"Is this a trap?": Student teachers' perceptions and adoption of GenAI in assessments in three teacher education courses

Tracy X. P. Zou
Department of Educational Administration and Policy, Faculty of Education, The Chinese University of Hong Kong, Hong Kong SAR, China

Dai Hounsell
Moray House School of Education and Sport, The University of Edinburgh, Edinburgh, United Kingdom

Henk Huijser
Learning and Teaching Unit, Queensland University of Technology, Brisbane, QLD, Australia

Rosa T. L. Tse
Department of Educational Administration and Policy, Faculty of Education, The Chinese University of Hong Kong, Hong Kong SAR, China

Generative artificial intelligence (GenAI) poses unprecedented challenges and opportunities for assessment in universities. Existing studies that explore students' adoption of GenAI in assessment show mixed and, to some extent, contradictory findings. Some studies have found optimistic views on GenAI, while others have highlighted significant concerns among students. This study aimed to explore students' interactions with GenAI in completing non-exam assessments using a socio-technical view that recognises the sociocultural and technological factors influencing students' behaviours. We sampled three teacher education courses that sought to embed the use of GenAI in the assessment. A mixed-methods approach was adopted, which involved data collected from a survey (N = 85), student interviews (N = 11), course materials and a declaration of GenAI use in students' submitted assignments (N = 158). Our findings indicate that approximately two-thirds of the students decided not to adopt GenAI when allowed, and that the assessment design, the perceived value of the assessment, students' self-confidence and concerns about being wrongly accused of plagiarism were the most frequently cited reasons. This study shows the importance of consistent assessment policies and effective communication. Moreover, it is important for instructors to have a programme-level view when designing GenAI-related assessment policies.

Implications for practice or policy:

- Effective communication with students about what GenAI usage is or is not allowed in assessment is critical to avoid misunderstanding.
- Personalising and/or contextualising assessments helps reduce students' reliance on GenAI.
- Course leaders should consider the overall policy and context for using GenAI in assessment beyond their own courses.

Keywords: assessment, assessment design, GenAI, course, higher education

Introduction

GenAI poses significant challenges to assessment in higher education. In disciplines such as education, take-home assessment is a common practice, during which students could, in principle, use generative artificial intelligence (GenAI) to complete a large proportion of their assignments. Since the involvement of GenAI cannot be reliably detected, many assessments cannot validly assess what they are supposed to assess (Kaldaras et al., 2024). A number of scholars (e.g., Lodge, 2024; Perkins et al., 2024) have also argued against the attempt to detect GenAI usage in students' assignments because it is neither a

sustainable nor a reliable option, suggesting that educators' focus should be on rethinking assessment designs rather than detection (Kickbusch et al., 2025).

While the validity of assessments concerns all stakeholders in higher education, student teachers are an important group to focus on. Student teachers will design assessments for their future students, and their own assessment experiences potentially shape their views and practices (DeLuca et al., 2019). Preparing student teachers to design valid assessments in this GenAI-mediated era is crucial, and understanding their adoption of GenAI in their own learning constitutes an important initial step (Bower et al., 2024). A recent review study (i.e., Yusuf et al., 2024) has highlighted the lack of research on schoolteachers' GenAI-related assessment practices.

Though studies have investigated students' perceptions and adoption of GenAI (e.g., Corbin et al., 2025a; Ravšelj et al., 2025), many questions remain unresolved (Corbin, Bearman, et al., 2025). Most studies present mixed views on students' attitudes towards the use of GenAI, acknowledging its potential and benefits while also revealing its limitations and risks (e.g., Ravšelj et al., 2025). For example, Ghimire et al. (2024) found that students in Nepal viewed ChatGPT positively and used it to assist in writing, proofreading and generating ideas. However, in their study, a majority of the students displayed high tolerance for unethical and uncritical uses of GenAI, which has been echoed in an Australian study (Gruenhagen et al., 2024). One limitation of the existing studies is that they have rarely considered the impact of assessment designs and instructions on students' use of GenAI, despite the increasing efforts of instructors to create guidance and adapt assignments in response to GenAI (Zou et al., 2025).

In this study, we investigated student teachers' adoption of GenAI in assessments in three teacher education courses at a research-intensive university in Hong Kong. Our aim was to understand how students interacted with GenAI when they were given explicit instructions allowing the adoption of GenAI. Data were collected from surveys conducted in English and administered to all students in the courses, supplemented with 11 one-on-one semi-structured interviews (conducted in Cantonese) and the course materials. Both English and Cantonese are official languages of instruction in the university where the study was conducted. This study addresses some of the limitations of earlier research by inquiring more deeply into students' interactions with GenAI, taking into account course instructions and other socio-technical factors.

Literature review

A socio-technical lens

With the unprecedented challenges posed by GenAI, there has been a call for adopting a socio-technical lens to understand GenAI (Bearman & Ajjawi, 2023; Sartori & Bocca, 2023; Silvola et al., 2025). A socio-technical lens recognises that GenAI's outputs are a result of complex interactions between people and computational machines (Johnson & Verdicchio, 2025). Seeing GenAI as a socio-technical system shifts the attention from understanding what GenAI is to formulating ethical and productive ways of interacting with it (Bearman & Ajjawi, 2023). We adopted this lens to examine how the technological aspects of GenAI impact sociocultural practices in the classroom and how classroom and institutional practices influence students' adoption of GenAI. Our adoption of a socio-technical lens was also underpinned by the recognition that students' judgement about whether and how to use GenAI is socially embedded (Walton et al., 2025).

The impact of GenAI on assessment

The impact of GenAI on assessment is multifaceted. Gibson et al. (2023, p. 1128) have described GenAI as a "double-edged sword". On the one hand, it can trigger reflection on the assumptions underpinning teaching and learning and subsequently prompt assessment redesigns that are likely to benefit students (Xia et al., 2024). On the other hand, irresponsible or uncritical use of GenAI may undermine the validity of assessments (Cotton et al., 2024; Walton et al., 2025).

There is therefore a large measure of consensus among educators and scholars that assessment should be redesigned in light of GenAI to safeguard student learning outcomes (Nicola-Richmond et al., 2025). Banning GenAI has become impractical for take-home assessments and also deprives students of opportunities to make responsible and productive use of GenAI (Corbin, Dawson, et al., 2025; Lodge et al., 2023). As Gray et al. (2025, p. 2069) have argued, universities must "move beyond detection-based strategies towards ethically grounded, validity-driven assessment practices".

How assessment should be redesigned is still being explored. One approach is to focus on higher-order thinking skills, especially at the "create" level of Bloom's taxonomy, which GenAI tools currently struggle to handle (Thanh et al., 2023). Lifelong learning capabilities, such as problem-solving skills and emotional regulation, are potential foci in redesigned assessments (Weng et al., 2024). A further direction is to embrace GenAI use in assessment while safeguarding academic integrity, ensuring that students follow clear guidance and achieve the intended learning outcomes (Corbin, Dawson, et al., 2025; Furze et al., 2024). For example, Foung et al. (2024) have redesigned writing assessments to embed the use of multimodal materials, connections to local contextual information discussed in class and inclusion of learner-specific information.

Students' perceptions and adoption of GenAI in assessment

Several technology adoption theories, such as the technology adoption model and the unified theory of acceptance and use of technology, have been employed to examine students' adoption of GenAI for academic work (e.g., Hsiao & Tang, 2024; Smerdon, 2024; Zhao et al., 2024). These studies have often adopted a quantitative design to measure students' intention to adopt GenAI. In general, students have been found to hold a relatively positive attitude towards using GenAI in their study (Ghimire et al. 2024; Liu et al., 2024), with factors such as the perceived usefulness of GenAI (Hsiao & Tang, 2024), resources and support (Zhao et al., 2024), ease of use (Hsiao & Tang, 2024), habit (Zhao et al., 2024) and enjoyment (Hsiao & Tang, 2024; Zhao et al., 2024) being a positive influence.

However, using GenAI in assessment involves more complex ethical and integrity issues as it has considerable consequences for students' grades and development. Using the metaphor of drawing a line, Corbin, Dawson, et al. (2025) have reported that students form their own unique ethical judgements and make case-by-case decisions on using GenAI in assessments. Barrett and Pack (2023) have identified that students hold different views on the use of GenAI in assessment regarding various aspects of writing assessments. For example, many students find it acceptable to use GenAI in the early stages of writing, such as brainstorming ideas and generating outlines; yet the majority of them believe that it would be inappropriate to directly use outputs from GenAI as part of assignments, regardless of whether they are competent writers or not (Barrett & Pack, 2023). Some studies have shown a change from initial doubts about GenAI to greater confidence in its use for assessments (Huang et al., 2024).

Several studies have also highlighted serious concerns among students about using GenAI in assessment. Luo (2024) has shown that some students are deeply concerned they might be wrongly accused of misuse. In Corbin, Dawson, et al.'s (2025) study, students were found to be cognitively and emotionally burdened by having to guess their teachers' attitudes towards using GenAI before deciding whether to use it. These concerns highlight the complex interplay among assessment designs, socio-technical factors and students' own perceptions and behaviours. Yet, students' ability to make informed judgements about whether and how to use GenAI has been increasingly emphasised as crucial to their learning. However, not all students make judicious judgements about GenAI use in assessment, with some adopting ideas from GenAI uncritically and some misjudging GenAI's contributions as their own (Walton et al., 2025).

While these studies offer important insights, most of them elicit students' intended behaviours by providing them with hypothetical assessment scenarios rather than examining these behaviours in actual assessments. Echoing Walton et al.'s (2025) assertion, the lack of specific learning contexts in such research prevents a clear understanding of students' adoption of GenAI in assessment. In addition, students enrolled in different courses typically receive specific instructions from course instructors, yet these instructions are seldom taken into account.

Student teachers and assessment literacy

Teachers' assessment literacy is an essential part of their competencies (DeLuca & Johnson, 2017; Meijer et al., 2023). Assessment literacy is recognised as a dynamic, situated and evolving concept that encompasses not only knowledge and skills about assessment but also the capacity to plan and implement valid assessment tasks, interpret outcomes of the assessment and support students in engaging in assessment (Pastore & Andrade, 2019).

Given the importance of assessment literacy, teacher educators need to continue updating their curriculum in light of the latest assessment research findings (Pastore & Andrade, 2019; Xu & Brown, 2016). Moreover, the dynamic, evolving nature of assessment literacy, particularly in the context of GenAI, means that student teachers will develop it through ongoing negotiation across different teaching and learning contexts, including their own assessment experiences in teacher education courses, and later in their classrooms when they practise as teachers or examiners (Xu & Brown, 2016). Moreover, student teachers' own assessment experiences might shape their perceptions of assessment and affect their assessment literacy development (DeLuca et al., 2019). As Pastore and Mincu (2024) have pointed out, assessment literacy can also be influenced by sociocultural factors such as national educational policy, school system and education reform.

To summarise, the literature shows a sophisticated and somewhat confusing picture of GenAI use in assessment. Some studies (e.g., Foung et al., 2024) have demonstrated the benefits of allowing students to use GenAI in assessments. However, if we, as researchers, view these results together with studies on students' perceptions (e.g., Corbin, Dawson, et al., 2025; Luo, 2024), we can identify a gap between instructors' intentions and students' perceptions of the assessment. Recognising this gap is particularly important to teacher educators due to the potential influence of student teachers' own assessment experiences on their assessment literacy.

Research design

This study used a socio-technical lens to examine students' interactions with GenAI and how they are shaped by their experiences with GenAI, assessment design and the institutional context. The following research questions were addressed:

1. In what ways do students in teacher education courses interact with GenAI tools to help them complete the assessments, given that appropriate use of GenAI tools is allowed?
2. How are students' interactions with GenAI influenced by sociocultural and technological factors?

This study contributes to existing knowledge by highlighting the role of sociocultural and technological factors in the interaction between students and GenAI tools. The findings are intended to inform assessment designs in GenAI-mediated learning environments that take into account such factors as students' perceptions and macro-level policy development. These considerations will be important for assessment designers, teacher educators and institutional policymakers because they help to ensure the effectiveness of the assessment instructions and, subsequently, the achievement of the intended learning outcomes.

We adopted an explanatory sequential mixed-methods approach (Creswell & Creswell, 2022), which included a survey administered to all students completing the courses, followed by semi-structured interviews. Three courses in two teacher education programmes were selected following a purposive sampling principle (Creswell & Creswell, 2022), providing opportunities to gain rich insights into the research topic.

The criteria for choosing the courses were (a) they were courses in teacher education programmes; (b) they had a significant portion of assessments that gave students opportunities to use GenAI (as opposed to courses that adopt closed-book exams as the main assessment); and (c) the instructors had the autonomy and were willing to allow students to adopt GenAI in assessment.

Study context

The study was situated in a research-intensive university in Hong Kong. As with universities around the world, the validity of assessments in Hong Kong universities is significantly challenged by GenAI. Several universities in Hong Kong initially chose to ban the use of GenAI tools in all assessments as a temporary measure and later changed their position to allow appropriate use. Thus, GenAI use was prohibited in some Hong Kong universities from February to March 2023 (He et al., 2025). After this initial period, assessment policies began to include guidance on the adoption of GenAI. At the university where this research was conducted, the policy comprises four levels of GenAI adoption: no use; limited use with the instructor's permission; use with explicit acknowledgement; or free use with no acknowledgement (The Chinese University of Hong Kong, 2025, p. 3). Individual instructors are given the autonomy to decide which levels of GenAI use they allow and how the information will be communicated to students.

Course profile

One course was at the undergraduate level (Course A), and two were at the postgraduate diploma level (Courses B and C). All the courses were situated within teacher education programmes (for pre- and in-service teachers) and were delivered during September and November in 2024. Course A had 13 sessions, spanning 7 weeks. Courses B and C each had nine sessions, 1 per week.

Data collection

Ethics approval (SBRE-23-0470) was obtained from the institution where the research was conducted. As the course instructors were also on the author team, informed consent particularly assured students that participation was entirely voluntary and would not have any impact on their grades and that no individuals would be identifiable. Data were collected from four sources (Figure 1). The first was the course information on the assessment design, guidelines on GenAI usage and how students were briefed.

The second source was a survey conducted in English on students' experiences of assessment and their adoption of GenAI, which consisted of three parts: (a) students' assessment engagement; (b) students' adoption of GenAI in the major assessment item that accounts for the largest percentage towards their grades; and (c) demographic information. Three open-ended questions were included, which asked for students' opinions on the advantages and limitations of GenAI and their suggestions about possible enhancement of the assessment design in their courses. The survey was distributed to all students who completed the course. . To eliminate students' potential concerns about the impact of their responses on their grades, the survey did not collect identifiable information.

The assessment engagement scale developed by Evans and Zhu (2023) was adapted. Since the students had not had the opportunity to offer feedback on the course at the time when the survey was conducted, we only focused on the subscale *understanding of the assessment context* of the original survey, with one item from the subscale *realising engagement opportunities*, in particular the statement "I value regular opportunities to test my knowledge, understanding and skills". Three additional items (4, 7 and 8 in Table 2) were drafted to understand whether students were able to use the feedback effectively and whether they found the assessments helpful in learning subject knowledge and understanding the disciplinary requirements.

Among the 158 enrolled students, 85 valid responses were collected. The response rates were 100% in Course A, 60% in Course B and 32.9% in Course C. Course A achieved a full response rate, as the survey was conducted in class, and it was a small class (i.e., 23 students). For Courses B and C, the survey was

conducted after class, and these two courses were larger (65 and 70 students, respectively). Course C consisted mostly of in-service teachers studying in part-time mode.

The third source consisted of 11 one-on-one online student interviews, conducted by a student research assistant not involved in the course teaching. As the interviews were conducted after the survey, interviewees were also asked to comment on the patterns derived from the survey. The interviews were conducted in the native language of both the interviewees and the interviewer (i.e., Cantonese, a dialect used in Hong Kong). All interviews were recorded and transcribed verbatim in Chinese.

The fourth source was students' self-declaration of their GenAI use in the course, which was submitted alongside their final assignment. All 158 enrolled students submitted their final assignments with that acknowledgement.

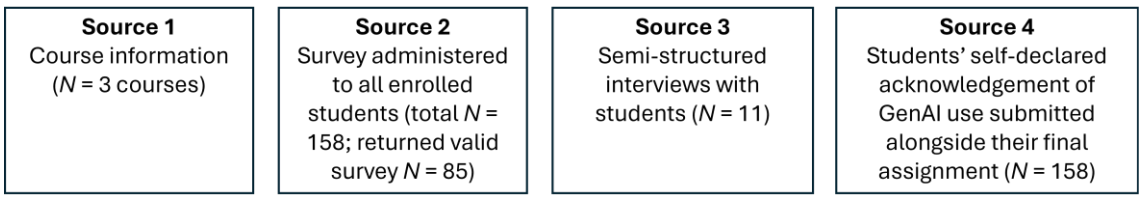

Figure 1. Data sources

Data analysis

The course materials were analysed using qualitative content analysis, examining what the assessments were, when and how they were conducted and what the assessment criteria were. The survey was analysed using descriptive analysis. Due to our focus on understanding the complexities involved in students' interactions with GenAI tools and a relatively small sample size (N = 85), we did not aim to generate a statistical model. We distilled patterns of GenAI adoption based on the qualitative data and conducted only simple Mann–Whitney U tests as supplementary analysis. We therefore suggest that qualitative findings should be accorded greater prominence in interpreting the data. Mann‑Whitney U tests were chosen over t tests because the data were not normally distributed.

The interviews were analysed using thematic analysis. In the process, data segments were coded, and similar codes were grouped to form themes (Braun & Clarke, 2022). Attention was paid to areas where the survey showed unexpected patterns. In this way, we adhered to the principles of an explanatory sequential mixed-methods design (Creswell & Creswell, 2022), utilising qualitative data to clarify the quantitative findings.

Findings

Assessment design in the context of GenAI

Although the three courses had different assessment items (Table 1), they were all primarily open ended and reflective, meaning that the assessments required students to formulate their own thoughts about educational issues, without there being a right or wrong answer.

All three courses specified that using GenAI in completing assessments was allowed with the proviso that the outputs from GenAI should not be copied directly into the assignments and that the GenAI use should be properly acknowledged. The only exception was the closed-book, invigilated quiz (20%) in Course B, for which GenAI tools were not allowed. The approach used in the three courses aligned with the second level of the institutional policy on GenAI in assessment, which states,"Students are allowed to use AI tools in some scenarios or some learning activities and/or assessments but not in others." (The Chinese University of Hong Kong, 2025, p. 3)

The information about how students could use GenAI in their assessment was conveyed to students in all three courses using two means: (a) course outlines, including a section dedicated to the use of GenAI as part of the academic honesty guidelines; (b) in-class teaching, where the instructors explained how GenAI was allowed to be used with two to three PowerPoint slides and an example of the texts to be included in the acknowledgements.

Table 1
Assessment items

Course	Assessments (percentage towards the final grade)
A	• Reflective writing on the parents' interview and the guest lecture (20%) • Group presentation on multicultural teaching approaches (30%) • Term paper on multicultural issues in Hong Kong (50%)
B	• Closed-book, invigilated quiz (20%) – Note: GenAI is not allowed for this item. • Group case study on teachers' professional conduct in real-life situations (30%) • Reflective paper on becoming a professional teacher (50%)
C	• Classroom participation in designing lessons for moral education (20%) • Group presentation on issues related to moral education (30%) • Reflective paper on enhancing moral education (50%)

Students' engagement with the assessment

Students' overall engagement with the assessment in the three courses was relatively high, with an average of 4.21 across the eight items and a standard deviation of 0.46 on a 5-point Likert scale, ranging from 1 for *strongly disagree* to 5 for *strongly agree* (Table 2). There was no significant difference in students' engagement across the three courses.

Table 2
Descriptive statistics of student assessment engagement

Question item		Min	Max	*Mean*	*SD*
1.	I had a good understanding of what the assessment required, and how I could do well.	3	5	4.27	0.543
2.	I was clear about my role in assessment, and how I can contribute, and what support I am entitled to.	2	5	4.25	0.575
3.	I knew how to ask for feedback to enhance the quality of my work.	3	5	4.20	0.613
4.	I knew how to use the feedback effectively to enhance the quality of my work.	2	5	4.13	0.613
5.	I valued regular opportunities to test my knowledge, understanding, and skills.	2	5	4.26	0.560
6.	I had a good understanding of the assessment rules and processes.	2	5	4.19	0.587
7.	Completing the assessment has supported my learning of the subject knowledge.	2	5	4.19	0.587
8.	Completing the assessment helps me understand what is required in the discipline.	2	5	4.24	0.630

Note. *N* = 85. The numbers of responses in Courses A, B and C are 23, 39 and 23, respectively.

Student interviews confirmed this result, and all 11 interviewees offered positive comments on the assessments and indicated that they found the assessment conducive to their learning.

Students' interactions with GenAI in the assessments

Only 37.6% (i.e., 32 out of 85) of the students indicated they had interacted with GenAI to help them complete assessments, despite being instructed that using GenAI was allowed. Only Course A at the undergraduate level saw a larger number of students adopting GenAI than those who did not. In Courses B and C (postgraduate level), more students chose not to interact with GenAI (see Table 3).

Table 3
No. of students interacting with GenAI in assessments as indicated by survey and self-declaration

No. of students adopting or not adopting GenAI	Course A	Course B	Course C	No.
No. of students adopting GenAI in completing the assessments	14 (8)	10 (6)	8 (12)	32 (28)
No. of students not adopting GenAI in completing the assessments	9 (15)	29 (59)	15 (58)	53 (130)
Total no. of survey responses	23	39	23	85
Total no. of students' self-declaration	23	65	70	158

Note. The figures outside the brackets were obtained from the survey; those within the brackets were obtained from students' self-declaration submitted along with their assignments.

The analysis of the students' acknowledgements submitted alongside their assignments shows that students did not always declare their use of GenAI. Course A had 14 students indicating the use of GenAI in the survey, but only eight made a declaration in their assignments. In Course B, six students declared their use of GenAI in the acknowledgements, compared to 10 in the survey. In Course C, 12 students declared their use of GenAI, compared to eight in the survey. The discrepancies should be acknowledged, and we suggest that they may be attributable to two factors. The first factor may be the low response rate in Course C, resulting in some students who adopted GenAI not completing the survey. A second factor may be that students held different assumptions when completing the survey and making declarations. The survey was anonymous, while the self-declaration was submitted alongside their assignments. In other words, students might perceive that the self-declaration would be double-checked for its validity against their work and would probably affect their grades, but their survey responses would not. Therefore, those who believed that using GenAI would lead to punishment might have avoided declaring its use.

Those who interacted with GenAI chose to use GenAI for different purposes (Table 4). The most frequently mentioned purpose was proofreading, followed by "Checking of what I have written is clear". Interestingly, only six students (12.5% of those who interacted with GenAI) used it to generate texts.

Table 4
Purpose of using GenAI

Purpose	Overall (% of those who adopted GenAI)	Course A	Course B	Course C
Proofreading	14 (43.8%)	4	5	5
Checking if what I have written is clear	11 (34.4%)	6	2	3
Generating texts	6 (18.8%)	3	3	0
Rewriting texts following my prompts	6 (18.8%)	2	3	1
Brainstorming	4 (12.5%)	1	2	1
Helping with pictures and diagrams	2 (6.3%)	1	1	0
Getting general ideas from referenced papers	1 (3.1%)	0	1	0

Note. Respondents could choose multiple purposes and add their own answers.

Students were also asked about the perceived effectiveness of using GenAI in completing assessments. The results show that all students who had interacted with GenAI thought that using GenAI was helpful, albeit with different degrees of effectiveness. Specifically, eight students (25%) believed that GenAI helped a great deal in their assessments. Fourteen (43.8%) indicated that it helped to some extent, while seven (21.9%) believed GenAI helped a little.

Additionally, we performed an independent-sample Mann–Whitney *U* test to determine whether there was any difference in student assessment engagement between those who indicated they had adopted GenAI and those who had not. This test was chosen because the data do not follow a normal distribution, so a non-parametric test was more suitable. The results show that there was no difference in students' engagement in assessment (measured by items in Table 1) among those who indicated they had adopted GenAI and those who had not ($U = 781.5$, $r = 0.07$, $p = 0.536$).

Sociocultural and technological factors influencing students' interactions with GenAI

In the survey, those who indicated they had not interacted with GenAI were asked about their reasons. The most frequently mentioned reason was, "I prefer to work on the assessment by myself" (41, 77.4%), followed by "I was concerned about being accused of plagiarism" (22, 41.5%). In contrast, only a small proportion of students said they lacked the necessary knowledge or skills. Some respondents in Courses B and C indicated they did not want to use GenAI in any assessment. Table 5 lists the reasons indicated by students who had chosen not to adopt GenAI.

Table 5
Reasons for not interacting with GenAI

No. of students indicating the reason	Overall (% among those who did not interact with GenAI)	Course A	Course B	Course C
I prefer to work on the assessment by myself.	41 (77.4%)	6	22	13
I was concerned about being accused of plagiarism.	22 (41.5%)	3	15	4
I did not want to use GenAI in any assessment.	14 (26.4%)	0	9	5
I did not think GenAI tools would be helpful in the assessments.	13 (24.5%)	0	8	5
I did not have the necessary knowledge or skills to use GenAI tools.	7 (13.2%)	3	3	1

Note. Respondents could choose multiple reasons and could provide their own answers.

The interviews offered more insights into the factors that affected students' behaviours. The thematic analysis, accompanied by the survey results, generated the following five themes.

Assessment task design

Some interviewees perceived the assessment task as personal and reflective, which required little assistance from GenAI. There was consensus among interviewees across the three courses that the outputs from GenAI were too general to apply to an assignment that focused on professional attitudes, personal growth and reflections. Many students saw little need to resort to GenAI tools. Some participants with this view still adopted GenAI, but only for proofreading. One participant mentioned:

> For the reflective paper, I think it should be about ourselves. It is not something that others, including GenAI, can help me with. … My experiences as a teacher are unique. (Course C)

Another interviewee confirmed the importance of assessment task design by giving an example of an assessment task in a different course that required students to write down a substantial amount of factual knowledge. He believed that knowledge-based assessment tasks would result in a much stronger intention to use GenAI:

> Unlike the assessment in this course, I have another assessment that requires many references from the literature to support my idea. … I used GenAI, asking it to give me references. [Interviewer: Do you worry that the references might be incorrect?] I was aware, and I cross-checked the references generated by [Microsoft] Copilot with Google Scholar. (Course B)

Valuing the learning opportunity

When the students valued the learning opportunity offered by the assessment, they tended to prefer working on the assessment by themselves. Preference for working on the assessment by themself was the most common reason for not adopting GenAI in the survey, showing the salience of their perceptions about the usefulness of the assessment for their learning. Some also mentioned their roles as schoolteachers. For example, one participant stated:

> The assessments are designed for me to learn. I do not want to compromise it. Students should complete the assessment on their own to maximise their learning experience. I am a teacher, too, and I hope my students will do their assessments on their own. (Course B)

Additionally, this participant developed his own assessment policy for the use of GenAI in his own school class. He believed that it was important to ensure that his students also completed their assessment without help from GenAI.

Self-confidence in completing the task

Several interviewees commented that their decision to adopt or not adopt GenAI was related to their self-confidence in completing the task. A student in Course A commented that she did not want to use GenAI as she was confident about completing the assignment:

> I do not see the need to use GenAI in the assessments. I knew the topic well, and I had a lot of ideas. For the reflective paper, I also knew clearly what I was going to write. Just on one or two occasions, I was looking for some examples, so I checked if ChatGPT could offer any. (Course A)

Self-confidence was sometimes related to the interviewees' perceived strengths and their major (i.e., the disciplines they were in before enrolling in the teacher education programme). One participant suggested that while she had a lot to say in her assessment, she needed help with writing:

> I found it difficult to express what I wanted to say by myself. I needed GenAI's help in re-organising the article or generating some phrases for me to build upon. … Those who are good at writing might not need GenAI, but I found it necessary for me as someone with a science background. (Course B)

Concerns about accusations of plagiarism

Concerns about being accused of plagiarism were shared by nine out of 11 interviewees, and this was identified as the second most influential factor for not using GenAI in the survey. One interviewee said:

> I remember that the instructor said GenAI was allowed as long as we did not directly copy its outputs and included an acknowledgement. However, I did not use GenAI because I was warned by other instructors in other courses that GenAI could lead me to plagiarism. I was afraid that once I started interacting with GenAI, I might end up being too reliant on it. It can finally get me into trouble. (Course B)

Some interviewees even regarded the assessment policy in the course as a "trap" (note: the word "trap" was repeatedly mentioned in the interviews). Allowing the use of GenAI in assessment in the courses was seen as a lure by the instructors to pinpoint those who could not resist the temptation to use GenAI, which was not at all the instructors' intention. Moreover, the interviewees' suspicions seemed to have arisen from inconsistent policies on GenAI across other courses taken by the students. In some cases, anecdotes about GenAI use seemed to have gradually shaped concerns about being wrongly accused. As one interviewee commented, "After hearing those incidents, I would rather avoid the trouble [of being accused]" (Course B).

Approaches to GenAI in the role of teachers

When prompted for their thoughts on GenAI in their teaching role, we found that their stated approaches to GenAI use in their own classroom were not affected by their experiences in the teacher education programmes, except for one interviewee. The participants in the secondary sector were not concerned about GenAI's impact on their teaching, noting that current assessments in schools were dominated by closed-book examinations and that GenAI did not play a big role. One interviewee mentioned, "If students copied from GenAI without thinking in their formative assessments, their ability would finally be revealed in exams where GenAI could not help" (Course B). Others encouraged their students to use GenAI in their learning, but they did not identify any need to redesign assessments.

Several interviewees in the secondary sector were optimistic about using GenAI for developing teaching materials. When asked whether this practice would cause any issues in the school, for example, being accused of using GenAI in teaching preparation, no interviewees raised any concerns. Again, this shows that interviewees did not always make connections between their own assessment experiences and their future practices as teachers.

Interviewees in kindergartens did not see the need for using GenAI in preparing for their teaching. For example, one said, "Many teaching materials were hand-made. We have already learned how to write lesson plans. I have not thought about using GenAI in my teaching". These interviewees suggested that GenAI might be useful for administrative work, but not for teaching, which might be related to the nature of kindergarten teaching.

Discussion

Main findings

Drawing on a mixed-method approach, we addressed our two research questions: in what ways students interacted with GenAI in assessment in courses where GenAI use was allowed and how their interactions were shaped by sociocultural and technological factors. The most salient finding is that the majority of students (i.e., 62.4%) chose not to interact with GenAI in assessments, despite it being allowed. Compared with an earlier study at King's College London, in which 79% of students used GenAI tools in their coursework (Gonsalves, 2024), and another study in Australia (Matthews et al., 2024), in which 83% indicated they used it in their studies, the percentage in our study was much lower. Our finding further challenges the view that students are likely to unfairly take advantage of GenAI in assignments when invigilation is not in place (Gruenhagen et al., 2024). Most students in our study were cautious about interacting with GenAI in assessment.

When they used GenAI tools, very few did so to generate texts. The majority indicated they used GenAI for proofreading, paragraphing and checking what they had written was appropriate, which are practices considered less concerning (Barrett & Pack, 2023). The findings echo Corbin et al.'s (2025a) conclusion regarding students carefully drawing lines between acceptable and unacceptable uses of GenAI in assessment. While Corbin, Dawson, et al. (2025) also identified burdensome "guessing" work by students about their teachers' GenAI stance, our findings illustrate that suspicion about what is acceptable can persist even when explicit instructions on the legitimate use of GenAI are communicated to students. This finding is important because institutions and educators are actively developing frameworks and guidelines

on the responsible use of GenAI. Brief communications can be insufficient and should be accompanied by exemplars and feedback on students' use of GenAI to address potential misunderstandings.

Our findings further confirmed the importance of a socio-technical view on GenAI because students' behaviours were more related to assessment practices and institutional cultures than technological challenges. The survey results confirmed that students understood the assessment requirements and how to do well in the GenAI-mediated context (i.e., a mean of 4.22 on a 5-point Likert scale). There was no statistical difference in students' engagement with assessment between those who adopted GenAI and those who did not. In other words, the additional concerns about GenAI did not affect students' overall assessment engagement. Combined with our qualitative findings showing that most students greatly valued that the assessment was reflective and personalised, we suggest that moving beyond knowledge-based questions to interpretative and reflective questions (Thanh et al., 2023) may be effective in addressing the challenges posed by GenAI.

It is noteworthy that assessment practices that have shaped students' behaviours were developed in other courses in the programme and in the wider institutional environment. In several Hong Kong universities, GenAI had initially been banned completely for approximately 1 month (He et al., 2025), which seemed to have had a lasting effect on students' perceptions. Its impact seemed to outweigh the course teachers' instructions on the legitimate use of GenAI. This prompts reconsiderations about whether it is sufficient to provide students with guidelines on GenAI adoption in individual courses – a recommendation made by several scholars (e.g., Foung et al., 2024; Liu & Bates, 2025). Our findings show that inconsistencies in assessment policies across courses affect students' interactions with GenAI, which corroborates Gonsalves' (2024) findings.

Another interesting finding relates to student teachers' views on GenAI in their capacity as teachers. Student teachers were not much concerned about the impact of GenAI on their students, as they believed that any irresponsible use would be detected in schools where the dominant assessments are closed-book, invigilated examinations. Student teachers in kindergartens also saw little relevance of GenAI to their own teaching practices. This may be expected, given that the assessment tasks in kindergartens and schools are more conservative than in universities (Bower et al., 2024). The risk, however, is that schoolteachers might be less motivated to redesign their assessment or develop their students' GenAI literacy because they do not see a strong relevance of GenAI to their teaching practices. Yet, governments and school leaders expect teachers to actively embrace GenAI in their teaching and assessment and develop students' abilities to learn with GenAI (Chiu et al., 2024). Although several interviewees from the secondary sector planned to use GenAI to develop teaching materials, they showed little intention to redesign assessments. This finding reflects an underdeveloped dimension of the student teachers' assessment literacy, namely the capacity to plan and implement valid assessment tasks and to engage students in the assessment process (Pastore & Andrade, 2019). It further suggests insufficient preparation for pre- and in-service teachers on their assessment literacy in current teacher education programmes, contributing to a gap between the Hong Kong government's expectations for teachers to effectively use AI to support their teaching in all subjects and the reality of teachers' assessment literacy levels (The Government of Hong Kong Special Administrative Region, 2025) and frontline teachers' readiness to embrace GenAI for learning and assessment.

Limitations

The study has three limitations. First, it relied on students' self-reported data. Gonsalves (2024) has reported that students do not always declare their GenAI use in assessments. In fact, inconsistencies between self-declaration and the survey responses were identified in our data. Aside from the low response rates in Courses B and C, it is also reasonable to suggest that students held different assumptions when making declarations about GenAI use in the assessment and when completing an anonymous survey. Future research could address this issue by making the survey non-anonymous, although this might result in some students refusing to participate. The instructors of the three courses involved in this

study indicated their plans to include formative assessments and more transparent communications in future offerings to demonstrate what is allowed in assessments.

The second limitation refers to the limited courses selected within a single institution, which potentially limits the wider applicability of the findings. However, focusing on a single institution has allowed us to situate our study in similar learning environments and enabled us to draw conclusions based on a consistent instructional approach. Additionally, we were able to provide more contextual information on the institution's evolving policy on GenAI, which may be helpful to readers in interpreting the findings.

The third limitation is the low response rate in Course C, which could be attributed to the class being relatively large, with 70 in-service teachers studying in part-time mode. While we are aware of the potential selective bias associated with low response rates, it was also deemed inappropriate to send too many reminders, given the dual workloads (university and school) of these teachers.

Implications

Our findings have implications for assessment design and teachers' assessment literacy development. First, assessment redesign needs to be considered together with the socio-technical factors. Explicit instructions might not be sufficient, especially when different practices are employed across courses. Specific examples, supplemented by timely feedback on students' GenAI use, might help to clarify misunderstandings. Second, personalising and contextualising assessment tasks appears to be effective (Foung et al., 2024). These strategies are more effective when students value the assessment and have high self-efficacy. Thus, we recommend that instructors enhance the perceived significance of the assessment by adding reflective components, connecting assessment topics to real-world issues and scaffolding students' learning to build confidence. Third, our findings reinforce the fear of being wrongly accused of plagiarism (Luo, 2024). There is an urgent need for programme coordinators to make their assessment policies more consistent. Instructors planning to embed GenAI into assessments should familiarise themselves with the prevailing practices in their context and provide transparent instructions (Lodge, 2024). Programme-wide assessment redesigns to ensure consistency among courses are also a promising albeit more challenging option (Nicola-Richmond et al., 2025). Finally, teacher education programmes should enhance assessment designs to allow teachers to experience embedding GenAI in an ethical and responsible manner in assessment, thereby making these experiences an integral part of their own assessment literacy development.

Conclusions

Adopting a mixed-methods approach, this study investigated students' perceptions and adoption of GenAI tools in three teacher education courses. The most interesting finding is that approximately two-thirds of the students chose not to adopt GenAI even when they were allowed to do so. The study's findings confirm that a socio-technical lens is crucial to the redesign of assessment and that factors at the programme level, beyond individual courses, can play a critical role. We also found that personalised, contextualised assessment tasks, together with the perceived importance of the task and self-confidence in completing it, encouraged students to rely on their own capabilities in completing their assessments. Our study calls for more holistic, consistent assessment (re)designs at a programme level in response to GenAI.

Author contributions

Tracy X. P. Zou: Conceptualisation, Investigation, Formal analysis, Writing – original draft, Writing – review and editing; **Dai Hounsell:** Conceptualisation, Writing – review and editing; **Henk Huijser:** Conceptualisation, Writing – review and editing; **Rosa T. L. Tse:** Data curation, Writing – review and editing.

Acknowledgements

This work was supported by Research Grants Council, University Grants Committee, Hong Kong SAR, China (grant number: GRF 14617024).

References

Barrett, A., & Pack, A. (2023). Not quite eye to A.I.: Student and teacher perspectives on the use of generative artificial intelligence in the writing process. *International Journal of Educational Technology in Higher Education*, *20*(1), 59–24. https://doi.org/10.1186/s41239-023-00427-0

Bearman, M., & Ajjawi, R. (2023). Learning to work with the black box: Pedagogy for a world with artificial intelligence. *British Journal of Educational Technology*, *54*(5), 1160–1173. https://doi.org/10.1111/bjet.13337

Bower, M., Torrington, J., Lai, J. W. M., Petocz, P., & Alfano, M. (2024). How should we change teaching and assessment in response to increasingly powerful generative artificial intelligence? Outcomes of the ChatGPT teacher survey. *Education and Information Technologies*, *29*, 15403–15439. https://doi.org/10.1007/s10639-023-12405-0

Braun, V., & Clarke, V. (2022). *Thematic analysis: A practical guide*. Sage. https://doi.org/10.14746/n.2024.64.2.15

The Chinese University of Hong Kong. (2025). *Use of artificial intelligence tools in teaching, learning and assessments: A guide for students*. https://www.aqs.cuhk.edu.hk/documents/A-guide-for-students_use-of-AI-tools.pdf

Chiu, T. K. F., Ahmad, Z., & Çoban, M. (2024). Development and validation of teacher artificial intelligence (AI) competence self-efficacy (TAICS) scale. *Education and Information Technologies*, *30*, 6667–6685. https://doi.org/10.1007/s10639-024-13094-z

Corbin, T., Bearman, M., Boud, D., & Dawson, P. (2025). The wicked problem of AI and assessment. *Assessment & Evaluation in Higher Education*. Advance online publication. https://doi.org/10.1080/02602938.2025.2553340

Corbin, T., Dawson, P., Nicola-Richmond, K., & Partridge, H. (2025). 'Where's the line? It's an absurd line': Towards a framework for acceptable uses of AI in assessment. *Assessment & Evaluation in Higher Education*, *20*(5), 705–717. https://doi.org/10.1080/02602938.2025.2456207

Cotton, D. R. E., Cotton, P. A., & Shipway, J. R. (2024). Chatting and cheating: Ensuring academic integrity in the era of ChatGPT. *Innovations in Education and Teaching International*, *61*(2), 228–239. https://doi.org/10.1080/14703297.2023.2190148

Creswell, J. W., & Creswell, J. D. (2022). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). Sage.

DeLuca, C., Coombs, A., MacGregor, S., & Rasooli, A. (2019). Toward a differential and situated view of assessment literacy: Studying teachers' responses to classroom assessment scenarios. *Frontiers in Education*, *4*, Article 94. https://doi.org/10.3389/feduc.2019.00094

DeLuca, C., & Johnson, S. (2017). Developing assessment capable teachers in this age of accountability. *Assessment in Education: Principles, Policy, and Practice*, *24*(2), 121–126. https://doi.org/10.1080/0969594X.2017.1297010

Evans, C., & Zhu, X. (2023). The development and validation of the assessment engagement scale. *Frontiers in Psychology*, *14*, Article 1136878. https://doi.org/10.3389/fpsyg.2023.1136878

Foung, D., Lin, L., & Chen, J. (2024). Reinventing assessments with ChatGPT and other online tools: Opportunities for GenAI-empowered assessment practices. *Computers and Education: Artificial Intelligence*, *6*, Article 100250. https://doi.org/10.1016/j.caeai.2024.100250

Furze, L., Perkins, M., Roe, J., & MacVaugh, J. (2024). The AI Assessment Scale (AIAS) in action: A pilot implementation of GenAI-supported assessment. *Australasian Journal of Educational Technology*, *40*(4), Article 4. https://doi.org/10.14742/ajet.9434

Ghimire, S. N., Bhattarai, U., & Baral, R. K. (2024). Implications of ChatGPT for higher education institutions: Exploring Nepali university students' perspectives. *Higher Education Research & Development*, *43*(8), 1769–1783. https://doi.org/10.1080/07294360.2024.2366323

Gibson, D., Kovanovic, V., Ifenthaler, D., Dexter, S., & Feng, S. (2023). Learning theories for artificial intelligence promoting learning processes. *British Journal of Educational Technology*, *54*(5), 1125–1146. https://doi.org/10.1111/bjet.13341

Gonsalves, C. (2024). Addressing student non-compliance in AI use declarations: Implications for academic integrity and assessment in higher education. *Assessment & Evaluation in Higher Education*, *50*(4), 592–606. https://doi.org/10.1080/02602938.2024.2415654

The Government of Hong Kong Special Administrative Region. (2025, December 16). *EDB launches AI for empowering learning and teaching funding programme* [Press release]. https://www.info.gov.hk/gia/general/202512/16/P2025121600261.htm

Gray, S. L. (2025). AI-based digital cheating at university, and the case for new ethical pedagogies. *Journal of Academic Ethics*, *23*(4), 2069–2086. https://doi.org/10.1007/s10805-025-09642-y

Gruenhagen, J. H., Sinclair, P. M., Carroll, J.-A., Baker, P. R. A., Wilson, A., & Demant, D. (2024). The rapid rise of generative AI and its implications for academic integrity: Students' perceptions and use of chatbots for assistance with assessments. *Computers and Education: Artificial Intelligence*, *7*, Article 100273. https://doi.org/10.1016/j.caeai.2024.100273

He, A. J., Zhang, Z., Anand, P., & McMinn, S. (2025). Embracing generative artificial intelligence tools in higher education: A survey study at the Hong Kong University of Science and Technology. *Journal of Asian Public Policy*, *18*(2), 352–376. https://doi.org/10.1080/17516234.2024.2447195

Hsiao, C.-H., & Tang, K.-Y. (2024). Beyond acceptance: An empirical investigation of technological, ethical, social, and individual determinants of GenAI-supported learning in higher education. *Education and Information Technologies*, *30*(8), 10725–10750. https://doi.org/10.1007/s10639-024-13263-0

Huang, D., Huang, Y., & Cummings, J. J. (2024). Exploring the integration and utilisation of generative AI in formative e-assessments: A case study in higher education. *Australasian Journal of Educational Technology*, *40*(4), 1–19. https://doi.org/10.14742/ajet.9467

Johnson, D. G., & Verdicchio, M. (2025). The sociotechnical entanglement of AI and values. *AI & Society: Knowledge, Culture and Communication*, *40*(1), 67–76. https://doi.org/10.1007/s00146-023-01852-5

Kaldaras, L., Akaeze, H. O., & Reckase, M. D. (2024). Developing valid assessments in the era of generative artificial intelligence. *Frontiers in Education*, *9*. Article 1399377. https://doi.org/10.3389/feduc.2024.1399377

Kickbusch, S., Ashford-Rowe, K., Kemp, A., Boreland, J., & Huijser, H. (2025). Beyond detection: Redesigning authentic assessment in an AI-mediated world. *Education Sciences*, *15*(11), Article 1537. https://doi.org/10.3390/educsci15111537

Liu, D. Y. T., & Bates, S. (2025). *Generative AI in higher education: Current practices and ways forward*. Association of Pacific Rim Universities. https://www.apru.org/wp-content/uploads/2025/01/APRU-Generative-AI-in-Higher-Education-Whitepaper_Jan-2025.pdf

Liu, Y., Park, J., & McMinn, S. (2024). Using generative artificial intelligence/ChatGPT for academic communication: Students' perspectives. *International Journal of Applied Linguistics*, *34*(4), 1437–1461. https://doi.org/10.1111/ijal.12574

Lodge, J. M. (2024, August 24). *The evolving risk to academic integrity posed by generative artificial intelligence: Options for immediate action*. Australian Government, Tertiary Education Quality and Standards Agency. https://www.teqsa.gov.au/sites/default/files/2024-08/evolving-risk-to-academic-integrity-posed-by-generative-artificial-intelligence.pdf

Lodge, J. M., Thompson, K., & Corrin, L. (2023). Mapping out a research agenda for generative artificial intelligence in tertiary education. *Australasian Journal of Educational Technology*, *39*(1), 1–8. https://doi.org/10.14742/ajet.8695

Luo, J. (2024). How does GenAI affect trust in teacher-student relationships? Insights from students' assessment experiences. *Teaching in Higher Education*, *30*(4), 991–1006. https://doi.org/10.1080/13562517.2024.2341005

Matthews, K., Fawns, T., Bearman, M., Buckingham Shum, S., Bakharia, A., Chung, J., Corbin, T., Henderson, M., Liang, Y., Lim, L-A., McCluskey, T., Oberg, G., Pepperell, N., Seligmann, A., Shibani, A., Slade, C., Walton, J., & Yu, A. (2024). *Students' perspectives on AI in higher education*. https://aiinhe.org/

Meijer, K., Baartman, L., Vermeulen, M., de Bruijn, E. (2023). Teachers' conceptions of assessment literacy. *Teachers and Teaching: Theory and Practice*, 29(*7-8)*, 695–709. https://doi.org/10.1080/13540602.2023.2190091

Nicola-Richmond, K., Dawson, P., Helen, P., & Macfarlane, S. (2025). It takes a village... Program-wide approaches to redesigning assessment in a time of generative artificial intelligence (GenAI). *Journal of University Teaching and Learning Practice*, *22*(7). https://doi.org/10.53761/zpp2ja61

Pastore, S., & Andrade, H.L. (2019). Teacher assessment literacy: A three-dimensional model. *Teaching and Teacher Education*, *84*, 128–138. https://doi.org/10.1016/j.tate.2019.05.003

Pastore, S., & Mincu, M. (2024). A feasible balance? The Italian teachers' standpoint on assessment literacy, assessment practice, and teacher professional development. *European Journal of Teacher Education*, *47*(2), 226–245. https://doi.org/10.1080/02619768.2024.2338853

Perkins, M., Roe, J., Vu, B. H., Postma, D., Hickerson, D., McGaughran, J., & Khuat, H.Q. (2024). Simple techniques to bypass GenAI text detectors: Implications for inclusive education. *International Journal of Educational Technology in Higher Education*, *21*(1), 53–25. https://doi.org/10.1186/s41239-024-00487-w

Ravšelj, D., Keržič, D., Tomaževič, N., Umek, L., Brezovar, N., A. Iahad, N., Abdulla, A. A., Akopyan, A., Aldana Segura, M. W., AlHumaid, J., Allam, M. F., Alló, M., Andoh, R. P. K., Andronic, O., Arthur, Y. D., Aydın, F., Badran, A., Balbontín-Alvarado, R., Ben Saad, H., … Aristovnik, A. (2025). Higher education students' perceptions of ChatGPT: A global study of early reactions. *PLOS ONE*, *20*(2), Article e0315011. https://doi.org/10.1371/journal.pone.0315011

Sartori, L., & Bocca, G. (2023). Minding the gap(s): Public perceptions of AI and socio-technical imaginaries. *AI & Society*, *38*(2), 443–458. https://doi.org/10.1007/s00146-022-01422-1

Silvola, A., Kajamaa, A., Merikko, J., & Muukkonen, H. (2025). AI-mediated sensemaking in higher education students'learning processes: Tensions, sensemaking practices, and AI-assigned purposes. *British Journal of Educational Technology*, *56*(5), 2001–2018. https://doi.org/10.1111/bjet.13606

Smerdon, D. (2024). AI in essay-based assessment: Student adoption, usage, and performance. *Computers and Education: Artificial Intelligence*, 7, Article 100288. https://doi.org/10.1016/j.caeai.2024.100288

Thanh, B. N., Vo, D. T. H., Nhat, M. N., Pham, T. T. T., Trung, H. T., & Xuan, S. H. (2023). Race with the machines: Assessing the capability of generative AI in solving authentic assessments. *Australasian Journal of Educational Technology*, *39*(5), 59–81. https://doi.org/10.14742/ajet.8902

Xia, Q., Weng, X., Ouyang, F., Lin, T. J., & Chiu, T. K. F. (2024). A scoping review on how generative artificial intelligence transforms assessment in higher education. *International Journal of Educational Technology in Higher Education*, *21*, Article 40. https://doi.org/10.1186/s41239-024-00468-z

Xu, Y., & Brown, G.T.L. (2016). Teacher assessment literacy in practice: A reconceptualization. *Teaching and Teacher Education*, *58*, 149–162. https://doi.org/10.1016/j.tate.2016.05.010

Walton, J., Bearman, M., Crawford, N., Tai, J., & Boud, D. (2025). How university students work on assessment tasks with generative artificial intelligence: Matters of judgement. *Assessment & Evaluation in Higher Education*. Advance online publication. https://doi.org/10.1080/02602938.2025.2570328

Weng, X., Xia, Q., Gu, M., Rajaram, K., & Chiu, T. K. F. (2024). Assessment and learning outcomes for generative AI in higher education: A scoping review on current research status and trends. *Australasian Journal of Educational Technology*, *40*(6), Article 6. https://doi.org/10.14742/ajet.9540

Yusuf, A., Pervin, N., Román-González, M., & Noor, N. M. (2024). Generative AI in education and research: A systematic mapping review. *Review of Education*, *12*(2), Article e3489. https://doi.org/10.1002/rev3.3489

Zhao, L., Rahman, Md. H., Yeoh, W., Wang, S., & Ooi, K.-B. (2024). Examining factors influencing university students' adoption of generative artificial intelligence: A cross-country study. *Studies in Higher Education*, *50*(12), 2646–2668. https://doi.org/10.1080/03075079.2024.2427786

Zou, T. X. P., Hounsell, D., & Huijser, H. (2025, April 23-27). *Redesigning assessment in response to GenAI: A pilot study on considerations and strategies of faculty* [Conference presentation]. AERA Annual Meeting 2025 (Virtual), Denver, CO, United States. https://doi.org/10.3102/IP.25.2191909

Corresponding author: Tracy X. P. Zou, tracyzou@cuhk.edu.hk

Please cite as: Zou, T. X. P., Hounsell, D., Huijser, H., & Tse, R. T. L. (2026). "Is this a trap?": Student teachers' perceptions and adoption of GenAI in assessments in three teacher education courses. *Australasian Journal of Educational Technology*, *42*(1), 1–17. https://doi.org/10.14742/ajet.10549