


# Ten Tips for Navigating the Challenges and Opportunities of Generative AI Technologies within Teaching, Learning and Assessment

It is still less than two years since OpenAI launched its early demo of ChatGPT on the 30 November 2022. Whilst at the time generative AI technologies were not new, ChatGPT redefined their standards by demonstrating that machines were able to successfully 'learn' and mimic the complexities of human knowledge and interaction. With 100 million users by January 2023, examples were quickly emerging of how ChatGPT could be used to write speeches, create content and stories for social media, and generate computer code.



Generative AI also has the potential to have a transformative impact on education at all levels. From aiding in the creation of personalised learning resources, enhancing student feedback, and automating educational tasks, it can offer many potential benefits. However, there is a need for caution. Generative AI technologies also present many risks, some of which are hard, if not impossible, to mitigate. In addition, its use by learners has potential implications for the development of their own knowledge and skills. As such careful consideration needs to be given when encouraging or mitigating its use.

Understanding the potential opportunities and implications of generative AI for education and student learning can be quite daunting, particularly given the pace at which these technologies are developing. The following are a series of practical approaches that all academic staff should consider:




**1. Unsure of what generative AI technologies and tools are?** You can begin by **enrolling on the University's Generative AI Educator Canvas course**. This is a self-paced short course designed to provide guidance and build confidence in using generative AI technologies within the context of higher education teaching and learning. Completion of the first two units allows you to download a Bronze 'Generative AI Educator' Digital Badge.

**2. Review** the University's [Framework on Generative Artificial Intelligence](#) and the [Birmingham Standards on Generative AI](#). They establish our expectations relating to the potential role of these tools and the subsequent actions required of all members of staff.





**3. All students should receive a School-level introduction/induction to generative AI at the start of each academic year** to help them understand the principles of its acceptable and ethical use. For 2024/25, a [Using Generative AI Tools for Study](#) course has been developed for use by students; this complements our [already published guidance](#). Year, Programme and Module handbooks should all be updated to include links to this guidance.





**4. All students should be asked to complete the University's Academic Integrity Quiz**, which is embedded within the School-level Student Support Hub Canvas pages, on an annual basis. The Quiz has recently been substantially revised to include an increased emphasis upon generative AI technologies.

**5. When designing assessments**, determine whether the use of generative AI by students is: appropriate or encouraged; its influence should be limited; or, not allowed. [Guidance to help you then design your assessment tasks](#) accordingly is available.





**6. Test existing assessments** in advance of their release to explore the potential for generative AI to contribute to their completion. Generative AI tools continue to develop and so such checks should form an ongoing process. Grading schemes should be revised accordingly to recognise and reward the human skills and knowledge that generative AI currently finds difficult to replicate.

**7. Each assessment task should include a cover sheet** clarifying whether the use of generative AI tools is permitted and if so, the extent of their acceptable use. Where the use of generative AI is permitted, guidance should be provided to students on how its use should be [appropriately referenced](#).



**8. If considering the use of generative AI tools to support assessment and feedback**, first read the [University's Principles on their use](#) for this purpose, and then ensure you have received the necessary written permission before doing so.

**9. If encouraging students to use generative AI tools** as part of their studies, free, and age appropriate, versions should be used to ensure equity of access. For 2024/25, all University staff and students now have institutional access to [Microsoft Copilot within Edge](#), a generative AI powered web chat tool that enables free access to GPT-4 and DALL-E 3 within a data protected environment.



**10. Want to find out more?** Explore some of the University's developed resources and materials from the recent series of [Educational Excellence projects](#). They include case studies, guidance to support assessment and feedback, and approaches to enhancing graduate attributes in a generative AI-enabled world. Additionally, join the University's online [Generative AI Community of Practice](#) for the opportunity to share ideas, network with others, and access events and resources.