

# Gen AI Resources for learning and teaching

Dr Mary Jacob, Aberystwyth University, 19/3/2025, CC-BY-NC-SA



## Prifysgol Aberystwyth University

- [Crynodeb Wythnosol o Adnoddau](#) wedi'u curadu gan Dr Mary Jacob / [Weekly Resource Roundup](#)/ curated by Dr Mary Jacob
- Canllawiau i Staff / Guidance for staff: [Cynhyrchu Deallusrwydd Artiffisial](#) / [Generative AI](#)
- Canllawiau i fyfyrwyr / Guidance for students: [DA a'r Llyfrgell](#) / [AI and the Library](#)
- [Help and Support / Artificial Intelligence](#)
- [Regulations, Policies and Guidelines / General guidance on the use of AI](#)

## Case studies and examples

- Abegglen, S., Nerantzi, C., Martínez-Arboleda, A., Karatsiori, M., Atenas, J., & Rowell, C. (Eds.) (2024), [Towards AI Literacy: 101+ Creative and Critical Practices, Perspectives and Purposes](#) – A collection curated by #creativeHE
- Jisc (2023), [Assessment ideas for an AI-enabled world](#) – toolkit for teaching and assessment
- Jisc, [Generative AI in Practice](#) – resource hub with case studies from HE and FE
- Nerantzi, C., Abegglen, S., Karatsiori, M. and Martinez-Arboleda, A. (Eds.) (2023), [101 Creative ideas to use AI in education](#) - A collection curated by #creativeHE
- University of Kent, [Digitally Enhanced Education Webinars](#) – examples of how staff and students have used AI productively as well as further caveats (see video playlists)

## Guidance from national bodies

- Jisc Artificial Intelligence – rich resource highly recommended
  - [Jisc AI main page](#)
  - [Jisc AI blog](#)
  - [A Generative AI Primer](#), Michael Webb (14/8/2024)
  - [AI Detection latest recommendations](#), Michael Webb (9/2023)
  - [Embracing Generative AI in Assessments: A Guided Approach](#) (14/8/2024)
  - [HE Generative AI Literacy Definition](#), Sue Attewell (23/7/2024)
  - [Student perceptions of generative AI](#) (7/6/2024)
- QAA
  - [Generative Artificial Intelligence](#) – comprehensive resource collection
  - [Navigating the complexities of the artificial intelligence era in higher education](#), *Quality Compass* (2/2024)
  - [UK Quality Code](#) (6/2024)
- Tertiary Education Quality and Standards Agency (TEQSA, Australian equivalent of the QAA)
  - [Assessment reform for the age of artificial intelligence](#)
  - [Chat GPT Webinar #5: Assessment reform for the Age of AI](#) (1-hour video)

## Guidance from other institutions

- Cardiff University and Sheffield-Hallam University
  - Smith, D. & Francis, N. (11/9/2023), [Generative AI in assessment \(Staff-facing version\)](#), *National Teaching Repository*
  - Smith, D. & Francis, N. (6/10/2023), [Guidelines on Using AI in Academic Assessments \(student-facing version\)](#), *National Teaching Repository*
  - Smith, D. & Francis, N. (6/10/2023), [Using Generative Artificial Intelligence – A Student Guide](#), *National Teaching Repository*
- Eaton, S. E. (10/3/2025), [#LTHEchat 322: Postplagiarism: Teaching and Learning in an Age of Artificial Intelligence](#) (blog post with downloadable infographic)
- King's College London
  - [Approaches to assessment in the age of AI](#)
  - FutureLearn, [Generative AI in Higher Education](#), (MOOC updated for 2024)
  - [Generative AI: student guidance](#)
  - [King's guidance on generative AI for teaching, assessment and feedback](#)
- [Russell Group principles on the use of generative AI tools in education](#)
- Rowell, C. (Ed.) (2/2024), [AI conversations: Critical conversations about AI, art and education](#), (University of the Arts London)
- University of Oxford Centre for Teaching and Learning (5/12/2023), [An introduction to the use of generative AI tools in teaching](#)

## Assessment, learning activities and aligned teaching

- [ABC Learning Design](#) - A robust model for designing learning based on Diana Laurillard's types of learning
- Jisc (2022), [Principles of good assessment and feedback](#) - good for authentic assessment, active learning, feedback, engagement
- Laurillard, D. (2002), *Rethinking university teaching: a conversational framework for the effective use of learning technologies* (2nd ed.) (London: RoutledgeFalmer)
- Laurillard, D. (2012), *Teaching as a design science: building pedagogical patterns for learning and technology* (London: Routledge)
- QAA (2024), 'Principle 11: Teaching, Learning and Assessment', [UK Quality Code 2024](#) – supports authentic assessment and aligned teaching
- Sambell, K. & Brown, S. (2020), [Writing better assignments in the Post-Covid19 era: approaches to good task design](#), *Covid-19 Assessment Collection* – useful beyond Covid, good for aligned teaching and authentic assessment
- Villarroel, V., Bloxham, S., Bruna, D., Bruna, C. & Herrera-Seda, C. (2018), [Authentic assessment](#): creating a blueprint for course design, *Assessment & Evaluation in Higher Education*, 43:5, 840-854
- Young, C. & Perović, N. (2016), [Rapid and Creative Course Design: As Easy as ABC?](#) in *Procedia – Social and Behavioral Sciences, 2nd International Conference on Higher Education Advances, HEAd'16*, 21-23 June 2016, València, Spain (Eds) J. Domenech, M. Vincent-Vela, R. Peña-Ortiz, E. de la Poza, D. Blazquez