

RUN LEARNING AND TEACHING AWARDS 2025

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Title: Empowering regional university physiology students: rewarding academic integrity when using GenAI

Abstract: Attrition is disproportionately higher in regional universities and academic misconduct can heighten risk of attrition. Academic integrity education is increasingly critical with the rise of Generative Artificial Intelligence (GenAI) tools. Recognising the risks of academic misconduct due to misunderstanding or misuse of GenAI tools, a targeted tutorial was developed to support second year physiology students in ethical decision-making for their Task 2 assessment. Students critiqued an exam answer covertly generated by ChatGPT, identifying vague and erroneous content. A class discussion on the use of GenAI tools in assessment and learning followed, with students arguing the benefits and risks of using the tools in assessment. Anonymous responses were collected using Padlet. The activity fostered critical reflection and led to guidelines on responsible GenAI use for their assessment task. In 2025, the assessment was revised to emphasise process over product, with shared OneDrive folders, early milestone feedback, and a rubric rewarding ethical use of academic sources. Analysis showed students who participated in the tutorial achieved higher marks. Academic misconduct cases were minimal, with none in 2025. Students demonstrated awareness of the need for human oversight and were rewarded for upholding academic integrity.