Embracing generative artificial intelligence (GenAI) within paramedicine education: Innovate or stagnate!

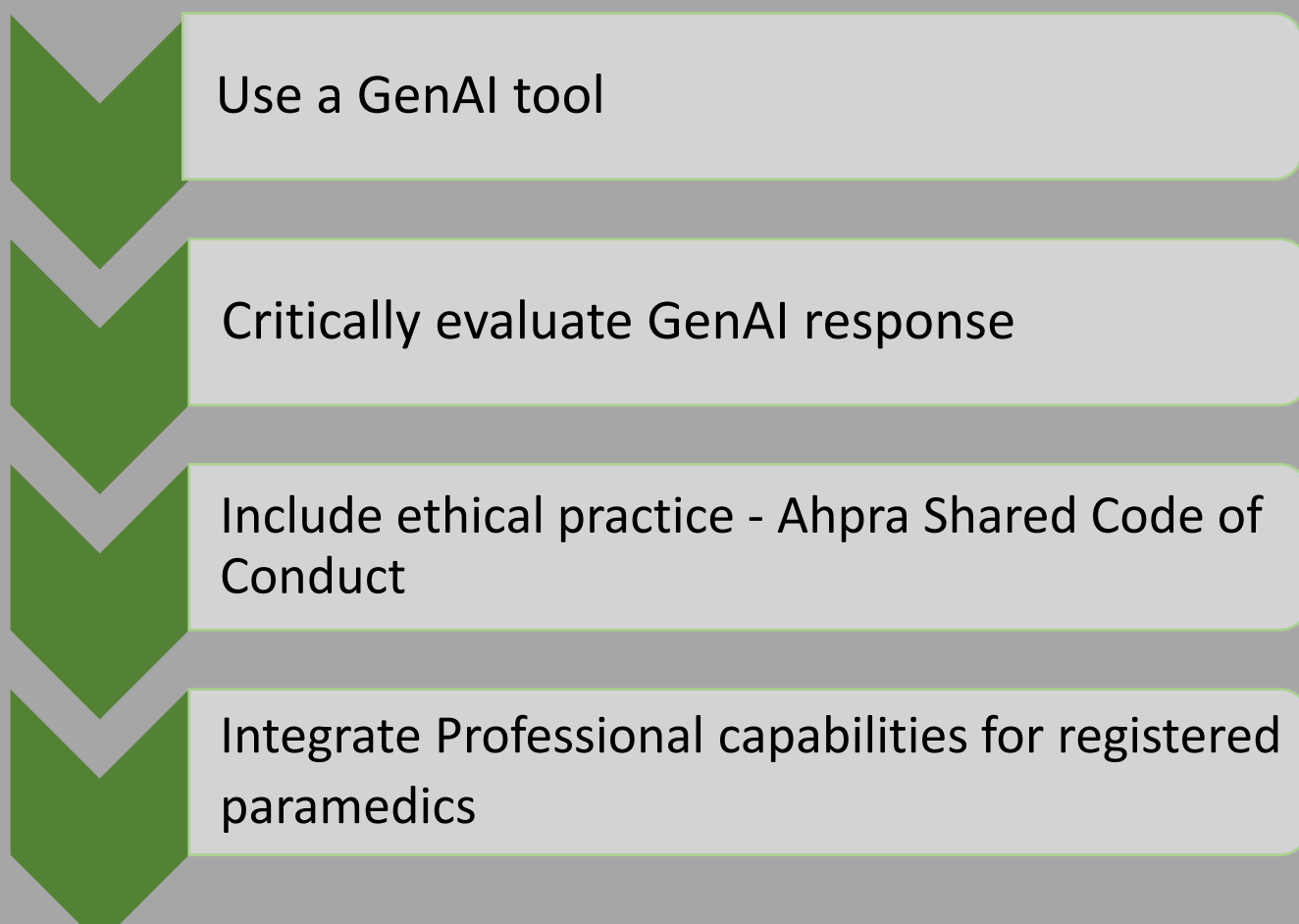*Michelle Young & Dr. Jaci Mason*

Introduction and Background

Students are expected to use technology as part of being active learners. Generative artificial intelligence (GenAI) is rapidly evolving, resulting in a change to the way we view assessments. At UNDA, unauthorised and uncited use of GenAI tools in assessments are deemed to have breached academic integrity. Authors advocate that assessment design is important in addressing cheating in assessments (Hodgkinson et al., 2016; Lancaster & Clarke, 2016), and promote the use of authentic assessments, which aim to engage students in real world tasks (Collins et al., 2014; Moriarty et al., 2016).

Problem

Students including unauthorised GenAI in their assessments. As today's graduates will undoubtedly use genAI in their professional career, it was important to ethically incorporate the building of skills and knowledge around GenAI within the paramedicine program at UNDA.
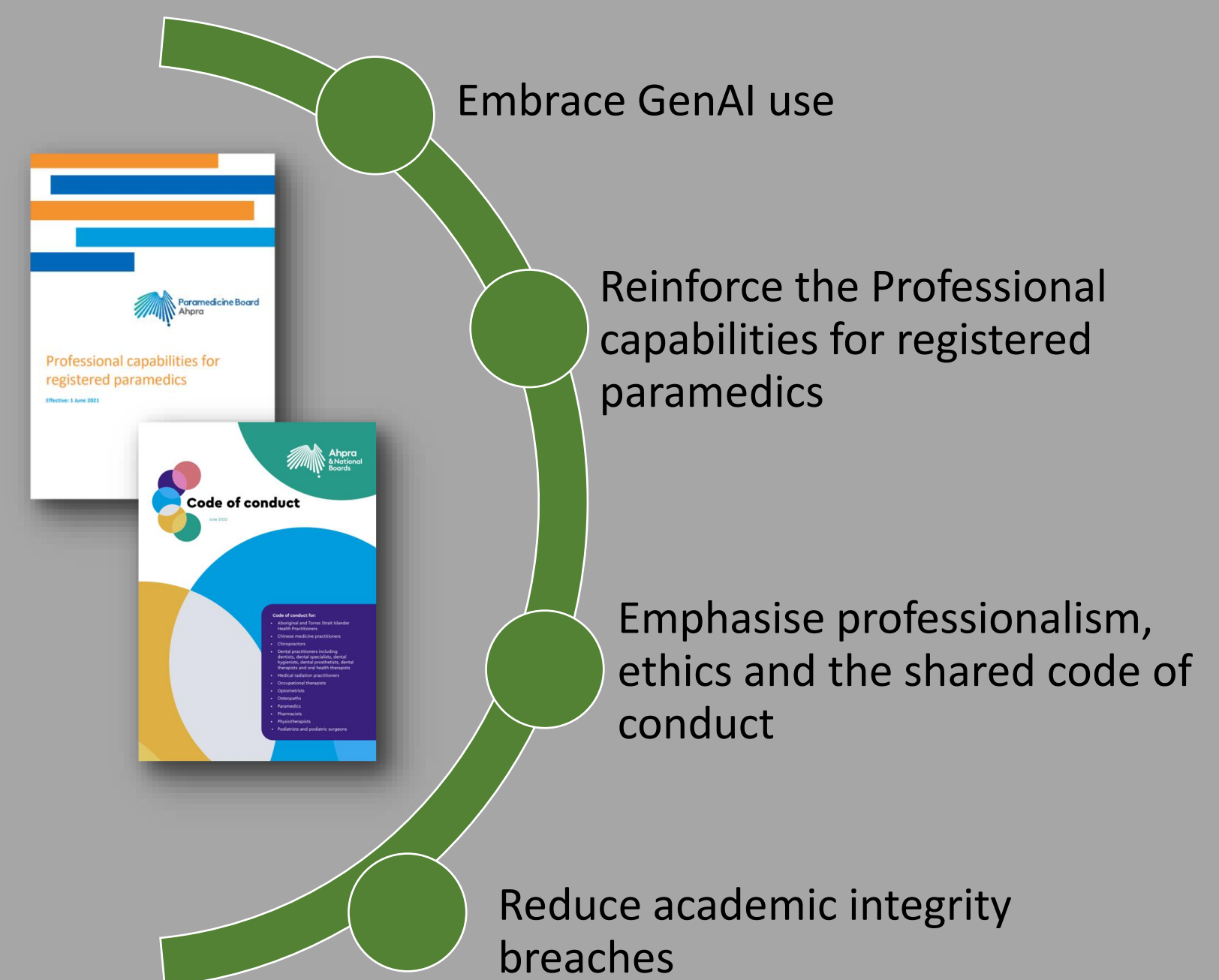
Method

- Case Study Methodology
- Critical Review Assessment Task
- Focused on use of hard and soft collars

- Use a GenAI tool
- Critically evaluate GenAI response
- Include ethical practice - Ahpra Shared Code of Conduct
- Integrate Professional capabilities for registered paramedics
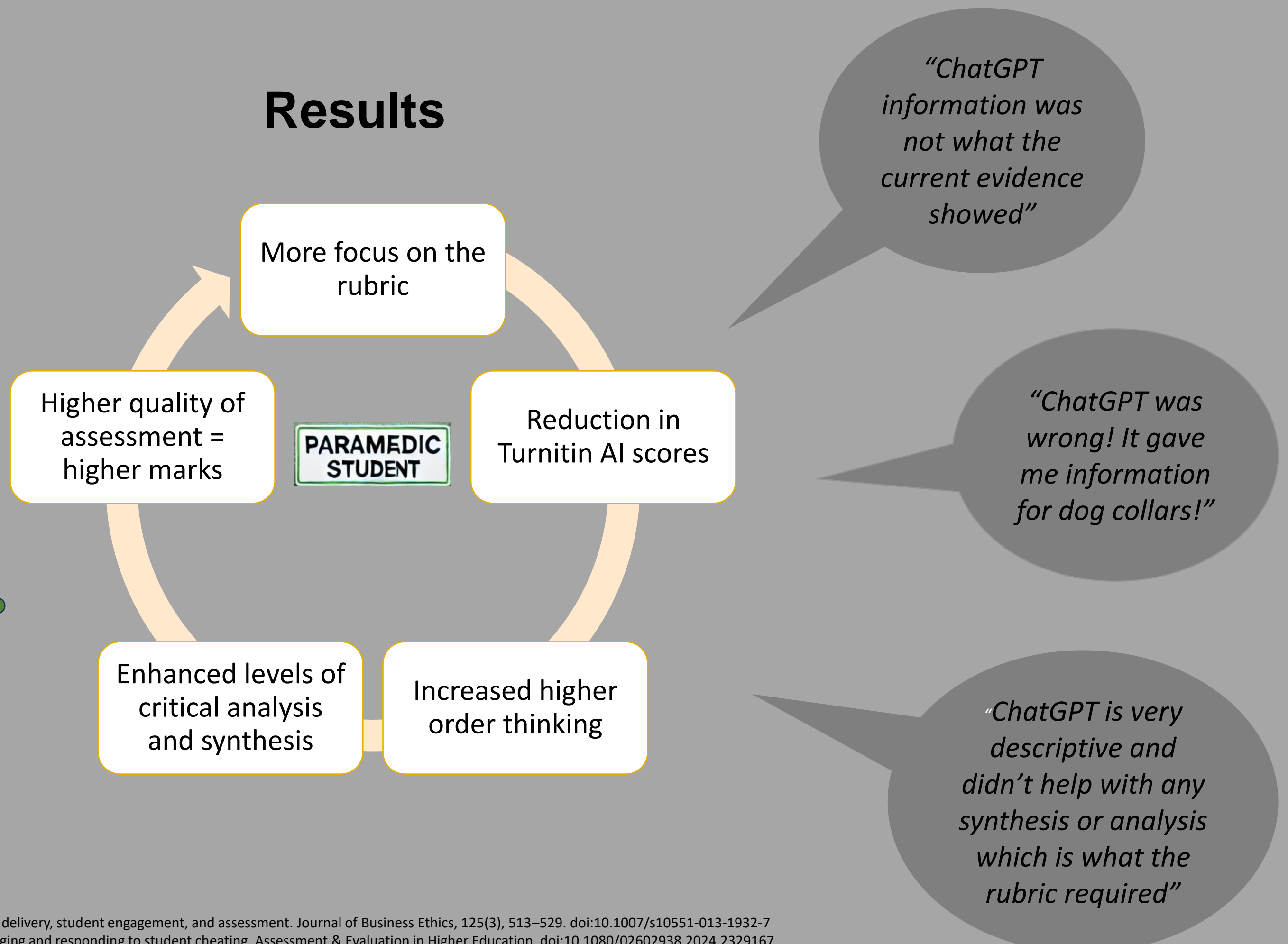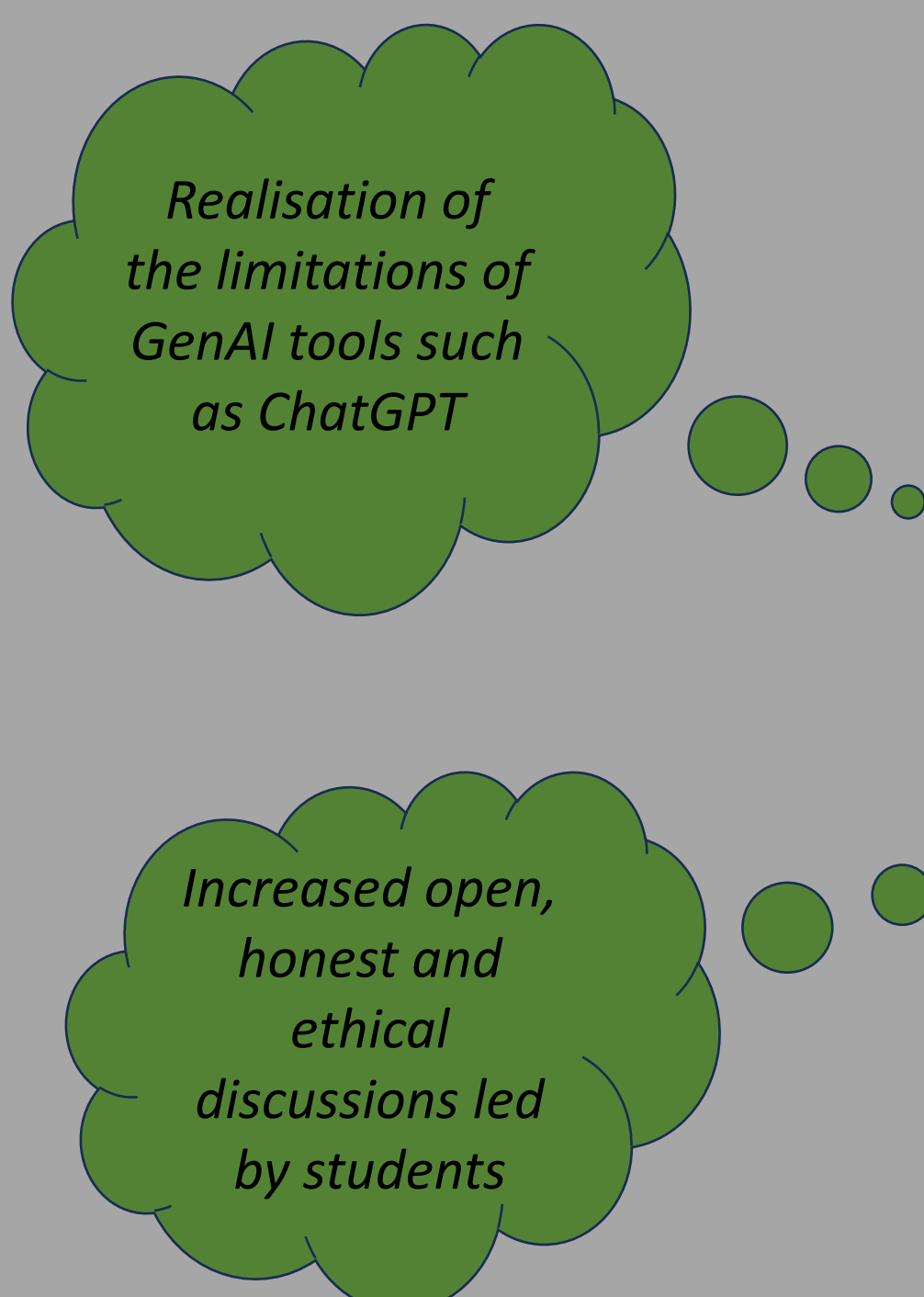
Aims

In keeping with Ellis and Murdoch (2024), the focus was on the challenges for the paramedicine teaching team, rather than focusing on why students cheat.

- Embrace GenAI use
- Reinforce the Professional capabilities for registered paramedics
- Emphasise professionalism, ethics and the shared code of conduct
- Reduce academic integrity breaches

Results

- More focus on the rubric
- Reduction in Turnitin AI scores
- Increased higher order thinking
- Enhanced levels of critical analysis and synthesis
- Higher quality of assessment = higher marks

PARAMEDIC STUDENT

Realisation of the limitations of GenAI tools such as ChatGPT

Increased open, honest and ethical discussions led by students

"ChatGPT information was not what the current evidence showed"

"ChatGPT was wrong! It gave me information for dog collars!"

"ChatGPT is very descriptive and didn't help with any synthesis or analysis which is what the rubric required"

References

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