

HMN Summary Position on AI-matters in T&L: HE Teaching

STAFF GUIDE

Essential AI Information

"Artificial Intelligence" (AI) does not refer to a single agentic "thing"; it is a complex sociotechnical project inclusive of AI technologies.	Different AI technologies can perform different functions. Generative AI (GenAI) is one subtype of AI technology.	AI technologies are not isolated . These technologies (particularly GenAI) are being integrated into many software platforms.	GenAI use is not automatically misconduct. Attempts to detect GenAI misuse with detection software are a dead end , now & in the future. AI detection reports are unlikely to constitute conclusive evidence of the use of AI.	GenAI technologies and outputs can be T&L resources .	AI as a sociotechnical project and GenAI outputs can be topics for critical scholarship.	Learning is social and involves interactions. GenAI is now a part of learning interaction architecture along with students, teachers & content.
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Key Decision-Making Principles

Centre academic purpose in decision-making			De-centre, but include AI matters in decision-making	
Thoughtful course, lesson activity and assessment design are critical for promoting learning in the age of pervasive AI technologies. Assessment FOR learning is recommended. For example, formative (instead of summative) online quizzes with diverse question types are recommended FOR learning.	Learning is a process and not just a product. AI-technology use that bypasses learning processes should be avoided.	AI-technology use that aligns with learning objectives and supports learning can be incorporated into learning activities for specific purposes. AI use should be FOR learning .	Due diligence cannot be outsourced by students or teachers. Fact checking, source verification, critical engagement and human oversight are necessities in T&L processes. GenAI use for marking can undermine essential student-teacher interactions for learning. Use of GenAI to mark assignments is not advisable . Automated marking in quizzes does not qualify as AI use for marking.	Clear communication & reciprocal transparency are essential for learning. All GenAI use during learning processes needs to be recorded (including prompts, outputs & adaptations) & acknowledged .

Due Diligence: Necessary Actions & Responsibilities of University Teachers**

Consider whether GenAI usage would bypass or support learning in your course, for each learning activity & assessment . Consider how marking criteria and feedback practices reward or bypass learning. This includes use by students, tutors & teachers.	Design the course, learning activities, assessments & marking criteria to safeguard & enhance learning processes & objectives (with or without GenAI use). Ensure feedback & marking criteria & practices align with learning objectives, reward evidence of learning & do not reward GenAI misuse.	Communicate the AI use instructions* as related to learning objectives. The communication should be at course, activity & assessment levels. This means answering the if, why, what, when, where, & how questions of AI use & misuse (inclusive of the AI Assessment Scale Level , Perkins et al. 2024). Provide statements of transparency to acknowledge AI use by teachers.	Embed relevant academic literacies support in learning activities. This is inclusive of guidance on using AI software safely & appropriately, as well as critical AI literacies.	Protect yourself and your students: Be careful when using or instructing others to use AI technologies outside of approved university software. For example, external AI software may store & use inputs for software training purposes which may contravene ethical academic practices.
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***Note 1:** Should students not comply with instructions, consult the academic misconduct policy & corresponding structures for guidance.

****Note 2:** Attend Faculty T&L unit offerings to learn *pedagogical* strategies.

The AI Assessment Scale

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.

