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The GenAI Roundabout: From Enforcing Control to Building Capability

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ABSTRACT

Institutional responses to generative AI (GenAI) in higher education have been largely rules-based and assessment focussed. Whilst clear, these are poorly suited to a fast-changing, complex challenge. The Roundabout [1] is a framework that shifts from enforcing compliance to building capability. Trust sits at its centre, understood as psychological safety, with four principles built on it: transparency, criticality, creativity and responsibility. The wider Roundabout project includes co-creation with fellow educators; ethics approval for that fieldwork is just confirmed. As pre-work we report a collaborative autoethnography among the five co-authors, who are also the Roundabout's developers, each writing a first-person account of one moment from their teaching where the shift from enforcing control to building capability was tested. Turning that lens on ourselves first fits the trust and transparency the Roundabout asks of everyone else, and lets us refine the framework before testing it more widely. Trust and Responsibility recurred across most accounts, while Criticality appeared only where someone went looking for it, and one account questioned whether the framework accounts for confidence in oneself, not just trust in others. We close by setting out the next stage: testing the Roundabout with the people it's for.

KEYWORDS generative AI, Roundabout framework, collaborative autoethnography, curriculum re-imagining, assessment

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Introduction

Most universities have responded to generative AI (GenAI) by setting rules rather than by building capability. Traffic-light policies (red, amber, green) became common, striving for clarity at a time of considerable uncertainty [1], [2], [3]. But GenAI is now part of everyday teaching and learning, and these rules show their limits. Rules tell students what they can do in an assignment. They do not help students or staff learn how to use GenAI responsibly as part of professional and learning practice [1], [4].

The Roundabout [1] is a framework built on principles, not rules, that shifts the focus from enforcing compliance to building capability. The Roundabout project forms part of the activities of the Imaginative Curriculum Centre in the School of Education at the University of Leeds.

We plan wider co-creation with fellow educators; ethics approval for this was confirmed whilst we were finalising this paper. In the spirit of trust and transparency central to the Roundabout we turned the lens on ourselves.

This paper reports the results of a collaborative autoethnography (CAE) among the five authors, built around one question:

What does our own experience of building and using the Roundabout principles tell us about moving from control to capability in GenAI-enabled teaching?

The Roundabout moves in the same direction as two established frameworks. UNESCO's AI Competency Framework for Teachers [16] sets out five competency areas, from ethics to pedagogy, as a global standard for training and progression. The Open University's Critical AI Literacy Framework [17] takes a principles-based approach centred on equality, diversity and epistemic justice. Both frameworks share the shift from compliance to capability that runs through the Roundabout. Neither, though, puts a single relational principle at its centre. We place Trust, understood as psychological safety, at the Roundabout's centre, with transparency, criticality, creativity and responsibility built on it.

The Roundabout Framework

The Roundabout [1] builds on Aaron Dignan's [5] assertion that organisations are either legacy or evolutionary. Legacy organisations run on strict rules, enforced hierarchy and total compliance. In contrast, evolutionary organisations are guided by principles, light-touch constraints, and encourage constant experimentation. Traffic-light GenAI policies are a legacy organisation-style response. They work well when a problem is complicated: many parts, but still predictable. GenAI in higher education is complex, not complicated: outcomes emerge from evolving, people-centric interactions [1], [2], and can't be reliably predicted.

Trust sits at the centre of the Roundabout framework. Trust here embodies psychological safety [6] – people feel able to try new things, get them wrong, learn and improve within an encouraging, supportive environment. Around that centre sit four principles, in Table I illustrated through the voice of the students and staff who use them. This is a working model, not a fixed hierarchy, and open to revision as the framework is tested further. Rules do not disappear. They still matter for risk management, assessment integrity, and other high-stakes situations where clear boundaries are needed. Principles complement rather than replace them, supporting the judgement calls no rulebook can fully anticipate.

Table 1. The Roundabout Principles

Trust (foundation)	'I feel safe to question and try new things, even getting it wrong, because I know my tutor will guide me and not judge me.'
Transparency	'I tell my students exactly how and why I've used GenAI in this task, so they can learn from me.'
Criticality	'I check what GenAI gives me against what I know and against trusted sources, rather than taking it as the finished answer.'
Creativity	'I add GenAI's ideas into the class brainstorm alongside our own, then let students later decide what's worth keeping.'
Responsibility	'It's my choice how I use GenAI here, and I can explain and stand behind that choice if asked.'

Note: Statements in Table 1 are illustrative, composed to reflect common experience of each principle; they are not verbatim participant data.

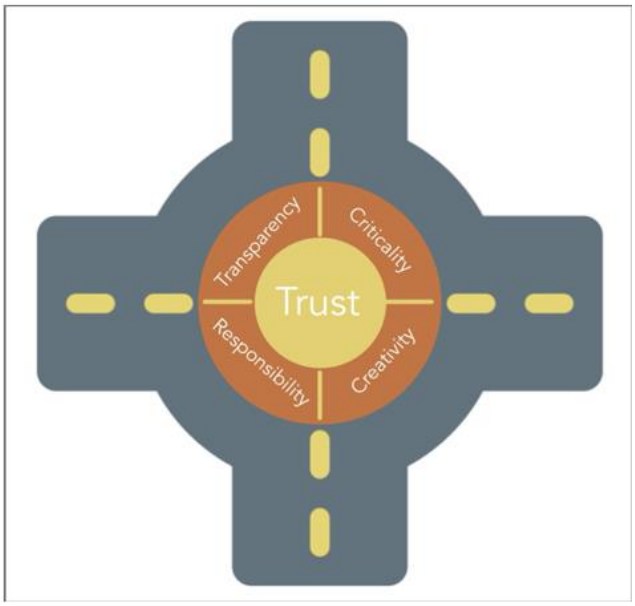


Fig. 1. The Roundabout framework. Based on [1].

Methodology: Collaborative Autoethnography

Collaborative autoethnography (CAE) asks two or more researchers to each write about their own personal experience of the same question, then read and analyse each other's accounts, looking for what matches and what does not [7], [8]. The five co-authors are also the Roundabout's developers, its participants, and its analysts in this study. This makes it a reflexive exploration and refinement of the framework, not an independent test of it, and we recognise the risk of bias that comes with developing and assessing our own framework. We chose CAE for two reasons. First, it follows BERA's ethical guidelines [13]: the authors provide the material themselves, not students or colleagues, so no separate ethics board review was required. References to students, colleagues, and institutions in the narratives are kept general, with no names or identifying details included. Second, CAE asks researchers to be open and to hold each

other to account [8], exactly what the Roundabout asks of students and educators.

Table 2 summarises the five co-authors' backgrounds: different disciplines, different lengths of teaching experience, different levels of experience with GenAI.

Table 2. Co-Author Backgrounds

Author	Years in HE	Years using GenAI	Teaching focus
John Palfreyman	9	3+	Strategy and Digital Transformation, including responsible GenAI usage.
Chrissi Nerantzi	20	3+	Creativity and play for learning, Digital education, GenAI in education, Research methods
John Hammersley	20	1+	Design Studies, Art and Design Studio
Gerasimos Chatzidamianos	20	1+	Research methods, statistics for psychology, psychopharmacology and biopsychology.
Vasiliki Kioupi	3	3	Sustainable Development

Note: Figures are self-reported by each author.

Each of the five authors wrote a short, first-person account of one specific moment from their own teaching, addressing the question above. We deliberately asked for real doubt or disagreement, not a tidy success story. CAE teams can settle too quickly on one shared, comfortable version of events; asking for doubt guards against that [8]. We then read each other's accounts and challenged them as critical peers, before analysing them together for what matched and what did not. We analysed the accounts using Framework Analysis [14], a deductive approach that codes data against categories set in advance rather than letting themes emerge inductively.

Claude produced an initial Framework Analysis matrix, coding all five narratives against the five Roundabout principles. John P then coded the same five narratives independently, by hand, highlighting each principle directly in the text. We reconciled the two matrices cell by cell: where they agreed, where the hand-coding caught something Claude's had missed, and where Claude's flagged something the hand-coding had not.

John P reviewed the reconciled matrix alone before it went to the remaining co-authors as a single combined round, asking each to check their own row and comment on the whole. Where two of us read the data differently, we report that as a finding rather than resolving it by agreement. All synthesis and interpretation in Sections V and VI remained with the human authors.

Section IV sets out the stories; Section V reports what we found.

Our Narratives

Chrissi

Without trust we are nothing.

I don't like policing my students. Yet, shortly after GenAI entered our practice, I found myself increasingly playing the gatekeeper. Until 2025/26, the institution used a traffic-light system for GenAI use in assessment, and most of my modules landed on amber. Amber generated constant questions: 'Can I do this?' 'Is this allowed?' Each time, I felt pushed towards a role I didn't want.

As an experimenter who operates in the 'uncomfort zone' [10], I question whether hard rules help in contexts this uncertain, or whether assessment should be our exclusive focus. I am in favour of exploring possibilities, trusting the process, and learning along the way. I do this with transparency and invite my students to do the same.

One example: redesigning a Problem-Based Learning module using GenAI [11], [12]. We worked with students to rethink scenarios and learning activities with Secure Copilot and explored possibilities for a GenAI-enabled curriculum that could maximise engagement and learning. The conversations required trust, transparency and a willingness to work with uncertainty.

The traffic-light system focused on assessment. My bigger question is how GenAI can deepen and diversify learning, which doesn't happen just by reading about it. Getting our hands dirty, making mistakes, reflecting and learning from them, matters more. What I've come to value is helping students develop the capability, confidence and judgement to navigate uncertainty for themselves.

Vasiliki

During one session of the Introduction to Creating Sustainable Futures module, I asked students to use GenAI to propose solutions to a sustainability business challenge involving a mining company seeking to minimise its impact on a local community. Students were then asked to critically evaluate the AI-generated responses. One group's answer confidently recommended a range of 'green' interventions that initially appeared convincing. However, as the discussion unfolded, students identified examples of greenwashing, oversimplified assumptions and tokenistic solutions. Rather than addressing the underlying causes of poor health and water contamination, the response focused on treating symptoms while overlooking the lived experiences, priorities and voices of the affected community. What began as an exercise in using GenAI quickly became an exercise in questioning it.

This session, together with my involvement in developing the Roundabout principles, particularly Criticality and Creativity, prompted me to reconsider what it means to move from control to capability in GenAI-enabled teaching.

Sustainability students often bring strong ethical commitments to their studies. While some value GenAI for the efficiency and support it offers, others remain hesitant because of concerns about its environmental footprint, labour practices and wider social implications. Watching students dismantle an apparently persuasive AI response made me realise that capability may not simply be about learning to use GenAI effectively. It may also involve developing the confidence to interrogate its outputs, recognise its limitations and make informed decisions about when its use is appropriate.

The discussion also revealed the tensions surrounding Creativity. After critiquing the initial response, students prompted GenAI to generate alternative approaches from different stakeholder perspectives. Although this broadened the conversation, several commented that the suggestions remained familiar and generic, reproducing dominant sustainability narratives rather than offering genuinely new ways of thinking.

This single teaching episode has shaped my contribution to the development of the Roundabout principles. Rather than seeing the move from control to capability as a straightforward progression towards greater use of GenAI, I now see it as creating space for informed judgement. For me, the unresolved question is whether capability lies in using GenAI effectively, in knowing when not to use it, or in navigating thoughtfully between those positions.

John H

A recent talk at an all-school meeting on AI literacy for teaching and research has made me pause and rethink how AI might be disrupting the trust relationships central to teaching. This feels especially keen as I am returning to teaching after a long period of illness and preparing to develop the inclusion of AI for the core year one programme module on a creative visual arts course. This period of illness brings with it a sense of being out of the loop more than perhaps usual.

What struck me first about the presentation on AI literacy is a sense that I felt I was being encouraged to just skip ethical concerns and move on as I/we/students/UK HE are falling behind, and this is likely to only get worse as the pace of technological change increases. My reaction since has been to sign up for more talks and start to experiment more to consider how AI can be integrated into the creative processes of the module.

Perhaps the presentation was designed to create this sense of anxiety and responsibility, but it has also made me ask to what extent I feel able to respond to the challenge of AI. In turn this has made me reconsider the issue of self-trust, as messages of falling or being left behind erode my sense of self-confidence and self-trust. This is an issue for me, especially as building relationships of trust with new students can have a significant impact on cohort cohesion and student motivation and engagement.

So I now wonder if the Roundabout over-emphasises a sense of trust in others, the other of AI, the othering relationship of learner-educator, and whether it takes significant enough account of the impact of AI on self-trust and confidence of all involved in learning and teaching.

Gerasimos

I moved to Athens, Greece, five years ago. London, where I only stayed for a year, is a city I know, while Athens is not. What makes London easier to navigate and Athens a labyrinth?

In London, I immersed myself in the unknown; I got lost and got found. In Athens, I skipped all of this and simply put my trust in Google Maps. I have never been late for an appointment or got lost, but my knowledge of the city itself is limited.

Applying this to teaching and learning in HE: how do we navigate knowledge acquisition in an AI era?

The University I work for instructs that unauthorised use of AI is prohibited. No traffic-light systems, no roundabouts, just orders expecting compliance. During a graduate research methods class, an elaborate-worded prompt appeared on one of my presentation slides, which students had to use in any GenAI platform. The aim was to critically review possible responses. No one responded. None. Awestruck by the lack of engagement, I explored the issue further. Most claimed they do not, or have never, used AI. The most confident ones reminded me of the policy. After I confirmed I had authorised its use, they admitted that most, if not all, had an upgraded paid subscription. 'I trust Google Maps more than my students trust me,' I thought. What has happened to our relationship? How can learning happen without trust among those involved?

Technology evolves faster than university policy. Policies that force students into compliance blunt the exact skills education aims to develop. We punish students for trusting AI more than they trust us for knowledge generation.

Trusting the technology to navigate Athens was efficient. If I were tested on the city itself, I would fail. True knowledge and efficiency together are only possible by learning Athens with AI, not instead of it. Isn't it time for meaningful AI policies in universities, rooted in shared principles such as trust, creativity, criticality and shared responsibility?

John P

At the start of the semester, we needed to assign a GenAI category to our team-taught undergraduate module with around 340 students spread across several tutor-led parallel workshops. In line with the University's ambition to move more modules towards Green, I argued that this module should be Green too. I was unable to convince my colleagues, so we settled on Amber.

At one level, that reflects understandable caution. A large, shared module carries more perceived risk than one taught by a single academic. But I don't think it was only about risk. Moving to Green would also have been counter cultural. It required a level of confidence in both the students and the institution that not everyone yet shared. I use Green across the modules that I lead myself, but I couldn't persuade colleagues to take the same step where the decision had to be made collectively.

Reflecting on this, I realised some of the gap was mine. If trusting students more had gone badly in one of my own

modules the consequences for me would have been manageable. For colleagues earlier in their career, teaching a 'flagship module' with visibility at the highest levels of the University, the professional risks are different. And I don't think I gave that enough weight when making my case.

That experience reinforced something important for me. I still believe trust (as a short form for Psychological Safety) is the right foundation. The challenge is not whether trust matters, but whether the conditions exist for everyone to act on it in a climate where they feel everyone 'has their backs'. Until they do, moving from control to capability will remain a challenge.

Analysis

Table 3 summarises how the five author accounts map onto the Roundabout's five principles, using Framework Analysis. This fixes the principles as categories in advance rather than letting themes emerge from the data.

Table 3. Framework Analysis Matrix

Author	Trust	Transparency	Criticality	Creativity	Responsibility
Chrissi	Trusting an experimental process with students	Openness with students, stated as practice	—	Co-designing a GenAI-enabled curriculum	Building students' capability and judgement
Vasiliki	—	—	Students identifying greenwashing in a GenAI response	GenAI's suggestions seen as generic, not novel	Informed judgement on when GenAI use fits
John H	Self-trust rather than trust in others	—	—	—	Resisting pressure to skip ethical concerns
Gerasimos	Trust between tutor and student	A prompt shared openly with the class	Students asked to critically review AI-generated responses	—	Guarding education against AI risk
John P	Confidence in students and the institution	—	—	—	Self-accountability for underweighting a colleague's career risk

Note: Cells condense narrative evidence from the project's Framework Analysis matrix; an absent entry reflects the coding definition or narrative scope, not importance (see below).

Trust appears in four accounts, taking a different form in each: confidence in students and the institution (John P), trust in an experimental process (Chrissi), trust between tutor and student (Gerasimos), and self-trust as well as trust in others (John H).

Responsibility appears in all five accounts, in two forms: guiding judgement, whether students' (Chrissi, John P) or their own (Vasiliki), and guarding education itself against risk (Gerasimos, John H).

Transparency surfaces twice, in Chrissi's and Gerasimos's accounts, but for different reasons. Chrissi names it as a stated practice, openness with her students, while Gerasimos's is incidental, a prompt shared openly without ever being called transparency.

Creativity also surfaces twice, in Chrissi's and Vasiliki's accounts, and in opposite directions: Chrissi's shows GenAI expanding students' creative thinking, Vasiliki's shows it narrowing it into generic, unoriginal suggestions.

Criticality appears twice. Vasiliki's account meets the definition directly, students interrogating a GenAI response for greenwashing, as does Gerasimos's, students asked to critically review AI-generated responses. Chrissi's questioning of her own practice strictly falls outside the Roundabout's definition, which is about questioning GenAI's output.

Two things are also worth mentioning. Each author was asked to focus on one or two principles, leading to a sparse matrix. So the number of times that a principle is mentioned cannot be correlated with its importance. Notably, three of the five accounts challenge how a principle is defined: John H on self-trust versus trust in others, Gerasimos on what university GenAI policy assumes about trust, and the coding process itself on where Criticality's boundary should sit.

Findings and Discussion

We set out to explore what our experiences of building and using the Roundabout principles tell us about moving from control to capability in GenAI-enabled teaching. Our reflections show that we don't see the move as one shift. It's more likely several uneven changes running at different speeds and driven by different people across different organisations. We see this as consistent with our collaborative approach to future Roundabout development.

Trust runs through every account, though it takes a different form each time. Chrissi says capability building only started once someone trusted the process. John P says trust in the institution has to come first, before staff can use GenAI responsibly. Gerasimos frames trust two ways in the same story: trusting Google Maps to navigate a new city, and the erosion of trust between him and students who hid their own AI use. John H raises a different form again: self-trust, his own confidence rather than his trust in anyone else. These are related ideas, not the same one, and the Roundabout's current definition, built around psychological safety between people, doesn't fully capture self-trust or trust in a technology.

Sahlberg [15] observes that trust works between two people, within a team, and across a whole institution, and

three of our accounts map onto that: Chrissi's and Gerasimos's interpersonal trust with students, and John P's institutional trust. John H's self-trust sits outside all three levels, which suggests Sahlberg's framing, like the Roundabout's, may need extending to cover trust in oneself rather than trust in others. Gerasimos's trust in Google Maps points to a further, technological form the framework doesn't yet name. Naming these distinctions matters more than deciding which is most important; we treat this as an open question for the wider study, not a gap to resolve here.

Our reflections on responsibility show the tension between capability growth and the need to control. Gerasimos and John H (without comparing notes) both land on the same dual role for educators: we take responsibility for guiding students to use GenAI responsibly, and at the same time we take responsibility for guarding our institutions' academic integrity. Chrissi calls the second of these 'policing'. This clearly weighs heavily on the minds of many academics and could explain a reluctance to move away from control-based approaches. It's always harder to build capability than to set rules.

As a team we examine criticality through different lenses. Vasiliki sees a gap: too little critical engagement with GenAI shows up across the matrix, which concerns her in a field that claims to value critical thinking. Chrissi takes the opposite view: criticality, interrogating outputs, questioning assumptions, spotting generalisations, was central to her experience, providing valuable learning. Same principle, same project, two different readings.

On the topic of creativity John P reflects on Chrissi's use of GenAI to help re-imagine her module delivery, effectively challenging and extending student thinking. He also acknowledged Vasiliki's view of the opposite effect where students found GenAI's generic response as narrowing the thought processes. The Roundabout principle would expand the opportunities GenAI creates for broadening thinking, while staying alert to where it constrains it.

Chrissi 'nails' transparency, stating that educators need to demonstrate this, not just expect it from students. Gerasimos showed transparency in action by sharing his GenAI prompts with the students, and the discussions that followed were insightful.

What does this tell us about moving from exercising control to building capability? It won't be one coherent shift. Trust enables the rest. Responsibility splits into guiding and guarding. Creativity cuts both ways, expanding thinking or flattening it into sameness. Transparency boils down to educators eating their own cooking. In our accounts, criticality appeared only when someone went looking for it, an early result the wider study will test and may revise. If there's guidance here for GenAI-enabled teaching and associated educational practices, it's that these move separately, at different speeds, not together.

Conclusion

This collaborative autoethnography set out to explore what our own experience of the Roundabout tells us about moving from control to capability in GenAI-enabled teaching. Five educators, five incidents, five different classrooms; what emerged was an early picture of how the Roundabout's principles interact in practice: unevenly, and sometimes in tension with each other.

That unevenness is the finding, not a limitation to explain away. Trust surfaced in most accounts; Responsibility surfaced in all of them; Criticality surfaced only where the task specifically called for it, not by default. Two of us split Responsibility along the same line without comparing notes. One of us found a question Trust (as the Roundabout defines it) was never built to answer.

This was always meant as a first step. The wider co-creation study, which the CAE prepares us for, is where these open questions belong: do students show Criticality the same way we did, only when someone asks for it? Does Responsibility still split into guiding and guarding when the focus extends to understanding students' expectations? And where does confidence in one's own ability, rather than trust in others, actually get built?

As a pilot, this study has clear limits: five self-selected accounts, each anchored to one incident, can't show how the principles play out at scale or for the students the Roundabout is ultimately for. For educators facing their own GenAI policy decisions, our suggestion isn't to adopt all five principles as a checklist, but to notice which ones are constraining their own practice and start there.

The CAE study gives us momentum and direction to build the Roundabout collaboratively and test it with the people it was built for.

Declarations

Conflicts of interest: The authors declare no conflicts of interest.

AI use disclosure: We acknowledge the use of Claude (Anthropic) in preparing this paper, including support with the Framework Analysis coding and with drafting. This was used openly, consistent with the transparency the Roundabout itself asks of anyone using GenAI. All generated outputs were critically reviewed and edited by the co-authors, who take full responsibility for what is included; any errors of interpretation remain our own.

Acknowledgment

We thank the students in our own classes whose questions and challenges shaped the incidents described in Section IV.

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