

**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**

Identities in Asia Mid-Semester Review AY24/25 Sem 1

**Sample Feedback Question**

*You have completed the Reflection assignment that included a pre-trip and a post-trip reflection writing based on research (AI-generated encouraged) and experience respectively. Please share any thoughts/comments/suggestions that you may have.*

**Student 1**

My reflections helped me reconcile my learnings online and at the fieldtrip by allowing me to pen down and synthesise the insights gained.

I did not adhere to the usage of AI-generation in the pre-trip reflection. Needing to fact check meant finding out AI was very consistently wrong - it helped give me a starting point, but I ended up just writing almost everything organically.

**Student 2**

The reflections were an interesting way of consolidating my learning.

Pre-reflection:

I found it surprisingly difficult to use AI in researching about the different topics. This is mainly because I spent a lot of time fact checking the different information, instead of being able to fully engage with the contents of the article.

Post-reflection:

It provided me the opportunity to pen down my different perspectives into words. Although it was difficult, I believe that it helped me to better engage with the content.

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?