

We propose that after completing a facilitated case study discussion, students will be more likely to understand the implications of AI as a tool to improve learning, rather than a new method for quickly and easily dispensing with course assignments. By gathering these data, we hope to better structure campus policy to promote a culture of aspiration rather than compliance. Our presentation will provide examples of materials being developed for these workshops.

Conclusion. This session is designed to explore the relationship between compliance and aspirational models of ethics as they relate to the use of artificial intelligence in academic work. We propose a novel experiment that would allow us to assess the impact of generative conversations of case study material on student understanding of academic integrity.

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**GENERATIVE ARTIFICIAL INTELLIGENCE,
ACADEMIC INTEGRITY AND THE ROLE
OF UNIVERSITY SOCIAL RESPONSIBILITY**

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Academic integrity is facing new challenges as a result of the quick development of generative artificial intelligence (GAI). By examining the complex relations between GAI and academic integrity, this study explores ethical considerations that may arise when using AI-generated content in educational contexts. New means and approaches are needed to address this challenge, as GAI products are getting better at producing realistic and contextually relevant content at times indistinguishable from human intelligence (HI). The study addresses ethical considerations of AI tool usage in academic

settings. The study assesses available AI tools today and how they may affect academic integrity, stressing the need to develop additional means and approaches that would increase the values of integrity, creativity, and responsible use of artificial intelligence (AI). In addition, the study looks into the area of university social responsibility (USR) and how it might help to reduce the risks of GAI in academic settings. Since universities are praising ethical behaviour and the diffusion of information, USR is an essential tool for assisting universities in implementing responsible AI practices. The study results suggest promoting a proactive strategy for addressing the intersection of AI, academic integrity, and USR. Universities should embrace the transformational power of AI while respecting the fundamental principles of academic integrity by fostering a culture of ethical AI usage and active involvement of all stakeholders, thus contributing to the positive evolution of the academic environment in the era of AI.

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**GENERATIVE AI IN TEACHING AND LEARNING:
PROMPT ENGINEERING
AND TOWARDS DIGITAL EQUITY**

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As education increasingly integrates technology, Generative Artificial Intelligence (AI) has emerged as a powerful tool in the realm of teaching and learning. This paper explores the role of Generative AI in educational contexts, with a specific focus on prompt engineering as a key element in enhancing learning outcomes. The study also investigates the potential of Generative AI to