

Contents

<i>About the Author</i>	xi
<i>Acknowledgements</i>	xiii
Introduction	1
Why write a study guide on using Generative Artificial Intelligence at university?	1
How is the book organised?	1
How was Generative Artificial Intelligence used in the writing of this book?	2
Part 1 What You Need to Know About Generative AI	5
1 Navigating the AI Landscape	7
1.1 Chapter objectives	7
1.2 Having read this chapter you will...	7
1.3 Introduction	7
1.4 How can we understand the concept of 'Artificial Intelligence?' in relation to this book?	8
1.5 Generative AI: Key terms and jargon	10
1.6 Historical context and evolution of AI	12
1.7 Generative AI and the evolution of GPTs by Open AI	12
1.8 Controversy and limitations in the development of ChatGPT	13
1.9 The rising sea of AI knowledge, AI application and its interpretation in academia	14
1.10 Moravec's Paradox and landscape with AI	16
1.11 How can AI contribute to equity, diversity and inclusion at university?	17
1.12 Summary of chapter	19

1.13	Chapter hacks	19
1.14	Chapter MCQs	20
2	What Can Generative AI Do for Your Study Skills?	22
2.1	Chapter objectives	22
2.2	Having read this chapter you will...	22
2.3	Introduction	23
2.4	Your study buddy AI assistant	23
2.5	Enhancing learning, comprehension and application independently	25
2.6	Start scenario	27
2.7	Critical thinking and analytical skills	29
2.8	Searching for literature and writing assistance	31
2.9	Time management and studying more efficiently	34
2.10	What will AI-assisted study look like in the (near) future?	35
2.11	Summary of chapter	36
2.12	Chapter hacks	37
2.13	Chapter MCQs	38
3	Academic Integrity and the Ethical Use of Generative AI at University	39
3.1	Chapter objectives	39
3.2	Having read this chapter, you will...	39
3.3	Introduction	40
3.4	Academic Integrity: What is it and why should you care?	40
3.5	How has Artificial Intelligence impacted Academic Integrity and what does this mean for the award gap that university students face?	42
3.6	Promoting academic integrity in relation to Bloom's Taxonomy and AI literacy	44
3.7	Are you allowed to use AI tools, assistants and content?	46
3.8	Protecting your privacy when using AI tools	48
3.9	Future-proof your skillset	49
3.10	Skills to prioritise	50
3.11	Summary of chapter	51
3.12	Chapter hacks	51
3.13	Chapter MCQs	52

Part 2 How to Support Your Study With Generative AI	55
4 Getting Started With Generative AI	57
4.1 Chapter objectives	57
4.2 Having read this chapter, you will...	57
4.3 Introduction	58
4.4 To sign-up or not to sign-up?	59
4.5 Free or fee?	59
4.6 Officially vetted vs the wild west?	61
4.7 Novice or pro?	61
4.8 Prompting and prompting frameworks	62
4.9 Unpacking the AI tool kit	63
4.10 AI Writing tools	64
4.11 AI image creation tools	66
4.12 AI presentation/slides tools	69
4.13 AI video creation tools	72
4.14 Summary	73
4.15 Chapter hacks	73
4.16 Chapter MCQs	74
5 Using Generative AI Tools to Support Your Study	76
5.1 Chapter objectives	76
5.2 Having read this chapter, you will...	76
5.3 Introduction	76
5.4 Traditional approaches to studying	77
5.5 AI-assisted approaches to studying	79
5.6 AI-assisted study notes	80
5.7 Summary	88
5.8 Chapter hacks	89
5.9 Chapter MCQs	90
Part 3 How to Approach Your Assessments With Generative AI	91
6 Essays	93
6.1 Chapter objectives	93
6.2 Having read this chapter, you will...	93
6.3 Introduction	94
6.4 What is an essay?	94

6.5	Why are essays used in the assessment process?	96
6.6	Checklist to begin the assignment: Essay	97
6.7	Understanding the assessment format	99
6.8	Understanding the learning outcomes	101
6.9	Connecting the Learning outcomes with assessment format and taught content	104
6.10	Is the use of GAI permitted in the final assignment?	107
6.11	Time management – When to research and write an essay with AI	109
6.12	Walk-through example: AI-assisted approach to creating an essay	113
6.13	Summary of chapter	119
6.14	Chapter hacks	119
6.15	Chapter MCQs	120
7	Presentations	122
7.1	Chapter objectives	122
7.2	Having read this chapter, you will...	122
7.3	Introduction	123
7.4	What is a presentation?	123
7.5	Individual or group presentations	124
7.6	Different types of presentation	125
7.7	Why are presentations used in the assessment process and why is feedback from them important?	126
7.8	Checklist to begin the assignment: Presentation	127
7.9	Understanding the assessment format	127
7.10	Understanding the learning outcomes	129
7.11	Is the use of Generative AI permitted in the final assignment?	133
7.12	What could the ethical use of Generative AI in a presentation involve?	133
7.13	Time management – When to create and practice a presentation	133
7.14	Walk-through example: AI-assisted approach to creating a presentation	135
7.15	Summary of chapter	142
7.16	Chapter hacks	143
7.17	Chapter MCQs	143

8 Exams	145
8.1 Chapter objectives	145
8.2 Having read this chapter, you will...	145
8.3 Introduction	146
8.4 What is an exam?	146
8.5 Types of exam	147
8.6 Typical question types in an exam	148
8.7 Why are exams used in the assessment process?	149
8.8 Checklist to begin the assignment: Exam	150
8.9 Understanding the assessment format	150
8.10 Is the use of GAI permitted in the final exam?	152
8.11 What could the ethical use of AI for an exam involve?	152
8.12 Time management: What needs to be done when preparing for an exam?	154
8.13 Familiarisation with the learning outcomes that the exam is based on	155
8.14 Walk-through example: AI-assisted approach to a take-home exam assignment	156
8.15 Summary of chapter	159
8.16 Chapter hacks	160
8.17 Chapter MCQs	161
9 E-portfolios	162
9.1 Chapter objectives	162
9.2 Having read this chapter, you will...	162
9.3 Introduction	163
9.4 What is an e-portfolio?	163
9.5 Why are e-portfolios used in the assessment process?	165
9.6 Checklist to begin the assignment: E-portfolio	166
9.7 E-portfolio tools and software	166
9.8 Understanding the assessment format	167
9.9 Is the use of GAI permitted in the final assignment?	169
9.10 What could the ethical use of GAI in an e-portfolio involve?	169
9.11 Example learning outcomes from an E-portfolio	170
9.12 Time management – What needs to be done by when for an e-portfolio?	173
9.13 Connecting theory and literature to an e-portfolio entry using an AI assistant	174

9.14	Summary of chapter	177
9.15	Chapter hacks	178
9.16	Chapter MCQs	179
Part 4 How to Explore Feedback With Generative AI		181
10	Grades and Feedback	183
10.1	Chapter objectives	183
10.2	Having read this chapter, you will...	183
10.3	Introduction	184
10.4	What are university grades and feedback based on?	185
10.5	Understanding what grades and feedback mean at your university	185
10.6	Types of grades used at universities	186
10.7	Types of summative related feedback used at universities	186
10.8	Why is feedback important?	187
10.9	Using AI assistants to help understand initial assignment feedback	188
10.10	Interpreting feedback across assignments	191
10.11	Summary of chapter	192
10.12	Chapter hacks	192
10.13	Chapter MCQs	193
<i>References</i>		195
<i>Prompt List</i>		199
<i>Index</i>		201