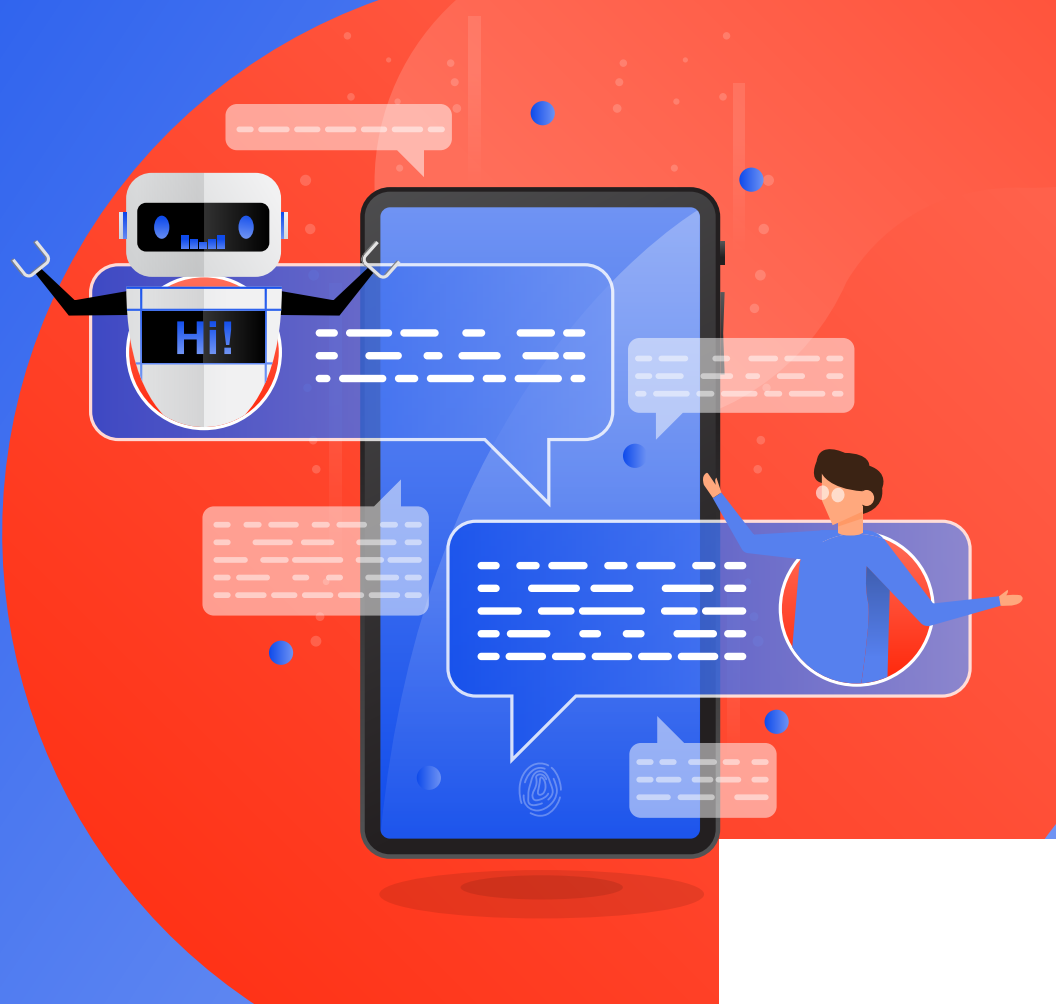


# Fostering ethical and effective GenAI use

The UTS College approach

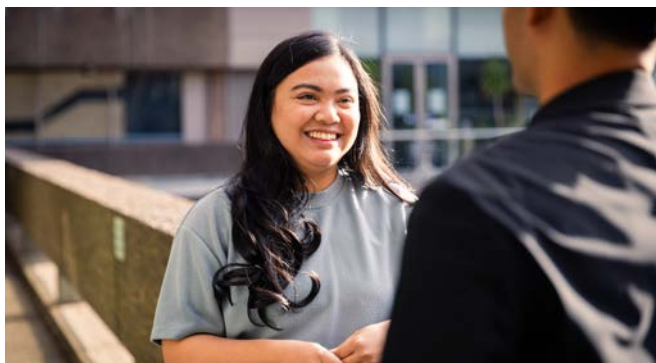


## Overview

At UTS College, teachers in creative disciplines are exploring how they can help students use Generative AI (GenAI) ethically and effectively by providing a highly supportive teaching and learning environment. With expert and well-designed support, students become motivated to learn and produce high-quality, original assignments. The approach encourages students to internalise the values of learning and original thinking.

This approach works alongside our approach to effective and ineffective GenAI use.





## The challenge

Take home assessments, like studio projects and written reflections, are essential in creative disciplines, but they are also vulnerable to unethical and ineffective GenAI use. (GenAI use is ineffective when it compromises rather than supports knowledge and skill development – see our [Approach to GenAI use – a guide for teachers](#) for more).



## Data and research

Use of GenAI by students is an ever-evolving subject of interest and concern for the education sector.

For example:

- 71% of students believe AI increases cheating and 40% admit to using AI when they shouldn't (AI in Higher Education: Student Perspectives, 2024).
- Student learning and assessment credibility are at risk (Lodge, 2024).
- Most students want to do authentic work and understand that their learning is at stake (AI in Higher Education: Student Perspectives, 2024).
- “Over-policing AI risks undermining students’ sense of integrity – a concept that, at its core, means wholeness and aligning actions with values.” (Bearman & Fawns, 2024).
- High levels of motivation have a positive effect on students’ academic integrity (Kanat-Maymon et al., 2015).



## Our approach

Instead of over-policing GenAI use, which undermines students’ sense of integrity, educators at UTS College provide support that enables students to:

- internalise values
- be motivated to learn and create, and then
- produce high-quality, original assignments (acting in alignment with their values).

We draw on evidence-based research into self-determination theory, which tells us that the most supportive teaching and learning environment is one that makes students feel and objectively be competent, related (socially connected), and autonomous (in control of their learning).

This approach also encourages students to view assignments as personally valuable, interesting, satisfying, and enjoyable experiences, rather than ones that are only about external rewards or punishment, for example, high or low grades.

The most supportive teaching and learning environment is one that makes students feel and objectively be competent, socially connected, and in control of their learning.

## Our practical teaching strategies

To provide a highly supportive teaching and learning environment, we have implemented the following practical interventions:

### Scaffolding

Assignment briefs and learning resources have been carefully structured so that students experience optimal learning challenges and receive positive feedback. This includes:

- breaking assignments down into achievable and activity-based steps
- encouraging students to build on their prior knowledge and lived experience
- incorporating GenAI activities that build competence and confidence into assignments – these activities often use GenAI as a creative tool or stimulus.

### Sense of community

At-home learning resources and tutorials have been designed to foster a sense of community. We do this by:

- creating at-home learning activities that speak to students in a warm and inclusive way
- facilitating meaningful digital social interactions between students and teachers via apps like the H5P Documentation Tool and Padlet pinboards
- facilitating collaborative tutorial activities.

### Action research projects

Teachers are conducting research into their own teaching practices to maximise the support they provide students, both in and out of tutorials. This research includes:

- finding new ways to encourage students to voice and discuss their unique opinions, interests, and perspectives
- finding more opportunities to commend effort, improvement, and mastery
- finding ways to create a warm and supportive tutorial atmosphere.



## Early positive outcomes

Students at UTS College are responding well to this approach. We are seeing an increase in high-quality, original assignments and student self-perceptions of support and motivation. Teachers are enjoying the opportunity to develop their teaching practices and are excited to be involved in this innovative approach. They are also very proud of their students' growth and achievements.

## What's next at UTS College?

We will analyse the results of our current interventions and design new interventions to refine and extend the support we provide students. We will also continue to monitor, research and respond to new GenAI developments.

Find out more about how UTS College can unlock your student's potential:

[utscollege.edu.au/unlocked](https://utscollege.edu.au/unlocked)

To speak to one of our highly qualified staff, email:

[CareerAdviser@utscollege.edu.au](mailto:CareerAdviser@utscollege.edu.au)

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