Bond University Submission

To the House of Representatives Standing Committee on Employment, Education and Training: Inquiry into the use of generative artificial intelligence in the Australian education system

Bond University thanks the House of Representatives Standing Committee on Employment, Education and Training for the opportunity to share its position regarding the current issues and opportunities presented by generative Artificial Intelligence (AI).

Current national and international rhetoric in higher education has focused on Large Language Model (LLM) generative AI tools and their potential threats to traditional education models and practices. Of particular focus are those related to assessment, academic integrity and detection. However, assurance of learning practices encompasses more than simply safeguarding the product of learning; they also extend to the learning process. To preference one over the other is to potentially lose sight of the opportunity to improve the educational outcomes of all students. It is in the learning process that students acquire the depth, not just the breadth, of knowledge, skills and tools required to ensure workplace readiness and future adaptability.

What the rise of generative AI tools does challenge the education sector to do is to focus more on the holistic nature of learning. This approach is consistent with Bond University's reputation and commitment to the educational benefits of personalised and authentic learning experiences and assessments. In the face of the challenges presented by generative AI technologies and tools, Bond University maintains its commitment to producing graduates and future industry leaders who embrace new technologies and their affordances as they emerge. Further, the university recognises the need for ongoing professional development and learning opportunities for students and staff to build these new digital literacy skills.

While Bond University acknowledges the significant promise of generative AI tools, the safe, ethical and responsible use of these tools is paramount. As an institution, Bond supports regulatory initiatives requiring developers and providers of generative AI tools in education to protect student data privacy, address algorithmic bias, and make transparent AI-driven decision-making processes, including data sources and potential data limitations. Such measures are essential to maintaining the highest academic and research integrity standards and safeguarding against the possible dissemination of misleading information facilitated by AI-generated content.

Bond University further advocates for regulatory efforts to mitigate any potential exacerbation of educational inequalities arising from disparities in access to technology or AI resources. In so doing, it is also hoped that regulatory efforts will focus on the potential of generative AI tools to enhance student learning through increased accessibility and differentiation. Regulators might further encourage developers and providers to support accessibility and equitable use by considering appropriate educational use cases and affordable licensing options.

Bond University asks that this Standing Committee take a future-focused, holistic approach to their consideration of the complexities of these new and emerging technologies. Discussion and debate

focused solely on detecting and prohibiting LLMs and generative AI tools will potentially disadvantage students in an increasingly globalised workforce. The genie is out of the bottle! Focusing collective efforts on how best to leverage the learning benefits of such tools would be prudent if universities are to cement Australia's international reputation for educational innovation and leadership.