

HKPolyU ETTE Symposium 2024: Vice Presidents Panel

GenAI in Higher Education

General questions

⇄ **Intended Learning Outcomes**

Now that generative AI can accomplish quite a lot of tasks with satisfactory performance, how should intended learning outcomes or even programme structures be updated? E.g., what should intended learning outcomes be in writing and translation courses/programmes under the current GenAI era?

⇄ **Human Uniqueness**

Could Professor Chau elaborate more on the concept of maintaining human uniqueness in the era of GenAI?

⇄ **Use of GAI for assessment. Any policy allowing or guiding academic staff in the use of GAI tools on assess students' assignments?**

⇄ **Future of the University system**

As students can learn from AI, what are your universities doing to attract on-campus learning?

⇄ **Teacher resistance**

Some teachers don't want to change their assessments to allow students to use GenAI. What do you do to address this?

⇄ **Learning to learn**

I know PolyU has emphasised "learning to learn" for students, but to what extent has that been connected to learning to learn with the help of AI? I wonder if we overestimate students' ability to learn independently using such tools?

⇄ **Teacher load in iterative assessment**

Dr Albert Chau, how do you address teacher workload in checking iterative student assessment and students' prompting/interactions with GenAI tools?

⇄ **How would universities encourage and motivate teaching staff to modify their courses and pedagogy under GenAI?**

To Dr Albert CHAU

To Prof. Shalendra SHARMA

To Prof. Bernard TAN

To Prof. Kwok-yin WONG

To Prof. Joanne WRIGHT

