

Implications of generative AI for higher education

Perspectives from a DVCE

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What has been the sector response?

Institutional responses are evolving

- Early responses seemed to range from alarm to optimism (both valid to some extent)
- Most common response I'm seeing recognizes that AI will be at the heart of every workplace in the near future

Short term

- Clarify AI use in academic integrity policy
- Mitigate immediate risks to course integrity (towards more authentic assessment)
- Mechanisms for organizational learning

Medium term

- More considered and detailed institutional position on the productive and ethical use of AI

Long term possibilities

- Refocus assessment away from artefacts and towards learning itself
- Embed AI and collaborative intelligence in all courses
- Identify how AI can scaffold learning, and advance equity, diversity and inclusion
- Rationalise the curriculum to focus on uniquely human capabilities
- Teach writing as a critical communication skill

Do we still need to teach writing? (Yes, we do)



Image generated using DALL.E 2, <https://openai.com/dall-e-2/>

[A]s they get bigger, and better, and more trained ... their styles get more constrained, more typified.

Als must have the right politics and always say the least offensive thing possible ... their love of cliches and semantic vacuities a hidden consequence of their design.

I could feel ChatGPT's authorship, a sort of **meticulous neutrality**, dispersed throughout, even when it was told to pretend otherwise. No human is so reasonable, so un-opinionated ... It turns out the "view from nowhere" is pretty uninteresting. **We want views from somewhere.**

Erik Hoel, [‘The Banality of ChatGPT’](#), The Intrinsic Perspective

1. One size fits all rules and boundaries don't recognize that the acceptable use of AI is situational and contextual. Co-discovery at the disciplinary level is probably needed now. **And distinguish clearly between appropriate/inappropriate use (academic integrity) and effective/ineffective use (academic and professional practice).**
2. AI detection tools remain inadequate, so it's not currently fair or responsible to rely on them for substantiating academic misconduct.
3. We cannot underestimate the institutional commitment that will be required to respond to AI - genuine investment in staff development, support, and time to do the transformational work.