



# MTU

Ollscoil Teicneolaíochta na Mumhan  
Munster Technological University

# Academic Integrity in a GenAI World

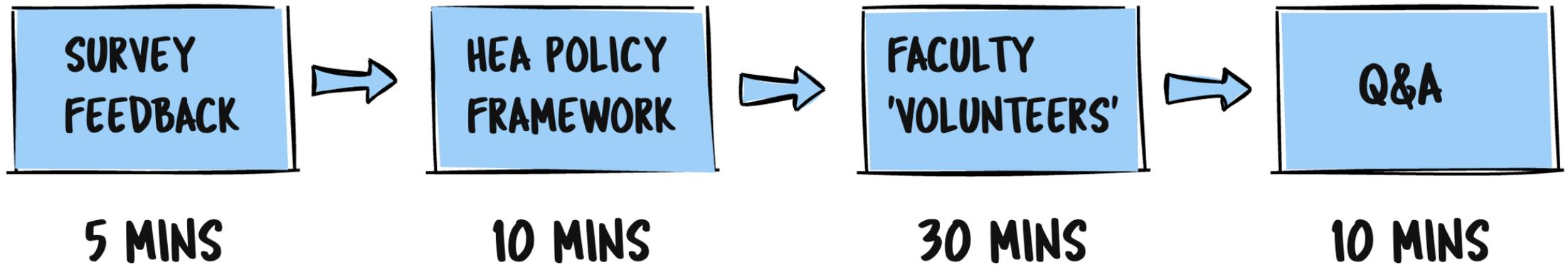
## Faculty Series Semester 2 - 2026

Presented by:

Members of the Office of the Vice President of Academic Affairs & Registrar

[www.mtu.ie](http://www.mtu.ie)

# Outline for today:



# 1. Feedback from Semester 1

DELIVERED OVER 7 WEEKS  
IN SEMESTER 1



Faculty	In-Person	Online	Total
<i>Science &amp; Informatics</i>	11	61	72
<i>Business</i>	21	65	86
<i>Health &amp; Social Sciences</i>	18	55	73
<i>Engineering</i>	26	33	59
<i>CPAM</i>	25	38	63
<i>Kerry</i>	31		31
<i>All Staff</i>		108	108
<b>TOTAL</b>	132	360	492

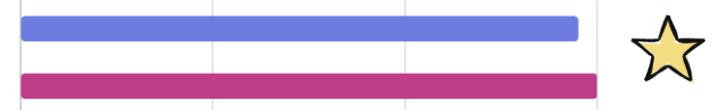


# 1. Feedback from Semester 1

## MAIN CONCERNS



- Academic integrity and plagiarism 29
- Student over-reliance on AI tools 30



## WHAT ASSISTANCE NEEDED?



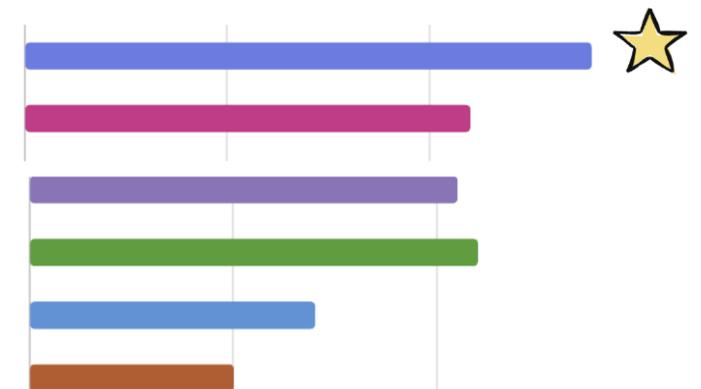
- AIAS and Assessment Briefs 14
- Assessment Design 24
- Testing Assessment Robustness 13
- Authentic Assessment 16



## PRACTICAL SUPPORTS



- Practical workshops on AI tools for teaching and assessment 28
- Sample assessment briefs redesigned with AI in mind 22
- Guidance on detecting or mitigating inappropriate AI use 21
- Examples of authentic assessment in my discipline 22
- Faculty-specific communities of practice or discussion groups 14





## NAVIGATING THROUGH THE WORLD OF GEN AI AND ASSESSMENT



### WHAT IS GENERATIVE AI ?

GEN AI TECHNOLOGY PRODUCES NEW CONTENT RAPIDLY IN MULTIPLE FORMATS (TEXT, IMAGES, VIDEOS, MUSIC, SLIDES, CODE ETC) USING A LARGE REPOSITORY OF DIGITAL TRAINING DATA.



### WHAT ARE THE MAJOR PLATFORMS ?

THE MAJOR PLATFORMS ARE CHAT GPT, GOOGLE GEMINI, CLAUDE AND GROK. THERE ARE 100'S OF OTHER PLATFORMS MOST OF WHICH ARE BUILT ON TECHNOLOGY PROVIDED BY THESE COMPANIES.



### SHOULD WE ALLOW STUDENTS USE GEN AI TO COMPLETE ASSESSMENTS ?

THIS IS DOWN TO THE INDIVIDUAL LECTURER. IN GENERAL, IF THE USE OF GEN AI SUPPORTS LEARNING, IT SHOULD BE ALLOWED, BUT IF IT REPLACES LEARNING, IT SHOULD NOT BE ALLOWED.



### HOW DO WE COMMUNICATE TO STUDENTS WHAT IS PERMISSIBLE ?

HAVING CLEARLY DESIGNED ASSESSMENT BRIEFS IS ESSENTIAL. WE HAVE CREATED A SERIES OF THESE LINKED TO A 5 POINT AI ASSESSMENT SCALE WHICH ALLOWS FOR EXPLICIT CLARITY AROUND AI USE.



### CAN EMPLOYERS HELP WITH ASSESSMENT DESIGN ?

YES. RESEARCH INDICATES THAT THE ADOPTION OF AUTHENTIC ASSESSMENT PRACTICES CAN HAVE SIGNIFICANT POSITIVE EFFECTS ON STUDENTS LEARNING. THIS APPROACH SEES STUDENTS WORK WITH EMPLOYERS ON BESPOKE TASKS RELATED TO THEIR DISCIPLINE.



### WHAT ELSE CAN I DO ?

TALK TO YOUR STUDENTS ABOUT GEN AI. ENCOURAGE THEM TO TAKE GEN AI LITERACY COURSES, BE OPEN ABOUT WHY STUDENTS NEED SKILLS BEYOND WHAT AI CAN DO: CRITICAL THINKING, RESILIENCE, LEADERSHIP, SOCIAL INFLUENCE, CREATIVITY, EMPATHY, FLEXIBILITY ETC. BUILD THESE INTO YOUR LEARNING OUTCOMES.



### WHAT ABOUT MORE INVIGILATED EXAMS ?

THESE HAVE A ROLE BUT ARE NOT ALWAYS GOOD INDICATORS OF "REAL WORLD" LEARNING. EMPLOYERS ARE LOOKING FOR GRADUATES WITH DISCIPLINE SPECIFIC KNOWLEDGE AND AI CAPABILITIES WHICH ARE HARD TO MEASURE IN A WRITTEN TIME BOUND EXAM.



### SHOULD WE RETHINK OUR ASSESSMENT STRATEGY ENTIRELY ?

OUR PRINCIPLES SHOULDN'T CHANGE. WELL DESIGNED PROGRAMME AND MODULE BASED LEARNING OUTCOMES ARE CENTRAL TO ALL OUR QUALIFICATIONS. REFLECTING ON THE VALIDITY OF HOW WE ASSESS IN A GEN AI WORLD HOWEVER IS NOW MORE IMPORTANT THAN EVER.



### WHAT ADJUSTMENTS SHOULD I CONSIDER TO MAKE MY ASSIGNMENTS MORE ROBUST ?

SEVERAL THINGS. PUT A HIGHER WEIGHTING ON THE PROCESS OF LEARNING, USE STUDENT LOGS, MINI VIVAS, SPOT CHECKS, IN CLASS ASSESSMENT, REDESIGNED ASSESSMENTS, CO-CREATED RUBRICS, PEER REVIEW, COMPETENCY BASED LEARNING ETC.



### ARE WE OVER ASSESSING OUR STUDENTS ?

RESEARCH INDICATES THAT STUDENTS ARE MORE INCLINED TO RELY ON UNAUTHORISED ASSISTANCE WHEN THEY FEEL PRESSURED BY TIME OR WORKLOAD. EXAMINING THE AMOUNT OF LOW AND HIGH STAKES ASSESSMENTS UNDERTAKEN BY STUDENTS ACROSS 12 WEEKS FOR ALL MODULES MAY EXPOSE THE LIKELIHOOD OF OVER ASSESSMENT.



### HOW DO I KNOW WHETHER AI CAN COMPLETE MY ASSIGNMENT ?

GEN AI CAN COMPLETE MOST ASSIGNMENTS THAT RELY ON STUDENTS PRODUCING AN OUTPUT SUCH AS AN ESSAY, PROJECT, SLIDE DECK, VIDEO ETC. EXPERIMENT BY INPUTTING YOUR ASSIGNMENT BRIEF INTO A GEN AI PLATFORM TO GAIN A BETTER UNDERSTANDING OF THEIR CAPABILITIES AND ADJUST YOUR ASSESSMENTS ACCORDINGLY.

### CAN I DISENGAGE FROM ALL THINGS GEN AI ?

THERE ARE MANY REASONS TO DISLIKE AND DISTRUST GEN AI. THE REALITY HOWEVER, IS THAT GRADUATES WITHOUT GEN AI SKILLS WILL MOST LIKELY BE DISADVANTAGED IN FUTURE YEARS. REGARDLESS OF PERSONAL FEELINGS TOWARDS THIS TECHNOLOGY, WE HAVE A PROFESSIONAL DUTY TO EQUIP STUDENTS WITH THE MOST OPTIMAL SKILLS, WHICH IN MOST FIELDS WILL INCLUDE AI. ULTIMATELY HOWEVER, ACADEMIC FREEDOM WILL GUIDE INDIVIDUAL PRACTICE.



THIS GRAPHIC WAS PRODUCED AS PART OF THE FACULTY WIDE GEN AI AND ASSESSMENT SERIES ORGANISED BY THE TEACHING AND LEARNING UNIT FOR THE OFFICE OF ACADEMIC AFFAIRS AND REGISTRAR (OCT 2025)

## 2. HEA POLICY FRAMEWORK

HEA | An tÚdarás um Ard-Oideachas  
The Higher Education Authority

**Generative AI in Higher Education  
Teaching & Learning**  
Principles for Ethical AI Adoption

HEA | An tÚdarás um Ard-Oideachas  
The Higher Education Authority

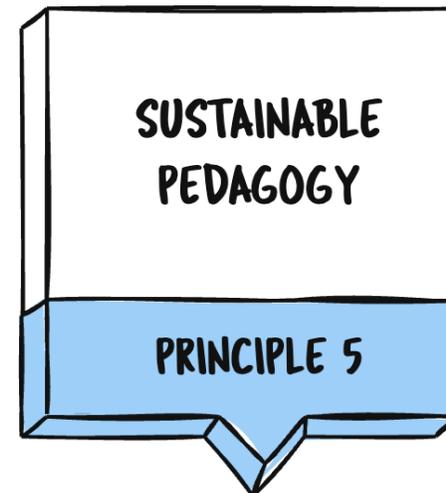
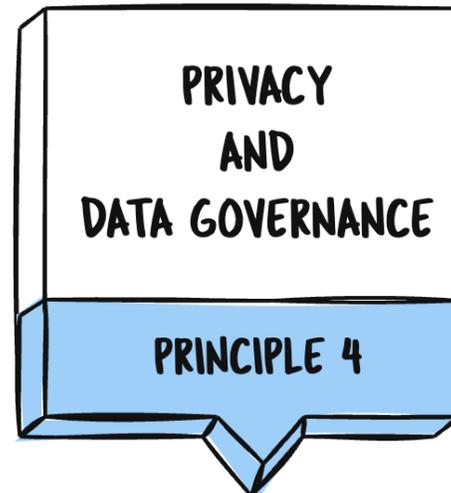
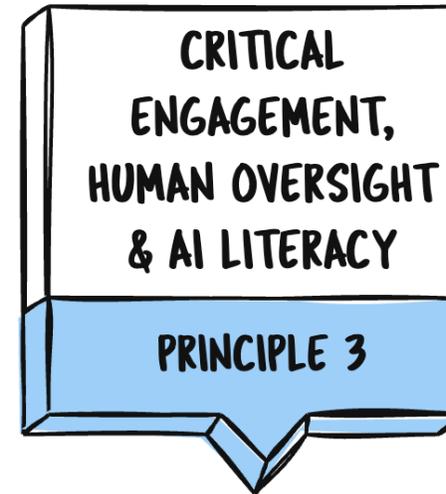
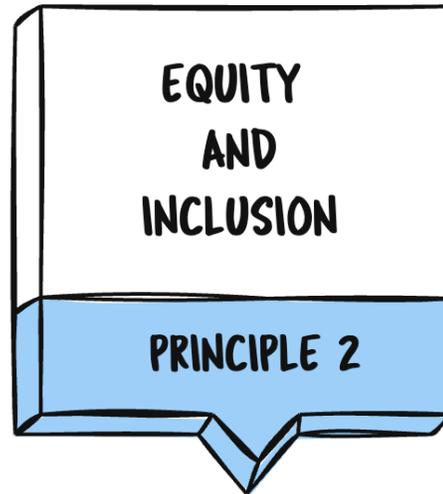
**Generative AI in Higher Education  
Teaching & Learning**  
Policy Framework



THESE ARE NOT POLICY DOCUMENTS.

THEY ARE A GUIDING FRAMEWORK  
FROM WHICH EVERY UNIVERSITY  
SHOULD NOW WRITE A POLICY.

# CORE FOUNDATIONAL PRINCIPLES

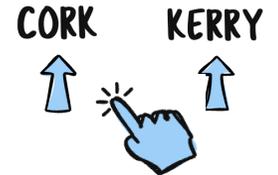


# PRACTICAL SUGGESTIONS FOR ACADEMICS

1. SCAFFOLD STRUCTURED AI  
DEPENDENT LITERACY

2. MANDATORY AI STATEMENTS  
AND DECLARATIONS

3. UNAMBIGUOUS  
ASSESSMENT BRIEFS



4. HUMAN "IN THE LOOP"  
GRADING

5. PROCESS OVER PRODUCT

6. AUTHENTIC ASSESSMENT

7. EVALUATE  
CRITICAL ENGAGEMENT

8. ETHICAL DISCLOSURE  
IN TEACHING

9. DATA PROTECTION  
IS PARAMOUNT

10. MANDATORY TRAINING  
(WORKLOAD ALLOWANCE)

11. NO AI DETECTION TOOLS

12. DEPLOY ORAL  
SAFEGUARDS



(17) Provide an institution-wide oral assessment safeguard wherein students must be able to demonstrate authorship live, with oral performance overriding written artefacts.

# Example 1

# Event Management & Promotion

## Marketing Year 3, Semester 1

### **Original assessment structure**

- Single written group report - 60%
- In-class written exam (essay-style) - 40%

### **Key challenges identified**

- Heavy reliance on final written output
- Limited visibility of process, authorship, and progression
- High-risk structure for AI over-reliance and last-minute content generation.

# Integrity Concerns

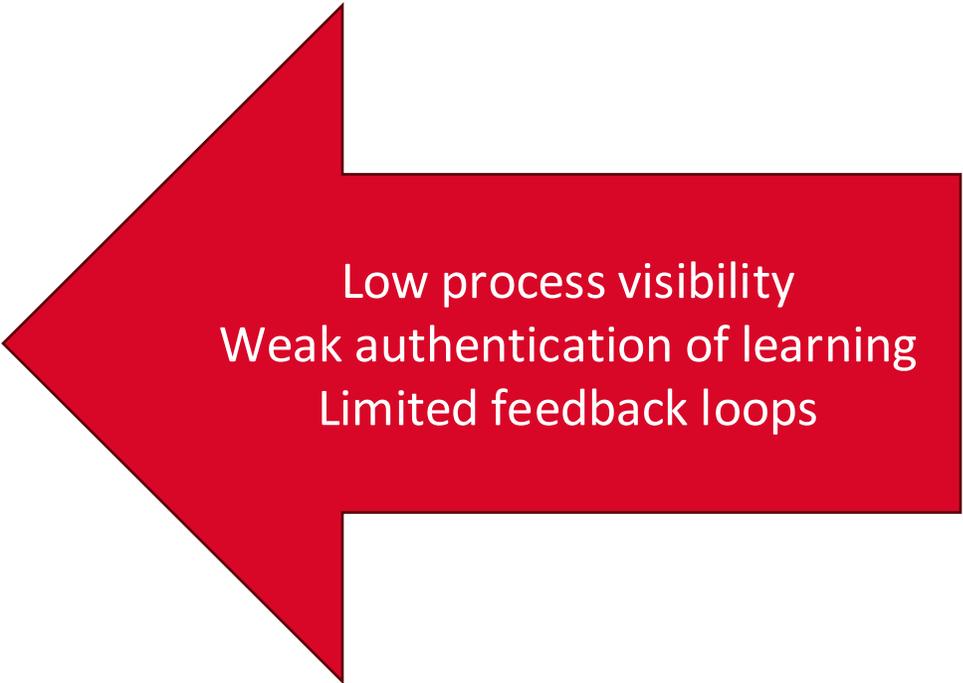
## Problems identified in a GenAI world

### **One large submission encouraged**

- End-of-semester scramble
- Minimal formative feedback
- Increased temptation to rely on GenAI

### **In-class essay exam**

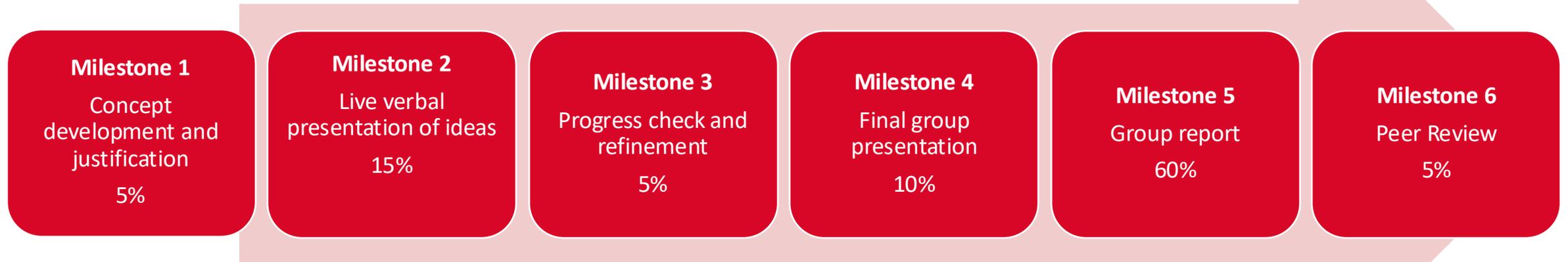
- Subjective marking
- Narrow sampling of content
- Time-intensive grading



Low process visibility  
Weak authentication of learning  
Limited feedback loops

# Assessment Redesign

## Scaffolding the submission with intervention



- Use of tutorial time to assess
- Students must be able to explain and justify decisions
- Multiple assessed touchpoints reduce passenger risk

# Assessment Redesign

## Process-based assessment with regular feedback

### **Tutorials used intentionally**

- Develop ideas with lecturer present
- Track progression over time
- Challenge assumptions and prompt justification

### **GenAI integrity benefits**

- Human-in-the-loop learning
- Clear evidence of concept evolution
- Reduced opportunity for AI substitution at the end

# In-Class SAQ/MCQ Exam

## Reframing the In-Class Exam

- The aim was to show balance of exams.
- Replaced essay-style exam with SAQs (application, interpretation) and MCQs (standardised, broad coverage)
- Assesses entire syllabus, not just a subset.
- Reduces subjectivity in marking.
- Faster, more consistent grading.
- Additional time spent on formative assessment offset by more efficient summative grading

# Example 2

# Microsoft Teams Environment – Group Projects



**IS Consulting Practise  
BIS Year 3**

**Group B1 - ACCOUNTING** Posts Shared **Meeting Notes** Notes from the MoSC...

Meeting Notes

File Home Insert Draw View Help Tell me what you want to do

Calibri Light 20 B I U A

**Meeting Notes**

- + Add section
- + Add page
- Meeting 1
- Meeting 5
- Meeting 2
- Meeting 3
- Meeting 4

**Meeting 1**

05 November 2025 19:39

**Meeting Minutes**

**Date:** [5/11/2025]  
**Time:** [6:15pm]  
**Location:** Le Cheile Building  
**Attendees:**

- Lucy Cronin
- Seoighe English
- Liam Corcoran O'Flynn
- Aaron Barry

**Agenda**

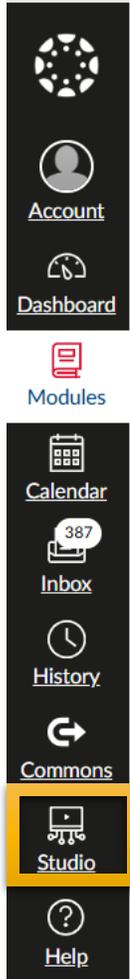
1. Discussion of project progress
2. Clarification on company selection
3. Preparation for project submission
4. Next steps

Succeeding Together



# Canvas Studio

**Canvas Studio** is Canvas's built-in video platform that allows you to create, upload, manage, and submit video content directly within Canvas.



## You can use Canvas Studio to:

- Record videos (screen, webcam, or both)
- Upload existing video files
- Submit video assignments
- View feedback and comments on videos

## Why We Use Canvas Studio

- Canvas Studio is used because it:
  - Is fully integrated with Canvas (no external uploads)
  - Works across devices (laptop, tablet, mobile)
  - Allows lecturers to leave **time-stamped feedback**
  - Keeps all submissions secure and private

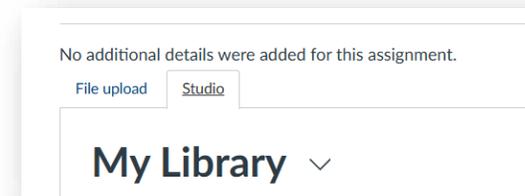
## Submitting a Video Using Canvas Studio

- Open the assignment in Canvas
- Click **Start Assignment**
- Select the **Studio** icon
- Choose your video (record or upload)
- Click **Embed**
- Add comments if required
- Click **Submit Assignment**

## Recording Options in Studio

With Canvas Studio, you can:

-  Record your **screen**
-  Record using your **webcam**
-  Record **screen + webcam together**
-  Upload a pre-recorded video file



# Example 3

# Integrating AI into Assessment

## The assessment problem GenAI exposed

- High-quality outputs are now easy to generate
- Final submissions no longer show learning
- Banning AI is fragile...



and honestly counterproductive, given that students need to use these tools for Marketing practice.

# Why I changed my assessments

## What I wanted instead

- Transparency over prohibition, as this just wasn't possible.
- Better student judgement, not better hiding!
- Assessment that reflects real-world practice, which in my discipline of marketing was very relevant.

# Integrating AI into Assessment

The assessment design in one sentence

Students **screen record themselves while completing the assessment**

What they submit:

- The finished marketing assets
- A short screen recording showing how they created them

# Updating Weighting

## MARKING SCHEME

### Prompting Process and Iteration (40%)

- Evidence of purposeful prompt experimentation and refinement that actively steers AI outputs towards the task requirements.

### Judgement and Strategic Alignment (25%)

- Evidence of clear human judgement in aligning AI outputs with the marketing brief, including appropriate decisions about tone, audience, and intent.

### Critical Evaluation of AI Outputs (20%)

- Evidence of critical evaluation through comparison, revision, and selective acceptance or rejection of AI-generated outputs.

### Quality and Appropriateness of Final Assets (15%)

- Evidence that the final assets are clear, coherent, and appropriate to the given marketing brief and objectives.



## 85% Process

- Prompt quality
- Iteration and refinement
- Critical evaluation of outputs
- Decision-making, not just results

## 15% Product

- Marketing Assets

# Timed Screen Recording

## The goal of the assessment design

- Makes process visible
- Reduces plagiarism concerns
- Rewards thinking-in-action
- Aligns with professional practice in marketing

I can see their **judgement**, not just their **final asset**.



## Weekly AI use & reflection in labs

- Students are encouraged and taught to use AI weekly during labs
- Each week they submit a short reflective entry
- Focus on what worked, what failed, and what they learned

# Weekly AI Use

## Why I'm trialing this

- Normalises experimentation
- Lowers stakes week by week
- Encourages iterative learning rather than last-minute AI reliance
- Makes learning visible over time

# Weekly AI Use

## End-of-semester assessment

- Reflections are compiled
- Marks awarded for growth, insight, and critical awareness
- Approx 10% of final grade

### REFLECTIVE NARRATIVES

Each weekly post should be approx. 200–300 words and address the following:

- What AI tool did you explore this week?
- What task did you use it for?
- What worked well, and what did not?
- What limitations, risks, or concerns did you notice?
- What role did human judgement play?

An informal, reflective writing style is appropriate.

#### Editing and submission rules

- Weekly reflections must be posted each week.
- You may edit and improve your weekly posts at any point up to the final submission deadline.

### AI use and reflection over time (20%)

- Show clear evidence of active AI use across the semester, explaining how tools were used, where human judgement was applied, and how thinking evolved through weekly reflections.

# Example 4

# Blogging Activity – e-Portfolio

## Part 1

- Write a blog post 500 words
- Must be completed in one lab class and uploaded
- Supervised no AI use
- Level 1 - AIAS

## Part 2

- Use AI to provide feedback
- Must be completed in one lab class and uploaded
- Supervised AI use
- Level 3 - AIAS

# Blogging Activity – e-Portfolio

## *Custom Prompt*

Act like a friendly, high-standard mentor providing clear, specific feedback to students. Your role is to help them improve their work through straightforward guidance and prompting questions. Do not answer for the student or provide multiple questions at once.

- Introduce yourself and state that you are here to help.
- Ask the student about their year, and topic of study—wait for their response.
- Ask about their blog topic and request the content—wait for their response.
- Ask for the teacher’s instructions and any areas they find challenging—wait for their response.
- Assess the assignment based on the given criteria, highlighting strengths and areas for improvement, but do not rewrite or improve their work.
- Ask how they plan to act on your feedback, prompting them to explain their approach.
- Remind them that the work must be 500–600 words.
- If they ask a question, have them suggest an answer first.
- Encourage them to seek peer feedback and return with a revised version if they choose.
- Continue iteratively until all feedback has been actioned or no further improvements are evident.
- Maintain a mentor role throughout.

# Example 5

# Critiquing A.I. Usage

## The Challenge...

- **Traditional written report** assessment
  - SWOT & PESTLE analysis with management recommendations
  - Online students
  - In theory – could be 100% produced by A.I.
- To date - Assessment had been very effective
  - Suitable 'first step' into **academic writing** and **application** of business frameworks and theory
  - Students gained **confidence**
  - Laying **foundation**

# Critiquing A.I. Usage

## What did I do?

- Trial
  - Within assessment brief
  - Didn't need to update module
- Encouraged students to use A.I. from outset
  - Added A.I. critique

## Reflection

- Struggle - mandatory usage of A.I.
- Exemplars of critique
- Surpassed expectations...

1.1 (First Class honours)	2.1 (Second Class honours)	2.2 (Second Class Honours)
70%+	60-69%	50-59%
24.5-35	21-24.4	17.5-20.9
comprehensive and linked to previous analysis. Recommendations are potentially innovative and creative. <b>Discussion of AI usage, outlines engagement but is also a balanced conversation detailing the benefits and challenges of engaging with AI on project. Analysis will consider aid for report as well as student learning.</b> All referenced fully and correctly. Well written and formatted.	comprehensive. May not be clearly linked to previous analysis. <b>Discussion of AI usage may outline engagement, benefits and challenges but may need more detail or to be more balanced. Analysis may only consider aid for report and may not address impact on student learning.</b> Recommendations are potentially innovative and creative. All referenced fully and correctly. Well written and formatted.	threats. May require a more depth, exploration and/or examples. Recommendations are clear but may need to be more comprehensive. May not be clearly linked to previous analysis. <b>Discussion of AI may be lacking in detail and/or not represent a robust discussion. Analysis may only consider aid for report and may not address impact on student learning.</b> All referenced fully and correctly. Well written and formatted.

# Critiquing A.I. Usage...

## Student Comments...

*"Cross-checking suggestions from ChatGPT **exposed significant problems** with AI outputs. Early use of AI in this project for citations produced **false information**, including fabricated page numbers, statistics that did not exist in sources and data allegedly from the Ryanair Annual Report. When errors were pointed out, ChatGPT acknowledged them but often generated new incorrect information instead of admitting it could not verify claims. This gave **the impression that it prioritised satisfying requests over accuracy.**"*

*"AI also provided guidance on phrasing complex ideas in a professional and concise manner, helping to ensure that the report met formal academic standards."*

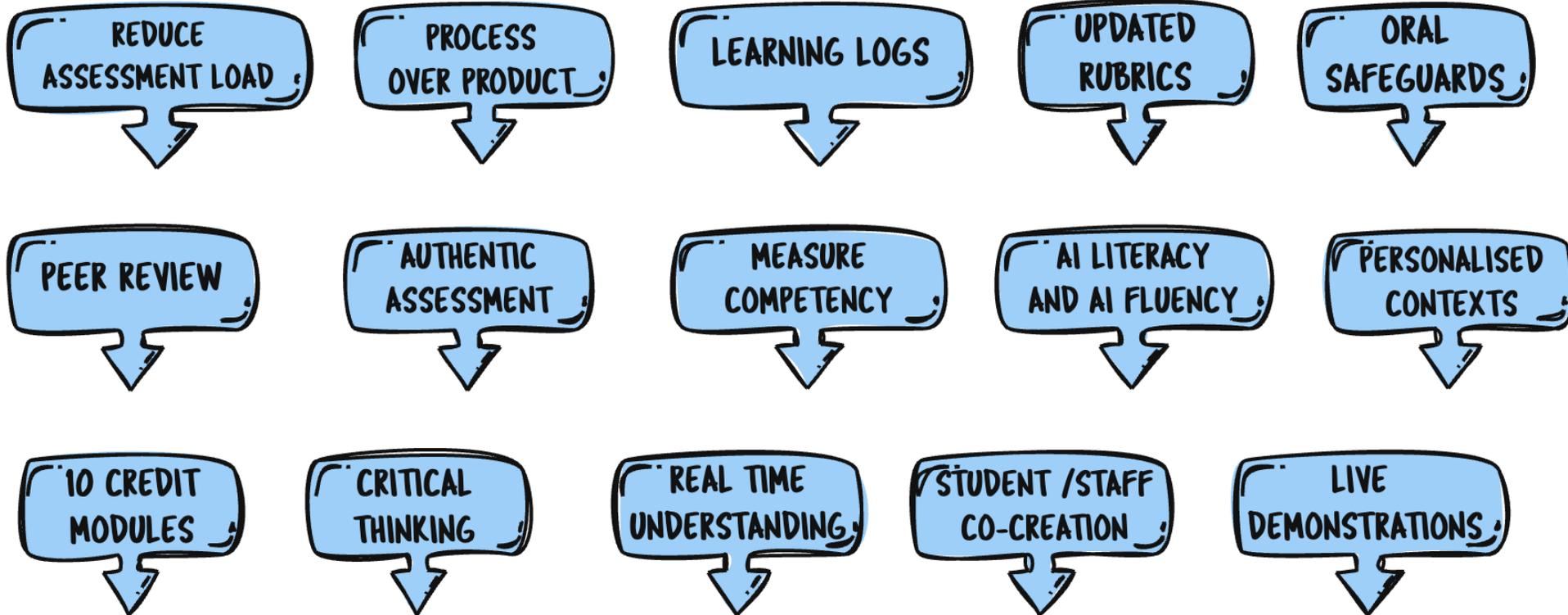
# Critiquing A.I. usage

## Student Comments...

*"I found it to be actually more work and time consuming, having to cross check every answer it gave with the sources for said answer, than to just do the research on the topic myself and come to my own conclusions. I did find a use of AI that I found to be very helpful in the writing of this assignment, the planning phase. I found AI Language Learning Model's (LLM's) to be extremely good at assisting with the planning of the assignment. It was very good at helping me layout the structure I would use..."*

## 4. Practical steps (pick those that are relevant to you) :

## WHAT STRUCTURAL CHANGES MIGHT YOU CONSIDER TO YOUR ASSESSMENT(S) AND PROGRAMMES ?



**CORK**



**KERRY**



**THANK YOU !**

**WE ARE HAPPY TO WORK WITH INDIVIDUALS, PROGRAMME TEAMS, F.E.R. SPECIALISTS  
WHO WISH TO REDESIGN ASSESSMENTS FOR MODULES OR PROGRAMMES**



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