

AI in Higher Education: Opportunities, Risks and Assessment Design

[Listening Test Questions]

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Time: 14:34

Level: **** [B2/C1]

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Check these words and phrases before listening:

Key vocabulary

1. Artificial intelligence (AI)
2. [REDACTED]
3. Assessment
4. Opportunities
5. [REDACTED]
6. Hallucinations
7. Applications
8. [REDACTED]
9. Personalised learning
10. Feedback
11. [REDACTED]
12. Accessibility
13. [REDACTED]
14. Idea generation
15. [REDACTED]
16. Reliability
17. Accuracy
18. [REDACTED]
19. Fairness
20. Academic integrity
21. [REDACTED]
22. Ethical standards
23. [REDACTED]
24. Algorithmic
25. Invigilated exam
26. [REDACTED]
27. GDPR and DPA Standards
28. [REDACTED]

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Teacher

LISTENING TEST QUESTIONS

Aim: to develop the students' ability to listen to a 10 min+ lecture, to take notes and then use those notes to answer a range of test-type questions.

Lesson Time: Approximately 1:30-2:00 hours

Lesson Plan

Lead in

- Ask Students to read the 'title' & predict the content of the lecture.
- Ask students to write down key terms & language from the discussion.
- Feed in / check key vocabulary.

Differentiation

Challenging

1. Students listen once & take notes.
2. Give 5 minutes to tidy notes.
3. Listen again & add to notes (use a different **colour** pen).
4. Distribute questions. Set 30 minutes to answer using their notes.
5. Feedback: Distribute or project **ANSWERS**.

Medium

1. Students listen once & take notes.
2. Distribute questions. Set 20 minutes to answer using their notes.
3. Listen again. Students answer the missed questions as they listen.
4. Give an extra 10 minutes to consolidate answers.
5. Feedback: Distribute or project **ANSWERS**.

Easier

1. Distribute questions. Students have 15 minutes to read the questions.
2. Students listen & answer the questions.
3. Give 10 minutes to tidy answers.
4. Students listen again. Check answers & answer missed questions.
5. Give 10-15 minutes to tidy answers.
6. Feedback: Distribute or project **ANSWERS**.

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AI in Higher Education: Opportunities, Risks and Assessment Design

1. Research

How [redacted] information in this lecture?

___/1

2. Definition

Name three [redacted] in the definition.

i		ii		iii	
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___/3

3. Recent Survey

How many [redacted] from across UK higher [redacted] in the recent online survey?

___/1

4. Applications

Match the application with the key points. The first one has been done for you.

	AI Application		Key Points
1.	Personalised learning and [redacted] tutoring	a	[redacted] • Gives [redacted] • Tracks learning progress
2.	Simulations [redacted] scenarios	b	Adapts study pace • Reviews key topics • Creates notes, [redacted] • Provides one-to-one explanations and feedback
3.	Assessment [redacted]	c	Organises tasks • [redacted] • Manages time efficiently
4.	Accessibility support	d	Creates realistic models • Applies theory to practice • [redacted]
5.	Text [redacted]	e	Brainstorms essay ideas • [redacted] structures • [redacted], graphs, or infographics
6.	[redacted] and data visualisation	f	Simplifies complex texts • Translates content • Converts [redacted]
7.	Productivity [redacted]	g	Summarises readings • Paraphrases key points • Reformats [redacted]

1	b	2		3		4		5		6		7	
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___/6

5. Limitations and Risks

Multiple choice questions: Choose the correct answer.

<p>Reliability and Accuracy</p> <p>1. What is the [redacted] produces errors or misleading outputs?</p> <p>a) It processes [redacted]</p> <p>b) It cannot distinguish truth from falsehood</p> <p>c) It always [redacted] information</p> <p>d) It relies on human input for every answer</p>	<p>Academic Integrity</p> <p>5. Which one is the most significant issue?</p> <p>a) Students [redacted] graduating without real knowledge or skills.</p> <p>b) Contradicts [redacted] principles.</p> <p>c) Weakens critical thinking.</p> <p>d) [redacted] learning skills.</p>
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<p>2. What is algorithmic drift in AI systems?</p> <p>a) When AI becomes [redacted] time.</p> <p>b) [redacted] working due to technical faults.</p> <p>c) When AI repeats and [redacted] information, reducing accuracy.</p> <p>d) When [redacted] responses at once.</p>	<p>Data privacy and compliance:</p> <p>6. Which one summarises the main concern?</p> <p>a) They [redacted] between institutions and third-party vendors.</p> <p>b) They [redacted] intellectual property, and legal compliance.</p> <p>c) They prevent [redacted] learning.</p> <p>d) They reduce human oversight in managing [redacted].</p>
<p>Bias and Fairness</p> <p>3. Why does [redacted] or amplify stereotypes and biases?</p> <p>a) They are [redacted] that may contain biased information.</p> <p>b) They [redacted] input.</p> <p>c) They only detect positive data.</p> <p>d) They [redacted] patterns.</p>	<p>7. What is the major [redacted] ?</p> <p>a) AI [redacted] data protection and equality compliance.</p> <p>b) AI uses copyrighted material without permission, [redacted] and disputes.</p> <p>c) AI simplifies the process of managing [redacted] rights.</p> <p>d) AI fails to ensure compliance [redacted] DPA standard.</p>
<p>4. What is the [redacted] AI?</p> <p>a) When AI systems hide data to [redacted] privacy.</p> <p>b) When [redacted] too confidently.</p> <p>c) When AI stops updating its data sources.</p> <p>d) When it is [redacted] generates. [redacted] limiting transparency.</p>	<p>Ethical and Social Concerns:</p> <p>8. Which is [redacted] ?</p> <p>a) It limits academic freedom and suppresses [redacted].</p> <p>b) It reduces ethical risks.</p> <p>c) It weakens [redacted] students and tutors.</p> <p>d) It [redacted] originality.</p>

___ /8

6. Designing AI Resilient Assessments

Match the key points with the definition. The first one has been done for you.

	Key Term		Definition
1	Invigilated and [redacted] Components	a	Realistic case studies or simulations • Specific constraints [redacted] • Encourages personal insight and evidence use
2	[redacted] Assessment Tasks	b	[redacted] • Shows coherence and progress • Includes drafts, notes, reflections
3	Interlinked and [redacted] Assessment	c	Requires critical [redacted] • Integrates AI [redacted] assessment
4	Higher-Order Thinking and [redacted]	d	Uses module readings [redacted] • Focuses [redacted] contexts • Harder for AI to replicate
5	[redacted]-Based Tasks	e	Supervised exams, vivas, or practicals • Confirms authorship and understanding
6	[redacted] AI within Assessment	f	Emphasises analysis, [redacted] • Rewards [redacted] and theory integration

1	e	2		3		4		5		6	
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___ /5

7. Gen AI Traffic Light System

What is the main purpose of the Gen AI [redacted] in maintaining [redacted] and responsible AI use?

___/1

8. Paper & Pen Tests

What is the [redacted] the University of Liverpool and Newcastle University regarding assessment design in the age of AI? To protect:

- a) [redacted]
- b) preserve academic integrity
- c) to [redacted]
- d) safeguard authenticity

___/1

9. Which one of these paper tests is the most difficult? Why?

a) [redacted] exam	b) [redacted] exam	c) Short-answer test	d) [redacted] questions
<i>Why?</i>			

___/2

10. Conclusion

What does the lecturer mean when he said, “the [redacted] AI but to integrate it [redacted]”?

___/1

11. Final Thoughts

Is generative AI helping us learn more [redacted] it easier to appear [redacted] we have?

___/1

Total Score ___ / 30

AI in Higher Education: Opportunities, Risks and Assessment Design

ANSWERS

1. Research

How credible is information in this lecture?

Very credible. It's been taken from current guidance and evidence from the UK Government, alongside policies and practice papers from leading UK universities.

___ /1

2. Definition

Name three AI Tools mentioned in the definition.

i ChatGPT, Copilot, DeepSeek, Doubao, Grammarly
(any of these)

___ /3

ALL ANSWERS ARE INCLUDED IN PAID VERSION...

AI in Higher Education Transcript

Hello and welcome to this short lecture on AI in higher education. Today, we'll specifically look at AI opportunities, risks and assessment. So, we'll start with a definition, followed by AI applications, then limitations, then onto how assessments will have to change to become more resilient, and finally a conclusion of final thoughts and a question to ponder.

Just before we begin this lecture, I'd like to highlight that this research was created by analysing current guidance and evidence from the UK government alongside policies and practice papers from leading UK universities. All sources will come at the end of the lecture.

So, let's begin with a definition.

Generative artificial intelligence, or Gen AI, refers to tools like: ChatGPT, Copilot, DeepSeek, Dowbao and Grammarly, that can create new content such as texts...

THE FULL TRANSCRIPT IS INCLUDED IN THE PAID VERSION...