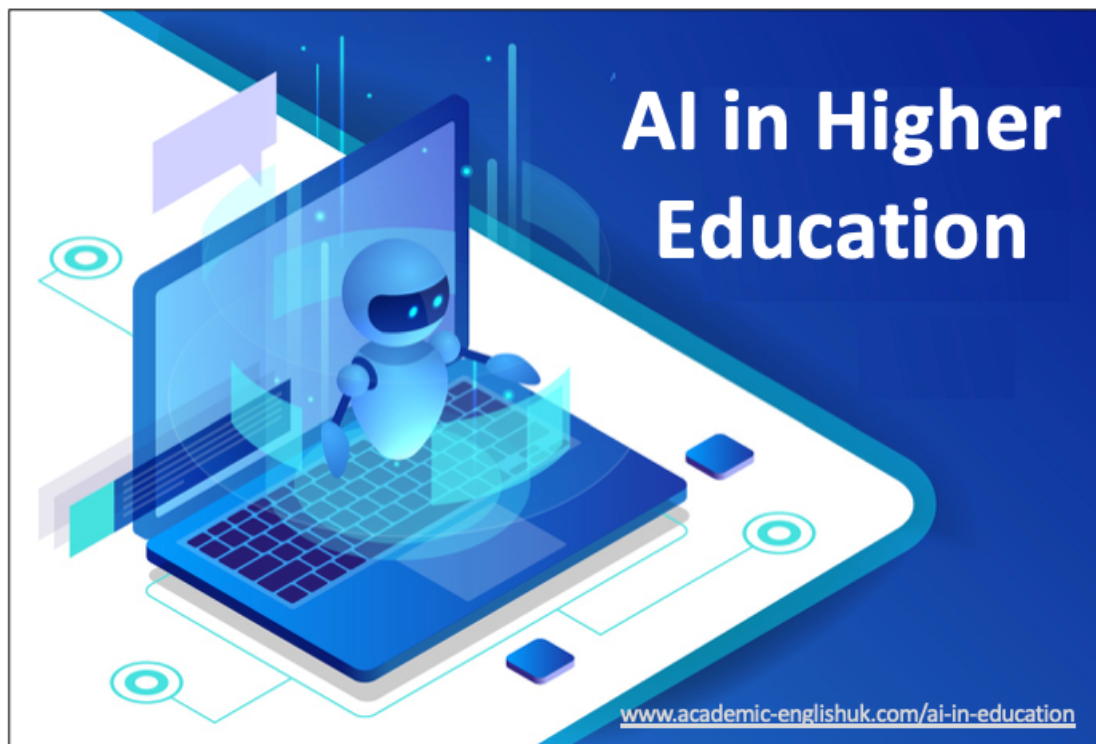


Academic English UK



An Introduction to AI

Generative AI in Higher Education

EXAMPLE

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An Introduction to AI EXAMPLE Contents

0.	Teacher's Notes
1.	Introduction: What is Generative AI?
2.	Applications of Gen AI in Education
3.	Limitations and Risks of Gen AI in Education
4.	Reading Text
5.	Gen AI Traffic Light System for assessments
6.	Referencing
7.	<u>Do's and Don'ts</u> of Using Gen AI for Students at University
8.	Critical Thinking Questions
9.	Summary
10.	Suggested ANSWERS

Teacher's Notes

Aim	To introduce students to the key opportunities, risks, and applications of generative AI in higher education.
Timing	60–90 minutes
Suggested procedure	<p>Task 1: Introduction (<i>Individual work</i>) <u>Writing:</u> Define Gen AI, name three Gen AI tools & rate ability to use AI.</p> <p>Task 2: Applications of Gen AI in Education (<i>pairs or small groups</i>) <u>Writing:</u> Identify 8–10 practical ways students can use Gen AI effectively at university.</p> <p>Task 3: Limitations and Risks of Gen AI in Education (<i>pairs or small groups</i>) <u>Writing:</u> Write four possible risks of Gen AI and give a short explanation.</p> <p>Task 4: Reading Text <u>Reading:</u> Students read the text and check their four possible risks (from Task 3) of Gen AI. Students answer the comprehension questions followed by the vocabulary questions.</p> <p>Task 5. The Gen AI Traffic Light System <u>Reading:</u> Students fill in the table using the terms in the box.</p> <p>Task 6. Referencing <u>Writing:</u> Students use Harvard referencing style to write a citation, reference list and an acknowledgement for Microsoft Copilot.</p> <p>Task 7. Do's and Don'ts of Using Gen AI for Students at Universities <u>Writing:</u> Students working pairs, make a list of 5–6 Do's and Don'ts for using AI at university. These could made into infographics using AI. <u>Speaking:</u> Students' share their work with other pairs.</p> <p>Task 8. Critical Thinking Questions <u>Speaking:</u> Students work in small groups to discuss the critical thinking questions, take notes on their ideas, and be ready to share with the class.</p> <p>Task 9. Summary <u>Reflection:</u> Students summarise the key learning points from this worksheet.</p>
Differentiation	Allow students to research on the internet / mix higher and lower proficiency students for peer scaffolding / pre-teach and provide key vocabulary.
Feedback	Distribute or project ANSWERS at the end of each task.

Generative AI in Higher Education EXAMPLE

1. Introduction: What is Generative AI?

1.1 Write a short definition (50 words) of Generative AI (Gen AI).

1.2. Name [] tools.

Complete the table by writing the tool name, [] (if known), and its [].

	Tool Name	[]	[]
e.g.	ChatGPT	OpenAI	Text generation, Q&A, explanations
1			
2			
3			

1.3 How would you rate your ability using Gen AI:

Rating	Ability	Tick
* Beginner	I have [] and only know the [].	
** Developing	I sometimes use AI but still need [] practice.	
*** Confident	I use AI [] and can apply [] independently.	
**** Advanced	I use AI effectively, [], and can [] critically.	

2. [] of Gen AI in Education

Work in pairs or small groups to identify [] students can [] at university. There is an example for guidance.

E.g., Summarising: condense long texts into key points.

3. Limitations and Risks of Gen AI in Education

3.1 Work in pairs or small groups to [] of Gen AI in education and [] for each.

	Limitation or Risk	[]
i.		
ii.		
iii.		
iv.		

4. Reading Text

4.1 Read this short text and check your answers with the text.

Limitations and Risks of Generative AI in Education

Reliability and Accuracy

AI often produces errors or misleading [redacted] it cannot reliably distinguish truth from [redacted] information, known as hallucinations, [redacted] appear credible but do not exist. [redacted] over time through a process called [redacted] when accuracy and reliability decrease [redacted] repeats and recycles the same [redacted] than adapting to new or changing data (1,2).

Bias and Fairness

Gen AI systems are trained on vast [redacted] may include [redacted], or [redacted] reproduced and even amplified in their outputs. There is a lack of transparency in how these systems generate [redacted] problem, which limits [redacted] decision-making processes. Generally, AI presents [redacted] confident and authoritative manner, which can [redacted] content without applying [redacted] evaluation (1-3).

Academic Integrity

By producing [redacted] does not reflect their own understanding, [redacted] plagiarism or academic [redacted] without genuine expertise or professional competence. In fact, such excessive reliance contradicts university [redacted], as it weakens [redacted] problem-[redacted] learning skills (4,5).

Data Privacy and Compliance

Gen AI systems often [redacted] or research data, raising [redacted], surveillance, or misuse. Involving third party vendors, which are external organisations that store, [redacted] on behalf of an [redacted] of [redacted], unauthorised access, or exposure outside the institution's direct control. Many Gen AI systems are trained on [redacted], which [redacted] questions [redacted], unclear ownership of outputs, and potential legal disputes. Furthermore, accessibility and equality [redacted] to ensure [redacted] Data Protection (2,6).

Ethical and Social Concerns

AI outputs [redacted] values or misalign with [redacted] particular, overuse of Gen AI, where automated systems are relied upon more than human judgment, [redacted] and discourage [redacted]. This [redacted] may also reduce creativity and undermine professional expertise by replacing original thought and specialist knowledge [redacted] Staff-student relationships [redacted] seen as replacing human roles, reducing trust, mentorship, and personal interaction. As a result, students [redacted] or valued, [redacted] a loss of [redacted] identity and authority, ultimately weakening the sense of [redacted] (3,6).

References

1. University of Reading. [redacted] [Internet]. LibGuides; 2024 [cited 2025 Sep 26]. Available from: [https://libguides.reading.ac.uk/generative-AI-and-\[redacted\]](https://libguides.reading.ac.uk/generative-AI-and-[redacted])
2. [redacted] in our learning technology [Internet]. Information Services; 2024 [cited 2025 Sep 26]. Available from: [https://information-services.ed.ac.uk/\[redacted\]-technology/](https://information-services.ed.ac.uk/[redacted]-technology/)
3. University of Glasgow. Artificial intelligence in learning: important limitations and problems [Internet]. 2024 [cited 2025 Sep 26]. Available from: [https://\[redacted\]/](https://[redacted]/)
4. King's College London. Authentic assessment: approaches to [redacted] [Internet]. 2024 [cited 2025 Sep 26]. Available from: [https://\[redacted\]/learning-and-teaching/ai-guidance/approaches-to-assessment/](https://[redacted]/learning-and-teaching/ai-guidance/approaches-to-assessment/)
5. University of Sussex. Developing writing assignments [Internet]. [redacted] [cited 2025 Sep 26]. Available from: [https://\[redacted\]/support/assessment-design/developing-writing-assignments](https://[redacted]/support/assessment-design/developing-writing-assignments)
6. UK Parliament. Artificial intelligence: education [redacted] [Internet]. Parliamentary Office of Science and Technology (POST); 2023 [cited 2025 Sep 26]. Available from: [https://post.parliament/\[redacted\]](https://post.parliament/[redacted])

4.2 Comprehension Questions

Answer these comprehension questions about the text – use your own words.

Reliability and Accuracy	
Q1	Why does [redacted] misleading output?
Q2	How does performance [redacted] ?
Bias and Fairness	
Q3	Why do AI systems [redacted] assumptions?
Q4	[redacted] “black box problem”?
Academic Integrity	
Q5:	How do [redacted] using AI?
Q6:	Which skills may weaken [redacted] on AI?
Data Privacy and Compliance	
Q7:	Why is there a [redacted] vendors?
Q8:	Which regulations [redacted] UK and EU?
Ethical and Social Concerns	
Q9:	How does [redacted] creativity?
Q10:	Why might staff–student relationships [redacted] ?

4.3 Vocabulary Questions

These vocabulary questions come from the text. Select the correct definition for each term.

<p>1. What does <i>hallucination</i> mean in AI?</p> <p>a) AI [redacted] code</p> <p>b) AI creates false but convincing information</p> <p>c) AI translates content between languages</p> <p>d) AI [redacted]</p>	<p>7. What [redacted] involve when using AI?</p> <p>a) Training AI on licensed datasets</p> <p>b) Using [redacted] essays</p> <p>c) Applying AI to generate research questions</p> <p>d) Submitting [redacted] attribution</p>
<p>2. What does <i>reinforcing patterns</i> mean?</p> <p>a) AI improves [redacted] human input</p> <p>b) AI repeats and strengthens errors in its data</p> <p>c) AI [redacted] from its responses</p> <p>d) AI [redacted] accuracy</p>	<p>8. In AI, what does <i>data privacy</i> mean?</p> <p>a) AI safeguarding [redacted] information</p> <p>b) AI using open data to [redacted]</p> <p>c) AI training only on public domain sources</p> <p>d) AI [redacted] collaboration</p>
<p>3. In AI, what [redacted] mean?</p> <p>a) AI systems always give perfect accuracy</p> <p>b) AI can [redacted] cultural contexts</p> <p>c) AI keeps [redacted] users</p> <p>d) AI processes and decision-making are open and [redacted]</p>	<p>9. What is meant by <i>third-party vendors</i> in AI?</p> <p>a) Students [redacted] class</p> <p>b) Internal university teams that develop AI systems</p> <p>c) External [redacted] or manage AI data</p> <p>d) [redacted] on AI projects</p>
<p>4. The term <i>cultural bias</i> in AI refers to:</p> <p>a) AI recognising diverse cultural perspectives accurately</p> <p>b) AI [redacted] training data</p> <p>c) AI [redacted] its models</p> <p>d) AI prioritising scientific accuracy over cultural context</p>	<p>10. What does <i>intellectual property</i> mean in relation to AI outputs?</p> <p>a) Knowledge [redacted] developers</p> <p>b) The ownership rights of creative or academic work</p> <p>c) The [redacted] an AI model</p> <p>d) The storage system for AI training datasets</p>
<p>5. What is [redacted] content?</p> <p>a) Information that is always verified and supported by evidence</p> <p>b) Material [redacted] checked by human experts before release</p> <p>c) Content [redacted] may contain errors or false information</p> <p>d) Data that [redacted] because it lacks confidence</p>	<p>11. What does [redacted] in AI use?</p> <p>a) [redacted] responsibly</p> <p>b) Universal laws that control AI programming</p> <p>c) Technical [redacted]</p> <p>d) Marketing rules for promoting AI tools</p>
<p>6. What does <i>plagiarism</i> mean in the context of AI use?</p> <p>a) AI [redacted] as their own</p> <p>b) AI producing only paraphrased information</p> <p>c) AI [redacted] databases</p> <p>d) AI rewriting content into multiple languages</p>	<p>12. What does <i>academic freedom</i> mean in relation to AI risks?</p> <p>a) Universities [redacted] across departments</p> <p>b) Students [redacted] exams</p> <p>c) Institutions allowing unrestricted AI training data</p> <p>d) [redacted] excessive AI reliance</p>

5. Gen AI Traffic Light System

Some universities use a Gen AI Traffic Light System for assessments. The Gen AI Traffic Light System sets [redacted] by defining when Gen AI use is [redacted]. Fill in the table below using the terms in the box below.

Category	Use of AI	Examples
RED: Not permitted		
AMBER:		
GREEN:		

Add these ideas into the correct section in the table above.

Category	Use of AI	Examples
<ul style="list-style-type: none"> • [redacted] • Integral role • Not permitted 	<ul style="list-style-type: none"> • AI may be used with tutor [redacted] not replace learning. • AI tools cannot be used [redacted] content. Only [redacted] spelling/grammar checkers allowed. • AI is required and [redacted] task. Students must use [redacted] responsibly. 	<ul style="list-style-type: none"> • Generating and comparing [redacted] analysing, reframing, [redacted] artwork (images/audio/video). • Drafting outlines, generating [redacted] translating text, providing [redacted] • In-person exams, class/online [redacted].

6. Referencing

Citing Gen AI in assignments ensures transparency and academic integrity by showing how and when these tools contributed to your work. How would you [redacted] using the Harvard [redacted]?

- Name and version: Copilot
- Publisher: Microsoft
- URL: <https://m365.cloud.microsoft/chat>

In-text Citation:

[redacted] list:

[redacted] acknowledgement:

7. Dos and Don'ts of Using Gen AI for Students at University

Working in pairs, make a **Dos** and **Don'ts** for using AI at university. Use your own but base them on the guidance you have read.

Dos	Don'ts

8. Critical Thinking Questions

Work in small groups to discuss the critical thinking questions, take notes on your ideas, and be ready .

1. Do you think Gen AI should be allowed in all university assessments if students reference it properly? Why or why not?
2. Which education: AI producing (hallucinations) or students becoming too your choice.
3. Some universities are returning to pen-and-paper exams. to prevent ?
4. How can students balance using (e.g., summarising, grammar help) with independent skills?
5. Do you agree with the Traffic Light System (Red, change ? Why?

9. Summary

Summarise the key learning points from this worksheet. What have you learned? What information in this lesson was new to you? How will you adapt your study habits?

Student AI Checklist

Before using AI

- ☐ I have reviewed the **assessment brief** and **tutor's instructions** to determine the [redacted]
- ☐ I understand AI's **limits** (it can [redacted] information).
- ☐ I will **use AI as a support tool**, not as a replacement for my own work.

While using AI

- ☐ I keep my **data safe**: no [redacted] are uploaded.
- ☐ I **think critically**: I fact-check and cross-check all AI output with reliable sources.
- ☐ I **cite** [redacted] used in my work is acknowledged and referenced.
- ☐ I **build on AI suggestions** [redacted] creativity.

In my assignments

- ☐ I ensure my [redacted] **and skills**.
- ☐ I do not use AI to **write or translate full assignments** (unless explicitly permitted).
- ☐ I use AI tools [redacted], not for content creation.
- ☐ If I use AI visuals (e.g. diagrams, images), I provide [redacted]

In learning and research

- ☐ I may use AI to [redacted] I remain responsible for accuracy.
- ☐ I do not upload **lectures**, [redacted] (to protect copyright).
- ☐ I follow **ethical standards** when using AI in research (privacy, consent, data protection).
- ☐ In class [redacted] has approved it.

Staying Safe and Responsible

- ☐ I use **university-**[redacted], Claude for Education) for secure and fair access.
- ☐ I protect my [redacted] genuinely my own work.
- ☐ If I am unsure, I [redacted] guidance

Generative AI in Higher Education **ANSWERS**

1. Introduction: What is Generative AI?

1.1 Write a short definition (50 words) of Generative AI.

SAMPLE ANSWER: *Generative AI is a type of artificial intelligence that can create new content such as text, images, code, [REDACTED] patterns from large amounts of data and then producing original outputs, often used in education, research, business, [REDACTED] to [REDACTED] innovation.*

1.2. Name three Gen AI tools (**sample answers**)

Tool Name	Developer	Main Use / Function
ChatGPT	OpenAI	Text generation, Q&A, explanations
Google Gemini	Google	Multimodal AI (text, images, reasoning)

ALL ANSWERS INCLUDED IN PAID VERSIONS...