



GENAI DISCUSSION CARDS

The discussion cards present dilemmas about using generative AI in study groups. Use them to explore different perspectives and consider how the group in each case could handle the situation.

- Choose a card and read the case aloud.
- Discuss the questions on the card. Consider different viewpoints and possible solutions – there is not necessarily one right answer.
- Wrap up the discussion: What could the group in the case do, and why?

CASE - SHARED NOTES ARE UPLOADED TO GENAI

A group member uploads the group's shared notes to a generative AI tool to organise them.

The student finds this practical but has not asked the others whether they are comfortable with it.

Should everyone in the group agree before shared notes are uploaded to a generative AI tool?

What if the notes contain personal reflections?

What agreement should the group make about shared materials?

How could the group use generative AI to organise notes responsibly?



CASE - THE REWRITTEN PARAGRAPH

A member of a study group has written a paragraph for a group assignment and used generative AI to make the language sound more academic.

The group likes the result but is unsure how much of it is still the student's own work.

When is generative AI providing language support?

When does it take over too much of the writing?

Should the group know that the paragraph was rewritten using generative AI?

How can the group make sure everyone understands the text and can stand behind it?

CASE - THE OUTLINE

A study group is starting an assignment and uses generative AI to suggest an outline.

It looks useful, but the group has not yet discussed whether it fits the assignment requirements and academic focus.

What are the benefits and drawbacks of using generative AI to create an initial outline?

What does the group need to do next?

How can the group decide whether the outline fits the assignment?

When might an AI-generated outline shape the group's work too much?

CASE - THE READING SUMMARY

A student suggests using generative AI to summarise key course readings so everyone can get an overview before the next meeting.

The other group members are unsure what to say or whether it is a good idea.

When can a summary support the group's reading?

When might it replace the reading?

Which course texts, or parts of them, is the group allowed to upload to a generative AI tool?

How could the group use summaries in a way that supports learning?

CASE - HIDDEN USE OF GENAI

A group discovers that one member has used generative AI for several parts of their shared work without telling the others.

The student says it was only to save time and help the group move forward, but several members are uncomfortable with how it was used.

How might undisclosed AI use affect collaboration and trust in the group?

When should members tell the group that they have used generative AI?

How could the group discuss the situation without placing blame?

What shared agreements might have prevented it?

CASE - RULES AND EXAMS

A group is about to submit an assignment but is unsure how generative AI may be used in this particular course.

Some members think it is enough to disclose its use, while others think they should ask the lecturer.

What should the group do when the rules are unclear?

Who should they ask, and what specific questions should they raise?

How could the group keep a record of its AI use throughout the process to make it transparent?

CASE - GENAI AS A MEETING ASSISTANT

A group wants to use generative AI to organise meeting notes, draft agendas and suggest how to divide up the work.

This seems practical, but the members are unsure what information they are allowed to enter into the tool.

What kinds of meeting information can the group share with a generative AI tool?

What should they avoid sharing?

Who is responsible for checking the notes and decisions?

How can the group remain responsible for its notes, decisions and division of work?

CASE - THE THEORY DISCUSSION

A group uses generative AI to compare two theories.

The answer is clear and easy to follow, but the members are unsure whether it captures the nuances in the course readings.

How could generative AI help start a discussion about the theories?

How can the group check the answer against the course readings?

What could the group's own discussion add?

What might indicate that the comparison is too simple or misses important nuances?

CASE - THE VERY EFFICIENT STUDENT

One group member uses generative AI extensively and is always quick to share drafts, suggestions and notes.

This helps the group make progress, but some members feel the pace is too fast for them to understand the material properly.

How might the faster pace benefit the group?

What challenges could it create?

How can the group make sure everyone learns along the way?

How could the group balance efficiency with shared understanding?



CASE - FEEDBACK FROM GENAI

A group has written a draft and uses generative AI to get feedback. The tool suggests major changes to the structure and argument.

Some members want to follow the suggestions, while others feel the text would lose the group's original ideas and main point.

How should the group assess feedback from generative AI?

Who decides which suggestions to use?

What would make the feedback genuinely improve the text?

CASE - THE READY-MADE CONCLUSION

A group asks generative AI for help writing a conclusion.

The response is well written and seems to fit the assignment, but no one in the group understands the content well enough to explain all its points in their own words.

Can the group use text that its members cannot explain themselves?

What does it mean to stand behind a group assignment?

How could the group work further with the AI-generated response?

What would the group need to do before including any of the text in the assignment?

