

Student Perspectives on AI and Assessments

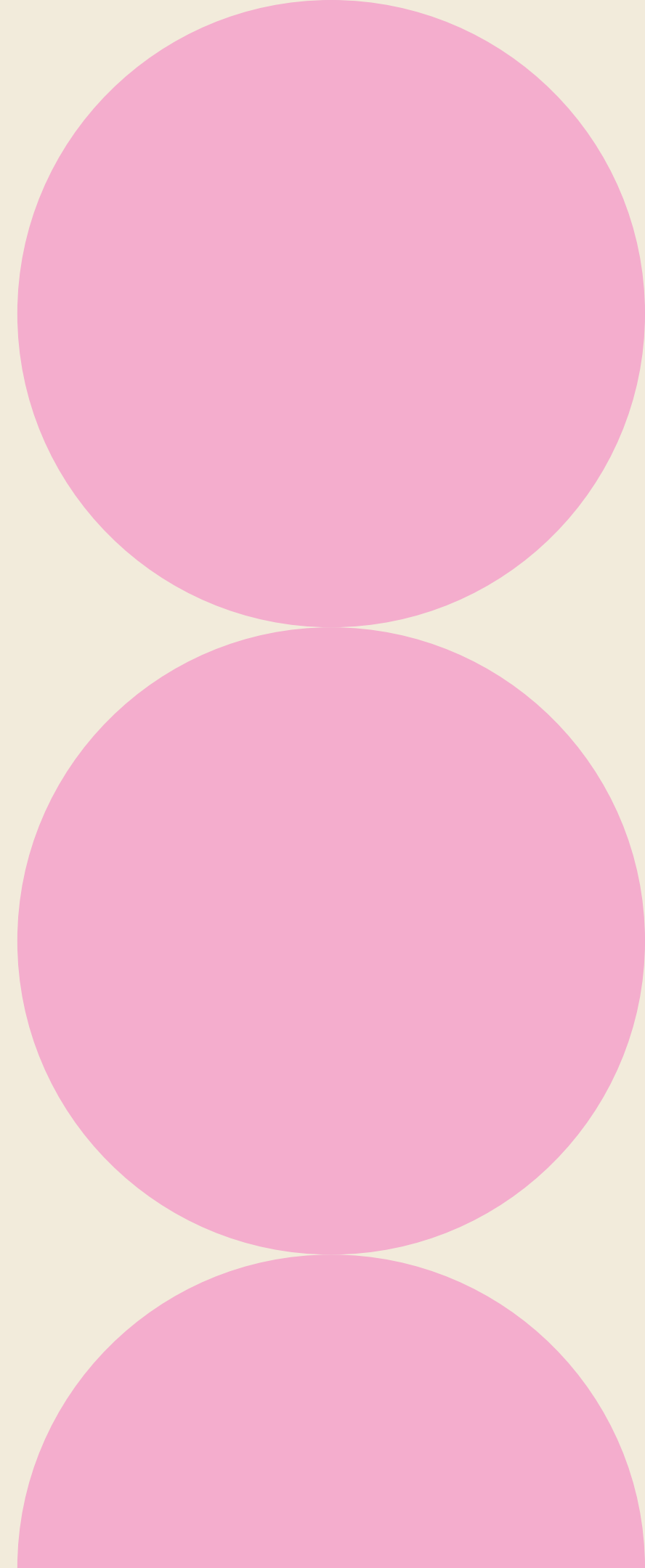
**Delivered by Ethan Rogacion and
Aría Lal**

*VUWSA Academic VP and
Education Officer*

VUW/SA

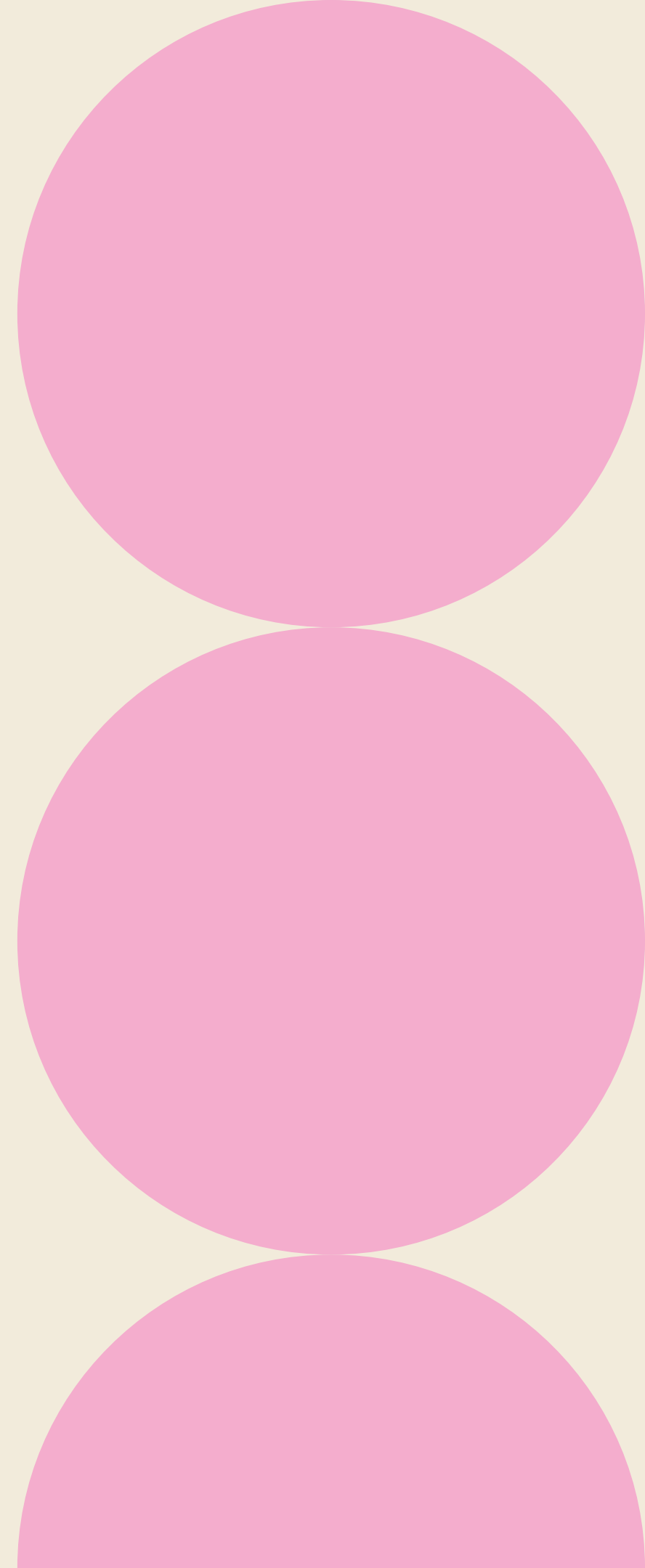
Ko wai rātou? Who are we?

- Te Aka Tauira | VUWSA is the student association covering all tauira at Te Herenga Waka.
- We represent students at all levels of the University's academic governance framework.
- As students ourselves, we have had firsthand experience of AI and its impacts on assessment.



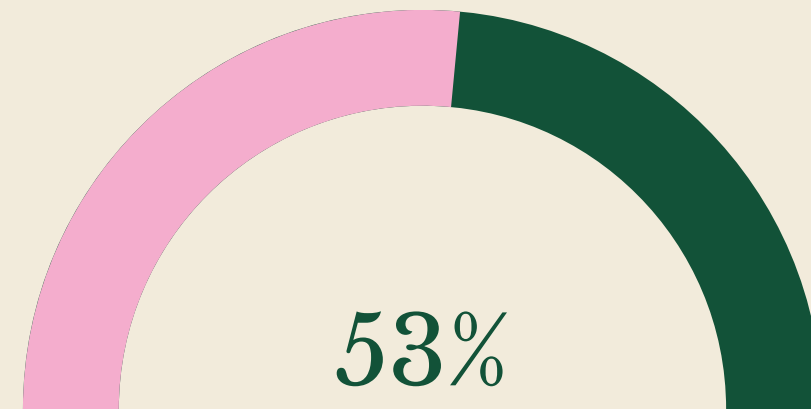
Background

- At a VUWSA engagement session, 53% of students said they use AI at least occasionally.
- Unprecedented number of academic misconduct claims laid against students on basis of AI.
- Need for students to be taught how to engage with and use AI, while retaining rigour in our programmes.

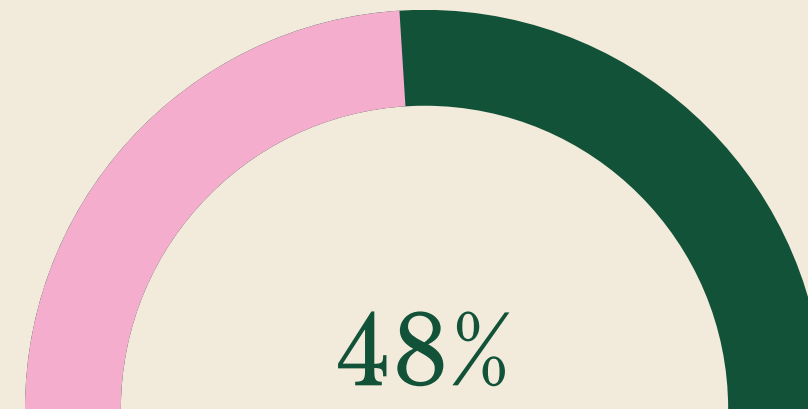


Some Statistics...

% of students using AI at
least occasionally

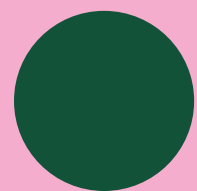


% of students who said their
course coordinators always
outline AI expectations



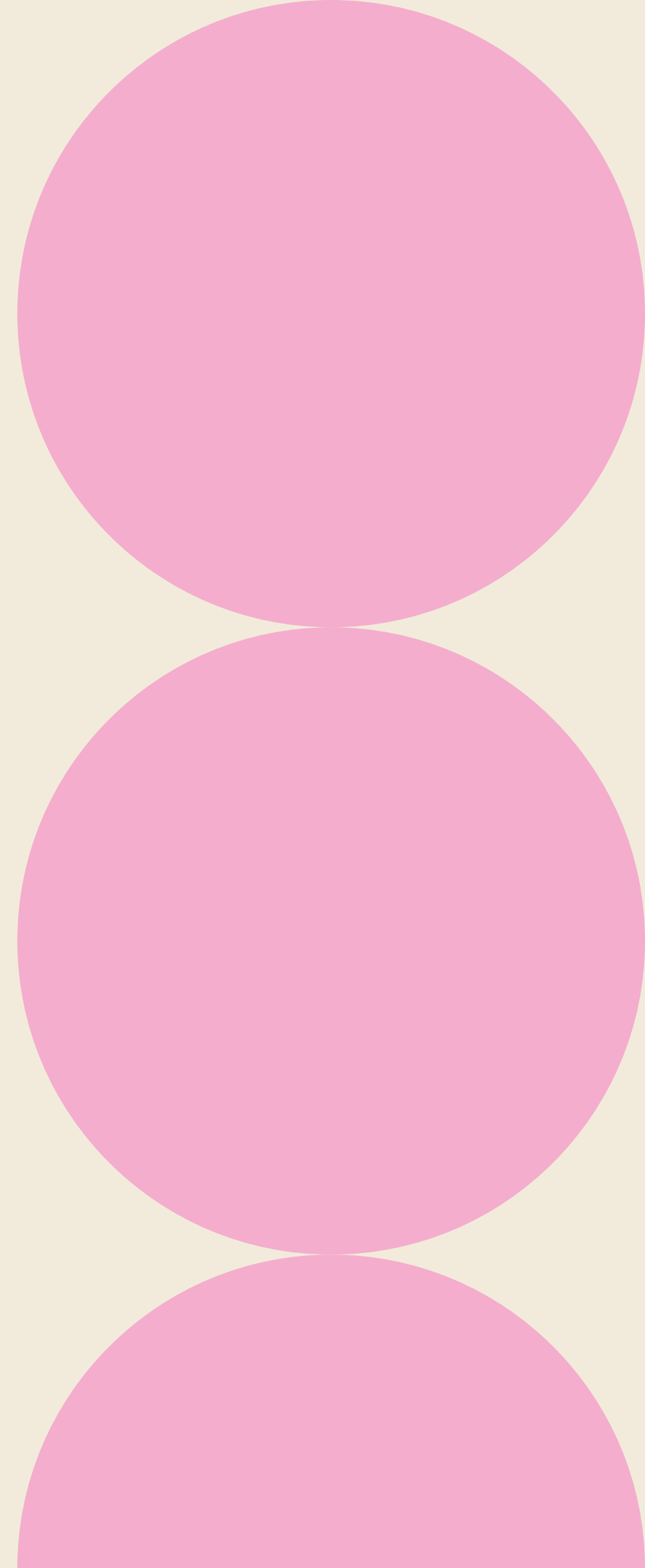
Based on survey results from Tea Time w/ Te Aka Tauira - 2 Apr

Student AI Use Cases



Common AI Uses

- Revision: Creating study guides, summarising notes, creating audio guides
- Proofing and Drafting: Cutting down wordcounts, checking punctuation, improving writing quality
- Study Support: Summarising articles, searching for information, seeking feedback on assignments
- **However**, student uses differ greatly between faculties!





Academic Integrity Concerns

Disproportionate impacts

Anecdotally, international students face far more misconduct claims with regard to AI than other students

Evidentiary Difficulties

Difficult to prove student use of AI in a way that does not disadvantage some groups

Referencing

Hallucinated citations or citations put through translation software cause difficulty

Per our VUWSA Advocacy team, there is a *knowledge gap* among academic staff with regard to impacts of *hallucinated references*, *AI more broadly* on academic misconduct.

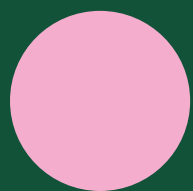


By and large, students use
AI as a *study aid*, to *support*
their own learning

Critical thinking should remain the cornerstone of our education

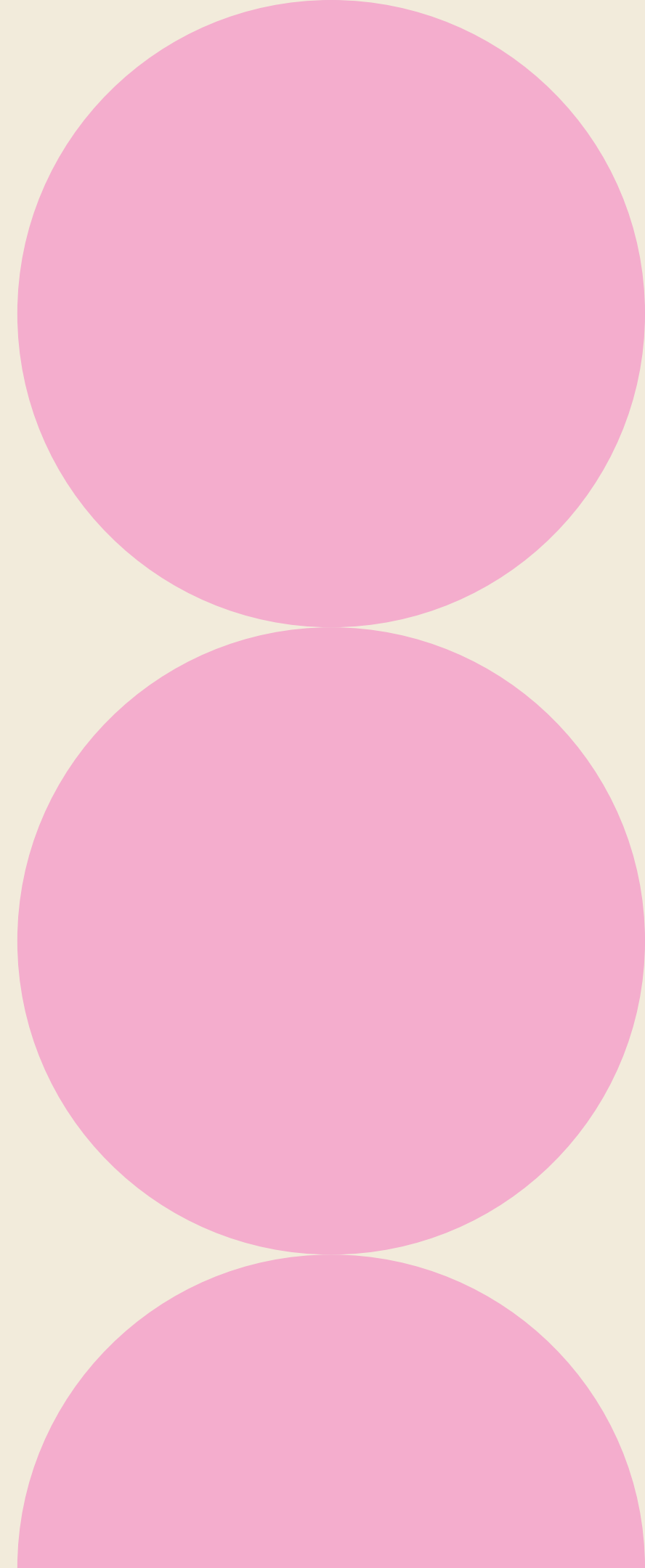
We should learn to *collaborate* with AI in how we learn, rather than
let it replace our learning altogether

Impacts of Assessment Changes



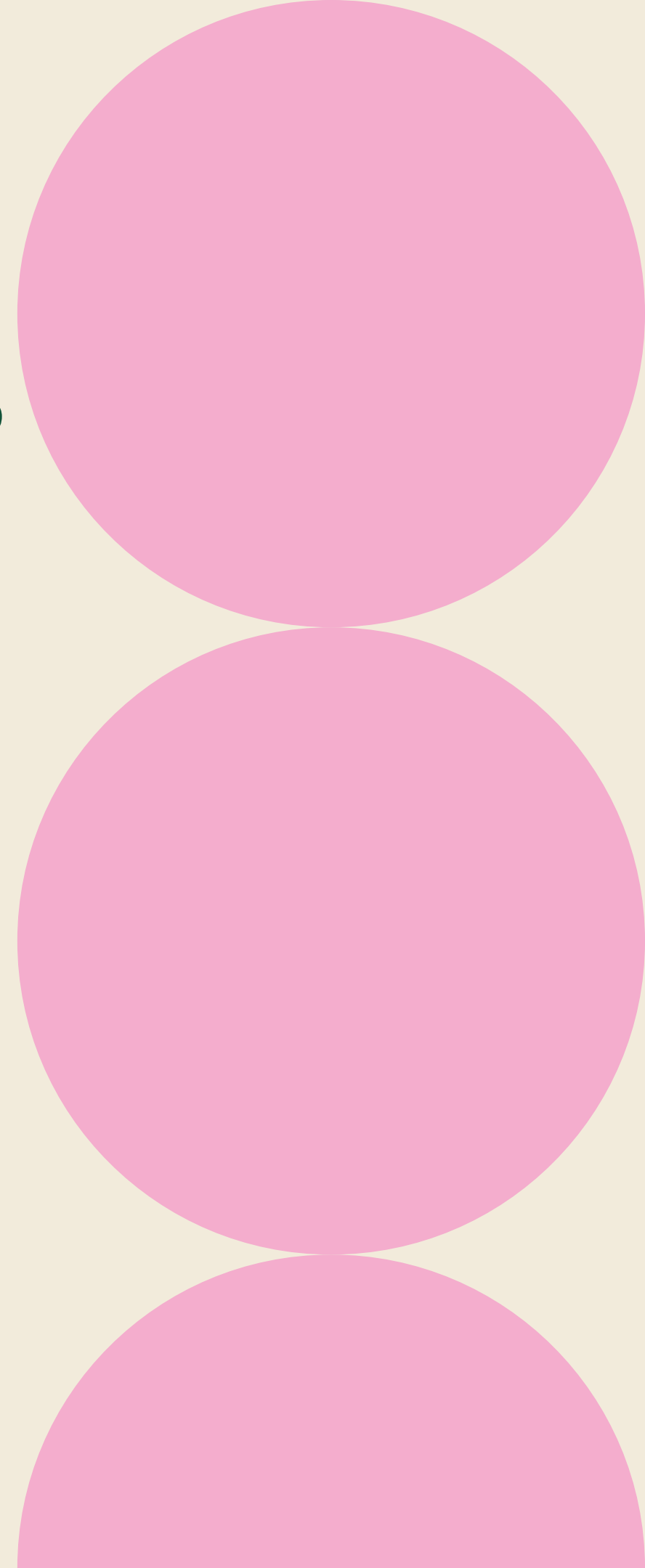
Key Changes

- Increased amount of courses with in-person, invigilated exams.
- More courses using alternative methods of assessment, including oral assessment.
- Rollout of the University's Generative AI Policy.



Student Experience Impacts

- Regression to handwritten exams increases student anxiety around assessments
- Handwritten/in-person exams increase strain and stretch on Disability Services
- AI and non-AI users alike are being (unfairly) accused of AI use





Pedagogical Impacts

Not Set Up for Success

Students will be expected to use AI in the workplace

We are doing them a disservice if we don't help them *critically engage* with AI use.

Impact on Critical Thinking?

In a high-pressure hand-written exam, nerves *will* take over.

Students won't be able to do the same high level of critical analysis.

Fit for Purpose Assessment

We should *avoid* using in person exams purely as a response to the rise in AI.

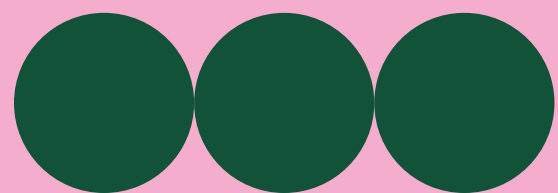
The question should be: are our assessment tasks fit for the learning objectives we want?



How we *teach, learn and assess* needs to adapt to the demands of the future

In thinking about this, it is important that **student voice** is at the heart of every decision.

Current Student Engagement Work



Current VUWSA Projects

Improved AI Guidelines

Working with Academic Office + Comms to improve student AI guidelines.

Nuku Videos

Produced video package w/ CAD for Nuku shells on AI guidelines

Tea Time w/ VUWSA

Regular student engagement to understand changing AI environment

In-Class Workshops

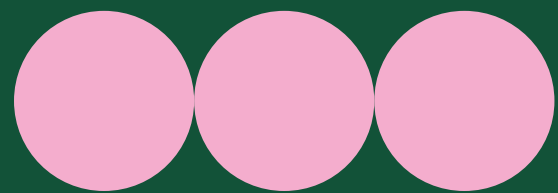
Advocate-led workshops w/ Student Learning on academic integrity, AI usage in classes



ARTIFICIAL INTELLIGENCE AND UNI

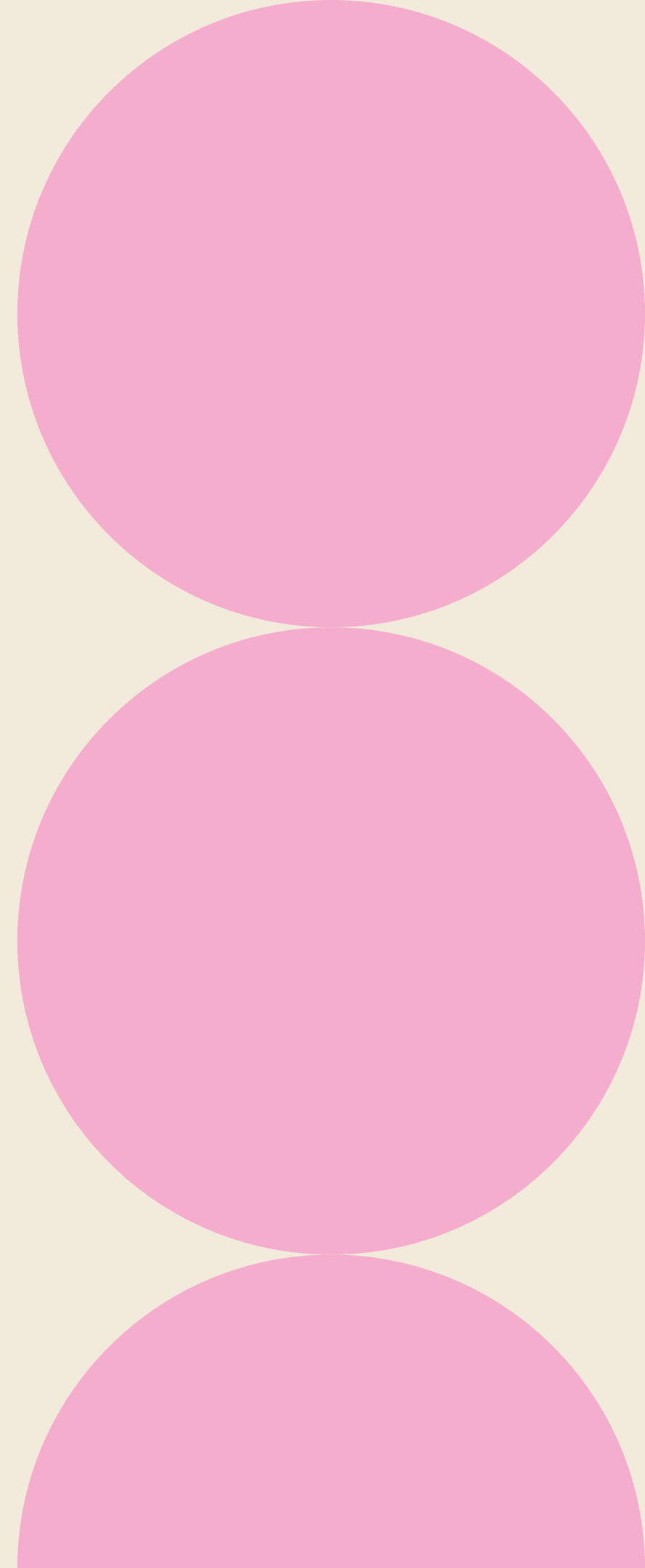


Where to from Here?



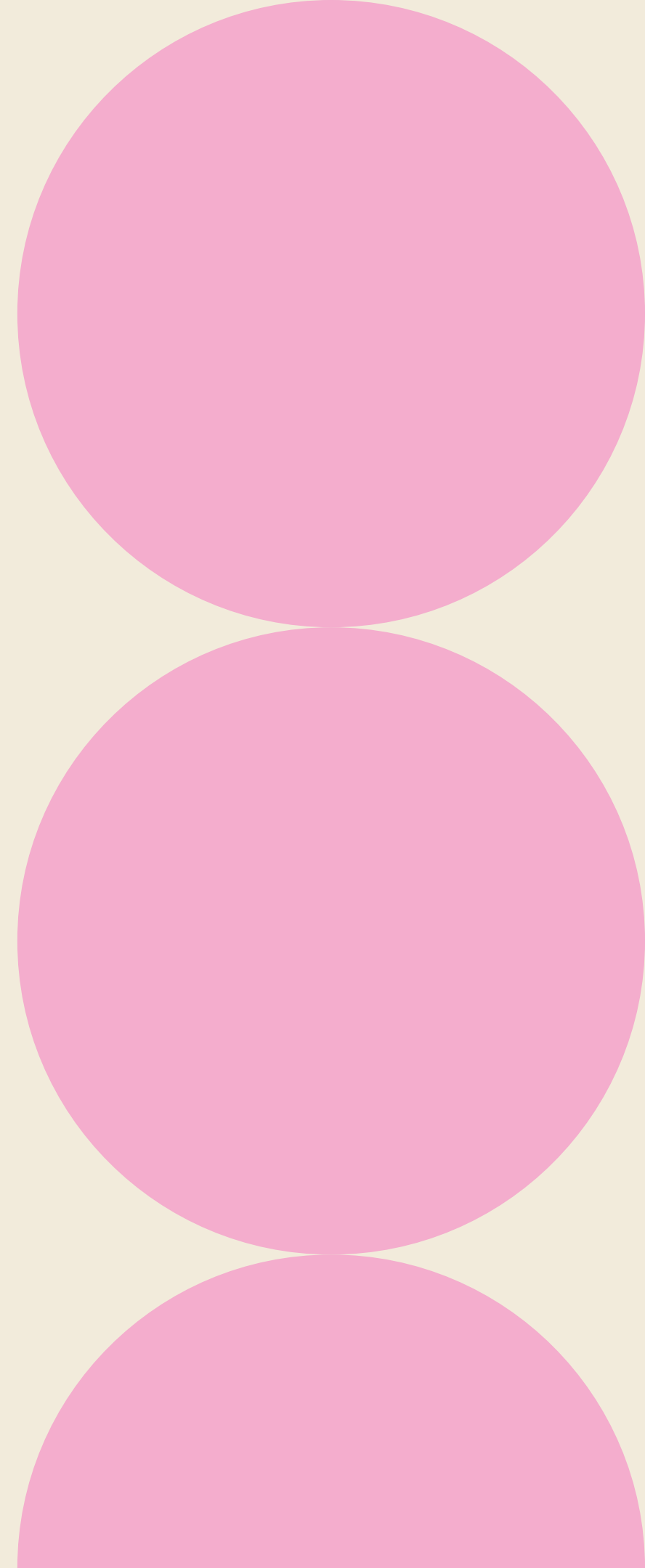
Next Steps

- Continue to consult with students! Co-design is key to ensuring that courses are responsive to the changing needs of students.
- The future of work will require students to be highly digitally literate.
- Consider how you can develop improved assessment and teaching methods in your courses that fit your AI context and your learning needs.



Future of Assessment?

- “Two Lane Approach” - Taking a more programmatic view about assessment, rather than just thinking about individual courses.
- Oral Assessment - Conducting more oral, conversational assessment tasks to assess understanding rather than merely retention.
- Group Assessment - Building students' interpersonal skills through collaborative ako and work.





Uncertainty and uncommunicated changes are bad for students

VUWSA exists to ensure that changes to assessments are well consulted on and are fit for purpose.

We're all in the *same waka*

Te Aka Tauira - VUWSA are here with the same mission as all academics: to ensure that students get the **world-class education they deserve** at Te Herenga Waka.



Any kōrero or
pātai?

A man in a green volunteer vest and a woman with long brown hair are standing outdoors at an event. The man is wearing a black beanie and a green vest with 'Volunteer' written on it. The woman has long, wavy brown hair. In the background, there are other people, including one in a red shirt with a geometric pattern, and some trees and a building. A pink circle is in the top left corner.

VUWSA is *by students,*
for students

Contact: academic@vuwsa.org.nz | education@vuwsa.org.nz