APPENDIX A

FELLOW-TA COLLABORATION IN CREATING EFFECTIVE ASSIGNMENT GUIDES BASED ON STUDENTS' INFORMAL MID-SEMESTER COURSE FEEDBACK

The Image 1 below is a representation of student informal feedback on a reflection writing assignment based on an experiential learning. The assignment allowed students to use AI. The TA helped in analysing the challenges that students faced in doing this assignment. The yellow highlights are from the TA's analysis.
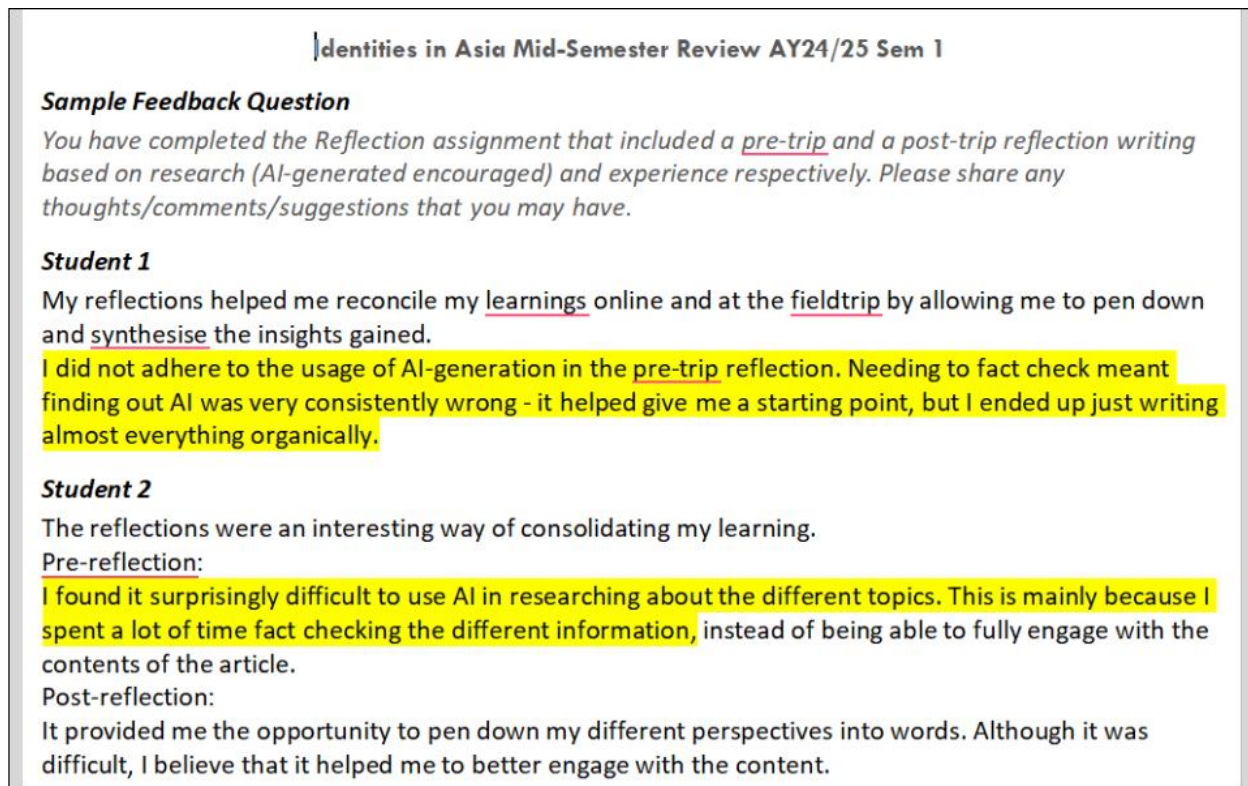
Image 1

Image 2 below is a sample of feedback provided by the TA on the assignment guide. This is an extract from the TA's communication with Fellow demonstrating his intention in providing input into how this reflection assignment that allows the use of AI can be rightly guided for students to enhance their learning.

Image 2

> ### *Guidelines for using Gen-AI for this Assignment*
> - *Identify relevant and credible sources of information. Correct factual things by critically looking for inaccuracies and biases. [Beware of "hallucinations"! Do not include any references/citation/credits without fact checking first.]*
>
> Students were instructed to check for hallucinations (specifically whether the citations generated by Gen-AI exists). Students were also guided how to limit themselves in fact checking by rationalising in the following way:
> 1. It would cause the students to end up fact checking every line with other sources and defeat the purpose of using Gen-AI.
> 2. The idea is for some inaccuracies to be debunked through the experiential learning and in the post-reflection assignment.
>
> The phrasing "correct factual things by critically looking for inaccuracies" suggested that we are asking the students to screen through secondary sources to fact check information given by Gen-AI. Can we instead distinguish the checking for "hallucinations" and the need to check that every factual thing is correct? Ideally, we just want students to be able to double check that their sources are credible and exist – correct?