



Scope: Contemporary Research Topics (Learning and Teaching) is peer-reviewed and published annually by Scope: Contemporary Research Topics, Otago Polytechnic Press. The print edition of this journal is co-published by Otago Polytechnic Press and General Editions.





The journal Scope (Learning and Teaching) is concerned with views, critical debate and reflections on learning and teaching theory and practice. It seeks to address current topical matters in the field of tertiary education. Its focus is on building a sense of community amongst researchers from an array of New Zealand institutions with the goal of linking with a wider international community.

EBSCO Database: Scope: Contemporary Research Topics (Learning and Teaching) is catalogued on the EBSCO Database in recognition of academic quality and alignment with international peer review processes.

An online version of the journal is available free at https://thescopes.org/journal/

ISSN (for hardcopy version): 1179-951X; ISSN (for online version): 1179-9528.

CC-BY 2025 the authors; © illustrations, the artists or other copyright owners.

learning & teaching 15

October 2025

Copy Editing: Megan Kitching

Design & Typesetting: Taryn Ormsby

Printing: GE/STUDIO

Cover Credit: Emma Allen, Metal flower image created by Firefly

Series Editor: Associate Professor Martin Benedict Andrew

Editorial Team: Trish Chaplin-Cheyne (Editor), and Megan Kitching (Editorial Assistant)

For peer review and editorial advice and comment, the editors rely on a range of appropriate reviewers, but in the first instance on members of the Editorial Board:

- Professor Dr Carol Costley, Middlesex University, London
- Professor Vaneeta D'Andrea, University of the Arts London and World-wide Higher Education Consultancy
- Associate Professor Martin Benedict Andrew, Otago Polytechnic
- Dr Geoffrey Scott, Western Sydney University
- Dr Farhad Mehdipour, Otago Polytechnic Auckland International Campus



CONTENTS

6	Trish Chaplin-Cheyne	GenAl With Academic Integrity: Building Confidence and Competence
8	Sofia Chambers	GenAl Use and Risks in Higher Education: A Preliminary Review for Research in New Zealand Contexts
16	Fenella Wilson	Artificial Intelligence as a Tool to Bridge Tasks With Solutions: A Disability and Inclusion Perspective
25	Lizzy Guest, Elizabeth Youard, Rachel Scrivin and Vikkie Harre	Navigating Academic Integrity in the Age of Al: A Single Cohort's Journey
33	Cindy de Villiers and Ruth Thomas	A Learner-Centred Case Study of GenAl Tool Use in Applied Professional Studies
44	John Mumford	Scenario-Based Assessment Tasks to Develop Empathy: Reflections on Teaching Soft Skills
50	Tony Heptinstall	Integrating AI Into Academic Practice: A Dual Approach to Institutional Research and Student Engagement
55	Bruno Balducci, Mairead Fountain and Ana Terry	Designing a Conceptual Tool for Al-Safe Assessment in Vocational Education
65	Emma Allen and Mairead Fountain	LARC and the Human and Al Sandwich: Appropriate Use of Al For Learning

Guidelines for Contributors

Submissions for Scope (Learning & Teaching) should be sent by 30 April for review and potential inclusion in the annual issue to: megan.kitching@op.ac.nz

Please consult the information for contributors below and hardcopy or online versions for examples.

All submissions will be peer reviewed. Peer review comments will be sent to all submitters in due course, with details concerning the possible reworking of documents where relevant. All submissions must include disclosure of whether and how Al was used in writing the work. All final decisions concerning publication of submissions will reside with the Editors. Opinions published are those of the authors and not necessarily subscribed to by the Editors or Otago Polytechnic.

Contributors retain copyright in their submissions and must obtain permission for the use of any material that is not their own included in their submission. Contributors grant the publishers permission to deposit the published work in our institutional repository.

Except for images, mātauranga Māori, and where otherwise indicated, content will be made available as open access on a Creative Commons Attribution license 4.0.

All images are copyright to the respective artists and photographers.

Mātauranga Māori is a significant component of Aotearoa/New Zealand's heritage, and sharing mātauranga Māori facilitates inter-cultural dialogue and understanding that is in the national interest. However, we recognise that the originating Māori community and/or individual has the primary interest as kaitiaki over the mätauranga and we are therefore committed to ensuring that the sharing, promotion and innovation based on mātauranga Māori respects and enhances its cultural and spiritual integrity, as well as that of the originating community and/or individual.

Submission formats include: editorials, articles, perspectives, essays, research notes and work in progress. Other formats will also be considered.

High standards of writing, proofreading and adherence to consistency through the APA referencing style are expected. For more information, please refer to the APA Publication Manual, 7th edition; and consult prior issues for examples. A short biography of no more than 50 words; as well as title; details concerning institutional position and affiliation (where relevant); contact information (postal, email and telephone number) and ORCID number should be provided on a cover sheet, with all such information withheld from the body of the submission. Low resolution images with full captions should be inserted into texts to indicate where they would be preferred, while high resolution images should be sent separately.

Enquiries about future submissions can be directed to megan.kitching@op.ac.nz.