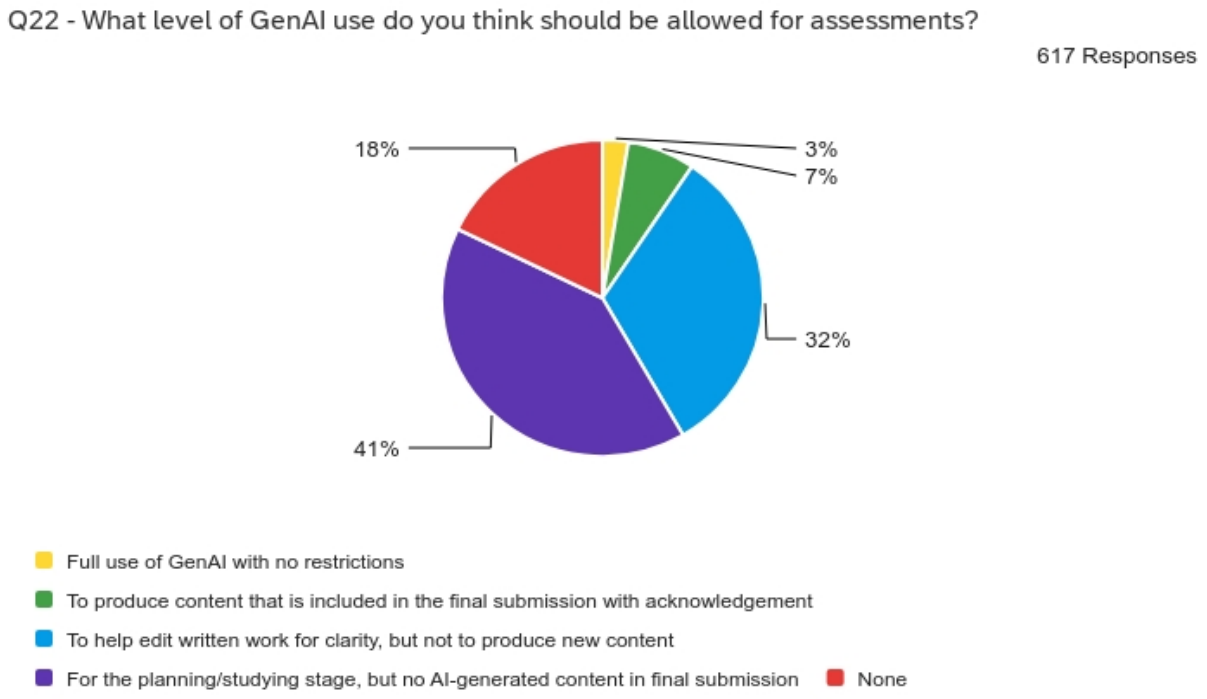
Training



Training needs

- How to use as supplemental tool/enhance studying (effective use for notetaking, brainstorming, exam preparation, summarising, editing, translating)
- Advice on tools to use, what is reliable, what to be aware of (data scraping, misinformation, etc.)
- How to get quality outputs (prompting & evaluating)
- Uses in research/working with data
- Environmental impact (energy/water) & deciding when to use or not

Assessment



- One or more instructors have integrated GenAI tools into teaching: **26%**
- One or more instructors have integrated GenAI tools into assessment: **17%**
- Students should be allowed to use GenAI in assessments: **52%**
- Concerned there may be an unfair advantage for some students that may use GenAI tools to get ahead in their assessments: **54%**

Guidance

- 40% report being given guidance on using GenAI as a UCC student

Q16 - Where or from whom did you receive this guidance? [Select all that apply] - Selected Choice

Field	Choice Count	
My lecturer	31%	192
University Policy	17%	104
My tutor, demonstrator or similar	10%	64
My Programme	10%	64
My Department	9%	56
Other (please specify):	9%	56
Skills Centre	7%	43
Library	5%	31
Student's Union	3%	17
Total		627

Other: peers, DSS, own use/research, social media, supervisors, secondary school, work

Guidance

- 65% felt guidance they were given was clear

What is missing:

- Any guidance
- **Clarity on when GenAI tools can/can't be used**
- How to use it effectively
- Ethical issues
- How to reference
- How assignments with different levels of GenAI use will be marked
- Needs to be more visible – know there is one but not where to find it
- How it can be detected/disciplinary procedures for unauthorised use
- Consistency

GenAI LEARN

OBJECTIVE

- Create a resource hub to support students in developing skills to use GenAI ***responsibly*** and ***effectively***.

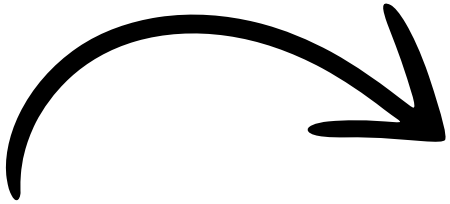
APPROACH

- Student focused, students-as-partners (12 students, 6 staff: Teaching & Learning, Library, Language, Disability Support)
- Scoping competencies to create framework
- Student survey to identify familiarity/frequency of use of variety of tools, perspective on use in HE, and gaps in training/guidance

GUIDING PRINCIPLES

- Focus on human role - responsibility/account ability
- Develop evaluative reasoning/critical thinking
- Promote ethical decision-making
- Connect to real-life implications, experiences, examples

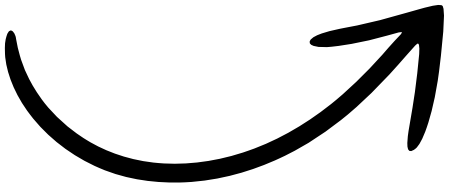
GenAI Learning Hub structure



What to know before you use GenAI

What to know when you use GenAI

What to know about AI-generated content and assessment



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Thank you!

Any questions?