Plan to Be Critical

UniSkills
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Source	Key Themes	Learning Outcomes	Participants	Areas for Criticality
GODDIKSEN, M.P., JOHANSEN, M. W., ARMOND, A. C., CENTA, M., CLAVIEN, C., GEFENAS, E., GLOBOKAR, R., HOGAN, L., KOVACS, N., MERIT, M. T., OLSSON, A. A., POSKUTE, M., QUINN, U., SANTOS, J.B., SANTOS, R., SCHOPFER, C., STRAHOVNIK, V., VARGA, O., WALL, O. J., SANDOE, P.and LUND, T.B., 2024. Grey zones and good practice: a European survey of academic integrity among undergraduate students. Ethics & Behaviour, 34 (3), pp.199-217.	Academic Integrity Cheating	1	1,639	• Participants from 7 countries and representing all major disciplines. • More participants identifying as female = not representative of census data/student populations. • Disproportionate number of students from humanities therefore cannot generalise findings.
TERBLANCHE, N., MOLYN, J. WILLIAMS, K. and MARITZ, J. 2023. Performance matters: students' perceptions of Artificial Intelligence coach adoption factors. Coaching: An International Journal of Theory, Research and Practice, 16 (1), pp. 100-114.	Artificial Intelligence	2	11	• Moroccan study – cannot generalise to a UK context.
BENFATAH, M., MARFAK, A., SAAD, E., HILALI, A., NEJJARI, C. and YOULYOUZ- MARFAK, I., 2024. Assessing the efficacy of ChatGPT as a virtual patient in nursing simulation training: A study on nursing students experiences. Teaching and Learning in Nursing, 19 (3), pp. e486-493.	ChatGPT Nursing students Students' experiences	1,2	12	• Students felt prepared for clinical practice after using ChatGPT simulation-based training. • Research offered limited scenarios, so it's not possible to say that AI enabled confidence in all areas of practice.

Title:
Critically assess students' understanding of academic integrity when engaging with AI

LO1:
Demonstrate an understanding of academic integrity as a concept

LO2:
Identify and discuss students' experiences of using AI at university