GenAI use in university teaching and learning

Abstract

With the rapid rise of Generative Artificial Intelligence (GenAI) tools, there is growing concern in higher education about their impact on student learning and academic integrity. Overreliance on GenAI can diminish learner engagement and understanding while also increasing the risk of academic misconduct. This project aims to explore the relationship between GenAI-assisted learning and academic integrity, hypothesising that greater reliance on GenAI will have a negative correlation with both academic integrity and learning outcomes. This study will engage both students and educators at an Australian university through a series of dialogic tasks including think-alouds, ethical scenario dialogues, annotated GenAI reviews, and post-task critical friend interviews. Participants will reflect on their use and experience of GenAI in real time, providing insights into ethical decision-making, learning habits, and perceptions of academic integrity. The study expects to find a spectrum of GenAI use, from heavy reliance with minimal human input to fully independent, learner-driven academic work. It is expected that understanding of academic integrity will vary, with educators having more refined standards and deeper understanding than students. Students may demonstrate greater GenAI fluency, while educators may value long-term learning outcomes over short-term performance. As a third-space professional, supporting both students and educators, this study will inform my own approach to guiding the appropriate use of GenAI in assessments. More broadly, it aims to enhance institutional understanding of GenAI-assisted learning and academic integrity, offering insights for advisors, academic staff, and policymakers navigating the intersection of AI, pedagogy, and student support.