

Default Report

ACODE 88 pre-workshop survey

March 23, 2023 10:34 AM NZDT

Q3 - Institutional affiliation

Institutional affiliation

Charles Sturt University

University of Sydney

Open Polytechnic.ac.nz

James Cook University

The Australian National University

University of Technology Sydney

The University of Melbourne

University of Auckland

Macquarie University

AUT

University of Tasmania

Australian Institute of Business

University of Adelaide

CQUniversity

University of Waikato

University of Otago

Deakin University

Curtin University

university of canberra

Victoria University of Wellington

Institutional affiliation

QUT

Western Sydney University

UQ

University of Newcastle

University of the Sunshine Coast

La Trobe University

Edith Cowan University

Charles Darwin University

Monash College

Federation University

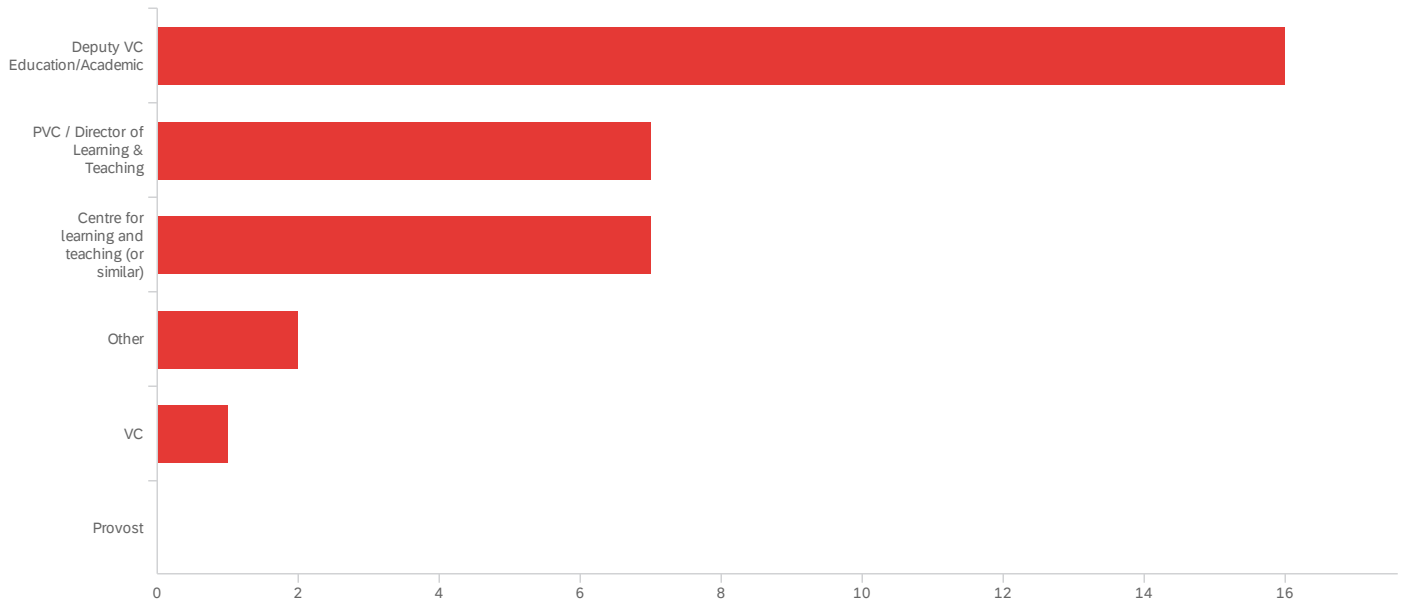
Massey University

Griffith University

Institute of Health & Management

UniSA

Q5 - Who is leading the charge at your institution regarding internal discussions about generative AI tools and an institutional response?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Who is leading the charge at your institution regarding internal discussions about generative AI tools and an institutional response? - Selected Choice	1.00	9.00	4.00	1.59	2.53	34

#	Field	Choice Count
1	VC	2.94% 1
2	Provost	0.00% 0
3	Deputy VC Education/Academic	47.06% 16
4	PVC / Director of Learning & Teaching	20.59% 7
5	Centre for learning and teaching (or similar)	20.59% 7
6	Academic Quality or Academic Integrity Office	2.94% 1
7	Faculties	0.00% 0
8	Research unit	0.00% 0
9	Other	5.88% 2

Field

Choice
Count

34

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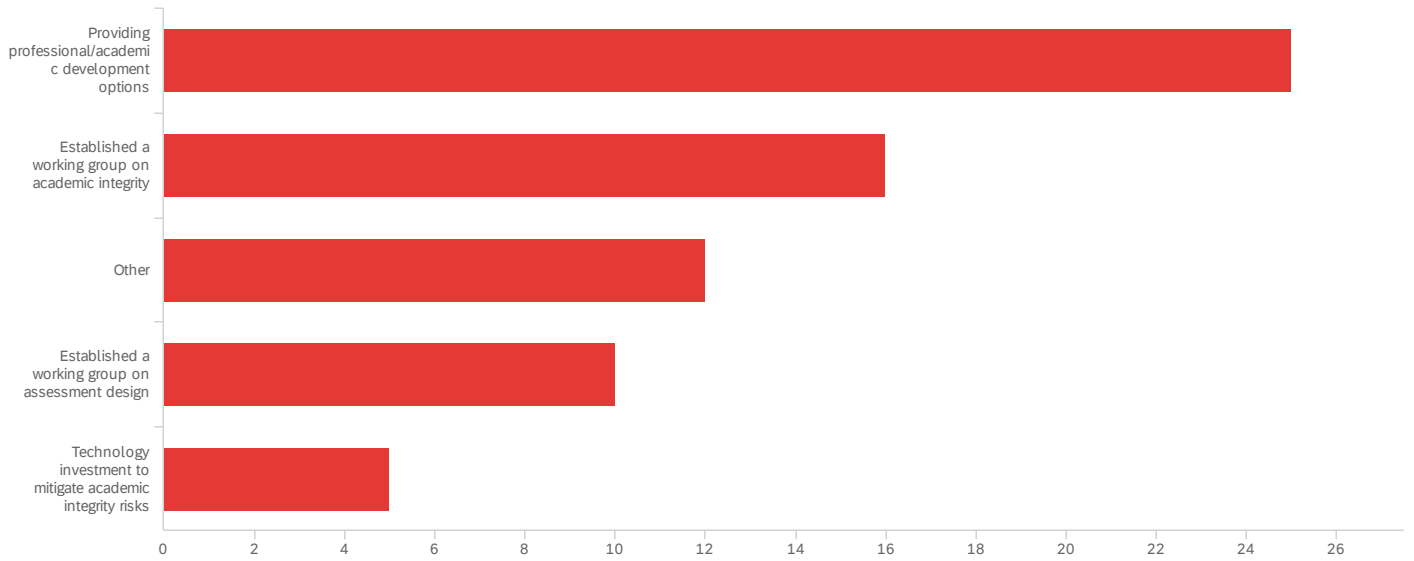
Q5_9_TEXT - Other

Other

Academic Registrar

CEO

Q6 - Identify the range of responses within your institution to the release of generative AI tools (select all that apply).



#	Field	Choice Count
1	Established a working group on academic integrity	23.53% 16
2	Established a working group on assessment design	14.71% 10
3	Technology investment to mitigate academic integrity risks	7.35% 5
4	Providing professional/academic development options	36.76% 25
5	Other (use a semicolon to separate multiple entries)	17.65% 12
		68

Showing rows 1 - 6 of 6

Q6_5_TEXT - Other (use a semicolon to separate multiple entries)

Other (use a semicolon to separate multiple entries)

We provided institutional level resources.

Generate discussion in already established committees, communities of practice, and working groups

current academic integrity working group sub-group working on generative AI and assessment response

Established a working group to explore options and create guides for staff and students.

Other (use a semicolon to separate multiple entries)

community of practice workshops; discussions on assessment design; notations/announcements in unit outlines for the use of AI in assessment production

Work on Policy, Tech investigations, Development options ongoing

Communicated expectations to students.

We have an assessment, integrity and technology group already established that has dealt with this and other similar issues.

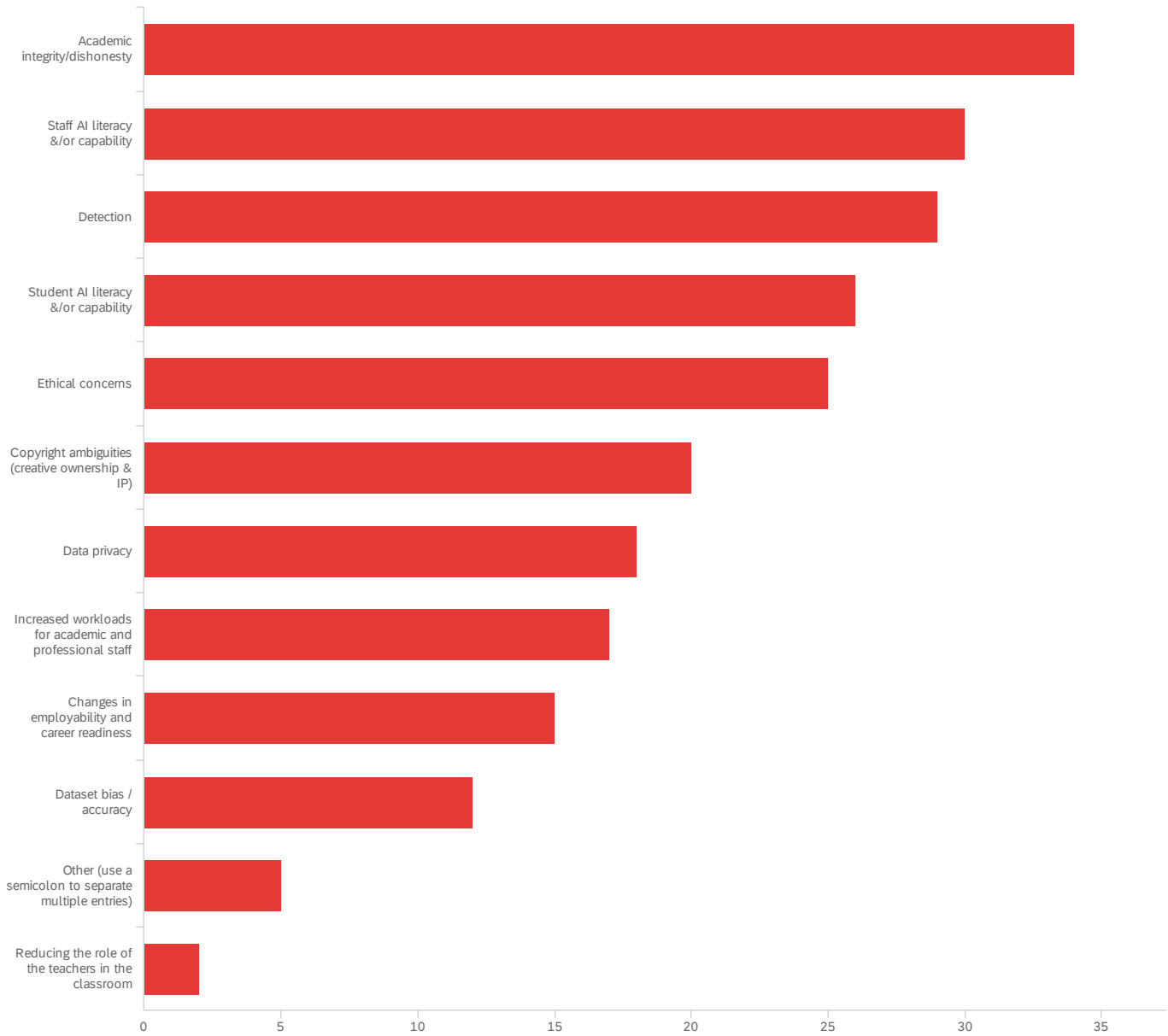
published advices and resources; white paper on official UQ response from DVCA; provided response options to schools to choose from

Review of mitigating technology

Created a website, facilitated conversations within the L&T Engagement Community and provided a shared location for resources provided by community.

A lot of initiatives were already in place, including Academic Integrity policy covering Artificial Intelligence and Authentic Assessment projects, largely our response to the recent releases has been information and practical approaches.

Q7 - What concerns have been raised within your institution regarding the use and availability of generative AI tools (select all that apply)?



#	Field	Choice Count
1	Academic integrity/dishonesty	14.59% 34
2	Detection	12.45% 29
3	Data privacy	7.73% 18
4	Ethical concerns	10.73% 25
5	Staff AI literacy &/or capability	12.88% 30

#	Field	Choice Count
6	Dataset bias / accuracy	5.15% 12
7	Reducing the role of the teachers in the classroom	0.86% 2
8	Copyright ambiguities (creative ownership & IP)	8.58% 20
9	Changes in employability and career readiness	6.44% 15
10	Increased workloads for academic and professional staff	7.30% 17
11	Other (use a semicolon to separate multiple entries)	2.15% 5
12	Student AI literacy &/or capability	11.16% 26

233

Showing rows 1 - 13 of 13

Q7_11_TEXT - Other (use a semicolon to separate multiple entries)

Other (use a semicolon to separate multiple entries)

Assessment redesign, and speed of innovation and change timelines due to policy and governance process duration

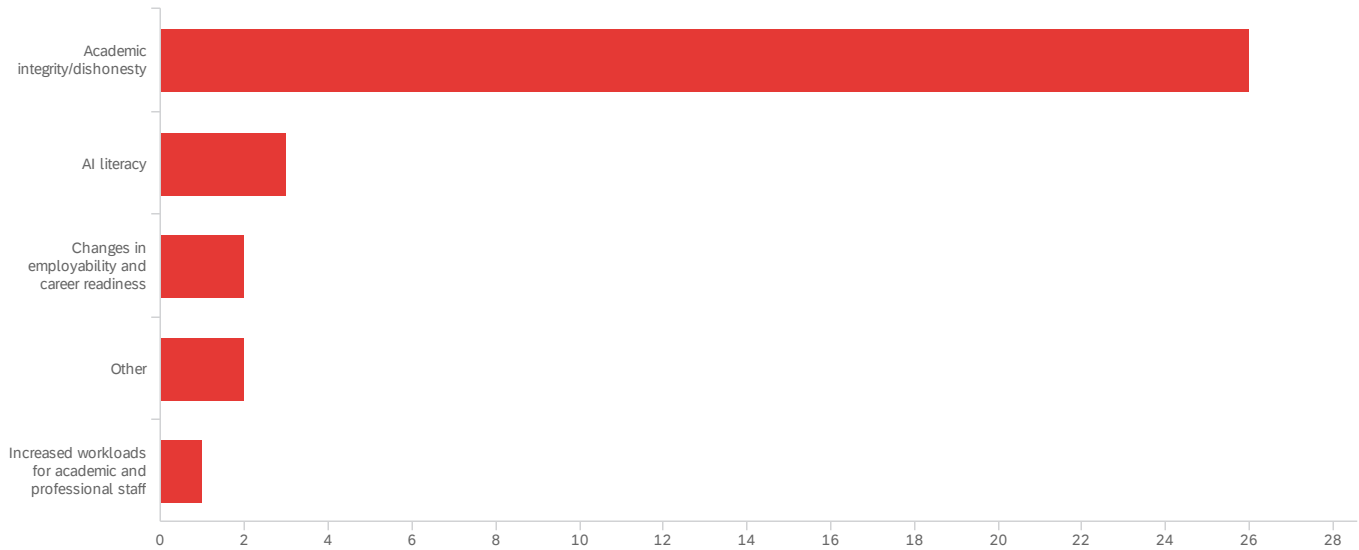
Concerns about equity for access; Impact on student learning.

Support for Staff professional learning and capability building

Access equality;Cost

Assessment Design

Q8 - Of these concerns (question above) what does your institution consider to be the top priority (pick one)?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Of these concerns (question above) what does your institution consider to be the top priority (pick one)? - Selected Choice	1.00	11.00	2.68	3.26	10.63	34

#	Field	Choice Count
1	Academic integrity/dishonesty	76.47% 26
2	Detection	0.00% 0
3	Data privacy	0.00% 0
4	Ethical concerns	0.00% 0
5	AI literacy	8.82% 3
6	Dataset bias / accuracy	0.00% 0
7	Reducing the role of the teachers in the classroom	0.00% 0
8	Copyright ambiguities (creative ownership & IP)	0.00% 0
9	Changes in employability and career readiness	5.88% 2
10	Increased workloads for academic and professional staff	2.94% 1

#	Field	Choice Count
11	Other	5.88% 2

34

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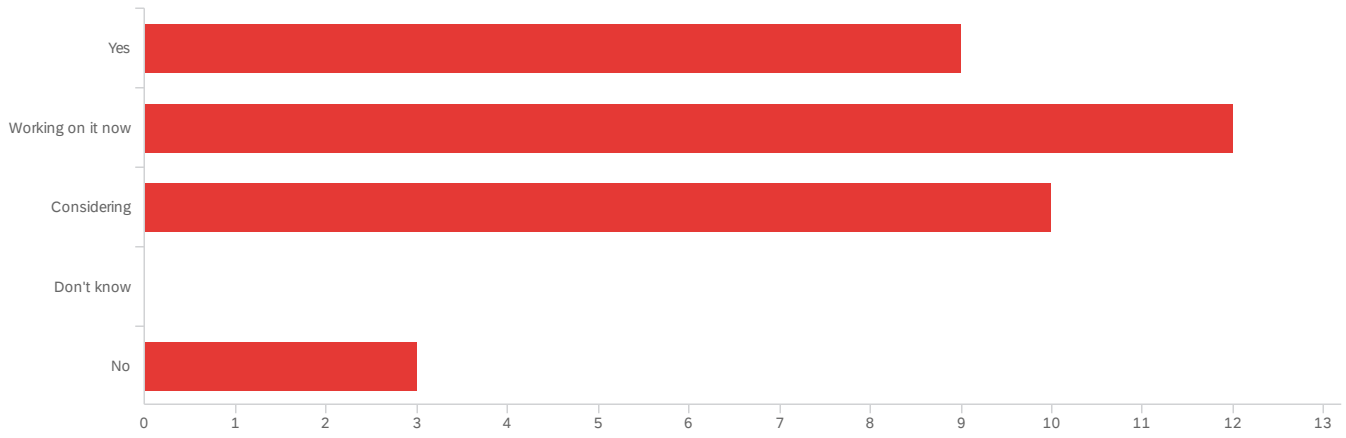
Q8_11_TEXT - Other

Other

assessment redesign

Assessment design

Q9 - Has your institution revised/adapted its current academic integrity policies and processes as a result of the greater awareness of generative AI tools?

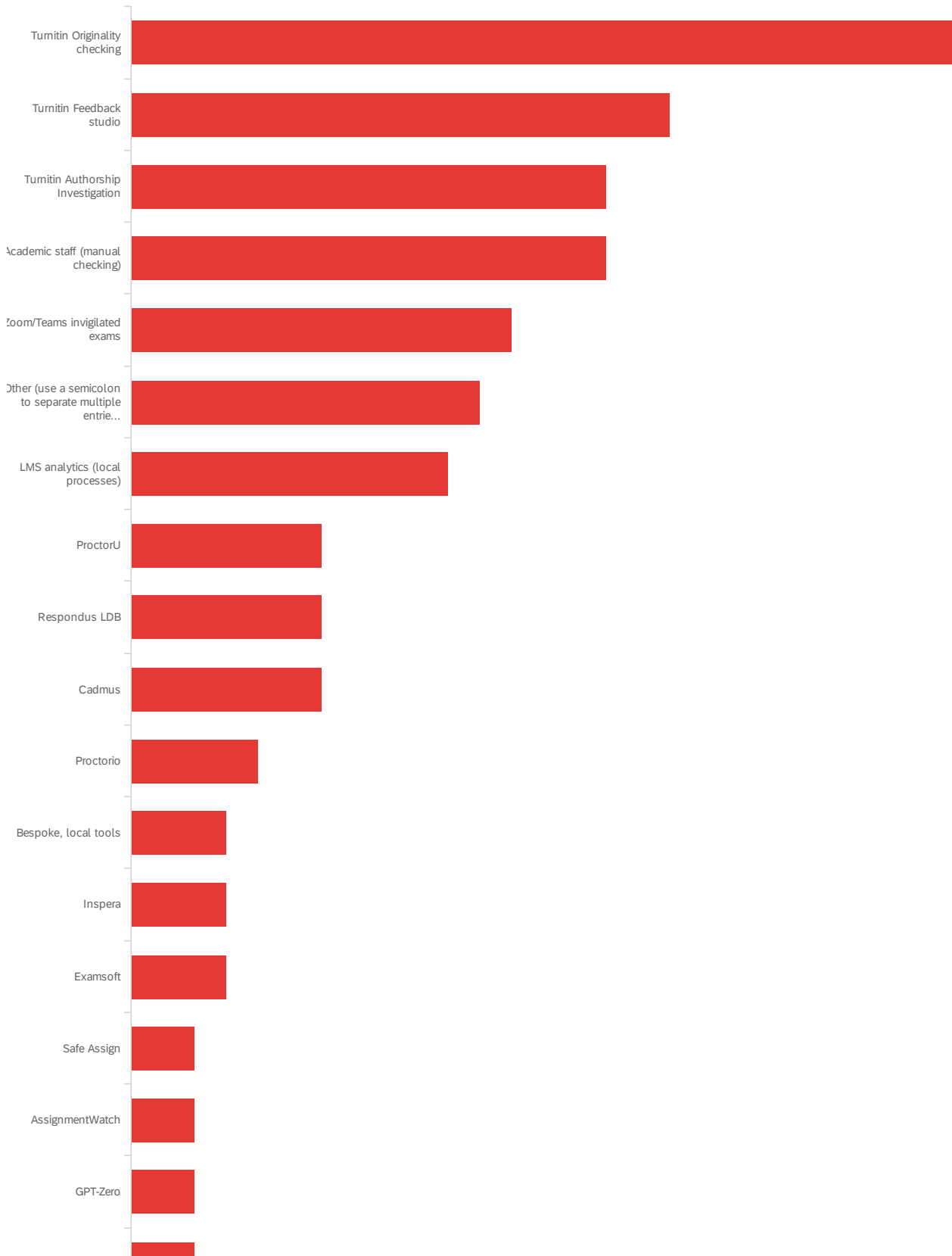


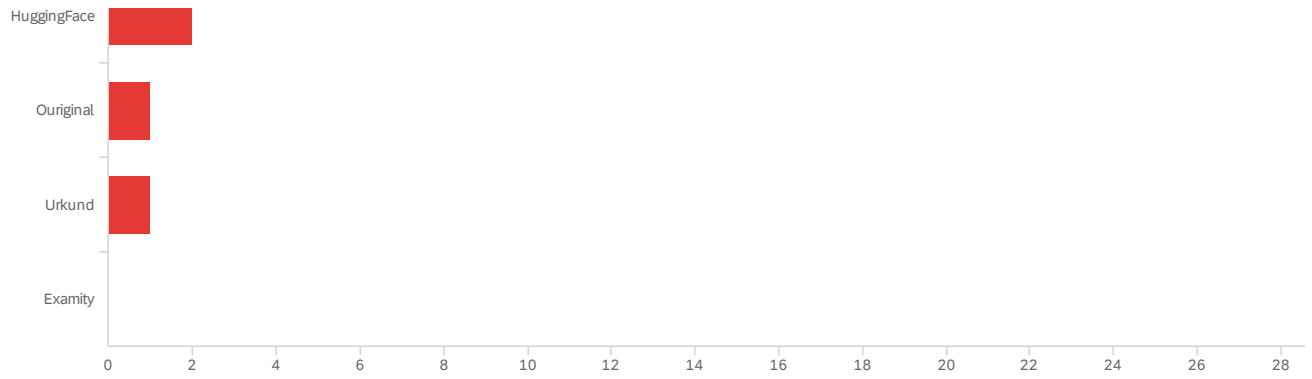
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Has your institution revised/adapted its current academic integrity policies and processes as a result of the greater awareness of generative AI tools?	1.00	5.00	2.29	1.13	1.27	34

#	Field	Choice Count
1	Yes	26.47% 9
2	Working on it now	35.29% 12
3	Considering	29.41% 10
4	Don't know	0.00% 0
5	No	8.82% 3
		34

Showing rows 1 - 6 of 6

Q10 - What tools/approaches does your institution use to detect and/or limit academic dishonesty? (select all that apply)?





#	Field	Choice Count
1	Turnitin Originality checking	17.69% 26
2	Turnitin Feedback studio	11.56% 17
3	Turnitin Authorship Investigation	10.20% 15
4	Safe Assign	1.36% 2
5	Proctorio	2.72% 4
6	Ouriginal	0.68% 1
7	Urkund	0.68% 1
8	AssignmentWatch	1.36% 2
9	LMS analytics (local processes)	6.80% 10
10	Bespoke, local tools	2.04% 3
11	ProctorU	4.08% 6
12	Inspira	2.04% 3
13	Examity	0.00% 0
14	Respondus LDB	4.08% 6
15	Zoom/Teams invigilated exams	8.16% 12
16	Cadmus	4.08% 6
17	GPT-Zero	1.36% 2
18	HuggingFace	1.36% 2
19	Academic staff (manual checking)	10.20% 15
20	Examssoft	2.04% 3
21	Other (use a semicolon to separate multiple entries)	7.48% 11
		147

Q10_21_TEXT - Other (use a semicolon to separate multiple entries)

Other (use a semicolon to separate multiple entries)

Assessment Design

kicking off a pilot of Cadmus with the potential to include that as another tool long term; ad-hoc use of GPT-Zero with the understanding that it is prone to error

On campus invigilated exams

Compulsory viva for random students

Assessment design

Assessment design

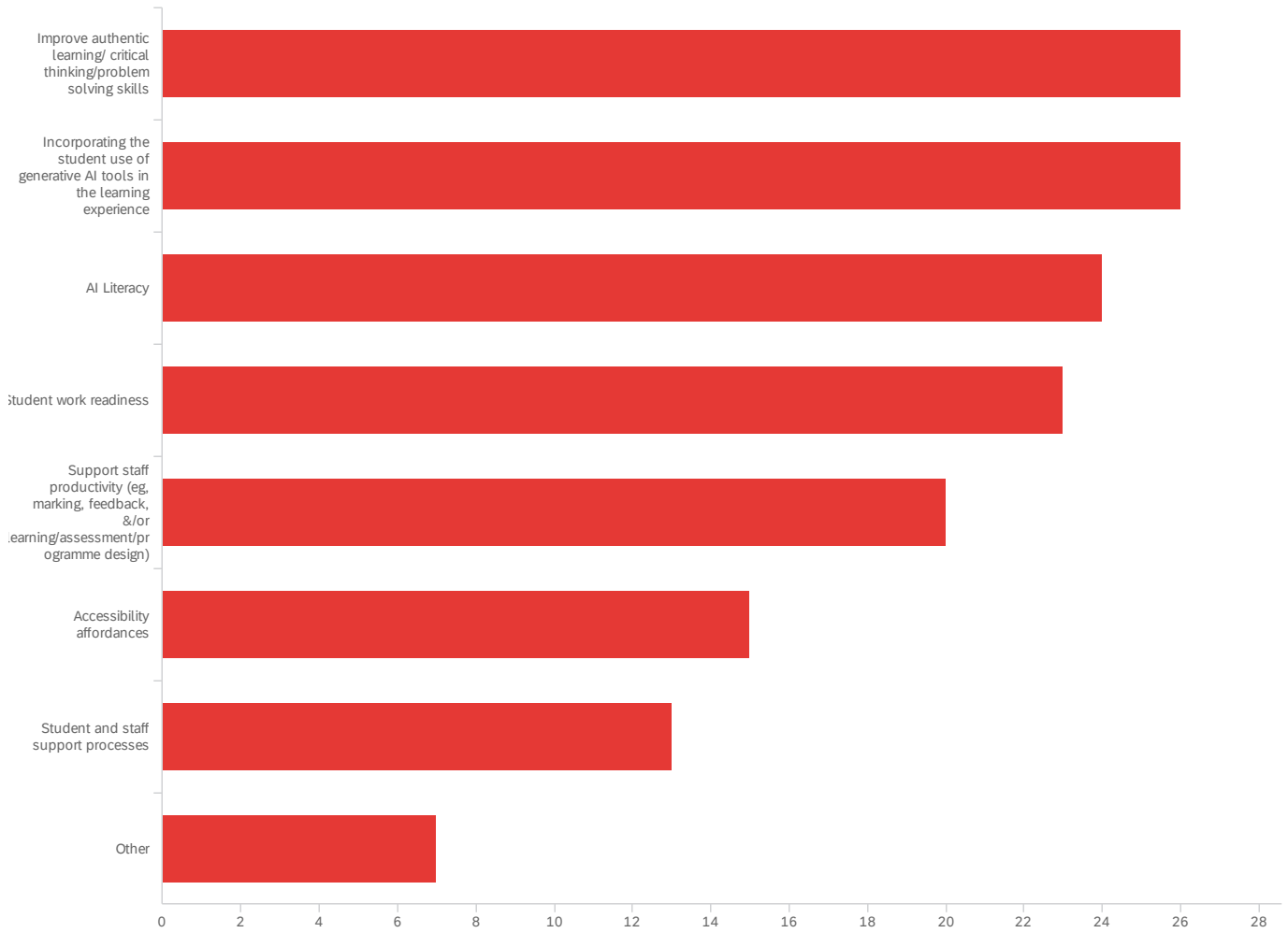
Remote proctoring (bespoke/Curtin built - IRIS

Assessment practices

RPNOW

RPNOW invigilated online exams; Authentic Assessment approaches; Viva

Q11 - What opportunities have been identified at your institution related to the use and availability of generative AI tools (select all that apply)?



#	Field	Choice Count
1	Improve authentic learning/ critical thinking/problem solving skills	16.88% 26
2	AI Literacy	15.58% 24
3	Student work readiness	14.94% 23
4	Incorporating the student use of generative AI tools in the learning experience	16.88% 26
5	Support staff productivity (eg, marking, feedback, &/or learning/assessment/programme design)	12.99% 20
6	Student and staff support processes	8.44% 13
7	Accessibility affordances	9.74% 15
8	Other (use a semicolon to separate multiple entries)	4.55% 7

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Q12 - What are you hoping most to get out of ACODE 88?



End of Report