



HEA Teaching and Learning Conference
December 2025

Leading Change Together: Building the Future of Teaching and Learning in Higher Education



Chatbot Builder Technology: Paths to and Away from a Generative AI Powered Assessment Design Guru



Institution(s) and Partner Organisations Involved
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What level(s) of your institution does this work affect?
<ul style="list-style-type: none">Across multiple modulesAcross multiple programmesAcross multiple units/schools/faculties Institutional level
Date and Timeframe
Pilot Phase
Alignment and Focus
Focus <ul style="list-style-type: none">Digital Transformation in the Tertiary Sector Frameworks, Policies, or Strategies Aligned UDL Principles, EU Digital Education Action Plan, EU AI Act, Guidelines for the Responsible Use of AI in the Public Service
Discipline
<ul style="list-style-type: none">Teaching and Learning

Impact, Lessons Learned and Future Directions
Impact and Evidence of Success <p>This project is still in its pilot phase. We plan to release our recommendations in the form of a report and infographics for the sector, as well as make our instructions for the AI powered Generative AI Use Statement Agent available to the section. We see the outcome of our experience as being of benefit to any HE educator who is considering designing or introducing a chatbot agent to support academic practice. In terms of the uptake of the Generative AI Use Statement Agent, we are still trialing the Generative AI Use Statement Agent with academic staff. What this trialing has done is encouraged staff to have a conversation about where, when and how AI might be incorporated into their modules and programmes.</p>
Future Plans and Sustainability <p>We hope to further develop our Generative AI Use Statement Agent by trialling it and revising the agent based on staff feedback. While the ultimate goal is to have an agent that staff feel confident using when constructing a Generative AI use statement for their modules, we also hope that the agent will encourage staff to reflect on their programmes, the learning objectives for their modules and their overall expectations for their modules, with the aim of making decisions around where, when and how they will engage with Generative AI in the classroom.</p>
Top Tips <ul style="list-style-type: none">Chatbots should be developed and implemented as a supplementary support for professional development, rather than a primary learning tool.Core ethical principles need to be built into chatbots where possible. However, these systems alone cannot fully enable ethical compliance. There is a need for accountability on the part of developers, providers, users and regulators to ensure that chatbots are conforming to ethical standards.Conduct Accessibility Audits: Evaluate chatbot systems using WCAG 2.2 and UDL 3.0 frameworks.

Initiative Description
Aims and Objectives <ul style="list-style-type: none">To survey the literature on chatbot technology and assess the ability of chatbots to support pedagogy in Higher Education To explore the possibilities and limitations when using the technologyTo work towards creating a custom chatbot to support assessment in the CollegeTo create a set of recommendations for those looking to use Chatbot (builder) technology.
Outline or Description <p>For this project, we initially sought to undertake a desk-based exercise to explore what materials, resources and development would be involved in creating a Generative AI powered Agent, in the form of an Assessment Design Guru. Investigating Chatbot's in higher education and GPT builder technology, we initially sought to consider whether Chatbot technology has the ability or potential to provide critical responses and pose the relevant and appropriate questions that staff need when designing a new assessment. Drawing on existing scholarship, we provide a survey of how this technology has been used in the past, and what scholars have discovered in their use of this technology. From this literature review, we provide a list of recommendations for those looking to develop their own custom chatbot agent.</p> <p>Additionally, through auto-ethnographic research, we account for the processes and struggles we faced when seeking to develop an AI Powered Assessment Design Guru. As our survey of the scholarship predicted and as we experienced, the limitations of the Chatbot Builder technology presented insurmountable obstacles when seeking to develop our Guru. Pivoting away from our imagined Guru, we alternatively explored the type of Gen AI Assistant that is possible to create with GPT builder technology and which we have realised to a degree in our Generative AI Use Statement Agent. The aim of this project was not to develop a fully realised agent but rather to look at and seek to map the process of development.</p> <p>Out of this project we have developed a set of 36 recommendations for those looking to make use of Chatbots or GPT Builder technology, which can be found in the linked Sway Report.</p>
Funding & Acknowledgements Details
Thanks to the Pathfinder Funding