2025 AI in Higher Education Symposium

Conference Proceedings

Day 2: Friday, 26 September 2025

1:00 PM Hobart | 4:00 AM London | 11:00 AM Perth

Stream 1

KEYNOTE: The Postplagiarism Paradigm: (Re)Conceptualizing Academic Integrity in the Age of Artificial Intelligence

- **Speaker:** Dr. Sarah Eaton

- **Abstract:** Artificial intelligence has resulted in transformative shifts in teaching, learning, assessment, and academic integrity in higher education. In this keynote, Dr. Sarah Elaine Eaton urges us to move beyond detection-focused strategies to academic misconduct and explore how AI can become a catalyst for educational equity and student success while maintaining academic integrity. Dr. Eaton argues that there can be no integrity without equity. When thoughtfully and cautiously integrated, AI tools can democratize access to learning support, particularly benefiting students with diverse learning needs, language backgrounds, and varying levels of academic preparation. Join us as Dr. Eaton unpacks her award-winning postplagiarism framework, which transforms our approach to academic integrity in the age of generative artificial intelligence.

- **About Dr Sarah Eaton:** Sarah Elaine Eaton, PhD, is a professor and research chair at the Werklund School of Education, University of Calgary, Canada and an Honorary Associate Professor, Deakin University, Australia. She has received research awards of excellence for her scholarship on academic integrity from the Canadian Society for the Study of Higher Education (CSSHE) (2020) and the European Network for Academic Integrity (ENAI) (2022). Dr. Eaton has written and presented extensively on academic integrity and ethics all over the world. She is the editor-in-chief of the *International Journal for Educational Integrity* and the *Second Handbook of Academic Integrity* (2024).

1:40 PM Hobart | 4:40 AM London | 11:40 AM Perth

Stream 1

Paper 1718: Co-Creating AI Policy with Students: Reflective Practice as an Ethical Imperative in Higher Education

- **Author:** Allison Lester

- **Affiliation:** Arizona State University, United States

- **Abstract:** This article explores a practitioner inquiry into co-creating AI use policies with undergraduate students. Rather than implementing a pre-written policy, students and

the instructor collaboratively designed a living document that defined ethical, transparent, and participatory uses of emerging AI tools. The study examines how participatory co-design fosters critical digital literacy, reflective practice, and ethical agency among students. Findings suggest that intentional co-creation processes cultivate student ownership, enhance metacognitive awareness, and encourage critical engagement with the broader social and ethical implications of AI.

Stream 2

Paper 1492: Beyond task completion: Guiding students to use ChatGPT for learning, not just quick solutions

- **Author:** Elise Øby

- **Affiliation:** Kristiania University of Applied Sciences, Norway

- **Abstract:** ChatGPT's intuitive interface can either enrich learning or promote superficial task completion. This paper integrates four theoretical perspectives—cognitive load management, goal orientation, self-efficacy, and task relevance—into a unified framework for guiding students' AI use. By emphasizing structured task design and scaffolding complexity, the framework demonstrates how educators can transform ChatGPT from a shortcut into a tool that supplements rather than replaces students' intellectual effort. This integrative model offers a practical approach for educators seeking to maintain genuine learning while leveraging the benefits of AI tools.

2:00 PM Hobart | 5:00 AM London | 12:00 PM Perth

Stream 1

Paper 1705: Raising Ethical Awareness of GenAI through Student Reflection

- **Authors:** Michelle Pedlow & Justine Maldon

- **Affiliation:** University of Western Australia, Australia

- **Abstract:** This proposal focuses on GenAI-related questions in pre- and post-semester self-assessments, designed to help students reflect on how and why they use AI tools. The project uses surveys with first-year students to evaluate their academic and digital literacies. Students showed an awareness of the affordances and limitations of GenAI, demonstrating ethical understanding and critical evaluation. Reflections revealed tensions between perceived efficiency and academic integrity. This project offers a practical, student-centred approach to supporting the transition to university study amidst rapid technological change.

Stream 2

Paper 1375: Exploring AI Adoption Factors and Innovation Attributes: An Empirical Study in Management Information Systems

- **Authors:** Waleed Mugahed Al-Rahmi

- **Affiliation:** TBA

- **Abstract:** This study investigates influencing factors that affects the adoption of Artificial Intelligence (AI) technologies in higher education institutions in XXX, utilizing the "Technology-Organization-Environment (TOE) framework" and "Diffusion of Innovations (DOI) theory". The research employs a quantitative methodology, surveying a sample of 300 academic and administrative staff across various institutions. Constructs measured include Social Trends, Organizational Culture, Sustainability, Waste Management, Compatibility, Relative Advantage, Complexity, Social Drivers, Innovation Attributes of AI, Intention to Use AI-Based Decision Support Systems (DSS), and Government Regulatory factors. Data collection was conducted through structured questionnaires, and the analysis was performed using "Structural Equation Modeling (SEM)" to test the proposed hypotheses and evaluate the relationships among constructs. The study identifies several significant findings: Organizational Culture, Sustainability, and Waste Management positively influence Social Drivers, while Compatibility and Relative Advantage significantly impact Innovation Attributes of AI. Innovation Attributes of AI are found to strongly affect both the Intention to Use AI-Based DSS and AI Adoption, with Government Regulatory factors also playing a crucial role in facilitating AI adoption. The study's findings underscore the importance of organizational support and regulatory frameworks in promoting AI adoption. Practically, it highlights the need for institutions to foster a supportive culture and integrate sustainable practices to enhance AI integration. For future research, recommendations include expanding the sample to diverse educational settings, exploring longitudinal impacts, and examining the role of leadership and external factors in AI adoption. This study contributes to the understanding of AI adoption dynamics and provides a foundation for developing effective strategies in higher education institutions.

2:20 PM Hobart | 5:20 AM London | 12:20 PM Perth

Stream 1

Paper 1771: Towards a partnership ethics for generative AI in higher education

- **Authors:** Maris Gillette, Elizabeth Olsson, Arne Wackenhut

- **Affiliation:** Gothenburg University, Sweden

- **Abstract:** This paper explores possibilities for developing a partnership ethics for generative AI in university classrooms. During 2024-2025, we used anonymous surveys and focus groups to ask students and teachers how they used genAI. Teachers and students articulated concerns about inclusiveness, fairness, and long-term learning. We employ historian Carolyn Merchant's concept of a partnership ethic to explore the ethical impacts of genAI on social science education, paying particular attention to interpersonal relationships and social science curricula. We invite open and reflective conversations about genAI to co-create a partnership ethic to inform practice.

Stream 2

Paper 1480: A conceptual paper on using AI to enhance quality of doctoral supervision.

- **Author:** Phineas Sebopelo

- **Affiliation:** Botswana Open University

- **Abstract:** The advent of Generative AI tools has pedagogical implications for doctoral students and their supervisors. The use of AI has the potential to disrupt the traditional balance of relationships between candidates and supervisors. This conceptual paper accounts how leveraging AI can enhance the quality of Doctoral supervision. Findings highlight interest and acceptance surrounding the use of generative AI tools. The study concludes that AI tools should be openly integrated in supervision frameworks in a transparent, integrated approach.

2:40 PM Hobart | 5:40 AM London | 12:40 PM Perth

Stream 1

Paper 1716: Teaching with AI: Enhancing Critical Thinking and Ethical Awareness in Academic Writing

- **Author:** Hanane Benali Taouis

- **Affiliation:** Universidad Politécnica de Madrid

Abstract: This article explores the integration of artificial intelligence (AI) in an English course for Academic and Professional Communication. Rather than restricting AI use, the study adopts a critical digital pedagogy approach to foster students' awareness of ethical and effective engagement with AI tools. Activities were designed to encourage reflective practices, promote critical analysis of AI-generated content, and establish clear guidelines for responsible use. The results suggest that the students developed a more nuanced understanding of AI's capabilities and limitations, enabling them to engage with it as a support tool rather than a substitute for original work. The study concludes that structured integration of AI can enhance students' digital literacy, content retention, and critical thinking skills.

Stream 2

Paper 1470: Higher Education Students' ChatGPT Use Behaviour: Structural Equation Modelling of Contributing Factors through a Modified UTAUT2 Model

- **Authors:** Valentine Joseph Owan, Ibrahim Abba Mohammed, Ahmed Bello, Tajudeen Ahmed Shittu, Mercy Valentine Owan

- **Affiliation:** University of Calabar, Calabar, Nigeria

- **Abstract:** Despite the increasing interest in AI technologies in education, there is a gap in understanding the factors influencing the adoption of ChatGPT among Nigerian higher education students. This study addressed this gap by investigating the predictors of students' behavioural intentions and actual usage behaviour regarding ChatGPT using the UTAUT2 framework. A sample of 8,496 higher education students from diverse institutions in Nigeria participated. The findings reveal several significant predictors, including performance expectancy, social influence, hedonic motivation, and habit. Behavioural intention was found to mediate the relationships between several factors and ChatGPT usage behaviour. This study contributes to understanding the adoption of the ChatGPT in higher education contexts.

3:00 PM Hobart | 6:00 AM London | 1:00 PM Perth

Stream 1

Paper 1850: When AI Takes the Exam Grade Inflation and Assessment Integrity in a Natural Experiment

- **Author:** Gérard BOUROBOU

- **Affiliation:** Institut polytechnique UniLaSalle

- **Abstract:** This study explores the impact of generative AI tools on academic assessment integrity, using empirical data from two undergraduate economics courses. The courses differed in their use of supervised versus unsupervised assessments, allowing a natural experiment. Results reveal substantial score inflation in unsupervised settings. Individual-level analysis further highlights sharp discrepancies. These findings suggest that AI tools, even when banned, are likely used to artificially boost results, undermining the reliability of grades. The paper discusses implications for fairness, motivation, and institutional trust, and proposes reforms to ensure academic evaluations remain credible.

Stream 2

Paper 1451: AI's Impact on University Teaching and Learning: Student Voices

- **Author:** Alejandro Acuyo Cespedes

- **Affiliation:** Nazarbayev University

- **Abstract:** This study explores the implications of AI on teaching and learning from a student perspective. Qualitative data was collected through open-ended survey responses from 309 students at a leading English-instruction university in Kazakhstan. Positive findings highlighted AI's role as a creative assistant and a virtual tutor. Challenges included risks of AI dependency, degradation of critical skills, and technological limitations. The study concludes with practical recommendations related to enhancing student training and updating course documentation to support gradual AI integration.

3:20 PM Hobart | 6:20 AM London | 1:20 PM Perth

Stream 1

Paper 1808: "AI Should Help them Learn, Not Learn for Them": University Staff Perspectives on the Role of Generative AI in Education

- **Authors:** Helen Enright, Deanna Horvath, Katja Petrovic, Bojana Šarkić

- **Affiliation:** La Trobe University

Abstract: Understanding how students and educators engage with GenAI is essential. In 2023, we administered a survey to academic staff at our Australian-based University. Findings revealed substantial concerns regarding academic integrity, ethical considerations, and the potential erosion of essential academic skills. Staff highlighted equity concerns but also

recognised opportunities for using GenAI to enhance teaching practices. Given our findings, there is an urgent need for clear governance frameworks, structured professional training, and the active inclusion of student perspectives.

Stream 2

Paper 1497: Artificial Intelligence and Critical Thinking in Education: A Scoping Review of AI-Based Interventions and Their Effectiveness

- **Author:** Ngo Cong-Lem

- **Affiliation:** Dalat University

- **Abstract:** This scoping review examines how AI interventions support critical thinking development. It focuses on the types of AI-based interventions implemented and their effectiveness. A systematic search in Scopus identified 17 empirical studies. AI-assisted interventions improved argumentation, structured reasoning, and problem-solving when integrated into interactive learning environments. ChatGPT and other AI tools were most effective when used for critiquing, debating, or refining ideas, but automation bias emerged as a concern. Educators should implement AI literacy training to ensure AI enhances rather than replaces human reasoning.

3:40 PM Hobart | 6:40 AM London | 1:40 PM Perth

Stream 1

Paper 1887: Academic Integrity in the AI Age: A Study of AI Policies for Faculty and Students in U.S. Higher Education

- **Author:** Jennifer Qian

- **Affiliation:** Louisiana State University

- **Abstract:** The integration of generative AI in U.S. higher education has led to new opportunities and ethical challenges. This study examines the AI policies for faculty and students in top U.S. universities. Using publicly available policy documents, the research addresses: 1) topics covered, 2) resources provided, and 3) how academic integrity is defined. A qualitative content analysis identifies key themes and ethical frameworks. The findings offer practical insights for developing AI policies that support both faculty and students, contributing to a deeper understanding of how academic integrity is evolving.

Stream 2

Paper 1911: Walking the Fine Line: A Qualitative Study on the Balance between the Benefits and Ethical Concerns of GenAI in Higher Education Educators

- **Author**: Sophie Gaugl
- **Affiliation**: TBA
- **Abstract**: In recent years, AI, particularly Generative AI, has experienced a significant surge in relevance. Rapidly growing in its influence on everyday life, GenAI has also permeated higher education, requiring educators in higher education to learn about this new concept in order to

teach effectively in the educational landscape of the twenty-first century. The dual nature of GenAI in particular, carrying both benefits and downsides, such as ethical concerns, necessitates a thorough understanding of the underpinnings of these technologies. However, while some research has already been devoted to how students in higher education perceive AI (Guan et al., 2024; Lee et al., 2022; Lianyu et al., 2024), very little scholarly attention has been focused on the educators and how they can strike a balance between harnessing the benefits of GenAI, while also being able to maintain ethical standards. Especially when grading student assignments, educators might benefit from saving time with GenAI, but great care is required to ensure ethical standards are upheld. Therefore, the proposed article, "Walking the Fine Line: A Qualitative Study on the Balance between the Benefits and Ethical Concerns of GenAI in Higher Education Educators," aims to shed light on this research gap.

More precisely, the research question of the article is: "How can educators in higher education ensure that they benefit from GenAI, while also maintaining the necessary ethical standards?". To address this research question, semi-structured qualitative interviews will be conducted with several professors and lecturers working in higher education. Afterwards, the transcripts will be analysed according to Mayring's (2000) qualitative content analysis, thereby forming codes and categories of frequently occurring patterns, and forming key themes to answer the research question. As the interviews have not been conducted yet, the findings are anticipated. Using these insights, an ethical framework for educators in higher education wishing to employ GenAI in their teaching will be formulated, which may be used for training purposes and for GenAI policies. As a result, the implications would be that more insights on the GenAI usage of educators would be gained and that individuals working in higher education would be able to refer to a comprehensive ethical framework instead of having to rely on their own intuition alone.

4:00 PM Hobart | 7:00 AM London | 2:00 PM Perth

Stream 1

Paper 1909: Investigating Students' Perceptions of Ethical Principles in Translation Teaching in the AI-Driven Era

- **Author:** Huong Nguyen

- **Affiliation:** The University of Foreign Language Studies, University of Da Nang

- **Abstract:** This study investigates students' perceptions of ethical principles in translation teaching in the AI-driven era. The study employs a mixed-methods design, integrating surveys and interviews. Participants are undergraduate and postgraduate translation students. The findings will reveal key areas where students may feel ethically unprepared (including data privacy, bias, and professional values). It is recommended that curriculum development should balance technical competence with ethical literacy. This study supports the development of socially responsible, critically aware future translators.

Stream 2

Paper 1921: Enhancing Methodological Integrity in Qualitative Data Analysis through AI-Supported Triangulation and Reflexivity Practices: A Multi-case Study with Education undergraduate students

- **Authors**: Manual Etesse and Alexandra Shimabukuro
- **Affiliation**: Pontificia Universidad Católica del Perú
- **Abstract**: In contemporary qualitative methodology courses, the integration of generative artificial intelligence (GenAI) introduces novel ethical challenges. Students frequently delegate qualitative data analysis (QDA) to AI—submitting poorly examined transcripts and incorporating AI-generated summaries, codes, or verbatim quotations without rigorous oversight. Such practices risk the inclusion of inaccuracies, biases, and spurious "AI hallucinations" (Salvagno et al., 2023), thereby compromising methodological integrity (Levitt et al., 2017). Moreover, many novice researchers lack a thorough grasp of qualitative credibility and validity principles (Wagner, 2019; Talbott & Lee, 2020) and are consequently ill-equipped to deploy AI in ways that bolster rather than erode rigor. Reinforcing methodological integrity through GenAI therefore entails a dual imperative: fidelity to subject and context, and utility in fulfilling research objectives (Etesse, 2024). Anchoring AI-assisted QDA in foundational validity procedures—specifically data triangulation and reflexivity— (Creswell & Miller, 2000) offers a pedagogically viable path to ensure that AI support deepens, rather than threatens, the credibility and trustworthiness of qualitative inquiry (Etesse, 2025).

4:20 PM Hobart | 7:20 AM London | 2:20 PM Perth

Stream 1

Paper 1910: Co-designing for Integrity: A Theoretically Informed Approach to Developing Ethical AI Literacy in Higher Education

- **Author:** Nantana Taptamat

- **Affiliation:** The University of Queensland

- **Abstract:** This paper presents a case study on co-designing ethical AI literacy resources with science students at The University of Queensland. Addressing the gap between institutional AI policies and student practice, we employed Design-Based Research to develop the Generative AI Essential Guide. Drawing on survey data (n=322), focus groups (n=17), and a Student-Staff Partnership, we examine how pedagogical interventions can transform student anxiety about AI use into confident, ethical practice. By centering student voice, this research contributes a validated model for empowering students as responsible GenAI users while maintaining academic integrity.

Stream 2

Paper 1912: Integrating gen-AI in journalism assessment: An ethical framework

- **Authors**: Ik-Ying Ngu and Denby Weller
- **Affiliation**: Swinburne University of Technology
- **Abstract**: The impact of Artificial Intelligence (AI) is a topic that journalism and media educators are examining (Luttrell et al., 2020). By putting generative AI (gen-AI) within the context of journalism, we can summarise a few definitions, such as gen-AI helps with journalistic content generation (Scolari, 2020; Carlson, 2021), analyse data and provide insights (Fiesler et al., 2018; Hamilton, 2019), and personalise news delivery to engage audience through interactive storytelling (Pavlik, 2015; Domingo et al., 2018). The wide adoption of gen-AI has put academic integrity and honesty in assessment

production into question (Rahman & Watanobe, 2023). Assessment is vital in teaching and learning, and academics are always mindful of ensuring students engage with their formative and summative assessments in an honest manner (Kofinas et al., 2025). The demand for more authentic and experiential assessments (Ellis et al., 2020; Sotiriadou et al., 2020), where students look forward to assessments that expose them to the workplace, is growing (Mueller, 2005).

This paper proposed an ethical framework for designing evaluation and assessment in journalism units that includes formative and summative tasks. It addressed a two-fold problem, which is the increasing unethical use of gen-AI in news writing assessment and the demand for AI proficiency in the workplace. We reviewed an interactive journalism unit in the context of an Australian university with its campuses in Melbourne and Sarawak. The assessment was redesigned by integrating gen-AI into the feature writing assessment. Students are required to work in groups or pairs to use gen-AI to generate news content and analyse the differences between their original work and the AI-edited version. The group work addresses the gap that communication and collaboration competencies are often overlooked in the implementation of gen-AI within an educational setting (Zhang & Tian, 2025). Additionally, a marking rubric that assesses students on their ability to undertake non-human research and analyse the AI editing process and output was developed.

Our framework focuses on assessment design and proposes a shift from outcome-based learning to relevance to the workplace, particularly the news industry. The practical output will offer guidance for educators and professionals to make informed decisions about the complex demands of AI-driven learning and leverage gen-AI to strengthen journalism training among undergraduates.

4:40 PM Hobart | 7:40 AM London | 2:40 PM Perth

Stream 1

Paper 1719: From Policy to Pedagogy: The Role of Academic Development in Supporting Educators' Ethical Decision-Making About Generative AI

- **Author:** Breana Bayraktar

- **Affiliation:** George Mason University

- **Abstract:** As generative AI (GenAI) technologies rapidly reshape higher education, instructors face urgent ethical decisions about when, how, and whether to integrate AI tools into teaching, learning, and assessment. Yet, many do so in the absence of institutional policy or guidance. This study explores the role of academic development in supporting educators' ethical decision-making in the GenAI era. Drawing on a practitioner inquiry framework, we analyze qualitative data from a statewide workshop, "Communicating about Ethical AI Use with Students." Findings suggest that educators approach GenAI with caution, care, and diverse pedagogical values but report low confidence in their policies amid institutional ambiguity. Our analysis reveals how academic development serves as ethical infrastructure, offering structured reflection, peer dialogue, and adaptable frameworks for navigating uncertainty.

5.00 PM Hobart | 8.00 AM London | 3.00 PM Perth

Stream 1

KEYNOTE: Beyond the Great Reimagining: When AI Becomes Your Learning Partner

- **Speaker:** Dr. Julie Lindsay

- **Abstract:** Most discussions about AI in higher education focus on productivity tools or academic threats. This keynote explores the emerging Human-AI-World ecosystem where artificial intelligence transitions from being used to being learned with as an equal partner. Drawing from research in global collaborative learning and cosmogogical approaches, Dr. Lindsay presents a framework that reimagines the relationships between humans, AI, and the world as interconnected learning domains. Through live demonstrations and case studies, attendees will discover how learners experience AI differently when positioned as dialogue partners rather than feedback generators, enabling new forms of assessment. The focus is on how to architect learning environments where humans and AI can grow together ethically and creatively across global borders.

- **About Dr. Julie Lindsay:** Dr. Julie Lindsay, Senior Education Technology Advisor at the University of Southern Queensland, is a globally recognized leader in innovative online learning environments, drawing on over 35 years of experience. Her PhD research on online global collaboration informs her advocacy for digital transformation. Julie's vision explores the Human-AI-World ecosystem, where AI augments human curiosity and co-creation. She spearheads UniSQ's AI Pedagogy Project and leads the ICDE Technology and Innovation Network.

5:40 PM Hobart | 8:40 AM London | 3:40 PM Perth

Day 2 Closing Address (All Streams)

- **Speaker:** Dr. Cassandra Colvin

- **About the Speaker:** Cassandra is an experienced Manager in the tertiary sector, having had oversight of strategy and teams across a broad array of the student experience, including careers, student support, orientation, and learning analytics. Her achievements have been recognised in the receipt of a number of awards from professional and government bodies, including the Australian Office of Learning and Teaching. Cassandra has presented and published widely on themes relating to learning analytics, international student support, student development, and equity. Her PhD (Murdoch University) focused on intercultural interactions on university campuses.