

# WHAT ARE THE CONSEQUENCES OF STUDENT TIME POVERTY AND WHAT CAN BE DONE ABOUT IT?

CHAired BY JIM DICKINSON WITH MARK PEACE AND EVE ALCOCK

# WHOSE JOURNEY?

MARK PEACE. MANCHESTER METROPOLITAN UNIVERSITY



BUT THEY'RE NOT COMING!



HOW DO WE  
**MAKE THEM**  
ATTEND!?





# A JOURNEY ON RAILS



THE SECRET LIFE OF STUDENTS

 @PROFMARKPEACE

**WONKHE**



# CHOOSE YOUR OWN ADVENTURE?

CHARACTER SHEET

Name & Description

ATTRIBUTES		SCORE	MOD	GS	TF
STRENGTH					
DEXTERITY					
CONSTITUTION					
INTELLIGENCE					
WILLPOWER					
PERCEPTION					

Background

WF

Level









# WHAT CAN WE LEGITIMATISE AS **CREATING** VALUE?





# CAN WE TOLERATE EMERGENCE?





PERHAPS  
**AGENCY** CAN  
BE WHAT IT'S  
ALL ABOUT



An aerial photograph of Manchester, UK, showing a mix of modern and historic architecture. In the foreground, there are red brick buildings with traditional features. To the left, a large modern building with a glass and metal facade is prominent. The background is filled with a dense urban skyline, including several tall skyscrapers and construction cranes under a blue sky with light clouds.

# A STORY FROM MANCHESTER

THE SECRET LIFE OF STUDENTS

 @PROFMARKPEACE

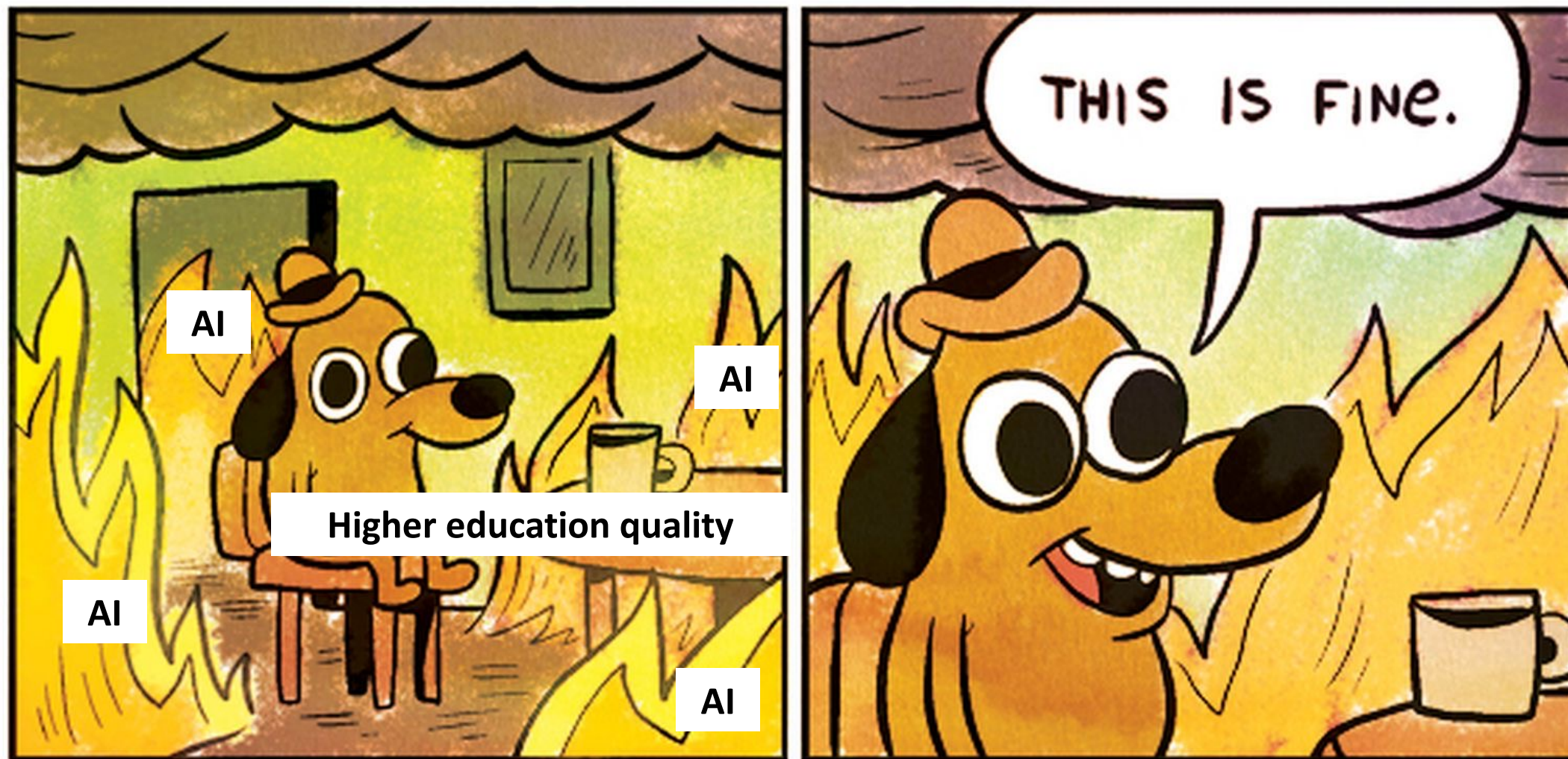
**WONKHE**



# THE CHEDDAR THEORY OF FREEWILL

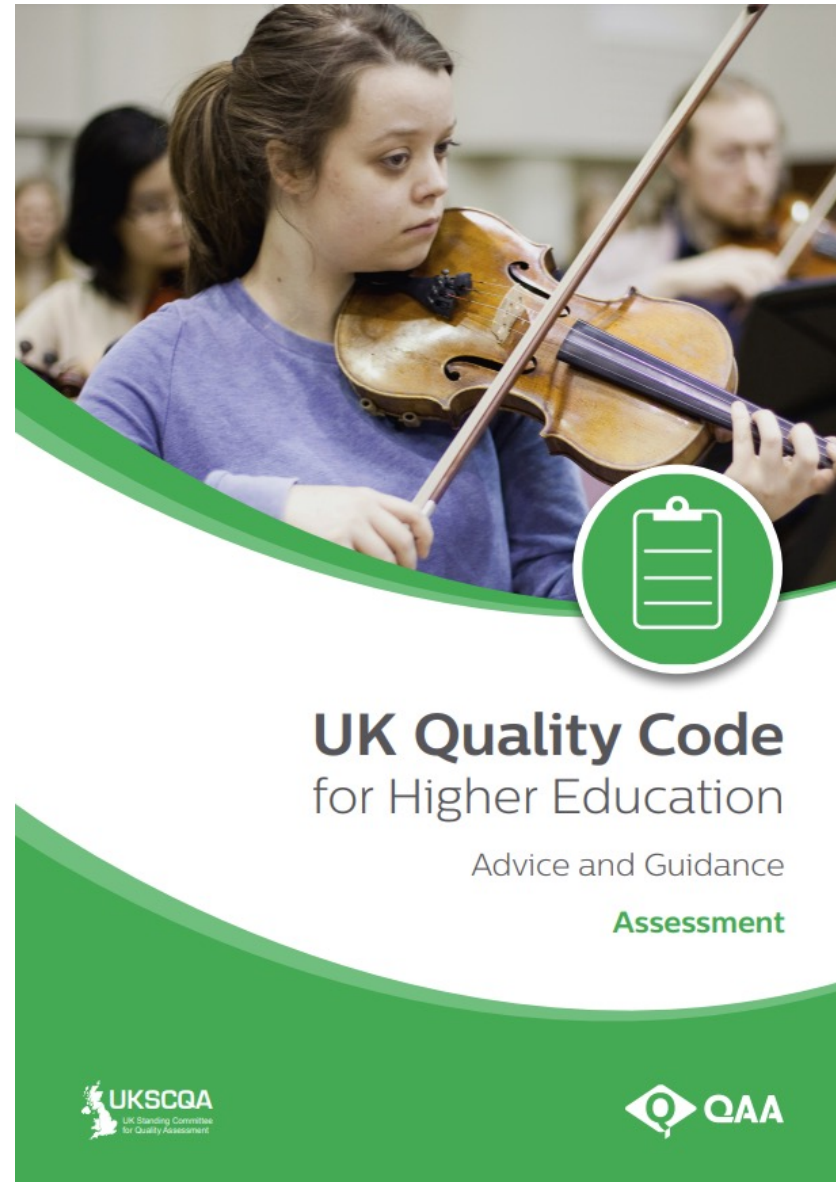








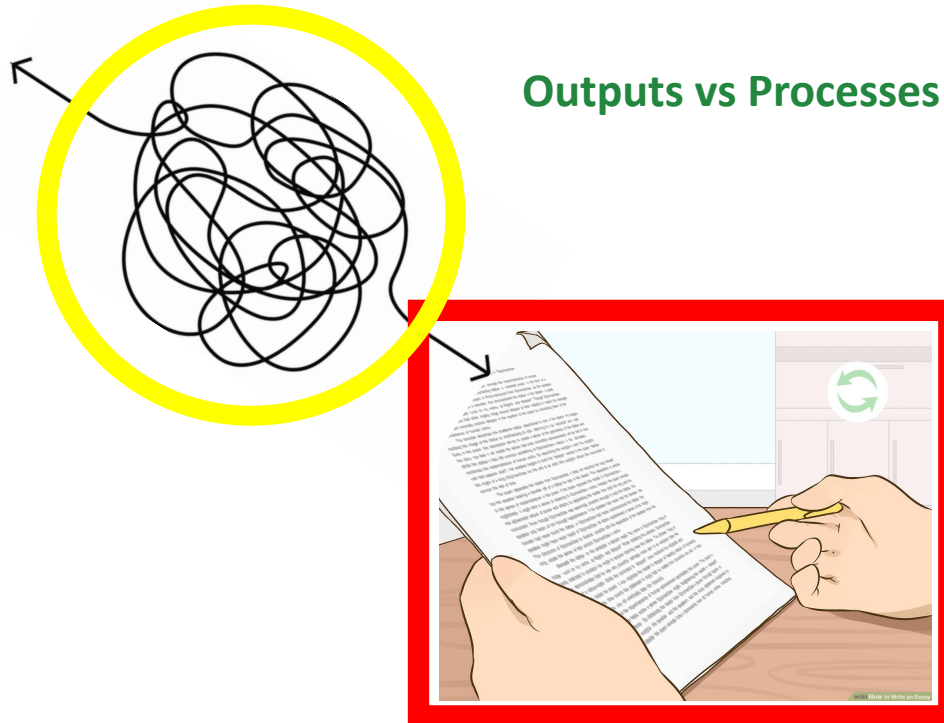
**Expectation:** “Assessment measures **accurately** and **consistently**, the extent to which students have achieved the learning outcomes for the course.”





# Reality: output $\neq$ learning outcomes met

Teacher sets  
assignment

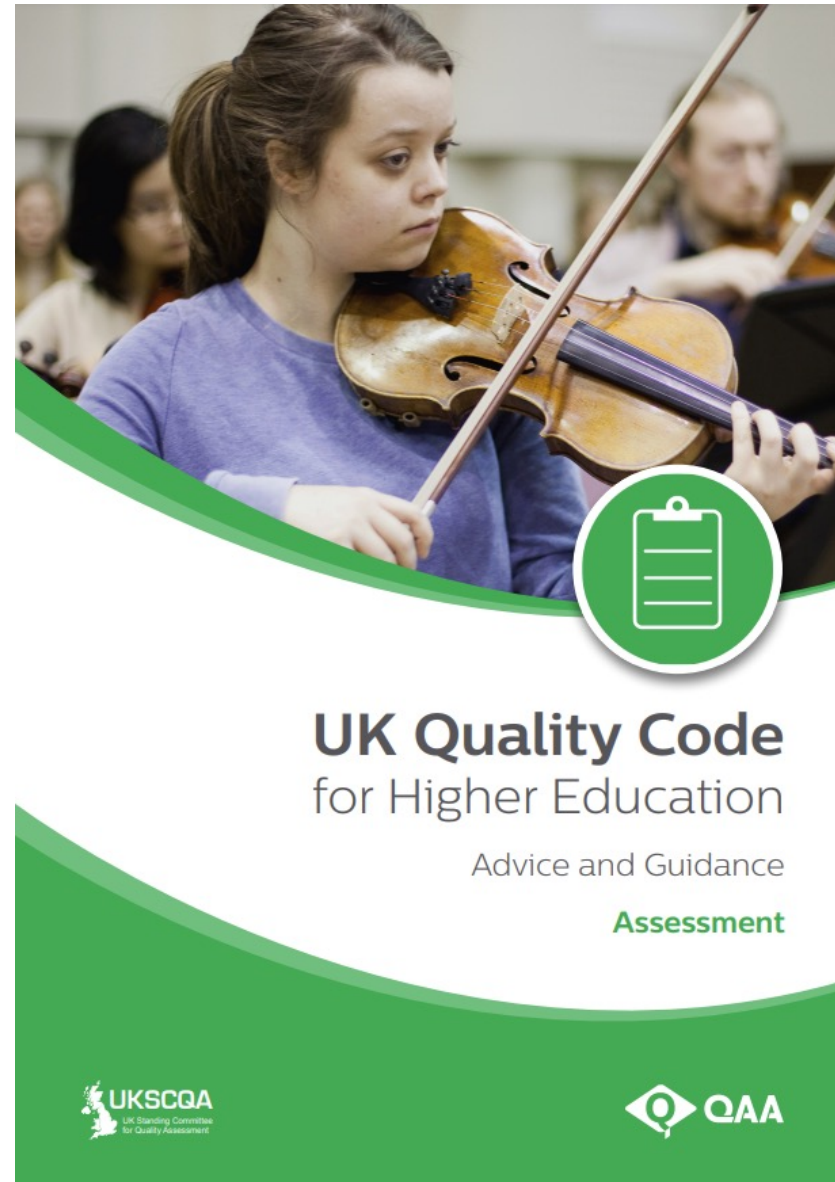


“Are we concerned that robots  
can write like students  
because we’ve taught  
students to write like robots?”  
– Dr Maha Bali





**Expectation:** “Assessment is designed to **minimise opportunities for students to commit academic misconduct**, including plagiarism, self-plagiarism and contract cheating”






## Reality: detection almost impossible

Easy for students to avoid detection

Detection tools are bias against certain student groups

Software doesn't account for reasonable co-creation

**What is  
'cheating'  
anyway?**



“Turnitin is dead. I don't know why anyone is still using it. We're not. #TurnItOff”

Anonymous senior HE leader



## Expectation:

“The provider ensures that the **threshold standards** for its qualifications are consistent with the relevant national qualifications frameworks.”



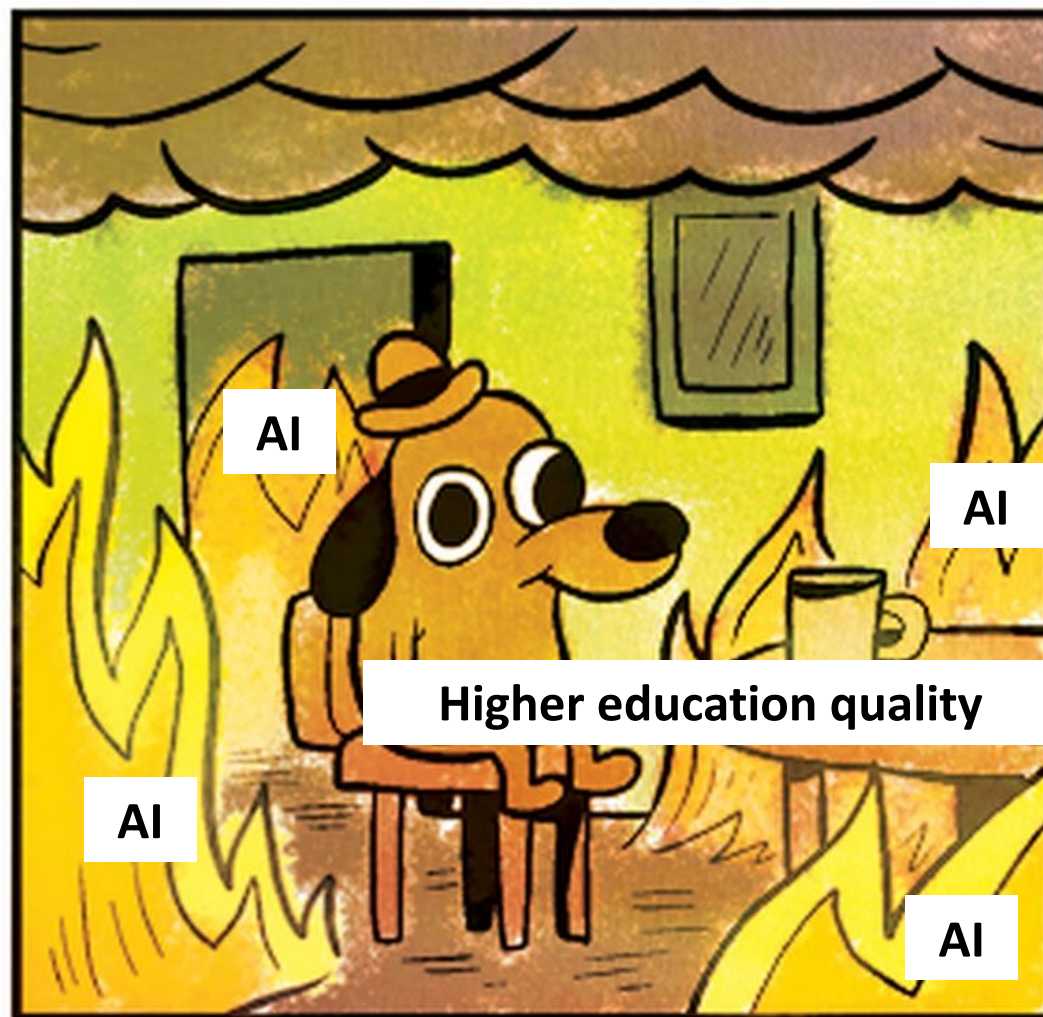


## Reality: AI could shift students' capability



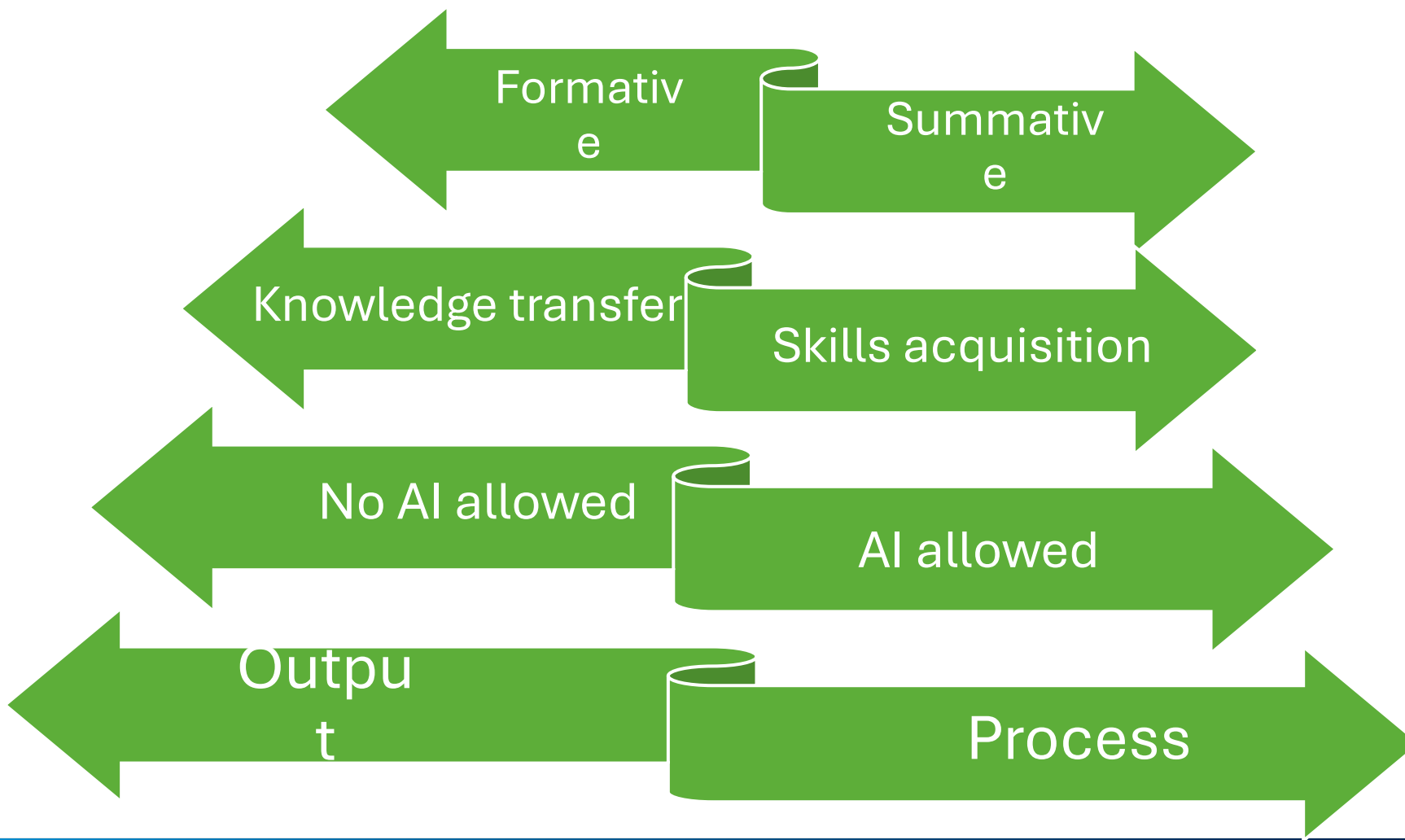
**Possible grade inflation**







# Varied & carefully designed assessment



# Adapt to post-plagiarism

## 6 Tenets of Postplagiarism: Writing in the Age of Artificial Intelligence

Sarah Elaine Eaton

In *Plagiarism in Higher Education: Tackling Tough Topics in Academic Integrity* (2021) I introduced the idea of life in a postplagiarism world. Here, I expand on those ideas.

### Hybrid Human-AI Writing Will Become Normal

Hybrid writing, co-created by human and artificial intelligence together is becoming prevalent. Soon it will be the norm. Trying to determine where the human ends and where the artificial intelligence begins is pointless and futile.

### Human Creativity is Enhanced

Human creativity is enhanced, not threatened by artificial intelligence. Humans can be inspired and inspire others. Humans may even be inspired by artificial intelligence, but our ability to imagine, inspire, and create remains boundless and inexhaustible.

### Language Barriers Disappear

One's first language will begin to matter less and less as tools become available for humans to understand each other in countless languages.

### Humans can Relinquish Control, but not Responsibility

Humans can retain control over what they write, but they can also relinquish control to artificial intelligence tools if they choose. Although humans can relinquish control, they do not relinquish responsibility for what is written. Humans can – and must – remain accountable for fact-checking, verification procedures, and truth-telling. Humans are also responsible for how AI-tools are developed.

### Attribution Remains Important

It always has been, and always will be, appropriate and desirable to appreciate, admire, and respect our teachers, mentors, and guides. Humans learn in community with one another, even when they are learning alone. Citing, referencing, and attribution remain important skills.

### Historical Definitions of Plagiarism No Longer Apply

Historical definitions of plagiarism will not be rewritten because of artificial intelligence; they will be *transcended*. Policy definitions can – and must – adapt.



24 February, 2023

“Hybrid human-AI writing will become normal... trying to determine where the human ends and where the artificial intelligence begins is pointless and futile”



# Re-set expectations

In a post-plagiarism world, what is realistic for us to expect students to be capable of?



## Bloom's Taxonomy Revisited

Use this table as a reference for evaluating and making changes to aligned course activities and assessments (or, where possible, learning outcomes) that account for generative Artificial Intelligence (AI) tool capabilities and distinctive human skills.

All course activities and assessments will benefit from **review** given the capabilities of AI tools; those at the **Remember** and **Analyze** levels may be more likely to need **amendment**.



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	RECOMMENDATION	AI CAPABILITIES	DISTINCTIVE HUMAN SKILLS
CREATE	Review	Suggest a range of alternatives, enumerate potential drawbacks and advantages, describe successful real-world cases	Formulate original solutions incorporating human judgement, collaborate spontaneously
EVALUATE	Review	Identify pros and cons of various courses of action, develop rubrics	Engage in metacognitive reflection, holistically appraise ethical consequences of alternative courses of action
ANALYZE	Amend	Compare and contrast data, infer trends and themes, compute, predict	Critically think and reason within the cognitive and affective domains, interpret and relate to authentic problems, decisions, & choices
APPLY	Review	Make use of a process, model, or method to illustrate how to solve a quantitative inquiry	Operate, implement, conduct, execute, experiment, and test in the real world; apply creativity and imagination to idea & solution development
UNDERSTAND	Review	Describe a concept in different words, recognize a related example, translate	Contextualize answers within emotional, moral, or ethical considerations
REMEMBER	Amend	Recall factual information, list possible answers, define a term, construct a basic chronology	Recall information in situations where technology is not readily accessible