



AI in Assessments

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Aim of the Session.

- ▶ Understand what AI is and how it's used in academic contexts.
- ▶ Identify appropriate and inappropriate uses of AI in assessments.
- ▶ Reflect on how AI can support learning and writing.
- ▶ Evaluate ethical and integrity issues.
- ▶ Apply study strategies for responsible AI use



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Honest answers..... Have you ever used AI? If so what AI and what for?

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My first open-ended qu...



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Honest answers..... Have you ever used AI? If so what AI and what for?



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What is AI....

- ▶ Task.....
- ▶ Have a think and work in small groups to answer the question.
- ▶ What is AI?

Defining AI....

- ▶ It can be quite difficult to define easily (Sheikh, Prins, Schrijvers, 2023).
- ▶ AI refers to a **collection** of technologies that allow computers to sense, learn, reason and act.
- ▶ **Narrow AI v General AI**
- ▶ **Narrow or weak AI**
 - ▶ Designed to perform a specific task. Examples include: facial recognition tools, virtual assistants (such as Alexa), recommendation engines, (e.g. Netflix).
- ▶ **General AI or strong AI**
 - ▶ A theoretical concept presently, it aims to replicate human thinking across many tasks. Careful consideration of technical and ethical issues will be required to keep it safe.

AI in Education.

- ▶ There are many ways in which AI is having an impact on our lives and that includes in education.
- ▶ Should they be used to **answer** your research question.... In short the answer is NO.
- ▶ So can I use AI???
- ▶ YES – you can use it in a variety of different ways to help you research the task. See the specific AI guidance of your assessment.
 - ▶ Remember – remain the human in the loop and remember AI isn't perfect.

AI in Education

- ▶ AI is transforming, , learning, and assessment.
- ▶ Universities are developing AI literacy policies
- ▶ There is a shift from AI = Cheating to AI = Skill.
- ▶ AI can support academic success if used properly.



AI in and for Assessments.

- ▶ Can anyone give examples of how responsibly use of AI can be helpful in relation to assessments?

AI in and for Assessments.

Helpful

- ▶ Planning and Structuring Essays.
- ▶ Summarising readings (not if that is the task though).
- ▶ Clarifying Psychological Theories.
- ▶ Proof Reading or Grammar.

Risky

- ▶ Copying AI text as your own.
- ▶ Using AI generated references.
- ▶ Submitting paraphrased AI text.
- ▶ “Blind” relying on its references.
- ▶ Not thinking.

AI Literate.

- ▶ Jisc (2024) define AI literate as....
- ▶ "The ability to understand and use Generative AI (GenAI) responsibly and ethically across three fundamental areas: Terms, Tools, and Tasks. This competency requires you to develop an understanding of GenAI processes and outputs, recognising the capabilities and limitations of various AI models, and applying this knowledge practically in work place tasks." (Jisc, 2024).

AI Literate

- ▶ To be AI literate we need to....

Understand how
AI works.

Understand what
the opportunities
and limitations
are.

Understand what
the ethical
implications are.

Generative (Gen) AI – vs Search Engines.

- ▶ A common question.... Is Google (Search) AI and is it Generative (Gen) AI.
- ▶ Short answer is..... Yes it uses AI but it is **not** Generative (Gen) AI.
- ▶ GenAI generates new content. This could be text, images, code, or even music, and it's all based on what you ask it to do.
- ▶ GenAI – can create new text, images, or data from scratch a google search simply

Examples of GenAI.

ChatGPT

Claude.ai

Google
Gemini

Co-Pilot

Meta AI

Command
R

And many
more

AI use and Academic Integrity.

- ▶ It is essential that your use of AI must align with UWTSD Academic Integrity Policy.
- ▶ See allowable use of AI document (UWTSD) on Moodle – in this weeks lecture.
- ▶ Also see the specific assessment guidance which highlights what is and is not allowable for the assessment you are working on.

Ethics and AI



Reliability

- ▶ Whilst we have highlighted why using Generative AI might be beneficial in relation to your assessment. You should NEVER assume the information GenAI produces is reliable.
- ▶ GenAI generates outputs from its training, that might be at times out of date and not accurate.
- ▶ Also difficult to ascertain the information – sometimes the references that AI provides is not correct.
- ▶ Hallucinations – make up references and results.

Bias

- ▶ You might not think it (given that it is not human) but AI can produce an answer that is biased.
- ▶ Training data bias: when the data used to train an AI model is biased or unrepresentative.
- ▶ Algorithmic bias: the algorithm itself introduces bias, often due to flawed design or assumptions.
- ▶ Cognitive bias: due to the way it processes data, AI exhibits biases similar to those found in human thinking.
- ▶ Inputter's bias: If you ask a question in a leading way it can impact on the AI generated answer.

Privacy – Important!!!

- ▶ Many GenAI applications collect some data from your interactions with it. It can retain, harvest, and **share** confidential and personal information.
- ▶ Anything you enter (including your personal details or feedback), can then be used to train and develop the tool further or even shared with other companies.
- ▶ Think before you ask AI a question what you are asking, particularly in relation to personal information.
- ▶ Think about the AI tool you are using.



You might be thinking..... Well what type of sensitive data might I want to input into AI.

- ▶ Well..... You may want to ask AI to help with the analysis of some quantitative research that you have carried out. That WILL contain personal information of the participants used in the study.
- ▶ THIS THEN COULD GET SHARED!!!

Privacy – Important....



- ▶ Important! You have access to Microsoft Copilot Online as a student of UWTSD, including the integrated version in Microsoft Edge Browser.
- ▶ Always log into Microsoft Copilot(opens in a new tab) using your university credentials, to ensure protected privacy status(opens in a new tab) as your data are protected with enterprise data protection measures.

Copyright

- ▶ GenAI is trained on a vast amount of data which contains work protected by copyright. Unless they have permission to use the data, or have a licence, the AI tool could be infringing copyright.
- ▶ As a consequence, if you are re-using these answers then you COULD you could be creating content that is infringing copyright.
- ▶ Consider the work you are sharing to the GenAI tool and also the answers you are getting.

Academic Integrity

- ▶ Academic Integrity = Being honest in any work you do in your studies.
- ▶ Whilst, as have been discussed today, AI can be used to assist in assessments, it is essential that you recognise when the lines are becoming blurred between your work, and that produced by the tool you were using.
- ▶ Never copy and paste any information directly from GenAI into your work..

Academic Integrity.... Pause and Think....

- ▶ Have I checked and understood my assignment brief as to what is and what is not permitted use with regards to AI?
- ▶ If I have used a tool, what key skills or learning have I developed?
- ▶ Who is the actual author of this piece or work? Me or the tool?
- ▶ Did I critically evaluate the output, factually check, and follow up any information (including references) provided by the tool?
- ▶ Have I explored a range of resources (including subscribed library resources) besides AI?
- ▶ Have I referenced all sources correctly?

AI as a Study Skills Tool

Generate quiz questions for revision
Ask AI to explain theories differently

Draft outlines, not essays

Create study timetables

Simplify complex readings

Summarize lectures or notes:

Create mind maps or concept trees:

Generate analogies and examples

And many many more

The future of AI in Psychology???

- ▶ Have a think (either individually or in groups) and think what do you think Psychologists could do with AI in the future (beyond academic assessment assistance).

AI in Psychology

AI in psychological
research & data
analysis

AI for personalised
psychological
assessment &
treatment planning

AI in training,
supervision, and
professional
development

Chatbots in mental
health interventions

AI in psychological research & data analysis

- ▶ AI is ALREADY transforming how psychologists collect, analyze, and interpret data.
- ▶ Quantitative and Qualitative Data.
- ▶ Examples of it being involved in analysing interviews.
- ▶ AI can process vast datasets (e.g. brain imaging) to detect behavioural patterns, mood fluctuations, or cognitive markers.
- ▶ Quicker and possibly more precision..... But remember what we said.

Ethics and AI



Chatbots in mental health interventions.

- ▶ Yes already being piloted for low-level mental health support.
- ▶ 24/7 support, low cost.
- ▶ May even reduce stigma – will patients be more open without the human interaction?
- ▶ However.
 - ▶ Can AI give empathy?
 - ▶ What about incorrect responses?
 - ▶ And????

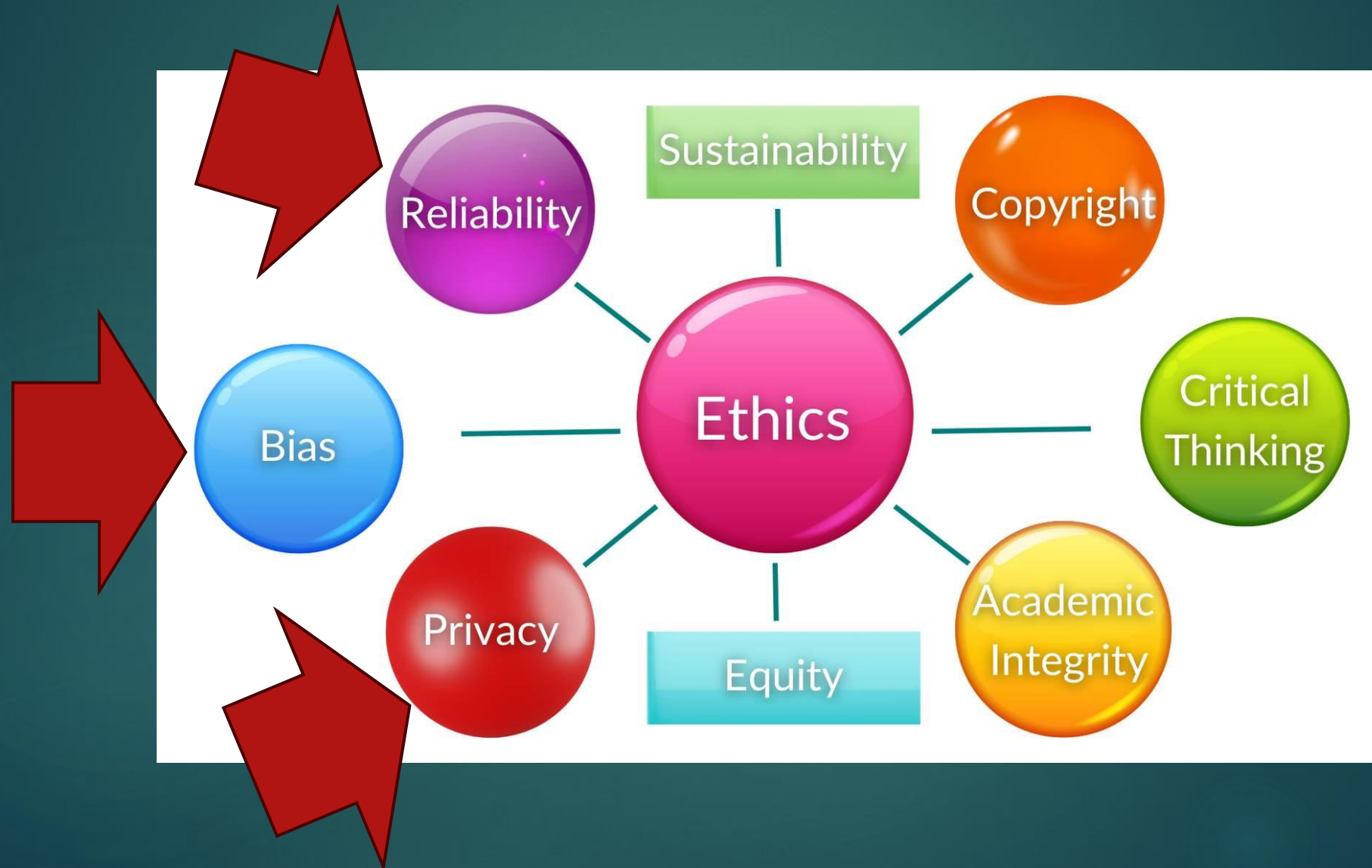
Ethics and AI



AI for Personalised Psychological Assessment & Treatment Planning

- ▶ AI could integrate data from multiple sources (questionnaires, wearable devices, digital behaviour patterns) to create real-time psychological profiles.
- ▶ Could reduce waiting lists and get scores quickly.
- ▶ But.....

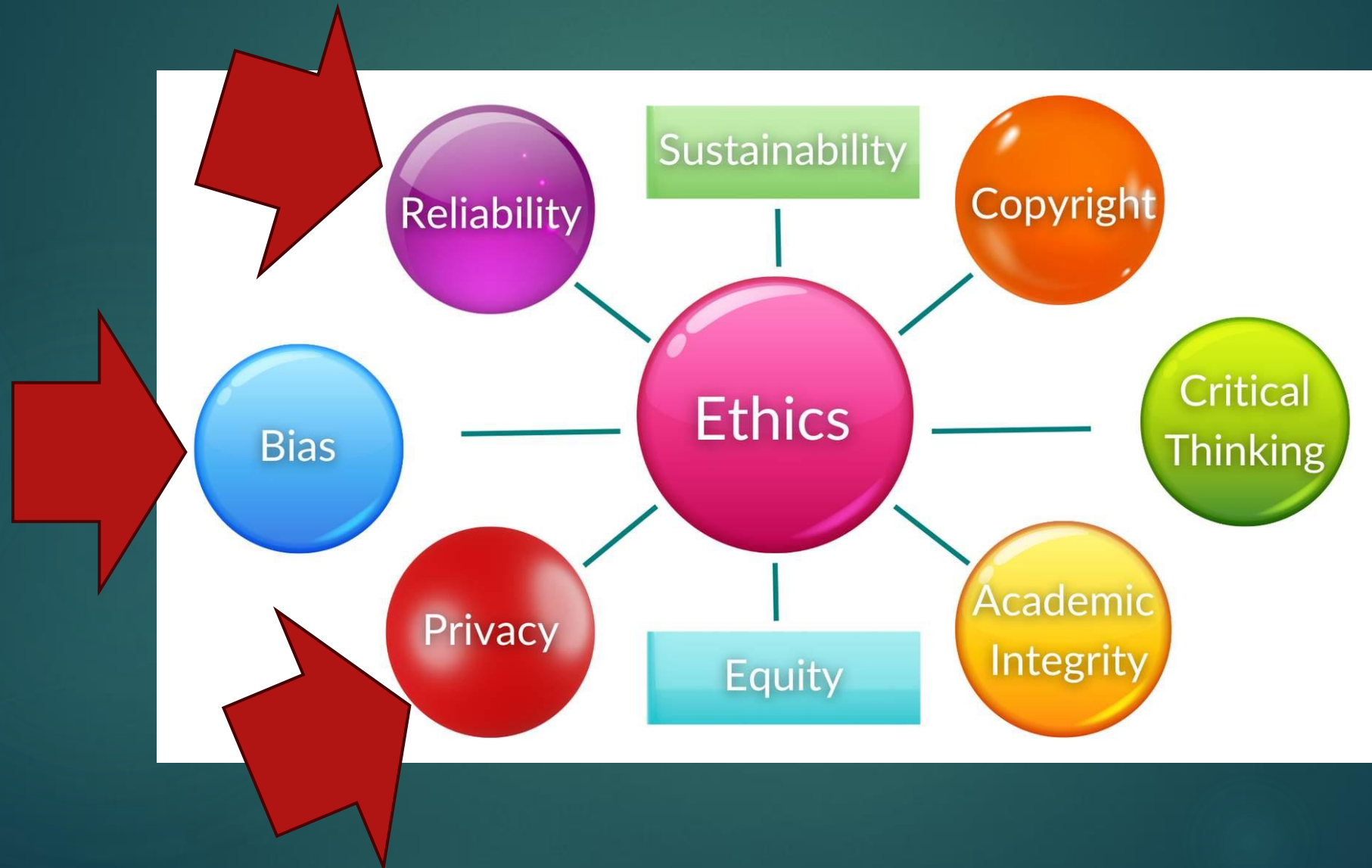
Ethics and AI



AI in Training, Supervision, and Professional Development

- ▶ AI-driven tools could simulate therapy sessions or client interactions, helping trainees practise clinical skills safely.
- ▶ Virtual patients or AI co-counsellors providing feedback on communication style, empathy, or ethical decision-making.
- ▶ AI systems acting as teaching aids or reflective companions — analysing sessions and highlighting areas for growth or bias.
- ▶ BUT.....

Ethics and AI



In Summary

- ▶ AI can enhance your learning — but use it critically
- ▶ Be transparent **and ethical**
- ▶ Develop your own academic voice
- ▶ Remember: AI is your assistant, not your author



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Second presentation



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Reflection: "How will I use AI responsibly in my next assignment?"

Reflection: "How will I use AI responsibly in my next assignment?"

