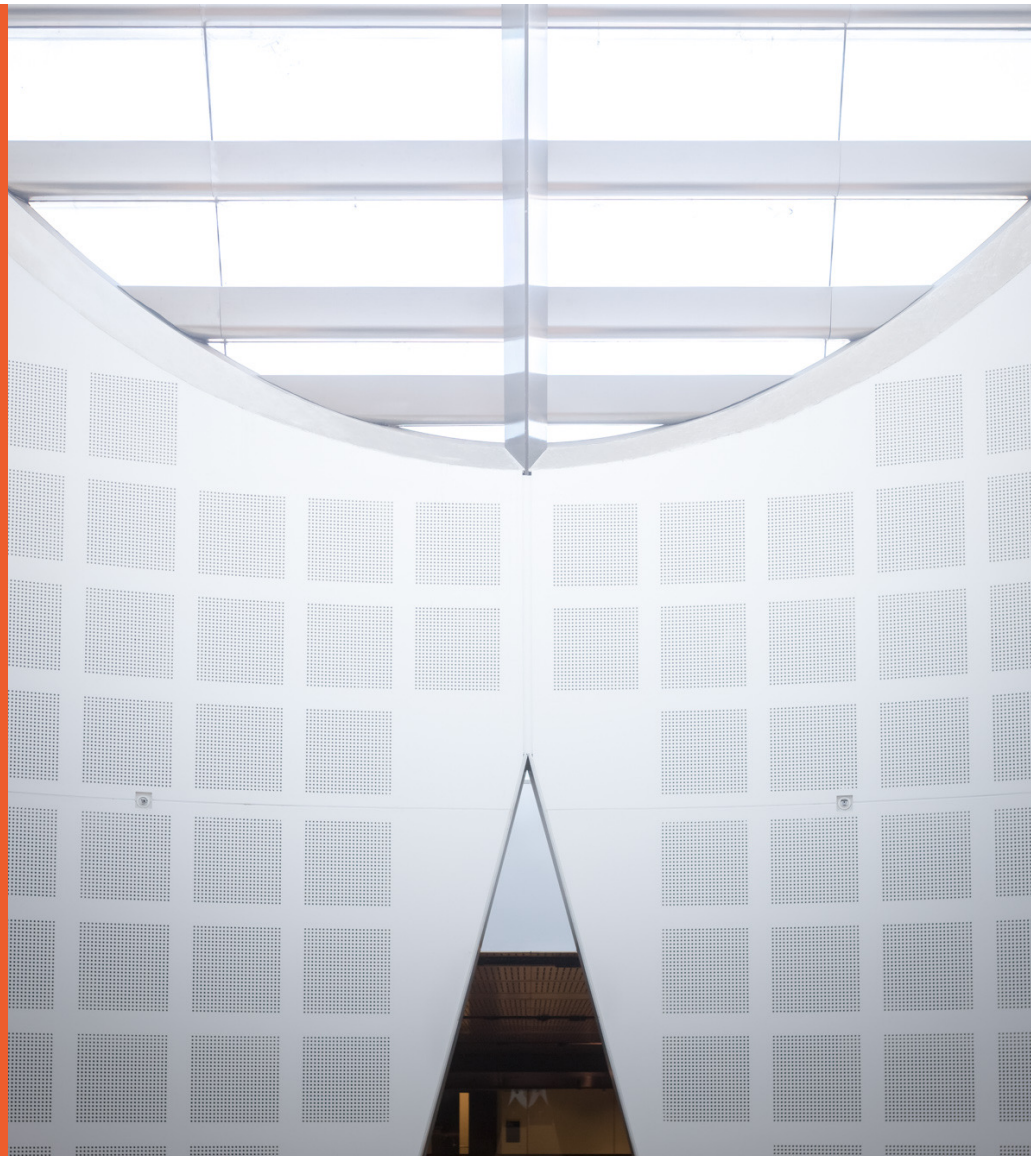
Addressing generative AI head-on

Why and how engaging with AI is an expression of trust and agency

Danny Liu
DVC (Education and Students) Portfolio

THE UNIVERSITY OF SYDNEY



Getting on the same page

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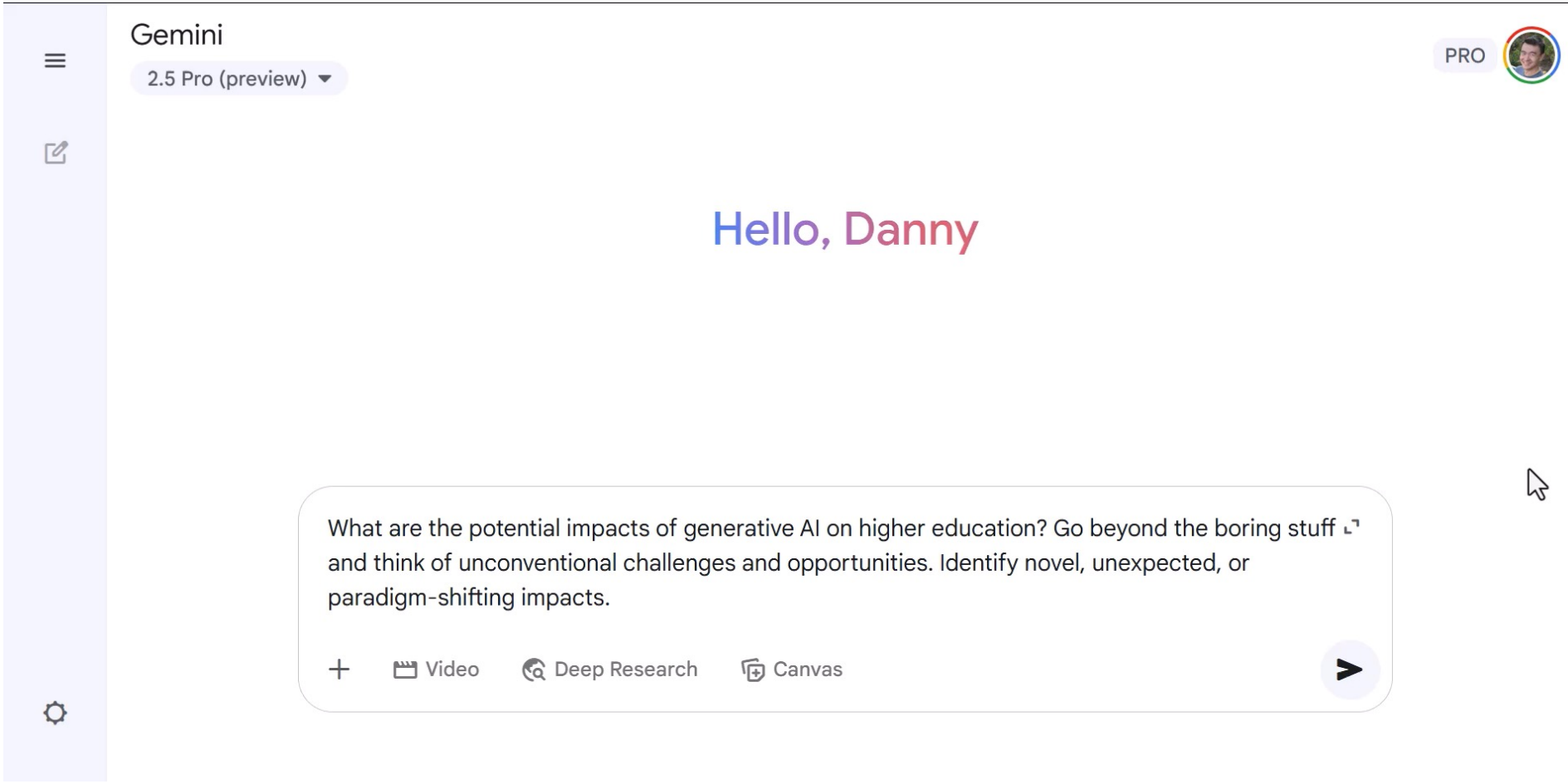
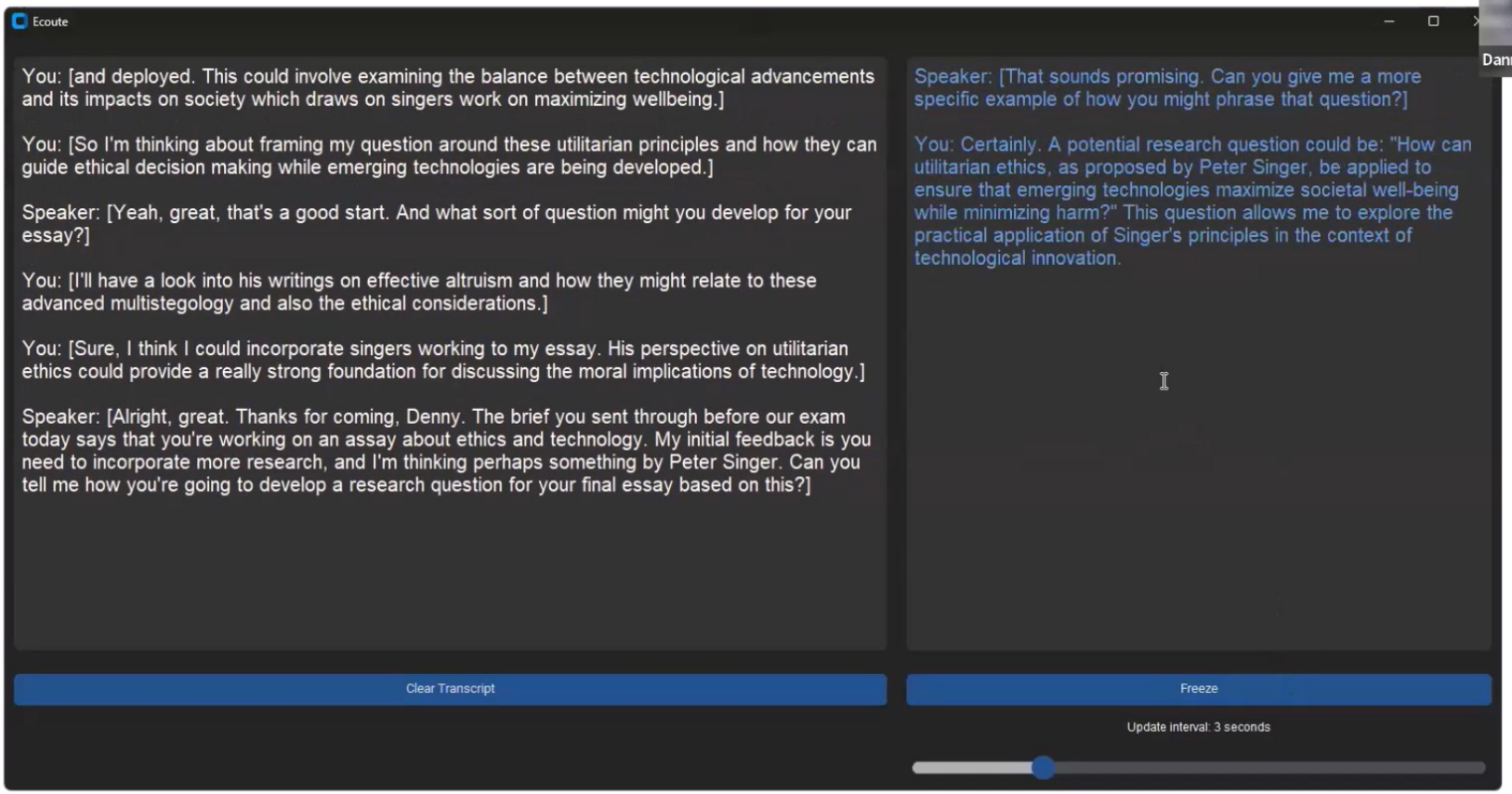
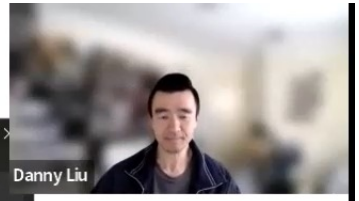

Gemini
2.5 Pro (preview)
PRO
Hello, Danny
What are the potential impacts of generative AI on higher education? Go beyond the boring stuff and think of unconventional challenges and opportunities. Identify novel, unexpected, or paradigm-shifting impacts.
Video
Deep Research
Canvas

John Nash - https://www.youtube.com/watch?v=Dw1EzKxiqQc


Ecoute
You: [and deployed. This could involve examining the balance between technological advancements and its impacts on society which draws on singers work on maximizing wellbeing.]
You: [So I'm thinking about framing my question around these utilitarian principles and how they can guide ethical decision making while emerging technologies are being developed.]
Speaker: [Yeah, great, that's a good start. And what sort of question might you develop for your essay?]
You: [I'll have a look into his writings on effective altruism and how they might relate to these advanced multistegology and also the ethical considerations.]
You: [Sure, I think I could incorporate singers working to my essay. His perspective on utilitarian ethics could provide a really strong foundation for discussing the moral implications of technology.]
Speaker: [Alright, great. Thanks for coming, Denny. The brief you sent through before our exam today says that you're working on an assay about ethics and technology. My initial feedback is you need to incorporate more research, and I'm thinking perhaps something by Peter Singer. Can you tell me how you're going to develop a research question for your final essay based on this?]
Speaker: [That sounds promising. Can you give me a more specific example of how you might phrase that question?]
You: Certainly. A potential research question could be: "How can utilitarian ethics, as proposed by Peter Singer, be applied to ensure that emerging technologies maximize societal well-being while minimizing harm?" This question allows me to explore the practical application of Singer's principles in the context of technological innovation.
Clear Transcript
Freeze
Update interval: 3 seconds


Danny Liu

TEQSA

Morning Times

Bridge collapse: Engineer got away with using AI for all major college assignments

10 June 2027

Six people injured, and the city and region are expecting a months-long logistical nightmare.

An investigation has revealed that the chief engineer, who studied at the University of Eastern Sydney, used generative AI to complete their civil engineering assessment tasks.

A spokesperson for the college told reporters, "The academic in charge said that **they told students their project was an orange 'level 2' assignment, where they were only to use AI for editing**, not for anything else."

"The academic also **designed the questions to be too difficult for AI to handle**," the spokesperson added.

Value of our award programs

Integrity

Relevance

The two-lane approach to assessment

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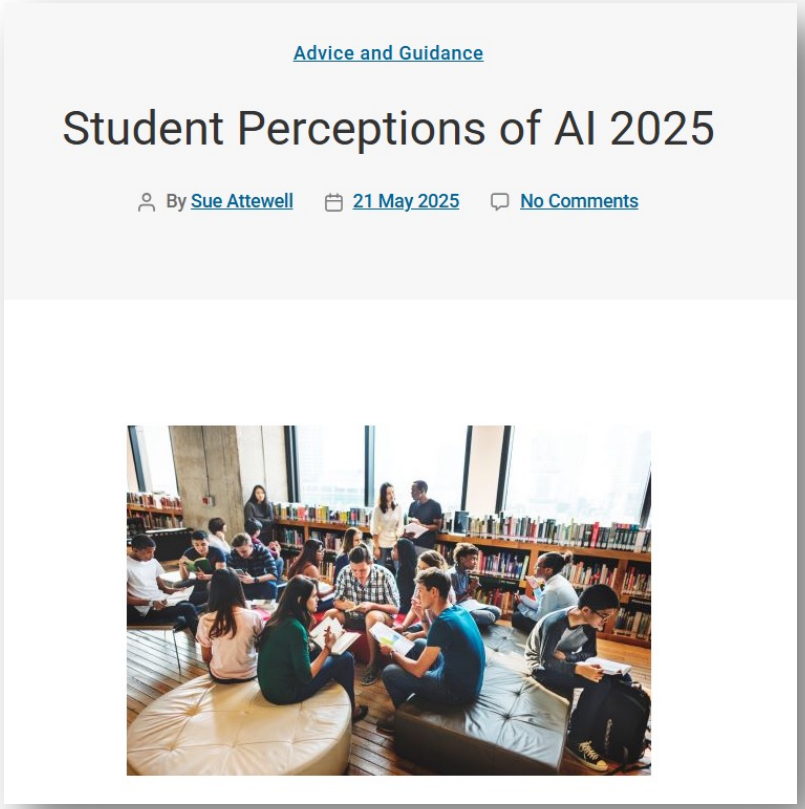
How are students using AI?

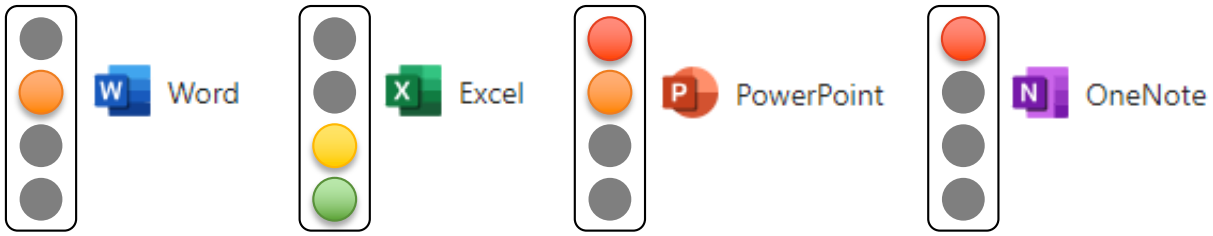


"Students and learners are using AI in increasingly sophisticated ways."

- Improve writing
- Explain concepts
- AI as a team member
- Create notes
- Summarise research
- Extract & analyse data
- Create practice questions
- Practice speaking
- Generate ideas
- Time management
- …

Developing contemporary capabilities

- Which app would you use to create a balance sheet for an annual report?



- For these technologies, do we:
  - Restrict their use per assessment
  - Or, help students learn responsible & productive ways to use them?

The challenges with traffic lights and scales

1: AI for planning, idea generation, research

2: AI for editing and improving clarity

3: AI for drafting text, refining, evaluating

4: Full AI

How do you know?
How do you restrict?

"Any restrictions that cannot be enforced harm assessment validity"
– Phill Dawson

Lights and scales and numbers imply a linear gradation of AI use in assessment.

A different metaphor: AI × assessment menu

As a critical friend - Soups
- Suggest analyses
- Provoke reflection
- Provide study/organisation tips
- Practicing

Getting started - Entrees
- Suggesting structure
- Brainstorming ideas

Engaging with literature - Bread service
- Suggesting search terms
- Performing searches
- Summarising literature
- Identifying methodologies
- Explaining jargon
- Fixing reference list

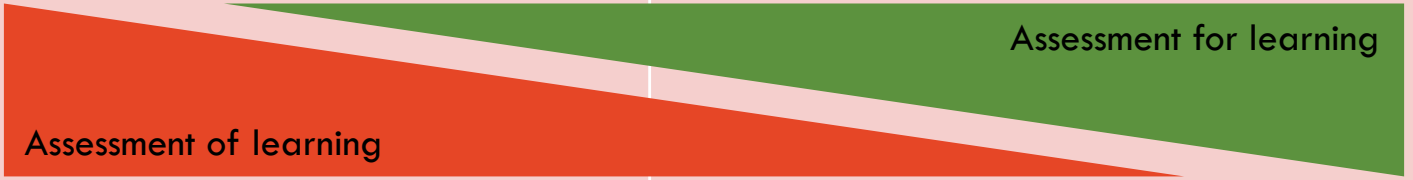
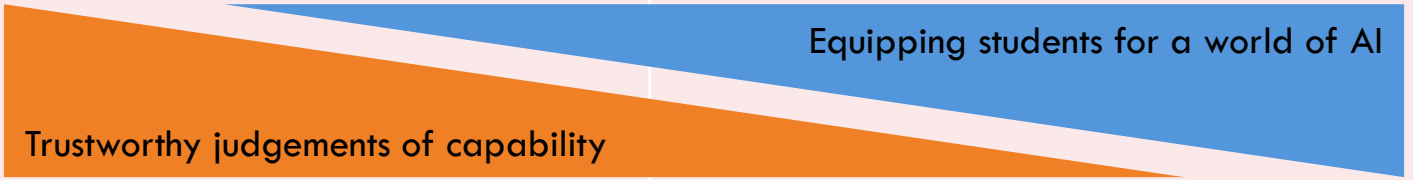
Generating content - Mains
- Writing some text
- Making images, video, audio
- Making slidedecks

Analyses - Lighter mains
- Performing analyses of data, text
- Suggesting counterarguments

Editing - Coffees
- Editing tone
- Improving clarity and readability
- Fixing grammar
- Shortening

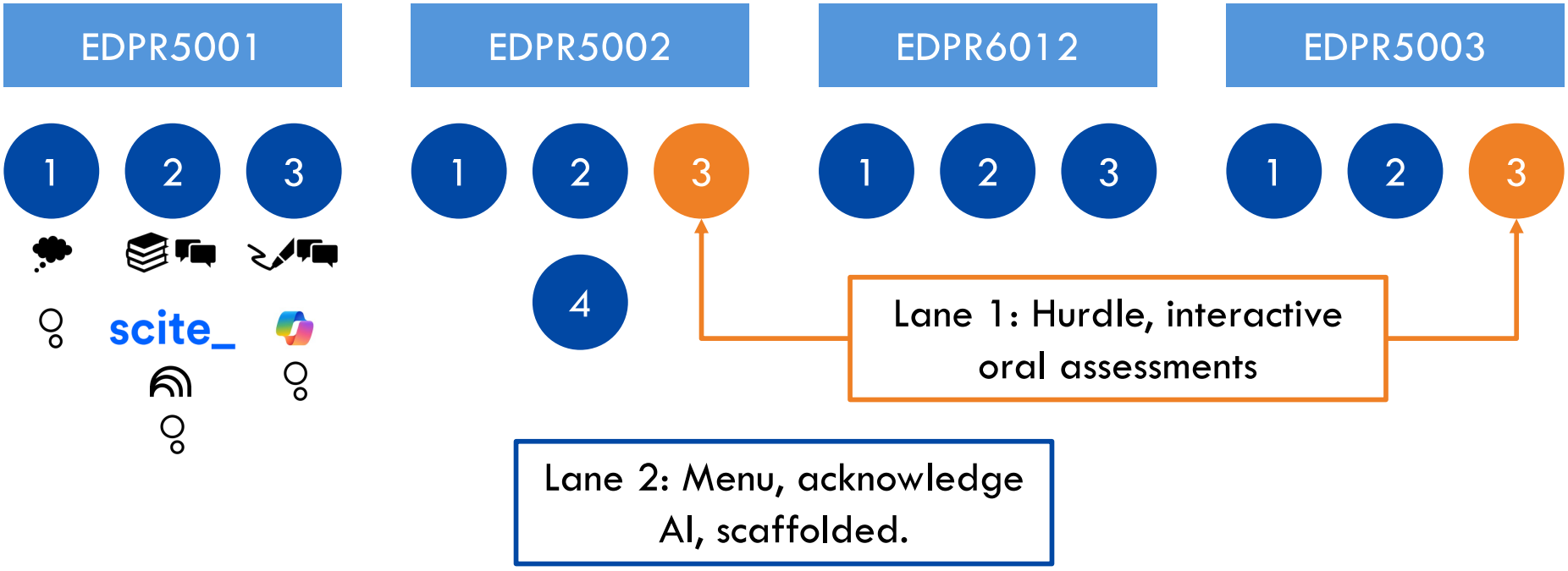
Feedback - Desserts
- On all of the above elements
- Specifically on rubric criteria

Two-lane approach to assessment

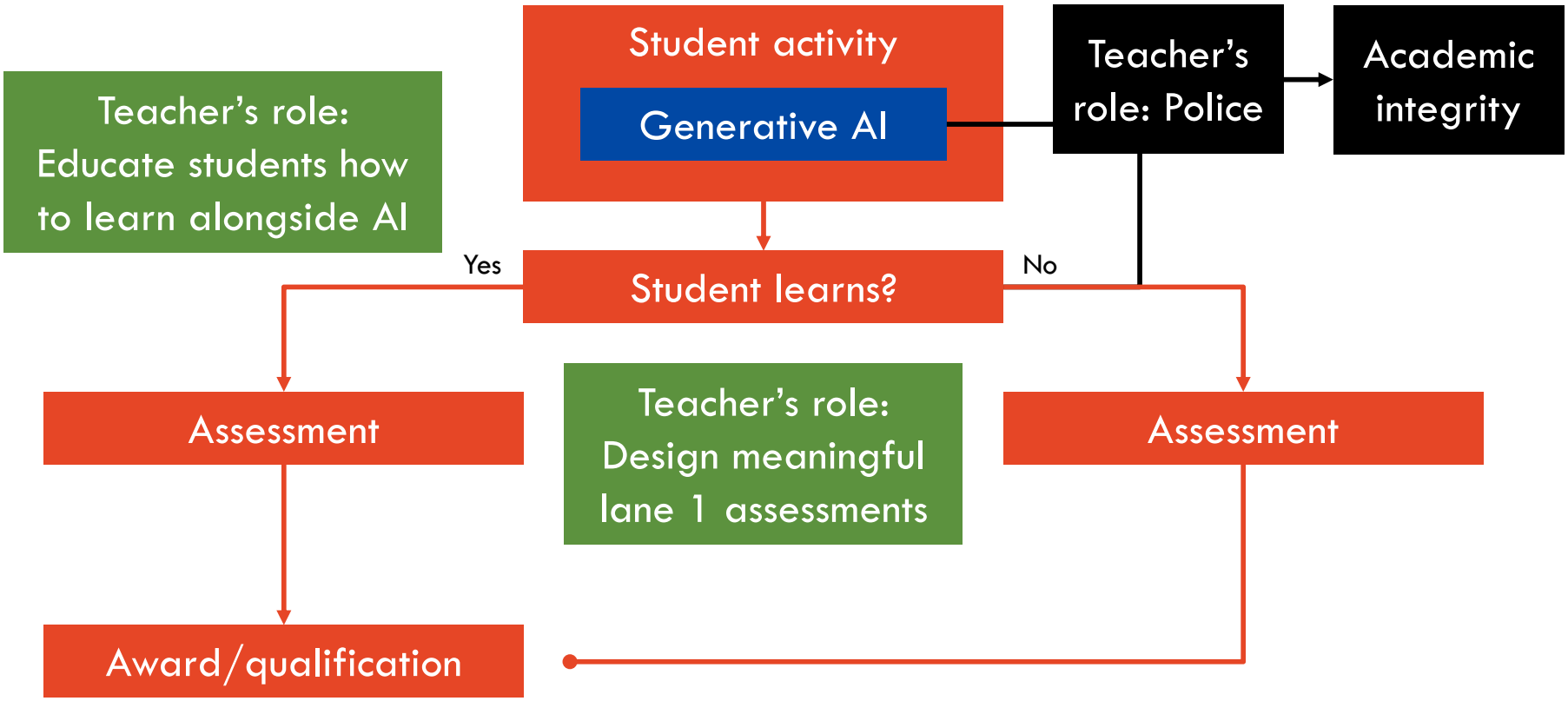
	Lane 1	Lane 2
Purpose of assessment		
TEQSA alignment		
Scale of operation	Mainly at program level	Mainly at unit level
Security & integrity	Observed, in person	Not observed live
Position on generative AI	May or may not be allowed by examiner	As relevant, use of AI scaffolded & supported

Two-lane approach at a program level

- Graduate Certificate in Educational Studies



Main messages of the two-lane approach



The detail

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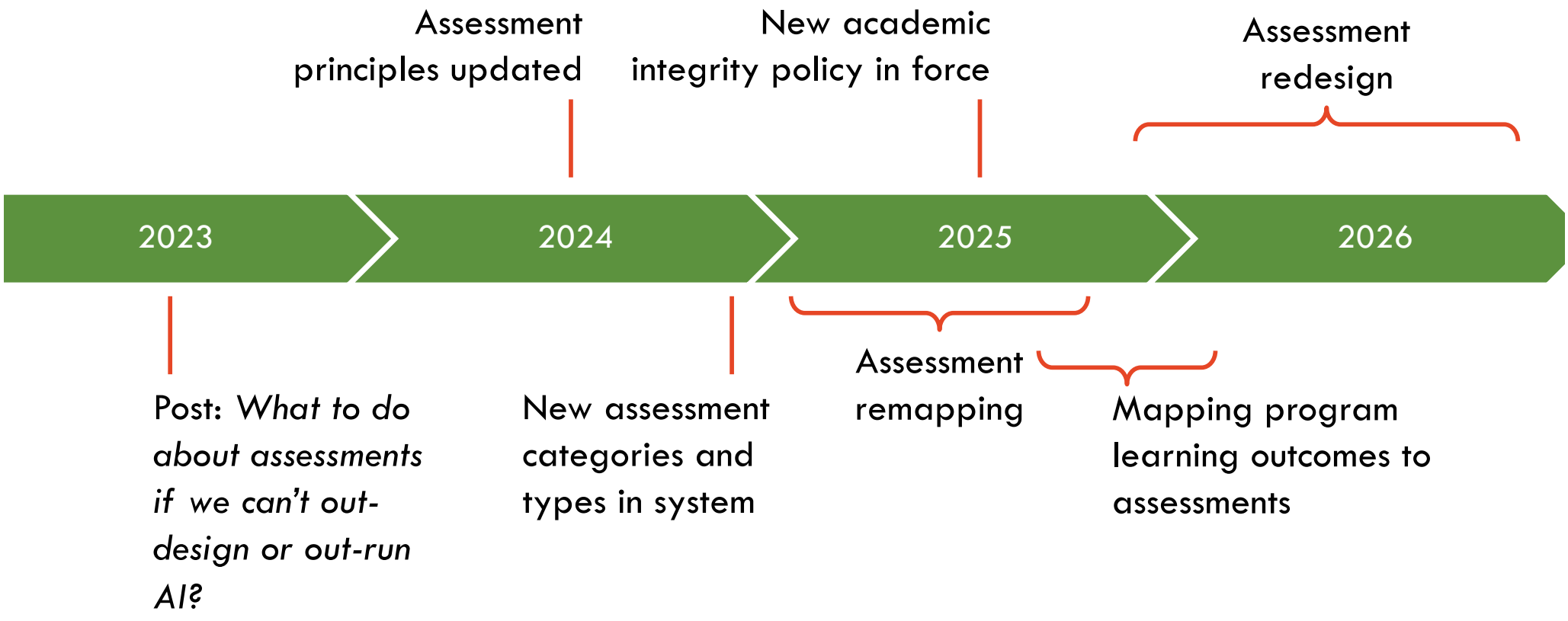
The journey


Assessment principles updated
New academic integrity policy in force
Assessment redesign
2023
2024
2025
2026
Post: *What to do about assessments if we can't out-design or out-run AI?*
New assessment categories and types in system
Assessment remapping
Mapping program learning outcomes to assessments

Policy changes

	Secure, lane 1 assessment	Open, lane 2 assessment
AI allowed	OK	OK
AI restricted	OK	Not permitted
AI not allowed	OK	Not permitted

13 types of secure assessments

16 types of open assessments

New assessment types (secure, lane 1)

Category	Assessment types
Final exam – secured	Written exam
	Practical exam
	Oral exam
In-semester test – secured	Written test
	Practical test
	Oral test
In person - secured	Interactive oral
	Practical or skills test
	In person practical, skills, or performance task
	In person written or creative task
	Q&A following presentation, submission or placement
Placement, internship, or supervision – secured	Peer or expert observation or supervision
	In person practical or creative task
	Clinical exam

New assessment types (open, lane 2)

Category	Assessment types
Practice or application - open	In-class quiz
	Out of class quiz
	Practical skill
Inquiry or investigation - open	Experimental design
	Data analysis
	Case studies
	Research analysis
Production and creation - open	Portfolio or journal
	Performance
	Presentation
	Creative work
	Written work
	Dissertation or thesis
Discussion - open	Debate
	Contribution
	Conversation
	Evaluation

Common questions

- "But my <insert unsupervised assessment here> is AI-proof"
  - Sorry, it's not (https://bit.ly/teqsa-sydney)

- "Where do students learn the content if lane 2 is just about learning AI?"
  - Lane 2 *is* about developing disciplinary knowledge, skills, and values
  - AI can support this
  - And students can learn how to use AI well in the process

Common questions

- "Isn't lane 1 just 'no AI'?"
  - Mostly – but there are authentic examples for AI in secured settings
- "Why bother having lane 2 at all? Shouldn't I make all my assessments lane 1?"
  - Lane 1 assessments are more costly and workload-intensive
  - Place lane 1 assessments at meaningful points along a student's journey
- "Where is the academic freedom?"
  - Still free to design learning outcomes and assessment activities

Different flavours of two lane

	Lane 1	Lane 2
International College of Management, Sydney	'Track 1, secured': Supervised, ensure mastery of skills and knowledge; AI may be allowed.	'Track 2, open': motivate & support learning and responsible engagement with AI.
Curtin University	'Lane 1, assessment of learning': Secure assessment across course journey.	'Lane 2, assessment for learning': scaffolded activities that drive learning and feedback. Can AI be reliably banned?
Auckland University of Technology	'Channel 1, secure, controlled': may be decided that AI cannot be used.	'Channel 2': AI use permitted within guidelines. Likely redesign needed.

Different flavours of two lane

	Lane 1	Lane 2
University of Melbourne	'Secure, warranted': high confidence; usually observed, dialogic. 50%+ per subject unless programmatic.	'Open': where rules are more easily circumvented; unobserved.
Victoria University	'Secure': 60%+ of LOs and 50%+ of marks per unit. AI may be allowed.	'Open': facilitate open dialogue to support process of learning; draw upon AI in range of ways.
University of Auckland	'Lane 1, controlled': controlled assessment of learning; AI may be allowed. Assurance of learning.	'Lane 2, uncontrolled': scaffolded activities to drive learning and feedback. Become discerning AI users.

Different flavours of two lane

- Commonalities
  - Unobserved assessment cannot verify/assure
  - We need to assure attainment of learning outcomes
  - Lean towards program-level design
  - Our role in helping students learn to use AI responsibly and effectively
- Differences
  - Whether AI use can be limited in lane 2 (open) assessments
  - Proportion of secure assessments

TEQSA assessment reform principles

Principle 1: Assessment and learning experiences equip students to participate ethically and actively in a society pervaded with AI

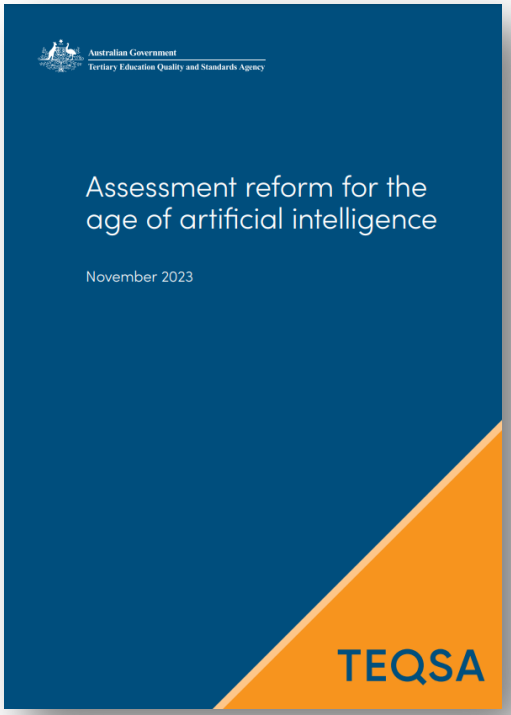
- E.g. appropriate, authentic engagement with AI

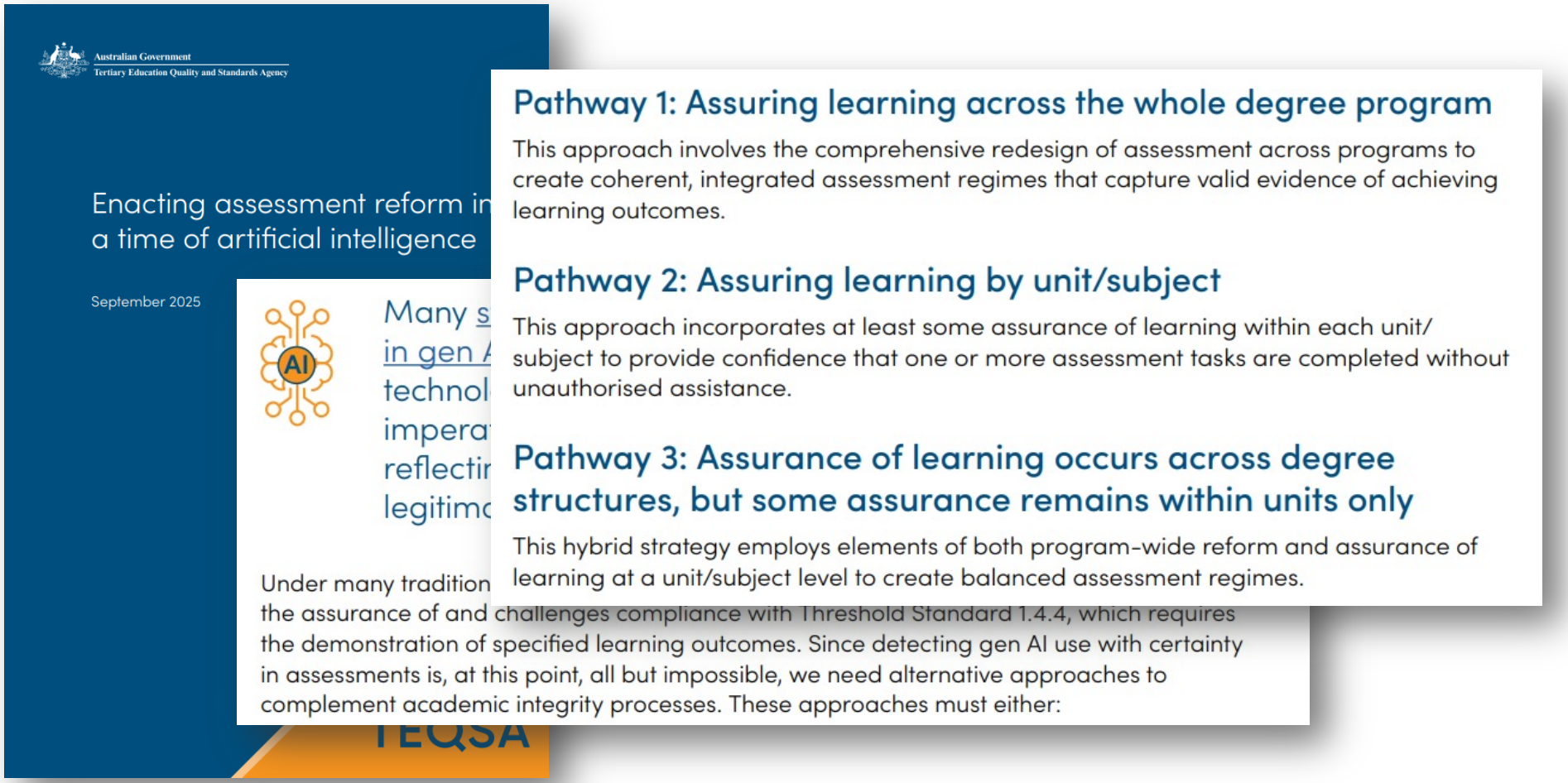
Lane 2

Principle 2: Forming trustworthy judgements about student learning in a time of AI requires multiple, inclusive and contextualised approaches to assessment

- E.g. program approach to assessment
- E.g. assessing the process of learning (not product)

Lane 1




Australian Government
Tertiary Education Quality and Standards Agency
Enacting assessment reform in
a time of artificial intelligence
September 2025
AI
Many s
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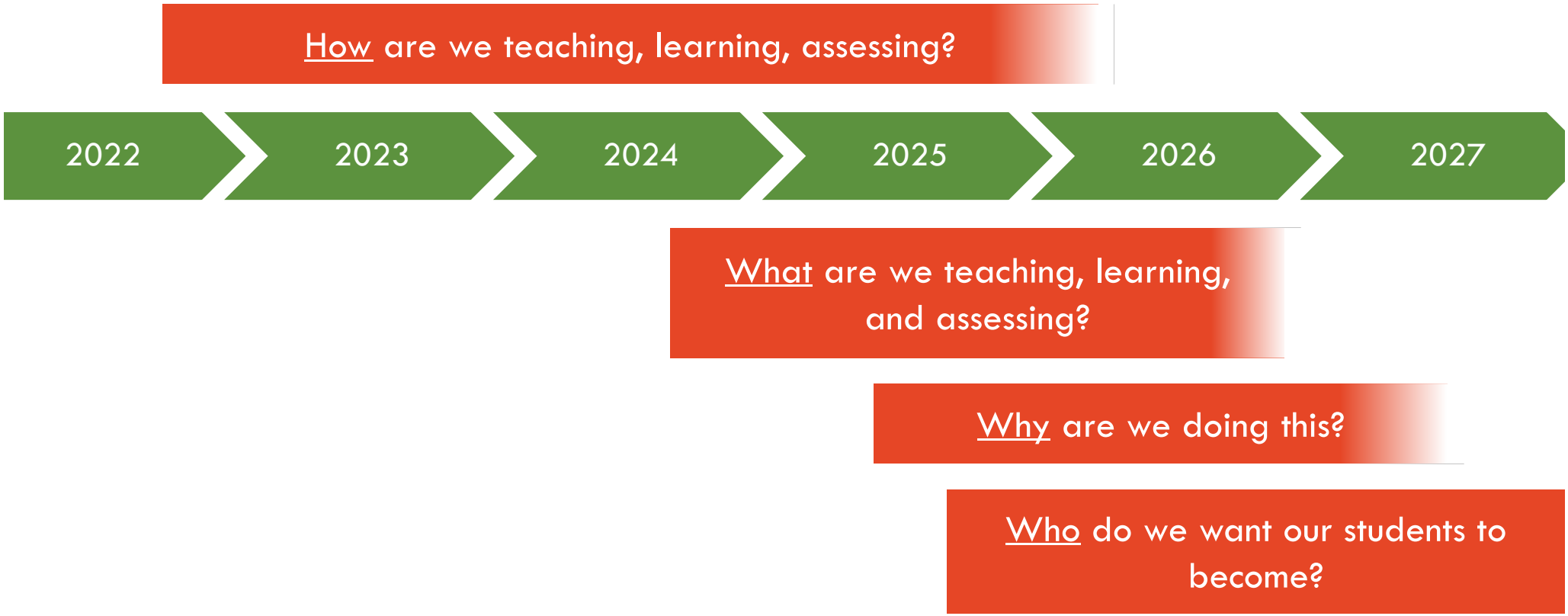
Under many tradition
the assurance of and challenges compliance with Threshold Standard 1.4.4, which requires
the demonstration of specified learning outcomes. Since detecting gen AI use with certainty
in assessments is, at this point, all but impossible, we need alternative approaches to
complement academic integrity processes. These approaches must either:
TEQSA
Pathway 1: Assuring learning across the whole degree program
This approach involves the comprehensive redesign of assessment across programs to create coherent, integrated assessment regimes that capture valid evidence of achieving learning outcomes.
Pathway 2: Assuring learning by unit/subject
This approach incorporates at least some assurance of learning within each unit/ subject to provide confidence that one or more assessment tasks are completed without unauthorised assistance.
Pathway 3: Assurance of learning occurs across degree structures, but some assurance remains within units only
This hybrid strategy employs elements of both program-wide reform and assurance of learning at a unit/subject level to create balanced assessment regimes.

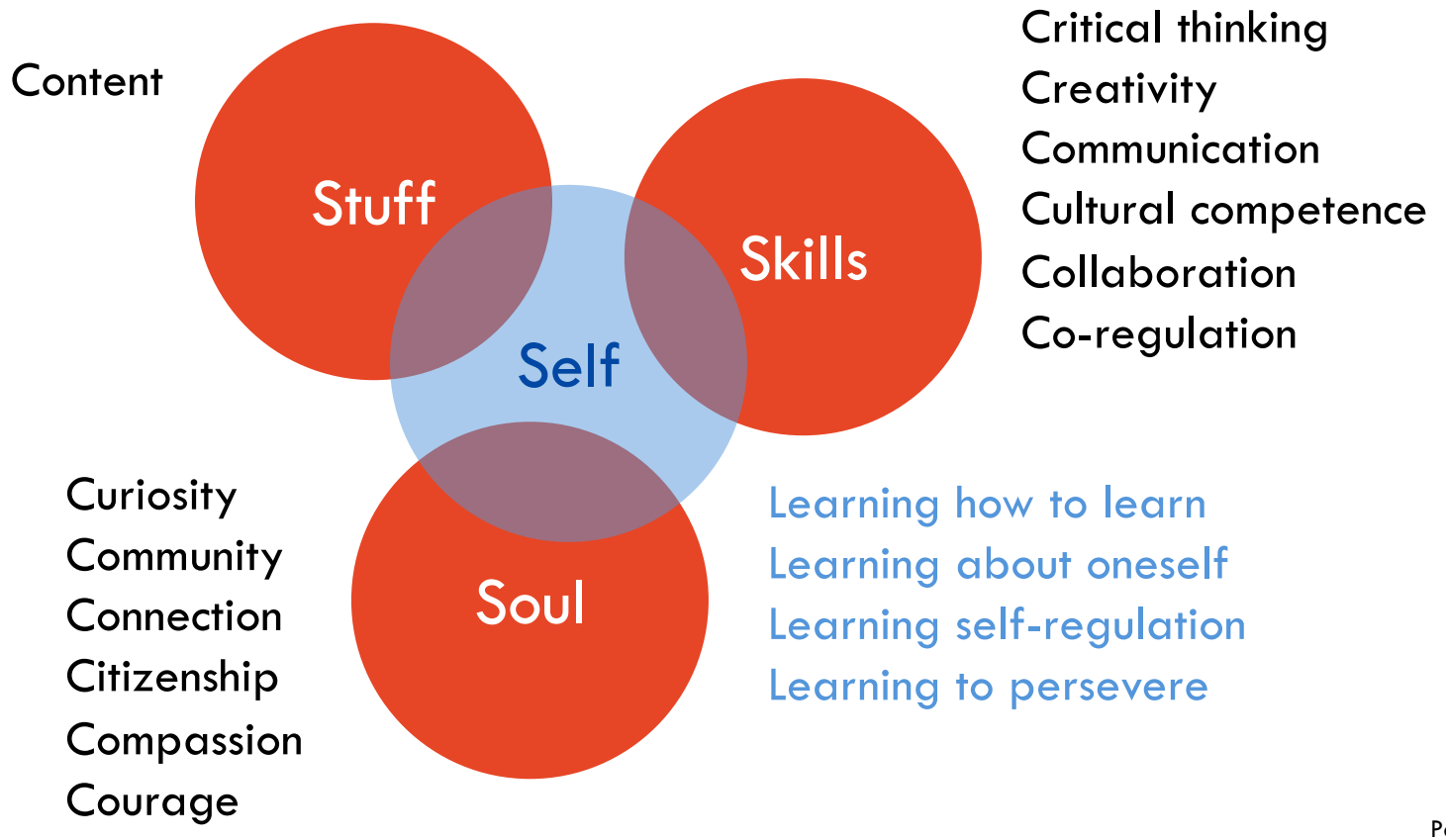
Core units	Assessment	Lane	Weight	Blocks progress*?	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
CORE1001	Q&A	Secure	10	Yes		1				1
	Practical exam	Secure	30	Yes		1				1
CORE1002	Interactive oral	Secure	25	Yes		1		1		1
	Final exam	Secure	40	Yes		2		1		1
CORE2001	In person creative task	Secure	30	Yes		2				
	Q&A	Secure	10	Yes		2		2		
ICPU3001	In person practical task	Secure	25	Yes		3		2		
	Oral exam	Secure	25	No		3		3		
PROJ3002	Q&A	Secure	20	Yes		3		3		
	Oral exam	Secure	40	Yes		3		3		
Number of assessments where CLO is covered at '3' mastery/transfer/attainment level						4		3		
Number of assessments which block progress where CLO is covered at '3' mastery/transfer/attainment level						3		2		

Bigger questions

How AI makes us rethink education



What is fundamental to being an educated human?



"**The path forward is not predetermined**; it will be actively shaped by the choices and actions undertaken now by educators, institutional leaders, policymakers, and students themselves.

… perhaps [the] most significant impact of GenAI on higher education may be a fundamental **shift in what society values as 'education'**…

Institutions that successfully navigate this paradigm shift will… [prepare] graduates not just for jobs, but for **lives of meaning, purpose**, and responsible engagement in an AI-augmented world."

Thank you

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