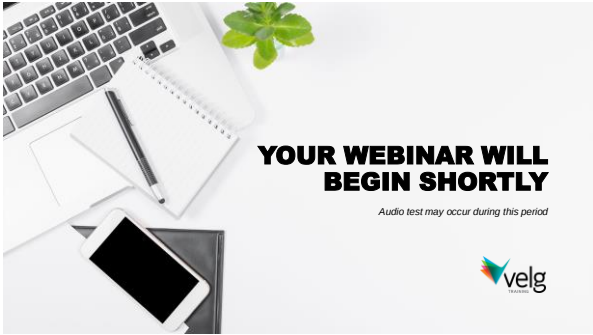


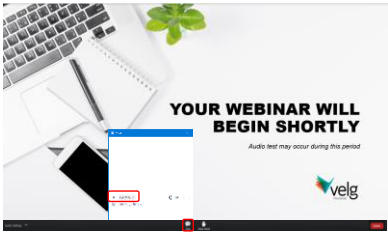


1



2

NAVIGATING ZOOM



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3



4



5



6



Natalie Oostergo

- Lives and works on Jagera and Turrbal Country in **Magandjin** Meanjin Brisbane
- Associate Director of Student Success at the University of Southern Queensland
- Master of Education
- 20+ years experience in adult education
- Australian Award for University Teaching
- Senior Fellow HEA & Associate Fellow IEAA
- Research Interests: Student success, inclusion & diversity, English as an additional language
- Ask me about my cats and love of SciFi!

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7

I acknowledge the Traditional Owners and Custodians of the lands across which we meet today, and I pay my respects to their Elders past and present. These lands have always been places of learning, enquiry and of knowledge sharing, and I strive to continue that tradition through my work.

© Kc Rae, Aboriginal Artist
Fire Knowledge - Maliyaa Series
<https://kcree-aboriginalartist.com.au>

8



Discussion question

Please introduce yourself

What are you hoping to get out of today's session?

Image generated using Adobe Express (Premium)

9

Learning Outcomes

Outcome 1: Understanding

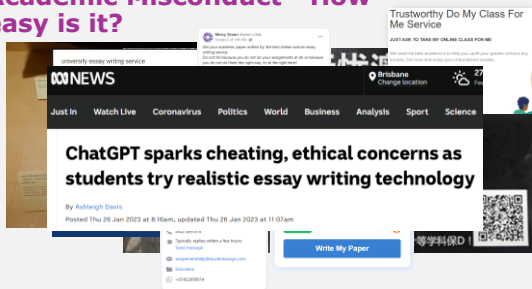
- What is academic misconduct?
- What is artificial intelligence?
- How does this relate to the RTO Standards-Authenticity?

Outcome 2: Tools and Techniques

- Tools and techniques to detect AI and academic misconduct
- Strategies to utilise AI in assessment
- Strategies for academic integrity prevention
- Strategies for robust assessment design

10

Academic Misconduct - How easy is it?



11

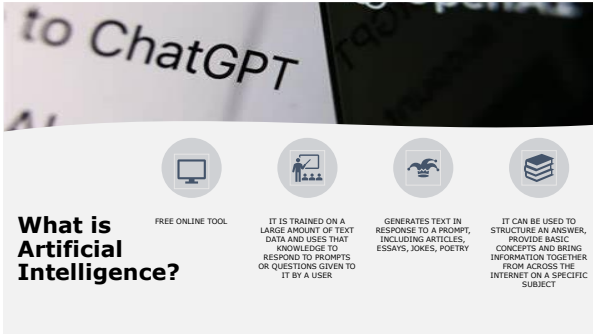


POLL...

What academic integrity issues have you seen?

- Plagiarism
- Unauthorised use of AI
- Using translation tools
- Impersonation
- Contract cheating
- Cheating in exams
- Ghost writing
- Grade tampering
- Collusion
- All of the above

12



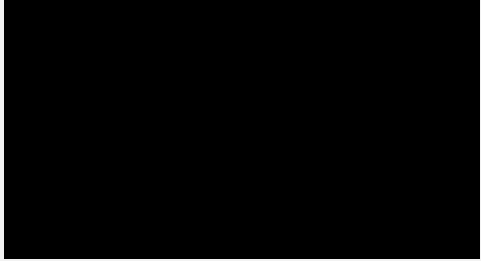
to ChatGPT

What is Artificial Intelligence?

- FREE ONLINE TOOL
- IT IS TRAINED ON A LARGE AMOUNT OF TEXT DATA AND USES THAT KNOWLEDGE TO RESPOND TO PROMPTS OR QUESTIONS GIVEN TO IT BY A USER
- GENERATES TEXT IN RESPONSE TO A PROMPT, INCLUDING ARTICLES, ESSAYS, JOKES, POETRY
- IT CAN BE USED TO STRUCTURE AN ANSWER, PROVIDE BASIC CONCEPTS AND BRING INFORMATION TOGETHER FROM ACROSS THE INTERNET ON A SPECIFIC SUBJECT

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Chat Bot Example



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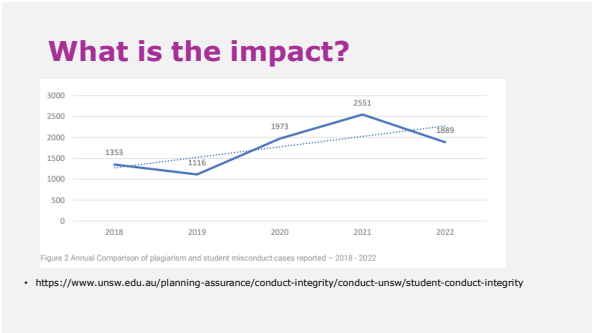


POLL...

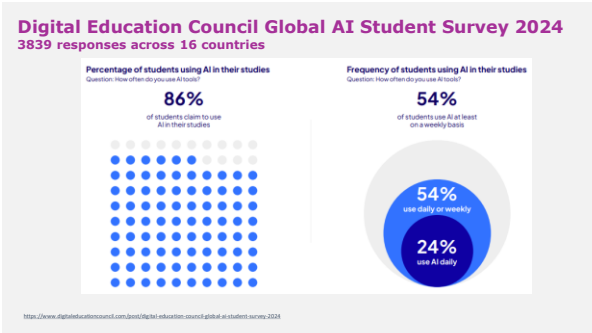
Why do students say they cheat?

1. I ran out of time
2. My parents will be really angry if I fail
3. I didn't understand the question
4. I didn't think I'd get caught
5. My friends are doing it
6. I didn't know I was supposed to reference
7. All of the above

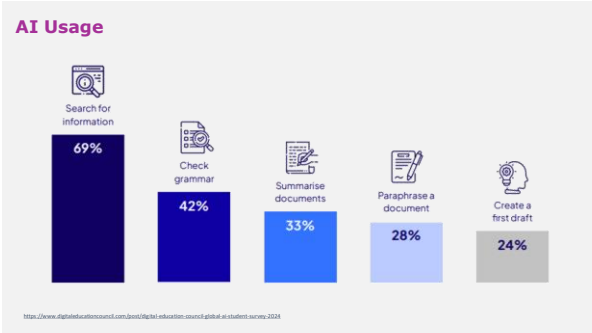
15



16



17



18



Image generated using Adobe Express (Premium)

Discussion question

Are you worried about Artificial Intelligence?

What are some of the issues?

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The Standards

Image generated using Adobe Express (Premium)



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Outcome Standards for RTOs Instrument 2025

Division 2 - Assessment

Outcome Standard 1.4 The assessment system ensures assessment is conducted in a way that is fair and appropriate and enables accurate assessment judgement of VET student competency.

Performance Indicators

(b) assessors make individual assessment judgements that are justified based on the following rules of evidence:

- i. validity – assessment evidence is adequate, such that the assessor can be reasonably assured that the VET student possesses the skills and knowledge described in the training product;
- ii. sufficiency – the quality, quantity and relevance of the assessment evidence enables the assessor to make an informed judgement of the VET student’s competency in the skills and knowledge described in the training product;
- iii. authenticity – the assessor is assured that a VET student’s assessment evidence is the original and genuine work of that VET student; and
- iv. currency – the assessment evidence presented to the assessor documents and demonstrates the VET student’s current skills and knowledge.

Source: <https://www.legislation.gov.au/xf2023/6/00354/assnabls/text>

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The AI Assessment Scale

Perkins, M., Furne, L., Roe, J., & MacVaugh, J. (2024). The Artificial Intelligence Assessment Scale (AIAS): A framework for ethical integration of generative AI in educational assessment. *Journal of University Teaching and Learning Practice*, 21(96). <https://doi.org/10.53153/jutlp.9626>

1	NO AI	The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. AI must not be used at any point during the assessment.
2	AI-ASSISTED IDEA GENERATION AND STRUCTURING	AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. No AI content is allowed in the final submission.
3	AI-ASSISTED EDITING	AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI. AI can be used, but your original work with no AI content must be provided in an appendix.
4	AI TASK COMPLETION, HUMAN EVALUATION	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output. You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.
5	FULL AI	AI should be used as a "co-pilot" in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity. You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.

Table 1 The AI Assessment Scale

23

No AI Use Policy

Use of artificial intelligence text generation tools to write assessment is not permitted unless you have been given explicit approval from your Course Coordinator. Use of these tools within assessment is considered Academic Misconduct and may result in receiving zero marks for the assessment item.

Does this clearly communicate the intent of gen AI-related policies and make it easy for students to find further information?

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POLL...

In No AI Use Policies, can students...

- 1. Use Grammarly to check sentence structure?
- 2. Use CoPilot to generate ideas?
- 3. Use AI to practice exam questions?
- 4. Use the AI in PowerPoint for feedback on presentation delivery?
- 5. Use Google Translate?
- 6. None of the above

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An Educational Approach

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Establish Guidelines for Students

- Inform students of expectations- they want clear guidance
- Be aware that students have a wide range of views
- Identify opportunities for critical engagement- support students to investigate Gen AI bias, unintended discrimination, privacy, and data security issues ...
- Implement equity measures- ensure all your students can access Gen AI tools

Image source: [A Continuum for Using AI in Schools](#) - John Spencer

28

Generalising...

There has been a hundred years of psychological research showing that students have great difficulty generalizing their skills across subject boundaries and this has been a source of contention for educators around the world.

(Tognolini, 2001, p.7)

<https://ojs.uma.edu.au/psychology/v33i02/>

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Academic integrity modules

Focused on ethical decision making

Specific to each subject area

Linked to a specific assessment activity

Linked to competency

Compulsory

GENERAL

SPECIFIC

30

Architecture example

Design A: Your Design



SCENARIO

You are struggling to come up with a great concept for your final design. You really need to start sketching your design soon or you will run out of time to make your model. You begin by using a ChatBot and image generator to play around with some ideas for inspiration. As a result of this, there are some similarities between your final design and some of the images you generated.

TASK

You need to create a short video of two to three minutes answering the question: **What should you do in this situation? Why?**

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Biology example

It is term 4 and you have been tasked with conducting an experiment at home. You are an aspiring botanist, so you decide to examine the effect of soil pH on the growth of tomato plants. You plant seeds at seven different pH levels and then tend to them carefully. However, soon after you plant the seeds, your cat digs up several of them. After three weeks, you are confused to see that the tomato plants grown in slightly acidic soil did not grow at all. This was the opposite to what you had hypothesised after reading the scientific literature. You think it will be too difficult to explain these results so you decide to use AI to make up the data for these plants.

Answer the following questions (your response should be a minimum of 250 words). Have you engaged in academic misconduct? What could happen to you now? What could you have done differently?



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Prevention



Image generated using Adobe Express (Premium)

33



Image generated using Adobe Express (Premium)

Discussion question

What techniques do you use to prevent plagiarism?

How much of this submission has been generated by AI?
92%
of qualifying text in this submission has been determined to be generated by AI.

34



Image generated using Adobe Express (Premium)

Plagiarism detection tools

- Turnitin – paid, plagiarism and authorship detection tool
- Grammarly – free, web pages & ProQuest databases:
<https://www.grammarly.com/plagiarism-checker>
- Prepostseo – free, web content, matches sources, doesn't save content in repository
<https://www.prepostseo.com/plagiarism-checker>

35

What can you do?

- Look for similarities in errors
- Paste suspicious sentences into Google
- Look at the properties of the document

Properties -

Size 62.9KB

Pages 3

Words 622

Total Editing Time 402 Minutes ✓

Title Add a title

Tags Add a tag

Comments Add comments

Related Dates

Last Modified 20/06/2021 9:47 PM

Created 20/06/2021 9:36 AM

Last Printed

Related People

Author Natalie Oosterberg ✓

Add an author

Last Modified By Natalie Oosterberg ✓

Properties -

Size 1.37MB

Pages

Words

Total Editing Time 5 Minutes

Title

Tags None

Comments None

Related Dates

Last Modified 18/02/2022 8:33 PM

Created 28/07/2020 5:48 PM

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Related People

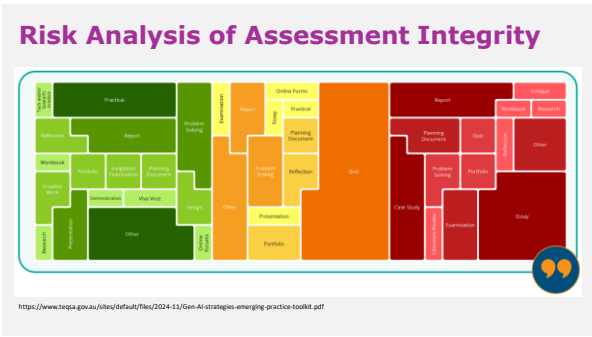
Author Peter Markham

Last Modified By The Student

36



37



38

Robust Design

- Design assessment that only humans can do:
 - ✓ Innovation
 - ✓ Creativity
 - ✓ Problem solving
 - ✓ Making judgements
 - ✓ Higher order thinking skills
- Require a response that is personalised/ reflective/ linked to the individual
- Make submission of plans and drafts compulsory- process based assessment
- Build in assessment where students need to discuss/ defend their work orally

A cartoon showing a man and a woman in a classroom setting. The man is holding a clipboard and the woman is holding a piece of paper. A speech bubble from the man says "IT TAKES INTEGRITY TO CREATE..." and a sign in the background says "integrity!".

39

Example task

Students are to write a descriptive essay on personal identity and aspects which have influenced their personal identity. This should be completed within approximately 1000 words in accepted academic format based on research conducted on the given influential aspect.

There are a number of areas which students focus on across Term 1 and Term 2 of the subject which could be used as a prompt for topics influencing their personal identity. Topics include:

- Globalisation (e.g. International policy, Peace and conflict, Colonisation, National identity).
- Sociology (e.g. Privilege, Power, Visibility, Equality, Indigenous rights, Communication and the media).
- Student's own choice (approval required).

In defining the focus of their essay, students should address the following question:

Personalised Topic → How has your personal identity been influenced by [topic]?

For effective completion of this task, students will be required to complete the following:

- Essay Proposal (via Moodle checkpoint - 'Ivity').
- Complete and Submit an Essay Plan[.]
- Write and Submit Draft.
- Consult with your teacher during the draft phase and implement feedback provided.
- Write and Submit Final Essay.
- The final submission must be formatted to HASS requirements.



Submission of drafts

Compulsory consultation

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Discussion question

Should we just go back to pen and paper exams?

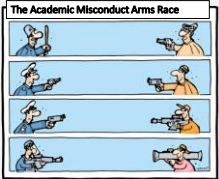
Does this herald the increased use of oral assessment?

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Assessment design

Detection and regulation are always going to lag behind the technology

We should be asking two questions:
✓ What do our students need to learn in a world where these tools exist?
✓ How do we assure ourselves that they have learned it?



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Ways to Lean into Artificial Intelligence

**Socratic Engagement**
Set tasks that require students to use AI to generate ideas then build on the suggestions and explain the reasoning behind their conclusions

**Prompt Engineering**
Set tasks where students have to frame the questions to ask the Chat Bot- the quality of the question will determine the quality of the response

**Critical Thinking**
Give students a question to ask a Chat Bot and get them to use their professional judgement to critique the response

**Industry Currency**
How is industry using AI? What skills will students need for their future world of work?

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How can students use AI for assessment?

- Tedious tasks e.g. 'Convert my bibliography to APA format'
- Basic knowledge- jumpstart research
- Suggest relevant sources e.g. 'Who are the leading scholars?'
- Feedback e.g. 'Give me feedback on the structure of my essay?'

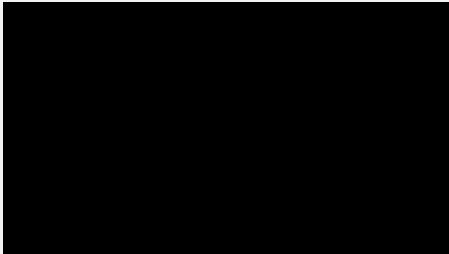


Image generated using Adobe Express (Premium)

https://openai.com/chatgpt/use-cases/student-writing-guide/?utm_source=substack&utm_medium=email

45

Example- Feedback



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How can students use AI to assist their learning?

- Use AI for Socratic dialogue e.g. 'Interview me about my ideas'
- Time management e.g. 'Help me develop an exam study timetable'
- Job seeking e.g. 'Help me practice interview questions'
- Skills development e.g. 'How do I draft a presentation?'



<https://canvas.sydney.edu.au/courses/51655>

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Discussion question

What are the pros and cons of allowing students to use Artificial Intelligence in their assessment?

What constitutes a reasonable use of AI?

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How we use AI to enhance our teaching?

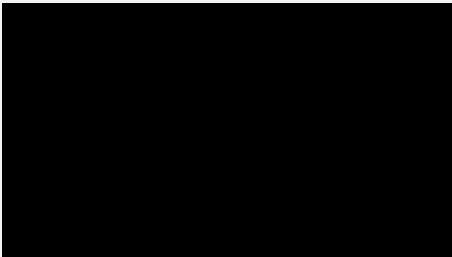
- Create lesson plans
- Suggest activities
- Create content e.g. images, videos, study guides, quizzes
- Assist with feedback
- Assist with administrative tasks, e.g. drafting emails, writing reports, project planning



Image generated using [Adobe Express \(Premium\)](#) with the prompt 'robot assisting a teacher'

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Using AI to create a video



1. Create a script in Microsoft Copilot
2. Upload to Invideo: <https://invideo.io/>

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Useful resources

101 Creative Ideas to use AI in Education: A Crowdsourced Collection:
<https://zenodo.org/records/8355454>

A Student's Guide to Writing with ChatGPT <https://openai.com/chatgpt/use-cases/student-writing-guide/>

ChatGPT as a Teaching Tool, not a Cheating Tool:
<https://www.timeshighereducation.com/campus/chatgpt-teaching-tool-not-cheating-tool?>

Expert Opinion: Episode 30 with Professor Cath Ellis & Stephen Matchett. [Expert Opinion – Future HE](#)

How to cite ChatGPT [How to cite ChatGPT \(apa.org\)](#)

TEQSA Masterclass: Contract Cheating Detection and Deterrence: <https://www.teqsa.gov.au/guides-resources/protecting-academic-integrity/teqsa-masterclass-contract-cheating-detection-and-deterrence>

TEQSA Gen AI Strategies for Australian Higher Education: Emerging Practice:
<https://www.teqsa.gov.au/sites/default/files/2024-11/Gen-AI-strategies-emerging-practice-toolkit.pdf>

Welcome to AI for Educators: <https://canvas.sydney.edu.au/courses/63765>

Welcome to AI in Education! <https://canvas.sydney.edu.au/courses/51655>

John Spencer- A.I. for Educators: <https://spencereducation.com/ai-education/>

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Virtual Study Tools

8D Audio: creates the illusion of sound moving around you in a three-dimensional space

Goblin tools: a collection of small, simple, single-task AI tools designed to help neurodivergent individuals with tasks they find overwhelming or difficult

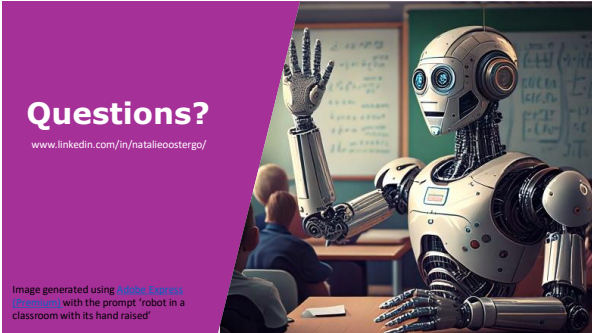
Zotero: reference management tool designed to help collect, organise, cite, and share research materials

Obsidian: note-taking and personal knowledge management

NotebookLM: summarises and makes connections between uploaded documents + a podcast feature

Finch: daily self-care gamification

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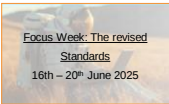
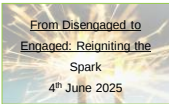
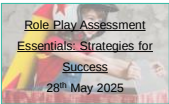
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- Access to the WMV recording of the webinar
- PDF copy of the PowerPoint
- PDF transcript of Chat Q&A
- Additional supporting resources

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UPCOMING EVENTS



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THANK YOU FOR YOUR COMPANY

We really hope you enjoyed engaging with Natalie for your webinar today.

If you have any queries or feedback relating to today's topic, or any general questions regarding your role within the VET sector, do not hesitate to contact the team at Velg Training.



LinkedIn: www.linkedin.com/in/natalieoostergo

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