

# GenAI in Learning, Teaching and Assessment

07

Instructor

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BSE4317

**Fire Engineering Safety  
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## Why did the instructor use GenAI for learning and teaching?

Gigi shared the university's open and progressive stance on the use of GenAI tools, viewing it as a positive and creative force in education. She incorporated these tools into innovative learning, teaching, and assessment practices within the subject BSE4317, specifically focusing on Fire Engineering Safety Management.

## How was GenAI used in this scenario?

In BSE4317, in addition to adopting the university's Honour Declaration, which requires students to declare their use of GenAI tools in their assignments, Gigi redesigned the assessment component of the subject from a student-based seminar report submission to a combination of students' seminar presentations and PowerPoint slides submissions with individual reflections on the submitted materials. This redesign enabled students to use GenAI tools for the assessment, with the understanding that they should be prepared to address any questions raised by teachers regarding their presentations and submitted work, regardless of whether GenAI tools were used.

## What was the impact on student learning?

Out of 53 students enrolled in BSE4317, 13 students declared that they had used GenAI tools to produce their submitted work, while 40 students declared that they had not used any GenAI tools. For the 13 students who used GenAI tools, it appeared that they had followed the university's guidelines on the use of GenAI in learning, teaching, and assessment, and they self-reported that their intentions for using the tools included 'grammar checking', 'English refinement', and 'brainstorming'. Notably, Gigi found that the reports submitted by students who used GenAI tools exhibited similar structures, although it was uncertain whether this was due to the use of the same GenAI tool or plagiarism among students.

## What were the challenges encountered during the implementation and what solutions were used?

Gigi identified one of the main challenges in incorporating GenAI into learning, teaching, and assessment as managing suspected cases of academic misconduct involving GenAI in student assessments. Although she had established an assessment framework that required students to reflect on and explain their work when she had doubts about submissions, differentiating between appropriate and inappropriate levels of AI usage remained an area where both teachers and students needed to reach a consensus at the subject level.

In the future, Gigi recognises the need to provide more guidance and practice for students on how to use GenAI tools ethically and effectively as part of her teaching.