Whole community approach to catalyse the adoption of Gen AI in assessment

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Outline of the presentation

1. Introduction: Taylor's Whole Community Approach
2. Key initiatives at Taylor's
3. Challenges and lesson learned
4. Recommendations
5. Conclusion

Introduction

About us

#1 Private University
in Malaysia and SEA

Top 1%
of universities globally

Top 1%
in Employer Reputation

Top 50
under 50 in the world

CENTRE FOR FUTURE LEARNING

The Centre For Future Learning ensures the provision of relevant, innovative, and excellent teaching and learning experiences at Taylor's. This mandate emanates from Taylor's commitment to become one of the leading teaching and learning institutions in the region.

Our mission is to ensure the provision of relevant, innovative, and holistic teaching and learning experiences for all. We are committed to supporting the University, schools, and individual academic staff in transforming teaching and learning to achieve excellence in teaching and learning quality.

Taylor's Whole Community Approach

- Gen AI became widely accessible

- Stance: Whole community approach to embrace Gen AI

- Adopted since March 2023

- Drew inspirations from 4E: Environment, Engineering, Education, Enforcement (Rundle, Curtis, & Clare (2020) and AI Ecological Education Policy Framework (Chan, 2023)

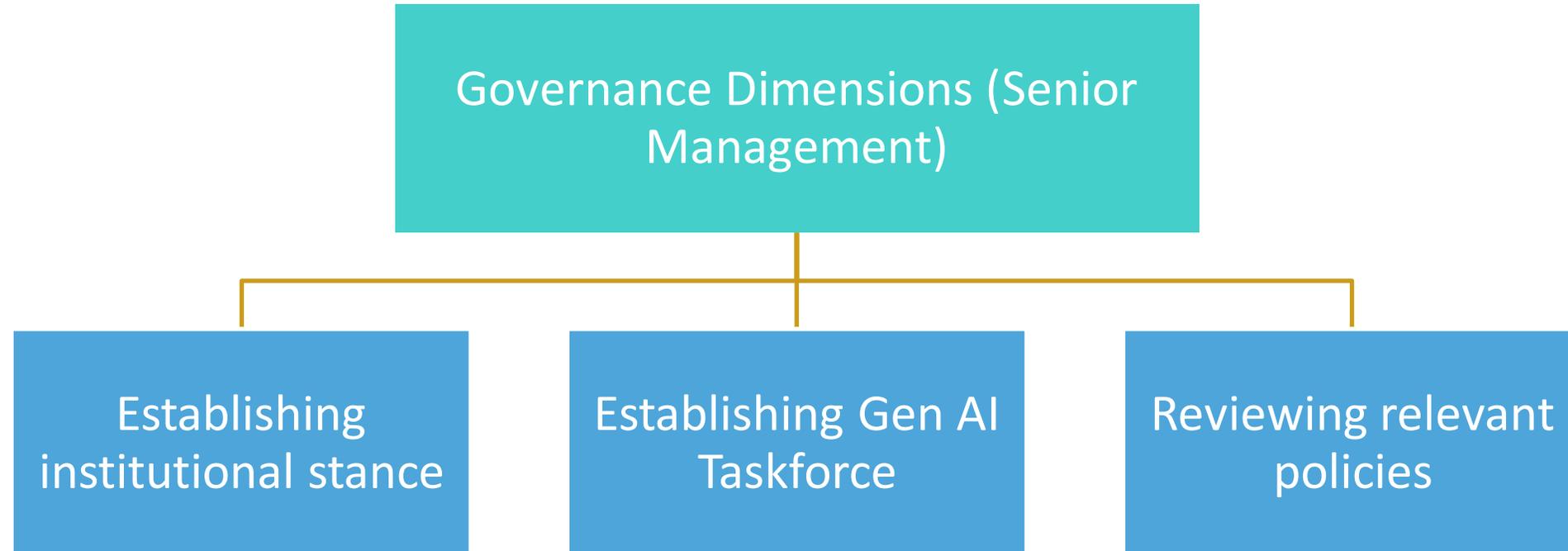- Scope of this presentation: Assessment-related initiatives
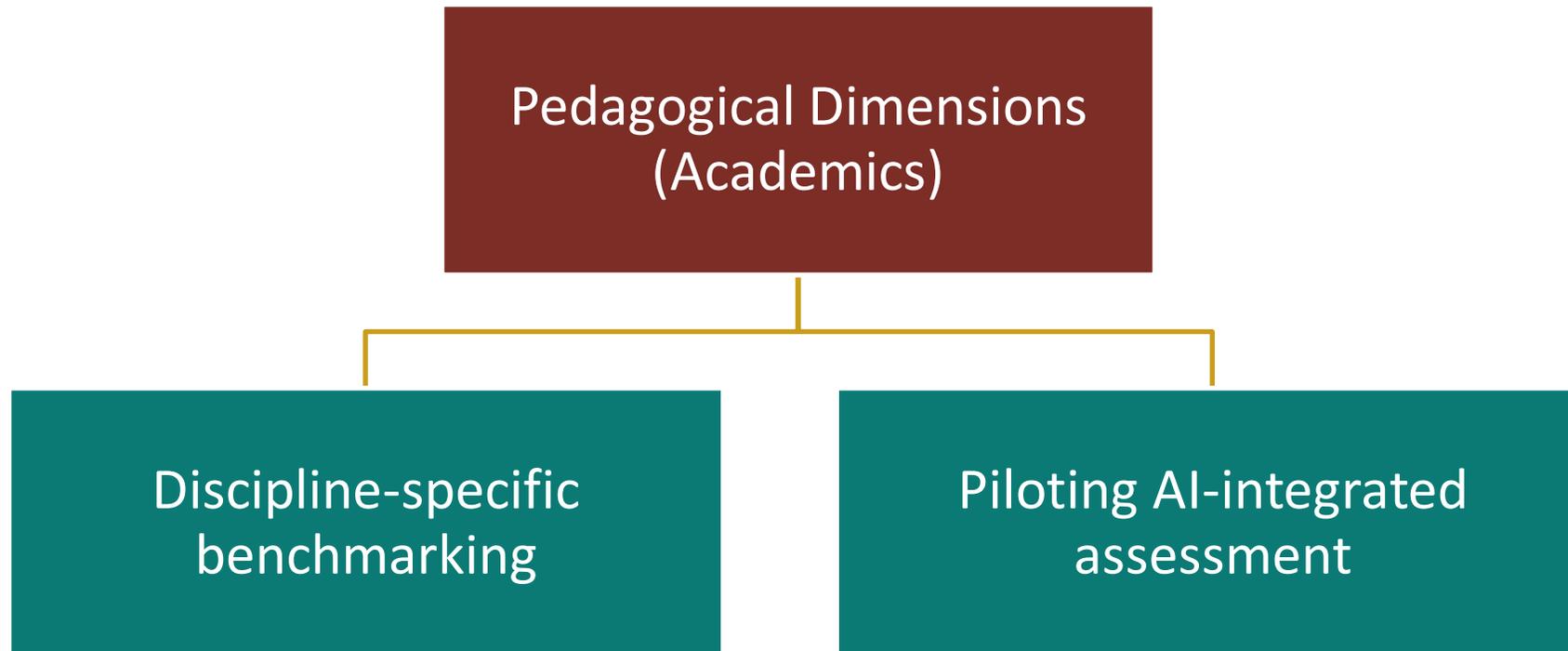
Governance Dimensions (Senior Management)

- Understanding, identifying, and preventing academic misconduct and ethical dilemmas
- Addressing governance of AI: data privacy, transparency, accountability, and security
- Attributing AI technologies

Pedagogical Dimensions (Teachers)

- Rethinking assessment and examinations
- Developing student holistic competencies/generic skills
- Preparing students for the AI-driven workplace
- Encouraging a balanced approach to AI adoption
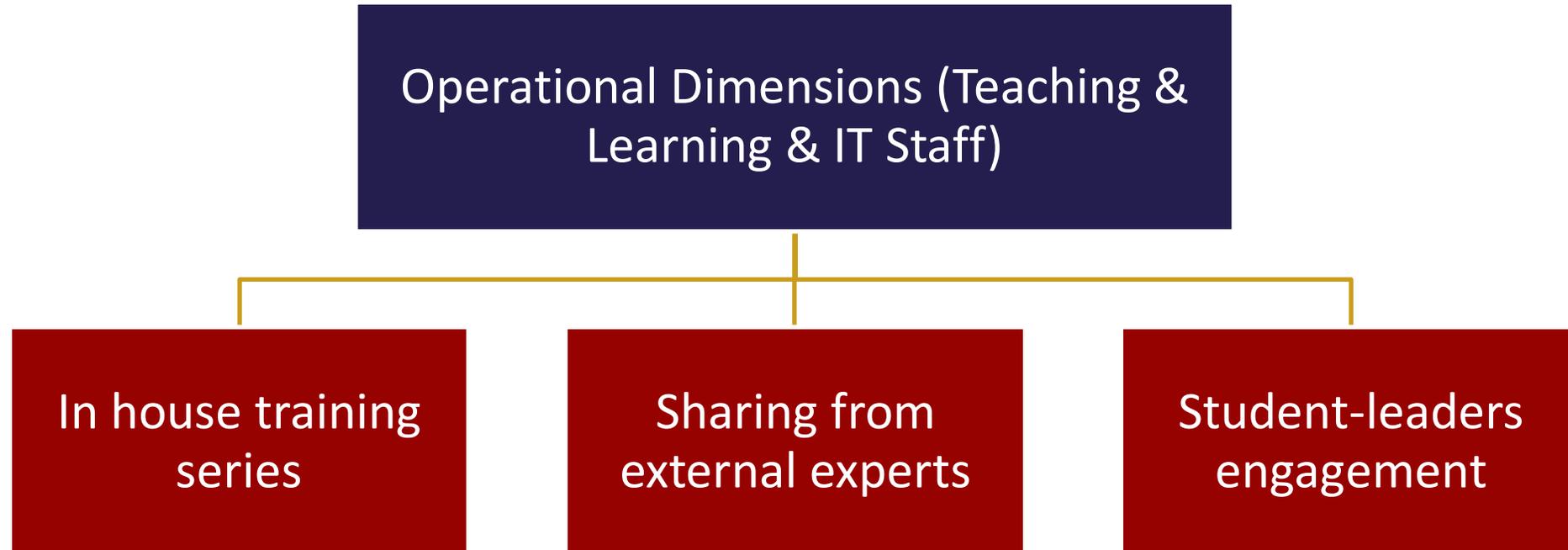
Operational Dimensions (Teaching & Learning & IT Staff)

- Monitoring and evaluating AI implementation
- Providing training and support for teachers, staff, and students in AI literacy

AI Ecological Education Policy Framework (Chan, 2023)

Taylor's Whole Community Approach

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Operational Dimensions (Teaching & Learning & IT Staff)

In house training series

Sharing from external experts

Student-leaders engagement

Reflections from our journey so far

Key challenges among academic staff

Lack of Gen AI literacy

Resistance of change

Ethical concerns on assessment practices

Key lessons learned

Strengthening fundamentals on assessments and academic integrity

Allowing middle space to transition into embracing Gen AI

Stakeholders involvements from the start to create shared commitment

Open and transparent communication on risks and opportunities builds trust among the community

Recommendations

Supporting lecturer-initiated, evidence-based practices

Monitoring and evaluating initiatives taken

Continuous capacity and capability building

Cross departmental efforts in enriching Gen AI literacy for students and staff

Co-designing scalable training with academics

Conclusion

Whole Community Approach Success: Collaboration across all levels (governance, pedagogical, operational) has enabled effective Gen AI adoption in assessment.

Future focus on adaptability: Continue adapting strategies based on evidence and feedback.

Physical and recorded training series

Thank You

References

Chan, C. K. Y. (2023). A comprehensive AI policy education framework for university teaching and learning. *International Journal of Educational Technology in Higher Education*, *20*(1), 38. https://doi.org/10.1186/s41239-023-00408-3

Rundle, K., Curtis, G., & Clare, J. (2020). Why students choose not to cheat. In T. Bretag (Ed.), *A Research Agenda for Academic Integrity* (pp. 100–111). Edward Elgar Publishing. https://doi.org/10.4337/9781789903775.00014