Curated links about artificial intelligence and education relevant for USYD and Australian higher education

AI-enabled tools relevant to education

- [Generative AI Product Tracker](#) (Ithaka SR) - comprehensive living list of generative AI tools applicable to higher education - research, teaching, etc
- Futurepedia (https://www.futurepedia.io/) - an updated directory of most of the AI tools available today (not just education)

Text-based and multimodal

- ChatGPT (https://chat.openai.com/) - GPT-3.5 (free) or GPT-4 (paid) chatbot
- Claude (https://claude.ai/) - capable large language model by Anthropic.
- Microsoft Copilot (https://copilot.microsoft.com/) - in creative mode, is a GPT-4 powered chatbot with access to the internet; some institutions have institutional licences that offer enhanced privacy. Has a chat mode, and a notebook mode that accepts longer prompts in a non-conversational interface.
- Microsoft Copilot Studio (https://www.microsoft.com/en-us/microsoft-copilot/microsoft-copilot-studio) - build your own copilots with custom instructions, knowledge, and actions.
- Google Gemini (https://gemini.google.com/app) - Google's chatbot; multimodal.
- Google LearnLM (blog.google) - an AI model specifically fine-tuned for learning, "infusing learning science principles" like active learning, cognitive load, metacognition.
- You.com (https://you.com/) - conversational search engine, powered by GPT, that can generate extended responses, access the internet, and provide references/citations.
- Caktus (https://www.caktus.ai/caktus_student) - student-targeted AI tools that write essays, generate paragraphs, respond to discussion prompts, write computer code, solve maths questions, etc.
- Quillbot (https://quillbot.com/) - AI-powered paraphrasing tool, sometimes called a 'spinner'.
- OpenAI Playground (https://beta.openai.com/playground) - the 'original' GPT3 interface
- Perplexity.ai (https://www.perplexity.ai/) - generates GPT-based textual responses, with contemporary citations and references.
- StealthGPT (https://www.stealthgpt.ai/) - promises to generate text that is undetectable by AI detectors
- learnt.ai (https://learnt.ai/how-it-works) - a collection of applications of GPT3 for teaching and learning, including generating questions, fixing mistakes, writing learning objectives, generating ideas for activities, etc. Subscription ($) model.

Images and video

- Midjourney (https://docs.midjourney.com/) - sector-leading text-to-image and image-to-image generator
- Imagen 3 (https://deepmind.google/technologies/imagen-3/) - one of the most advanced and high-quality text-to-image models
- Magnific (https://magnific.ai/) - enhance and upscale images to super resolutions
- HeyGen (https://www.heygen.com/) - AI video avatars and video translation
- Stable Diffusion (https://stablediffusionweb.com/#demo) - image generator based on textual prompts
- Visla AI video generator (https://www.visla.us/ai-video-generator) - generates short videos based on a prompt.
- This person does not exist (https://this-person-does-not-exist.com/en) - random face generator
- Runway Gen-2 (https://research.runwayml.com/gen2) - text-to-video, image-to-video generator
- xpression camera (https://xpressioncamera.com/) - software that deepfakes a webcam feed (e.g. over Zoom), allowing you to look like anyone else from just a photo of them.
- Sora (https://openai.com/sora) - upcoming video model that generates minute-long realistic videos

Voice, music, and audio

- Udio (https://www.udio.com/) - create realistic songs with lyrics.
- Suno (https://www.suno.ai/) - create songs with lyrics; can be accessed via Microsoft Copilot as a plugin
- ElevenLabs (https://beta.elevenlabs.io/) - AI voice synthesiser, can clone someone's voice based on a 1 minute sample
- Jellypod (https://jellypod.ai/) - make customisable podcast summaries of sources
- Moises (https://moises.ai/) - AI music mastering software that can split music up into separate controllable tracks.
- OpenVoice (https://github.com/myshell-ai/OpenVoice) - instant voice cloning that generates speech in multiple languages and accents, and enables control over voice style, tone. Open-sourced version of MyShell (https://app.myshell.ai/explore)
- Stable Audio (https://stableaudio.com/) - text-to-music/audio generator.
- Ecoute (https://github.com/SevaSk/ecoute) - live transcription tool for computer mic/speakers and provides suggested responses via GPT-3.5.
- Soundraw (https://soundraw.io/) - AI music generator
- Wavtool (https://wavtool.com/) - AI chatbot-assisted digital audio workstation
- Bland (https://www.bland.ai/) - AI phone agents "that sound and feel human"

Code and data science

- GPTengineer (https://gptengineer.app/) - rapid prototyping; generate and deploy functional web applications using natural language.
- GitHub CoPilot (https://github.com/features/copilot) - code autocomplete using AI, works on VS Code, NeoVIM and JetBrains (so far). Free for students signed up to GitHub Education.
- Rtutor (https://rtutor.ai/) - an online data science widget powered by OpenAI which can be used to create, analyse, and troubleshoot data in plain English (other languages including Mandarin are available). Example user cases include uploading a raw dataset and asking AI to analyse it, or uploading an incorrect code and asking AI to "fix" it.

Research

- List of academic search engines that use Large Language models for generative answers - a useful and updated list of generative AI tools that draw on academic sources
- Pandas AI (https://github.com/gventuri/pandas-ai) - Pandas (a very popular Python library for data analysis) meets LLMs
- Scite Assistant (https://scite.ai/assistant) - generates writing and includes real citations. Unfortunately freemium.
- Elicit (https://elicit.org/) - AI research assistant.
- Research Rabbit (https://researchrabbitapp.com/) - AI that helps to find and recommend research papers by using citation networks, authors, and topic similarities
- Consensus (https://consensus.app/) - a search engine that uses AI to extract and distil findings from scientific research - not always accurate
- AutoResearcher (https://github.com/eimenhmdt/autoresearcher) - still in development, but automatically writes literature reviews by searching SemanticScholar for papers and LLMs to process and compose findings.
- Thrix (https://www.thrix.ai/) - AI reference list formatter
- Lumina (https://www.lumina-chat.com/) - generates writing using (their own database of?) real citations. Freemium.

Prompting

Practical guides

- [Prompt Engineering for OpenAI's O1 and O3-mini Reasoning Models](#) (Microsoft) - practical advice and explanations for prompting reasoning models.
- [Prompt engineering](#) - official guide from OpenAI on six strategies for getting better results from GPT: clear instructions, provide reference text, split up complex tasks, give model time to think, use external tools, test changes systematically.
- [AI Conversations](#) (Charles Sturt University) - short videos that demonstrate and explain how to use AI effectively
- [Everything I'll forget about prompting LLMs](#) - comprehensive and practical tips and tricks for effective prompting across multiple models.
- [Working with AI - two paths to prompting](#) - Ethan Mollick's second edition of his practical prompting guide.
- [GPT best practices](#) - OpenAI's own guidelines for how to get better results with ChatGPT
- [Learn Prompting](#) - free documents and courses to learn prompt engineering.
- [A guide to prompting](#) - simple, practical, and realistic guide to prompting.
- [Level up your GPT game with prompt engineering](#) - simple prompting guide from Microsoft
- [The 6 Types of Conversations with Generative AI](#) (2023-11-10, NN Group) - outlines ways that users interact with chatbots (e.g. search, exploring, funelling, etc) and gives tips for better usage and design of chatbots
- [Large Language Models Understand and Can be Enhanced by Emotional Stimuli](#) (2023-07-14, arXiv) - emotional appeals (e.g. "This is very important to my career") can improve model completion quality by 10%.
- [Prompting tips](#) (Twitter) - quick summary of key prompt phrases to include for better outputs, based on this [paper](#).

Examples

- [More Useful Things Prompt Library](#) (Mollicks) - A very useful and applied set of prompts for education.
- [11 ways ChatGPT can save you time](#) (MQ) - great practical ideas to save time for teaching
- [Academic AI](#) - a collection of useful ideas and prompts from Jason Tangen (UQ) for teaching and research
- [How to Use AI to Create Role-Play Scenarios for Your Students](#) (HBR, Mollick) - extended prompt for simulating role-play scenarios.
- [Persuasive jailbreaking](#) - how to use **persuasive adversarial prompts** to jailbreak LLMs; simply by using human persuasion techniques like logical appeal, authority endorsement, priming, anchoring, etc.
- [Vibe coding platform system prompts](#) - extracted system prompts from Cursor, Manaus, Replit software development agents
- [Mr Ranedeer](#) - a megaprompt for GPT-4 to act as an adaptive tutor.
- [DALL-E system prompt](#) (via Twitter) - reverse-engineered prompt for OpenAI's DALL-E text-to-image model
- [AI for job hunting](#) - examples of prompts to use ChatGPT to assist with applications, resumes, interviews, negotiations, etc
- [QuestionImprover](#) - a series of prompts that integrates diverse expert personas to help refine questions to make them "more insightful, thought-provoking and suited to in-depth exploration across various domains".
- [PromptBook for language teachers](#) - many ideas for lesson planning, resources and worksheets, classroom use, etc.

- ['AMHLB' prompting for phone conversational AI](#) - long prompt examples for a phone-calling AI in Bland.ai

Tools for prompting
- [ChainForge](#) - visual programming environment to evaluate different prompts and models.
- [Prompts Royale](#) - get AI to write and improve prompts for you, and race them against each other
- [LLMLingua](#) - a 'prompt compressor' to reduce prompt length by removing non-essential tokens; "up to 20x compression with minimal performance loss"

Articles

Relationships and inclusion
- [AI Can Make Schools More Human, But Only If Schools Prioritize Relationship Metrics](#) (2023-09-12) - AI may save teachers' time but reward/recognition is not geared towards what matters in education; danger of students using AI as a relational replacement.
- [How ChatGPT Bested Me and Worsted My Students](#) (2023-04-20, IHE) - reflections from an educator who jumped to student-blaming; **surveillance dehumanises students;** our role is to educate and develop critical thinkers, not to surveil; challenge positions of power; don't be so reactive to AI.
- [Our Obsession with Cheating is Ruining Our Relationship with Students](#) (2023-01-07) - **lack of trust undermines education;** using AI to catch AI is putting our trust in more systems we don't understand; need to search for moments of learning
- [How to use ChatGPT to help close the awarding gap](#) (2023-02-01, THE) - ChatGPT **could help to bridge attainment gaps** by helping students consider different perspectives, reword concepts, apply concepts to different situations, and generate essay structures.
- [Will AI tech like ChatGPT improve inclusion for people with communication disability?](#) (2023-01-19, Conversation) - **could help those who struggle with text, and enhance communication;** could assist readers with low literacy; might be considered an assistive technology if it helps those with communication disability communicate more efficiently or effectively; article provides list of practical ways that ChatGPT could help.

Student responses
- [Students Speak Out: AI Is Changing School, and No One's in Charge](#) (2025-04-22, VKTR) - two convergent perspectives from K12 students highlighting lack of guidance, desire to learn, confusion, fear. **Feeling that one needs to justify or joke about the use of AI.**
- [A Student Manifesto for Assessment in the Age of AI](#) (2024/2025, LSE) - high level principles for assessment from LSE students including critical thinking, transformative learning, transparency, personal voice, clear guidance, etc. Calls on educators to recognise that "students will use AI irrespective of any restrictions imposed".
- [Anthropic Education Report: How University Students Use Claude](#) (2025-04-09, Anthropic) - analysis of ~1 million anonymised conversations tied to HE accounts, yielding 574k conversations related to coursework or research; computer science use high; more use in creating, analysing compared to other levels of Bloom's [mis-application of this taxonomy]. Claude used to complete 'higher order cognitive tasks'.
- [Student Generative AI Survey 2025](#) (2025-02-26, HEPI UK) - 1,041 students surveyed; 92% using AI; main uses to explain concepts, summarise articles, suggest research ideas; fear integrity; only 36% receive adequate AI literacy support;
- [Digital Education Council Global AI Student Survey 2024](#) (2024-08-02) - 3839 responses across 16 countries; **86% students use AI**, mostly for searching information and grammar (!?); ½ of students don't feel AI ready; 80% say unis not meeting expectations on AI; want more training and AI integration and guidelines; concerns around trustworthiness and privacy and over-reliance;

- [Time for Class 2024](#) (2024-06-11, Tyton Partners) - excellent comparative report; marked increase in use and awareness over the last year; **60% students regularly using AI**; half of students opting for paid AI services; 50% (increased!) of students would still use AI even if banned; regular staff users more likely to believe AI will have positive impact; shifts in instructor workload (material development, integrity monitoring, redesigning assessments.
- [How students are currently using generative AI](#) (2024-03-26, Jisc) - a refreshing look at student AI use; most using free AIs; use for communication, learning (always on), researching, programming, creativity, productivity, support; **change in mindset from a utility to a collaborative conversational partner, from an answer provider to a digital coach**.
- [ChatGPT was tipped to cause widespread cheating. Here's what students say happened](#) (2023-11-22, ABC) - students using chatbots to complete assessments and homework that they found meaningless; students recognising a growing dependence on AI
- [I'm a student. You have no idea how much we're using ChatGPT. No professor or software could ever pick up on it](#) (2023-05-12, The Chronicle) - insightful article from a student; students using it in assignment ideation, creation; replacement for thinking and not for prose; suggests a split between AI-enabled and AI-blocked assessments; currently in an awkward middle ground.
- [I delivered a presentation completely generated by ChatGPT in a master's course program and got the full mark](#) (2023-04-17, Reddit) - insightful post and commentary about assessments and higher education; assessments need to be motivating and interest students.
- [Chatgpt Helped me pass an exam with 94% despite never attending or watching a class](#) (2023-04-18, Reddit) - ChatGPT used by student to summarise lectures, list key concepts, and used for cramming.
- [More than Half of Students Will Use AI Writing Tools Even if Prohibited by Their Institution](#) (2023-04-26, via [Campus Technology](#)) - survey of 2000 staff and 2000 students in the US; staff are well behind students on AI use/adoption; ⅓ of students are regular users; 51% would use it even if prohibited.

Shifting on assessment and teaching design

Assessment
- [Everyone Is Cheating Their Way Through College - ChatGPT has unraveled the entire academic project](#) (2025-05-07, NY Mag) - **excellent unpacking of key issues of assessment and AI use**; assessments that are perceived as meaningless; a system that needs dramatic change.
- [A Comparative Study on the Performance and Detectability of AI-Generated Graduate-Level Coursework Utilizing ChatGPT](#) (2024, AIHE) - GPT-4 achieved 99.36% in Master of Health Administration course; study conducted with undisclosed GPT-4 responding to all assessments (case studies, quizzes, discussion boards, etc).
- ['I received a first but it felt tainted and undeserved': inside the university AI cheating crisis](#) (2024-12-15, The Guardian) - 'escalating technological arms race'; tutors-students, students-students turning on each other; breakdown of trust.
- [The renaissance of the essay starts here](#) (2024-12-09, THE) - proposes a manifesto to **rediscover the purpose of the essay**; the value being in the component processes of research, critical thinking, argument development, etc.
- [A real-world test of artificial intelligence infiltration of a university examinations system: A "Turing Test" case study](#) (2024-06-24, PLoS One) - **GPT-4 produced answers that were 94% undetectable by markers; AI was 83% more likely to achieve a higher grade than students.**
- [Professors ask: Are we just grading robots?](#) (2024-06-13, Chronicle) - "I'm grading fake papers instead of playing with my own kids"; anguish, devastation felt by professors; faculty members need more support instead of figuring it out themselves; need to think beyond assessments to learning.
- [The AI Influencers Selling Students Learning Shortcuts](#) (2024-02-10) - insightful overview of social media influencers peddling AI-enabled tools to summarise class content, reteach material, find sources, solve maths problems, and more.

- [Assessing ChatGPT's Mastery of Bloom's Taxonomy Using Psychosomatic Medicine Exam Questions: Mixed-Methods Study](#) (2024-01-23, JMIR) - GPT-4 answered 93% of questions; **errors primarily in the 'remember' and 'understand' cognitive levels**; difficulty recalling details, understanding conceptual relationships, adhering to guidelines.
- [ChatGPT performance on multiple choice question examinations in higher education. A pragmatic scoping review](#) (2024-01-17, A&EHE) - review article suggesting GPT-3/3.5 was not great but GPT-4 on par with humans.
- [Cheating Fears Over Chatbots Were Overblown, New Research Suggests](#) (2023-12-13, NYT) - in US high schools, surveys suggest that **percentage of students admitting to cheating is unchanged; many teens know little about ChatGPT, worse in non-white and low-income cohorts**; shift discussions from cheating to learning.
- [Perception, performance, and detectability of conversational artificial intelligence across 32 university courses](#) (2023-08-24, Nature Scientific Reports) - "We find that **ChatGPT's performance is comparable, if not superior, to that of students** in a multitude of courses. Moreover, current AI-text **classifiers cannot reliably detect ChatGPT's use** in school work… Finally, there seems to be an emerging consensus among students to use the tool, and among educators to treat its use as plagiarism."
- [The end of the take-home essay?](#) (2023-08-23, Chronicle) - academic writing is about ordering one's world, turning confusion into something intelligible; reflection and critique on relying on AI for writing and what is lost from learning if so.
- [Hello GPT! Goodbye home examination? An exploratory study of AI chatbots impact on university teachers' assessment practices](#) (2023-08-01, AEHE) - paper examining how markers' practices are influenced by suspicions around AI use; markers more critical of human-written text.
- [GPT-4 can already pass freshman year at Harvard: Professors need to adapt to their students' new reality - fast](#) (2023-07-26, Chronicle) - humanities and social sciences assessments marked by academics achieved good grades; **academics impressed by quality and creativity;** ChatGPT has made cheating on take-home essays easier than ever; what does this mean for liberal arts graduates/jobs?
- [Chatbot vs Medical Student Performance on Free-Response Clinical Reasoning Examinations](#) (2023-07-17, JAMA) - GPT-4 outperformed students on clinical reasoning.
- [How ChatGPT changed my plans for the fall](#) (2023-07-30) - a 15 year old can use ChatGPT to create and refine college-level essays to a high standard; "Students just have to be able to spot the difference between good work and not good work, which even the most struggling students can already do."
- [Teaching Writing with Generative AI](#) (2023-07-13) - examples of **where generative AI could help students develop writing skills** e.g. articulate purpose, explore texts, improve writing skills, etc - with prompts.
- [Can large language models write reflectively](#) (2023-05-12, C&EAI) - **yes, and better than students**.
- [AI, write an essay for me: A large-scale comparison of human-written versus ChatGPT-generated essays](#) (2023-04-28, arXiv) - ChatGPT generated essays rated high than human-written essays (German high school context); AI outperforms humans in generating argumentative essays; GPT-4 significantly outperforms GPT-3.
- [Will ChatGPT change how professors assess learning?](#) (2023-05-12, The Chronicle) - nuanced and comprehensive overview; pivoting again after COVID; AI as a writing equaliser; emphasise process not product; **need to address ever-increasing demands on teachers**.
- [We need to change the way universities assess students, starting with these 3 things](#) (2023-04-17, The Conversation) - students with disability are currently disadvantaged; need to replace regular marks with regular feedback; offer choice in assessment mode and topic; design assessments to minimise barriers e.g. multiple formats.
- [ChatGPT Just Got Better. What Does That Mean for Our Writing Assignments?](#) (2023-03-23, Chronicle) - **excellent piece** emphasising that it is unwise to think we can design assessment questions

that AI cannot complete, that image analysis questions will stop AI, that AI is not capable of personal narratives and reflections, and that detection will be reliable. Instead, we need to refocus on authentic assessment that students find meaningful, build relationships with students to help them engage and feel that they matter, and support and assess the process of learning instead of its product.

- [Will ChatGPT Kill the Student Essay? Universities Aren't Ready for the Answer](#) (2023-03-24) - why have students write at all? **Writing helps thinking and learning**; students gain expertise by grappling with concepts.
- [Assessment redesign for generative AI: A taxonomy of options and their viability](#) (2023-05-02) - ignore, ban, invigilate, embrace, design around, rethink; only embrace AI and rethink assessment are viable in the long term.
- [Game Over for Maths A-level](#) (2023-03-23) - ChatGPT + Wolfram plugin scores 96% in UK A-levels maths paper; assessments becoming more formulaic; need to change what humans are learning so they step up and don't compete with what AI can do well.
- [Five ways to prepare writing assignments in the age of AI](#) (2023-03-02, Turnitin) - practical guidelines, with examples, of **updating policies, communicating guidelines, reviewing rubrics, and in-class opportunities** to build guardrails around AI usage; links to an 'AI misuse rubric' that helps to evaluate and improve current assessments
- [1,300 years is long enough: it's pens down for the exam hall](#) (2023-01-16, Deakin) - exams have their own problems, and are an exercise in restriction and endurance; exams often the least authentic and inclusive assessment; Deakin seeing **focus shift from managing exams to focusing on good assessment design**.
- [If we are setting assessments that a robot can complete, what does that say about our assessments?](#) (2023-02-05) - **well-considered critique** of responses to ChatGPT around making assessments that computers can't complete; quite hard to find assessments that computers can't do; we can't skip the development of fundamental skills/knowledge; **the point of assessment is the process not the product.**
- [Does ChatGPT mean the end of the essay as an assessment tool?](#) (2023-01-11, Jisc) - see generative content **not as a threat but a tool to be integrated into education**; positive ways to use **AI can cut workloads**, enable new assessment models; **need to understand their shortcomings and strengths**; don't just revert to in-person exams

Teaching and learning

- [Digital Education Council Global AI Faculty Survey 2025](#) (2025-01-20, Digital Education Council) - 1681 responses from 52 institutions across 28 countries; faculty calling for stronger institutional support, clearer governance, more literacy; concerns around ethics, workload, skills; majority see AI as opportunity.
- [Generative AI for learning: Investigating the potential of synthetic learning videos](#) (2023-04-07, arXiv) - synthetic videos with AI-generated character **no significant difference to human video in terms of perception or performance**.
- [Advancing meaningful learning in the age of AI](#) (nd, Oregon State University) - **modified Bloom's taxonomy** aligned to skills and capabilities of AI and humans.
- [The AI Revolution in Education: Will AI Replace or Assist Teachers in Higher Education?](#) (2023-05-02, arXiv) - human teachers have unique qualities that are not replaceable; integrate AI to enhance practice instead of being replaced.
- [10 things I think I might think about AI for teaching and learning](#) (2023-05-31) - different fields impacted differently so need different AI-inspired learning goals; rethink the *why* of your assessments; talk to students about AI a lot; consider deep ethical implications of AI; focus on trust;
- [The AI revolution already transforming education](#) (2023-05-21, Financial Times) - comprehensive interview piece with many perspectives; big implications for education; more to gain from generative AI than simply cheating; **we don't yet understand the impact of generative AI;**

- [Unlocking the Power of AI: How Tools Like ChatGPT Can Make Teaching Easier and More Effective](#) (2023-05, HBP) - excellent practical video from Ethan and Lilach Mollick about generative AI in teaching.
- [ChatGPT is going to change education, not destroy it](#) (2023-04-06, MIT) - shifting perspectives on what generative AI means; banning is futile; many teachers use it regularly; can't keep doing things the old way; shifting us away from a focus on final results; **helps students move beyond pain points that aren't part of the learning goals**; teachers not gatekeepers of information; AI's imperfections can spur productive and critical discussions; students need support.
- [AI Will Transform Teaching and Learning. Let's Get it Right](#) (2023-03-09, Stanford) - AI's potential to enhance personalised support for teachers, raising the bar for learners, **enabling learning without fear of judgement**, and improving quality of learning.
- [Don't ban chatbots in classrooms - use them to change how we teach](#) (2023-01-19, LA Times) - GPT demonstrates how knowing and thinking are not the same thing; GPT knows but it doesn't think; "**use tools like GPT to catalyse, not cannibalise, deeper thinking**"; writing is thinking; using GPT requires the same "cognitive heavy lifting" as writing.

Multimodal AI

- [Practical Strategies for Image Generation in Education](#) (2023-10-16) - practical uses of image generating AI for K12 teaching: critiquing, sketching, designing, visualising, storyboarding, creating.
- [How AI reduces the world to stereotypes](#) (2023-10-10, Rest of World) - detailed analysis of bias and representation in image-creation models.
- [Hands on with Bing Image Creator: Microsoft's image generator just got serious](#) (2023-10-09) - practical comparison between DALL-E 3 and MidJourney; nuanced analysis of representation in image models.

Detection of generative AI

- [Research: Human Graders Do Not Spot AI, Authentic Assessments Are No Shield](#) (2025-04-04, The Cheat Sheet) - critique of a [paper](#) evidencing that markers are not able to distinguish AI text and that authenticity did not safeguard; **good papers were downgraded perhaps because graders were concerned there may have been AI.**
- [A real-world test of artificial intelligence infiltration of a university examinations system: A "Turing Test" case study](#) (2024-06-26, PLoS One) - AI generated text injected into marking piles; 94% remain undetected; AI grades higher 83.4% of the time
- [Do teachers spot AI? Evaluating the detectability of AI-generated texts among student essays](#) (2024-06, C&E AI) - novice and experienced **teachers struggle to detect AI-generated text and are overconfident in judgements.**
- [GenAI Detection Tools, Adversarial Techniques and Implications for Inclusivity in Higher Education](#) (2024-03-28, arXiv) - **adversarial techniques (e.g. burstiness, mistakes, complexity) further degrade AI detector accuracy** (including TII, GPTZero, Copyleaks, etc).
- [Professors Cautious of Tools to Detect AI-Generated Writing](#) (2024-02-09, IHE) - AI detectors are not effective; AI detectors should **only be one tool** in preventing plagiarism.
- [Testing of detection tools for AI-generated text](#) (2023-12-25) - "available detection tools are neither accurate nor reliable"; **biassed towards classifying as human; easy to obfuscate content.**
- [Can linguists distinguish between ChatGPT/AI and human writing?: A study of research ethics and academic publishing](#) (2023-10-13) - **top linguists and reviewers largely unsuccessful in judging between AI and human-written abstracts,** positive identification rate of 38.9% only; there are contentious ethical uses of AI in facilitating research processes.
- [Instead of policing students, we need to abolish cheating](#) (2023-09-07, Chronicle) - excellent article refocusing on the contextual root causes of cheating behaviours and how to alleviate incentive and opportunity.

- [AI Detection – Latest Recommendations](#) (2023-09-18, Jisc) - summary of concerns and findings and real world examples of AI detector use.
- [Guidance on AI Detection and Why We're Disabling Turnitin's AI Detector](#) (2023-08-16) - thorough and clear explanation of why Vanderbilt University is switching off Turnitin's AI detector.
- [Australian universities' hits and misses detecting ChatGPT in assignments](#) (2023-09-04, IT News) - detectors and false positives, much anxiety for students.
- [How can educators respond to students presenting AI-generated content as their own?](#) (2023-09-01, OpenAI) - AI detectors don't work; encourage sharing of chat conversations, and building AI literacy.
- [AI text detectors aren't working. Is regulation the answer](#) (2023-08-09, THE) - summary of the state of play of AI detection; there is an ethical purpose to detection long term; assignments likely to become increasingly AI-assisted.
- [Testing of Detection Tools for AI-Generated Text](#) (2023-06-21, arXiv) - "The researchers conclude that the available detection tools are neither accurate nor reliable and have a main bias towards classifying the output as human-written rather than detecting AI-generated text. Furthermore, content obfuscation techniques significantly worsen the performance of tools"
- [It is too easy to falsely accuse a student of using AI: a cautionary tale](#) (2023-07-10, THE)
- [16 Reasons AI Text Detectors Should Never Be Used in Education](#) (2023-06-17) - good overview of arguments against AI detectors including inauthenticity, false positives, creating adversarial classrooms, easy to fool, biassed against non-native speakers.
- [GPT detectors are biassed against non-native English writers](#) (2023-04-18, ArXiv) - many AI detectors falsely classify non-native English writing as AI generated; possibly due to low perplexity; a single self-edit prompt, or using GPT4, can circumvent detection.
- [We tested a new ChatGPT-detector for teachers. It flagged an innocent student.](#)(2023-04-04, Washington Post) - early testing indicates **higher than expected false positive** and false negative rates; we shouldn't engage in an AI arms race.
- [Can AI-Generated Text be Reliably Detected?](#) (2023-03-17, arXiv) - research paper arguing that **reliable detection of LLM-generated text is not possible** due to various attack methods such as paraphrasing.
- [Australian universities split on using new tool to detect AI plagiarism](#) (2023-04-17) - perspectives from different unis.

Practical examples and ways forward for education

- [ChatGPT Has Changed Teaching. Our Readers Tell Us How](#) (2023-12-11, Chronicle) - little progress generally or head-in-sand; AI policies; changing assessments to proctored; AI providing different perspectives to develop student critical thinking.
- [Teaching CS50 with AI](#) (2024) - conference paper outlining how Harvard used a custom GPT-4 as a tutor for students in CS50; 70-90% accuracy; very favourable with students; student usage of discussion board reduced significantly.
- [Hands on with Adobe Firefly: Finally an image generator that can be used in school](#) (2023-09-18) - Adobe Firefly offers a safe image generation AI suitable for student use; examples of prompts and applications.
- [Simulating History with ChatGPT - The Case for LLMs as Hallucination Engine](#) (2023-09-12) - example of history professor simulating journeys through historical contexts using GPT, and evaluate the accuracy of the simulation.
- [11 ways ChatGPT can save you time](#) (2023-09-05, Teche MQ) - quick simple examples of how to use ChatGPT to create teaching resources.
- [How to use generative AI creatively in Higher Education](#) (2023-04-04, LSE) - examples including: students using AI as part of real-world assessments; **AI to ideate solutions to challenges and enhancing critical thinking; AI to facilitate divergent and convergent thinking** by generating ideas; AI for copyediting; AI to help teachers develop activities.

- [Using AI to make teaching easier & more impactful](#) (2023-03-17) - ideas with prompts; creating examples with AI; creating explanations with AI; building low-stakes tests and questions; summarising one minute papers;
- [Educator considerations for ChatGPT](#) (2023-02-01, OpenAI) - level-headed summary of key considerations by OpenAI, the creators of ChatGPT; **clear examples of risks and opportunities** (e.g. personalisation, plagiarism, AI literacy, bias, equity, access, etc).
- [Practical Strategies for ChatGPT in education](#) (2023-01-23) - comprehensive and **demonstrated examples of useful prompts for educators**; K12 focus but strong applications for higher education.
- [Cognitively Charged Learning for the 21st Century](#) (2023-04-01) - examples of how ChatGPT can be used to enable retrieval practice, spaced repetition, elaboration, and interleaving
- [Considerations on wording when creating advice or policy on AI use](#) (2023-02-14, Jisc) - practical **tips for wording guidelines**; AI is in many tools; ChatGPT not the only relevant tool; benefits of using AI tools; suggest using "Attempting to pass off work created by AI as your own constitutes academic misconduct"
- [Power and Weirdness: How to Use Bing AI](#) (2023-03-02) - guide on how Bing Chat is different to Chat GPT; ask it to look things up; **good at data analysis and comparisons**; ask it to imagine.
- [ChatGPT and AI Composition Tools](#) (nd) - brief explainer and ideas resources page with standard recommendations for assessment design e.g. higher order thinking, authentic assessments, multimodal assessments, local context, **incentivising process of learning**.
- [ChatGPT and learning design: what online content creation opportunities does it offer?](#) (2023-02-10) - **generative AI can help to draft** course outlines, video scripts, written content; still need to approach with critical lens.
- [All my classes suddenly became AI classes](#) (2023-01-18) - examples of an educator embedding AI into classes; ChatGPT levels the playing field for credible writing; **students learn to apply the tool**; AI frees up time to do other tasks and speeds up some activities.
- [How to... use AI to teach some of the hardest skills](#) (2022-12-13) - **opportunities for AI in learning**; students to critique AI's application of a class concept, demonstrating transfer; students enhancing AI's explanations, demonstrating nuance and depth;
- [Adapting College Writing for the Age of Large Language Models such as ChatGPT: Some Next Steps for Educators](#) (2023-01-19) - list of recommended practices for educators; **see writing as a process not a product**; break up writing assessments into multiple steps; teach students about generative AI; do not go back to handwriting or adopt surveillance tactics.
- [The practical guide to using AI to do stuff](#) (2023-01-25) - **examples** of how generative AI can be used to write, create images, ideate, make videos, assist with programming, etc.
- [The street finds its own uses for things, AI Edition](#) (2022-12-21) - **examples of novel uses of AI by students**; rapid prototyping; explaining code; getting feedback; overcoming blockages; generating ideas; summarising text, etc.
- [ChatGPT and me: 3 FEIT academics address the advances in AI](#) (2023-01-24, UTS) - reflections from UTS academics on **how students can learn by engaging with AI** - ideation, learning from students, generating prototypes, focusing on the process instead of the product.
- [A teacher's prompt guide to ChatGPT](#) - Many practical examples of prompts for GPT that teachers can use to generate ideas and draft resources. Targeted to K-12 but useful for higher education as well.
- [Update Your Course Syllabus for chatGPT](#) (2022-12-29) - practical steps for educators to take including reflecting on your own value, clarifying LOs to emphasise the value that students will gain, discussing AI with students, setting clear expectations, getting creative with assignments (e.g. prompt engineering, critiquing responses, improving outputs) - **useful suggestions for different ways to use ChatGPT in assessment & teaching**
- [Why I'm not scared of ChatGPT](#) (2023-01-18, Chronicle) - prompting and evaluating ChatGPT output **still requires a range of human intelligence**; GPT provides new starting points for thinking processes

- [Student contract for AI creativity](#) (2023-01-11) - draft wording to **set boundaries and expectations** about using AI in submitted work
- [ChatGPT Advice Academics Can Use Now](#) (2022-01-12, IHE) - **adjust quickly, teach students how to engage with AI,** set guidelines and expectations; question how learning takes place; invite students into the conversation; **experiment actively but don't panic.**
- [AI and the future of undergraduate writing](#) (2022-12-13, Chronicle) - invest students in their own learning; **incorporate AI into discussions and assignments.**
- [Automated Essay Writing: An AIED Opinion](#) (2022-08-02, IJAIED) - opinion piece in leading AI education journal explaining how transformers work, and some suggestions for educators.
- [Practical responses to ChatGPT](#) (2023-01-05) - talk to students and give examples; incentivise meaningful learning strategies; use class time for creating and writing; redesign assessments to include references to class, visuals, contemporary conversations, multimodal artefacts. A bit punitive.

Looking to the future of work and working

General
- [AI 2027](#) (2025-04-03) - a well-researched, 'science fiction' prediction of the next few years if AI progress continues or speeds up.
- [2025: The Year the Frontier Firm Is Born](#) (2025-04-23, Microsoft) - "intelligence on tap"; three phases - AI as assistant, then AI agents joining teams, then humans setting direction for agent teams; business demands outpacing human capacity; "**digital colleagues aren't just tools, they're teammates**".
- [Generative AI in real-world workplaces](#) (2024-07, Microsoft) - research synthesis from other reports; copilots aiding productivity; recalibrate work practices to where AI provides most value.
- [AI at Work Is Here. Now Comes the Hard Part](#) (2024-05-08, Microsoft) - **75% of knowledge workers already using AI;** AI aptitude is seen as valuable experience and helps organisations grow and stay competitive; leadership needs to provide clear vision and plan; power users reshaping the workday - **examples of how AI is used and how it impacts work experience.**
- [The AI Denial Train Should Stop](#) (2024-05-13, Forbes) - argues that past predictions by thought leaders were severe underestimates (internet, mobiles, personal computers); warns not to underestimate impact of AI especially on knowledge workers.
- [AI taking a job interview](#) (2024-03-19, Twitter) - video of an AI avatar taking a video interview for someone.
- [When Your Technical Skills Are Eclipsed, Your Humanity Will Matter More Than Ever](#) (2024-02-14, NYT) - human and humanities skills are ever more valuable; "If we answer that question from a place of **fear about what's left for people** in the age of A.I., we can end up conceding a diminished view of human capability. Instead, it's critical for us all to start from a place that **imagines what's possible for humans** in the age of A.I."
- [Heard AI is coming for your job? For these copywriters, that 'future' arrived months ago](#) (2024-02-15, ABC) - freelance copywriting jobs sharp decline; **needing to adapt the role and job**; AI can be helpful but sometimes not.
- [AI Will Transform the Global Economy. Let's Make Sure It Benefits Humanity](#) (2024-01-14, IMF) - **almost 40% of global employment exposed to AI; more impact for advanced economies (up to 60%);** predicted polarisation within income brackets; new 'AI Preparedness Index' to measure readiness (e.g. infrastructure, policies, innovation, regulation, ethics).
- [More than Half of Generative AI Adopters Use Unapproved Tools at Work](#) (2023-11-15, Salesforce) - survey of 14,000 workers across 14 countries; **many using AI without training, guidance, or approval**; ⅔ have passed off generative AI work as their own.
- ['We all got AI-ed': The Australian jobs being lost to AI under the radar](#) (2023-12-04, ABC) - **examples of Australian jobs being lost;** not always clear that AI is the cause; impacts on writers, contractors, telemarketers, etc; AI job growth outpacing loss; create "AI defensive strategies".

- [Half Of All Skills Will Be Outdated Within Two Years, Study Suggests](#) (2023-10-14, Forbes) - C-suite executives suggest many skills, including their own, will be irrelevant in 2025 based on an [edX survey](#); difficult to predict where disruption will occur; **AI as 'augmented intelligence'**; enduring skills are critical thinking, creativity, logic, interpersonal intelligence; critical to improve AI skills.
- [Generative AI and the future of work in America](#) (2023-07-26, McKinsey) - "By 2030, activities that account for up to 30 percent of hours currently worked across the US economy could be automated—a trend accelerated by generative AI"; **millions of occupational transitions will be needed**; professions most impacted include STEM professionals, education/workforce training, business/legal professionals.
- [Will AI Fix Work?](#) (2023-05-09, Microsoft) - **AI helping to lift the increasing burden of work and free us up to be more creative**; digital debt is costing innovation and focus; how can we rethink work with AI copilots; staff-AI alliance to work smarter; where do people need most relief; everyone needs AI aptitude.
- [The Age of AI has begun](#) (2023-03-21, Bill Gates) - AI as a transformational shift in how society will work; **the potential to reduce inequities**; ideas of impact in education and health.
- [GPTs are GPTs: An Early Look at the Labor Market Impact Potential of Large Language Models](#) (2023-03-17) - **generative AIs are general purpose technologies** (like fire, the Internet, computers) that will transform the majority of the workforce and human endeavour.
- [Reorganising work around AI](#) (2023-04-07, Twitter) - insightful AI-generated suggestions of how to adapt to the new environment
- [ChatGPT won't take your job, but you will need to learn how to use it](#) (2023-01-21, SMH) - AI likely to make us more productive; **people who know how to use AI will take our jobs, not AI itself**; AI will allow people to focus on things that only humans can do and become more productive.
- [US experts warn AI likely to kill off jobs — and widen wealth inequality](#) (2023-02-08, Guardian) - majority of companies are pursuing AI-related projects; **AI displacing workers or making them more productive**?
- [The ChatGPT bot is causing panic now — but it'll soon be as mundane a tool as Excel](#) (2023-01-08, Guardian) - we overestimate short-term impact of new tech but underestimate long-term impact; good explanation of how LLMs work around next token prediction; **an assistant that augments human capabilities**; Excel was such an intriguing augmentation but is now a mundane accessory.

Humanities and social sciences
- [How a Philosopher Who Criticized Trump and Musk Turned Out to Be an AI Experiment](#) (2025-04-13, Decrypt) - fictional HK philosopher's ('Jianwei Xun') book 'Hypnocracy' was critically acclaimed until it was revealed that it was AI-written.
- [We tried to kill the essay — now let's resurrect it](#) (2025-01-27, LSE) - we have killed the essay by treating it as a product not process; "Instead of treating it as a way of explaining themselves for the marker, students must be able to see it as a way of developing thinking, even a form of disobedience"; **includes ways forward** e.g. values and trust, curiosity, playfulness, collaboration, relationships, wonder.

Business and economics
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- [OpenAI's Economic Blueprint](#) (2025-01-13, OpenAI) - calls for national investment and innovation; nationalistic approach to AI advancement; chips, data, energy are the keys to winning; "this is a race America can and must win".
- [The promise and the reality of gen AI agents in the enterprise](#) (2024-05-17, McKinsey) - technology advances allow more complex workflows; AI agents perform tasks on behalf of humans; potential for significant value and disruption but **improved customer/employee satisfaction**; need strong AI trust and risk management practices.
- [Coles turns GenAI onto 40,000 customer comments a week](#) (2024-04-09, ITNews) - Coles group using generative AI to understand customer verbatims and provide rich actionable advice to stores.

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- [The Amazing Ways IKEA Is Using Generative AI](#) (2024-04-05, Forbes) - generative AI being used for interior design suggestions and mockups, conversations about products and purchases, suggesting personalised designs, creating marketing material; AI literacy program for staff.
- [How businesses are actually using generative AI](#) (2024-02-29, The Economist) - **wide-ranging overview of uses across different industries**; two years to move beyond the hype; 'use-case sprawl'; uses for customer service, drafting, search, flagging transactions, contract analysis, etc.
- [How bosses are using generative AI to work smarter, better](#) (2024-02-12, AFR) - many examples of productivity and efficiency gains; answering HR questions, policy navigator, identifying talent transfers, speeding up insurance claim assessment (so that claim handlers could support traumatised customers on the phone),
- [Microsoft New Future of Work Report 2023](#) (2023-12) - fantastic **summary of studies around impact of LLMs on work** productivity and quality; seeing AI as provocateurs and assistants; collaborating with AI; introducing AI is a sociotechnical process.
- [How Did Companies Use Generative AI in 2023? Here's a Look at Five Early Adopters](#) (2023-12-29, WSJ) - $19.4 billion worldwide spend on generative AI by end 2023 increasing 10x by 2027; **examples of uses**: image-generation to redesign living rooms, internal company chatbot, electrical usage resource advisor chatbot, AI-enabled medical diagnostics, personalised travel assistants, summarising customer service calls, creating engineering drawings.

Medicine and health

- [Randomized Trial of a Generative AI Chatbot for Mental Health Treatment](#) (2025-03-27, NEJM AI) - n=210 RCT on adults with clinically significant symptoms; 4 week Therabot intervention; **post-intervention reduction in symptoms**; observed **therapeutic alliance** comparable to human therapists.
- [Evaluating GPT-4 as a Clinical Decision Support Tool in Ischemic Stroke Management](#) (2024-01-25, medRxiv) - GPT-4 accurately identified patient outcomes in 10/13 real-world situations; it is a "viable clinical decision support tool".
- [AMIE: A research AI system for diagnostic medical reasoning and conversations](#) (2024-01-12, Google Research) - LLM optimised for diagnostic reasoning and conversations **outperformed human primary care physicians in diagnostic accuracy and clinical communication**; more empathetic, honest, open, and increased patient confidence.
- [Character.ai: Young people turning to AI therapist bots](#) (2024-01-05, BBC) - the **'Psychologist' bot on character.ai has seen millions of conversations**; hundreds of therapy-related bots; developed using principles from psychology degrees; created for people who needed "someone or something" to talk to and therapy was too expensive.
- [Loneliness and suicide mitigation for students using GPT3-enabled chatbots](#) (2024-01-22, Nature) - students using Replika.ai were surveyed; more lonely than population but **perceived high social support**; 3% reported halting of suicidal ideation.
- [The Power of Prompting](#) (2023-11-23, Microsoft; [paper](#)) - the **generalist model GPT-4 outperforms specialist fine-tuned models** on medical challenge problems by a "significant margin"; prompting strategies can help "evoke… domain-specific expertise" from general-purpose models.
- [When Doctors Use a Chatbot to Improve Their Bedside Manner](#) (2023-06-12, NYT) - doctors using ChatGPT to improve their communication skills; **genuine uses in improving communication with patients**, supporting trainees, increasing compassion, taking over onerous paperwork.
- [When Patient Questions Are Answered With Higher Quality and Empathy by ChatGPT than Physicians](#) (2023-04-29) - patients rate quality and empathy higher for ChatGPT than actual doctors; the 'gift of time' for clinicians as a way to restore doctor-patient relationships.

Society

- [Anthropic Economic Index: Insights from Claude 3.7 Sonnet](#) (2025-03-28, Anthropic) - high use in computer/mathematical disciplines; compared **augmentation to automation** uses; many applications

including troubleshooting, editing, writing, drafting, organising, analysing information, evaluating sources, etc.

- [How People Are Really Using Gen AI in 2025](#) (2025-04-09, HBR) - **topmost uses are more personal (therapy, companionship, life organisation, finding purpose),** with some uses for learning, content creation, technical assistance. From online forum posts and articles. More using AI to "find purpose and improve ourselves"; some recognising growing (over)dependence.
- [In South Korea, people use AI bots to 'chat' with dead loved ones](#) (2025-03-22, ABC Australia) - using AI to give relatives a chance to interact with deceased; risks of over-reliance and false hope; legitimate mental health benefits.

Education

- [Pedagogical Biases in AI-Powered Educational Tools: The Case of Lesson Plan Generators](#) (2025-03-28, preprint) - commonly-used AI tools can introduce **pedagogical biases that make lesson plans teacher-centred** and limit student agency and classroom dialogue; authors also provide [alternative prompts](#) for better design.
- [A Crisis of Trust in the Classroom](#) (2025-01-14, Inside Higher Ed) - shifting understanding of learning and being a student; problems with "citizenship, identity and the commodification of everything"; **trust in the classroom is essential;** students do not know how to read and are fearful and shameful; students want "individualised learning experiences free of confrontation and anxiety".
- [From chalkboards to chatbots: Transforming learning in Nigeria, one prompt at a time](#) (2025-01-09, World Bank) - students' English, AI knowledge, and digital skills improved in a 6 week intervention; equivalent to 2 years of learning; little detail on what this looked like.
- [AGI is coming in 2025. Schools urgently need a strategy](#) (2025-01-05, Forbes) -
- [When AI is everywhere, what should instructors do next?](#) (2024-08-01, Chronicle) - summary of UCF conference: lean in; AI alters process and product; students are as sceptical as anyone; effective use of AI still needs critical thinking, information literacy, writing skills; AI-generated output is the new C; how will AI affect foundation skills? Who will train professors?
- [Generative AI Can Harm Learning](#) (2024-07-18, SSRN) - students who used generic GPT-4 performed worse than those without access (used GPT as a crutch); but **students who used specially-designed GPT prompted to help students think, their performance increased.** Prompt in paper.
- [AI cheating is overwhelming the education system – but teachers shouldn't despair](#) (2024-08-24, Guardian) - LLMs are 'cultural technologies', tools for human augmentation not replacement; reinforce the importance of writing as a process - thinking by trying to write it.
- [My Perspective on AI in Education: Changes Needed for Students to Thrive in a Radically Changing World](#) (2024-05-19, Stefan Bauschard) - to prepare students for the AI future, **need foundational knowledge, understand change, and develop 'durable' skills** (communication, critical thinking, collaboration); shift towards PBL and interdisciplinary learning.
- [3 ChatGPT Prompts That Helped A Parent Transform His Child's Future](#) (2024-05-18, Forbes) - example of a parent using ChatGPT to personalise maths learning; importance of **how AI personalised to educational needs, interests, and current challenges.**
- [US university suggests AI could help 'offset' striking instructors](#) (2024-02-04, THE) - **controversial** suggestion of using technology, including AI, to 'offset the absence of a striking teaching assistant'.
- [Provide or punish? Students' views on generative AI in higher education](#) (2024-02-01, UK Higher Education Policy Institute) - survey of 1250 UK undergraduates; **half of students use AI to help with assessments;** most students know not to just submit AI text; **digital divide is forming;** a third of students didn't understand hallucinations.
- [Students' classmates at this Michigan university could be AI](#) (2024-01-02) - Ferris State University enrolling two AI 'virtual students' into classes to interact with classmates and complete assignments.
- [AI is Disrupting Higher Education — Will Traditional Colleges Survive?](#) (2023-05-16, Entrepreneur) - rethink role of academics in the learning process; increased need for information and digital literacy; **a collaboration between human and technology educators.**

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- [AI Trends In Education And The Workforce That You Should Know About In 2023](#) (2023-04-27, Forbes) - summary of ASU+GSV summit; can't stop students because they are transformative to learning; get comfortable with these technologies; like calculators "AI should help students better understand how to craft compelling essays or answers to homework questions **so they can spend their time doing more creative and complex thinking**"; AI provides personalisation at scale.
- [Here's why education systems need to start taking a 'skills-first' approach](#) (2023-03-30, World Economic Forum) - embracing and developing uniquely human qualities; '**Education 4.0 skills taxonomy**' around abilities/skils, attitudes/values, and knowledge/information.
- [We're Asking the Wrong Questions About AI](#) (2023-03-13, Inside Higher Ed) - **seeking to AI-proof assessments and put in policies is myopic**; focus on the human elements and relationships that need to be built.
- [Our Era of Uncertainty: What GPT-4 Means for Education](#) (2023-03-16) - risks including feeding upheaval, disrupting decision making, encouraging over-reliance; faculty likely to see continual disruption by generative AI but HE is not built for this; **key questions**: what resources will educators need, what skills will students need, what will employers need, how does this impact my discipline, how to create boundaries, how to teach students to not offload skills, etc.

Research

- [Embodied AI Scientists: Running Experiments in the Physical World](#) (2025-03-31) - design of AI agents running real research projects to 'automate' the scientific process. Example from cognitive psychology of a **fully autonomously generated paper.**
- [AI scientists have a problem - AI bots are reviewing their work](#) (2024-08-21, Chronicle) - more uncertainty into an already-subjective, secretive process; deflating to get AI-written reviews; skill loss of rigorous critique?
- [Predicting Results of Social Science Experiments Using Large Language Models](#) (2024-08-04) - GPT-4 was able to emulate responses from experimental surveys across various demographics, disciplines; LLMs may augment experimental methods.
- [ChatGPT "contamination": estimating the prevalence of LLMs in the scholarly literature](#) (2024-03-25, arXiv) - keywords known to be overrepresented in LLM outputs found to be disproportionately increased in published literature in 2023 and beyond compared to control words; **at least 60,000 papers are likely LLM-assisted.**
- [Generative AI Can Supercharge Your Academic Research](#) (2023-12-14, HBP) - ideas for using generative AI to support research e.g. brainstorming, analysing data, verifying findings, predicting reviewer feedback.
- [AI scientists make 'exciting' discovery using chatbots to solve maths problems](#) (2023-12-15, Guardian) - LLMs used for the first time to discover novel solutions to a mathematical discovery; **going beyond existing human knowledge.**
- [How Nature readers are using ChatGPT](#) (2023-02-20, Nature) - **80% have used ChatGPT, 20% use it regularly**; many use it to brainstorm research ideas, write code, write presentations, etc.

Design, architecture, and creative industries

- [The Effects of Generative AI on Design Fixation and Divergent Thinking](#) (2024-05-11, CHI24) - exposure to AI-generated images leads to 'design fixation' and reduces divergent thinking; fixation may start with prompt design (e.g. copy from task).
- [Screen composers fight for better regulations around music generated by artificial intelligence](#) (2024-07-14, ABC) - Guild of screen composers concerned about AI replacing human composers, calling for regulation; does AI democratise music creation or does it lack emotional depth and intentionality?
- [Hollywood at a Crossroads: "Everyone Is Using AI, But They Are Scared to Admit It"](#) (2024-05-15, Hollywood reporter) - AI tools being used by writers, VFX departments because of competitive advantage; some roles (sound engineers, voice actors, concept artists) particularly vulnerable.

- [Prompting Diverse Ideas: Increasing AI Idea Variance](#) (2024-02-12, SSRN) - different prompting methods on idea uniqueness from GPT-4; chian of thought leads to highest diversity of ideas.
- [I used this famous photographer's AI bot to critique my photo, and the results were wild](#) (2023-11-15, ZDNET) - photographer Trey Ratcliff created custom GPT with own personality and humour trained on his blogs, books, etc; GPT provides detailed, sarcastic critiques of photos.
- ['It's already way beyond what humans can do': will AI wipe out architects?](#) (2023-08-07, Guardian) - insightful piece; different ways that AI augments architects; AI doing tasks that juniors used to do; need to design the future of their profession.
- [Generative AI is forcing people to rethink what it means to be authentic](#) (2023-05-01, The Conversation) - authenticity reinforces trust and activates brain's reward centres in a way that a forgery does not; historical authenticity, categorical authenticity, value and belief authenticity; **tools are a part of what it takes to make things**; how will the creative process change because of AI; what if photographs weren't considered art, or if animation wasn't considered film?
- [How ChatGPT and other new AI tools are being used by lawyers, architects and coders](#) (2023-01-25, ABC) - **real examples of different industries** where generative AI (Midjourney, ChatGPT, etc) is being used to augment human work - architecture, law, events, software development.
- [ChatGPT, DALL-E 2 and the collapse of the creative process](#) (2023-01-13, The Conversation)
- [How to write using ChatGPT](#) (2023-02-03) - **ideas around using ChatGPT to support writing, by a professional writer**: ideas, drafts, improvements, summaries.

Law, commerce, management

- [Generative AI practice note and judicial guidelines](#) (2024-11-21, NSW Chief Justice) - legal practitioners to be aware of limitations, ethics, privacy, etc; specifies material prohibited for entry; cannot be used for generating some material; can be used for summarisation etc with verification.
- [Klarna AI assistant handles two-thirds of customer service chats in its first month](#) (2024-02-27) - **generative AI assistant covers the work of 700 full-time agents,** is more accurate, much more efficient, speaks more languages, and profitable.
- [Generative artificial intelligence and the workforce](#) (2024-02-01, Burning Glass Institute) - **augmentation rather than automation;** increased productivity especially by early adopters; intensifying wealth concentration; **broad transformations across many white collar roles.**
- [Lawyering in the Age of Artificial Intelligence](#) (2023-11-09, SSRN) - studied effect of AI assistance on legal analysis; **lowest-skilled workers (law students in this study) saw largest improvements in quality; improved satisfaction;** could promote equality; "law schools, lawyers, judges, and clients should affirmatively embrace AI tools and plan for a future in which they will become widespread".
- [Judge Rules AI Can be Used to Write Legal Rulings](#) (2023-12-12, Digit News) - UK Judicial Office has issued official guidance that **AI can be used for summarisation and administration.**
- [M.B.A. Students vs. ChatGPT: Who Comes Up With More Innovative Ideas?](#) (2023-09-09, WSJ) - **GPT-4 comes up with creative ideas faster, and that more preferred by humans than humans;** generative AI brings a new source of ideas into the world; bottleneck moves from generating to evaluating ideas; find a way to work with AI; human-AI collaboration will bring better products to market.
- [Here's What Happens When Your Lawyer Uses ChatGPT](#) (2023-05-27, NYT) - lawyer used ChatGPT to write an objection, without understanding hallucinations.
- [Generative AI and what it means for you](#) (2023-01-29, Lexis Nexis) - generative AI supporting drafting of various documents and advice; providing summaries to streamline reviews; **facilitating legal professionals to focus time and effort on high-value and interesting areas of work.**

IT and engineering

- [AI can improve on code it writes, but you have to know how to ask](#) (2025-01-07, The Register) - LLMs write better code when prompted by experienced developers; telling LLMs to self-improve can introduce errors that inexperienced coders don't pick up; information content of prompts more important than wording (i.e. **it's about knowledge not prompt engineering**).

Journalism, media, and marketing

- [Cosmos Magazine publishes AI-generated articles, drawing criticism from journalists, co-founders](#) (2024-08-08) - CSIRO uses Walkley grant to build an AI to generate explainer articles; Cosmos contributors' work used to check AI generated text; journalists feel undermined; is AI supporting or replacing journalists?
- [How Good is Sora Actually? An Interview with the Filmmakers Behind "Air Head"](#) (2024-04-02, NoFilmSchool) - OpenAI's powerful video generation AI Sora trialled by a animation studio; **democratising creative outputs and giving voice to equity groups**; humans still had a lot of creative direction input.
- [The Willy Wonka experience's generative AI debacle is just the start of our nightmarish new advertising reality](#) (2024-03-01) - discusses the implications of misleading advertising for consumers.
- [13 Ways Writers Should Embrace Generative AI](#) (2024-01-24, Forbes) - writing assistants; corrections; explanations and summaries; accessibility; unique story ideas; plotlines; structure; etc.
- Channel1.ai (https://www.channel1.ai/) - the world's first "AI native newsroom".
- [How one of the world's oldest newspapers is using AI to reinvent journalism](#) (2023-12-29, Guardian) - AI-assisted reporters churn out bread and butter content; freeing up other reporters to go on site, build relationships; safeguards in place; AI assistance will become uncontroversial much like internet assistance.

Ethics and responsibility

- [AI Is Unavoidable, Not Inevitable](#) (2025-01-18, Marc Watkins) - engagement with technology is necessary to practice resistance; we use many environmentally and questionable cloud solutions (and other practices) already before AI.
- [AI's impact on energy and water usage](#) (2025-?, Jon Ippolito) - compares water and energy usage of AI with other technologies such as blockchain and watching Netflix; AI uses a miniscule amount.
- [Trust in Artificial Intelligence: Global Insights 2023](#) (KPMG, 2024-02-22) - global survey suggesting **country-by-country differences in willingness to trust AI**; attitudes are shifting.
- [Generative AI Misuse: A Taxonomy of Tactics and Insights from Real-World Data](#) (2024-06-05, arXiv) - analysis of reported incidents of misuse; exploitation (e.g. impersonation, falsification, automating) and compromise (prompt injection, jailbreaking, data exfiltration); most common are impersonation, scaling/amplification, falsification, sockpuppeting.
- [The big AI risk not enough people are seeing - beware technology that makes us less human](#) (2024-05-21, The Atlantic) - potential of AI to diminish human characteristics and capabilities like social skills, reflection, communication, decision making; **risks of developing over-reliance on algorithmic mediation**; enfeeblement.
- [Student chatbot use 'could be increasing loneliness'](#) (2024-03-27, THE) - Australian researchers surveyed uni students; students may be seeking AI help instead of librarians, advisors, counsellors; **potential for weakening human relationships**.
- [The Carbon Emissions of Writing and Illustrating Are Lower for AI than for Humans](#) (2023-03-08, arXiv) - "AI has the potential to carry out several major activities **at much lower emission levels than can humans**".
- [Making an image with generative AI uses as much energy as charging your phone](#) (2023-12-01, MIT Technology Review) - **generating 1000 images is equivalent to driving 6.6 km**; most energy consumption comes with use not training; text generation much less carbon-intensive.
- [Teaching AI Ethics](#) (Leon Furze) - summary and practical articles that cover common ethical concerns.
- [Exploiting Novel GPT-4 APIs](#) (2023-12-22) - research paper describing how fine-tuning GPT-4 could break its core safeguards.

Institutional and governmental responses

Higher education

- [Fürth Manifesto on AI in Education](#) (2025-03-21, Netherlands) - key principles and commitments towards responsible and effective use of AI in higher education; focuses on advocacy, literacy, shared responsibility, looking forwards, being human.
- [Higher Education AI policies and guidelines](#) (added 2025-03-22, Joe Sabado) - interactive map curating links and summaries of HE AI policies from around the world.
- [Sydney Uni students allowed to use AI in radical reversal of cheating policy](#) (2024-11-26, SMH) - two lane approach; students know when we're setting pretend rules.
- [AI will shake up higher ed - are colleges ready?](#) (2024-02-26, Chronicle) - higher education slow to respond and uncomfortable; calculator/internet analogy; furthering inequity; pockets of innovation.
- [U-M GPT](#) (2023-08-21, University of Michigan) - university-wide access to private GPT instance; customisable chatbot also available to be trained on user-provided resources.
- [Universities say AI cheats can't be beaten, moving away from attempts to block AI](#) (2023-07-28, ABC) - universities saying that teaching and assessment need to change because AI use is undetectable
- [Generative Artificial Intelligence and its Role Within Teaching, Learning and Assessment](#) (2023-07, Birmingham University) - sensible and practical guidelines for generative AI in education
- [Policy on the use of generative AI in the ARC's grants programs](#) (2023-07-07, ARC) - applicants to use caution and certify authorship; reviewers must not use generative AI due to confidentiality and integrity concerns.
- [Six ways universities could embrace AI – and six ways to get it wrong](#) (2023-07-03, WonkHE) - **realistic and practical responses and warnings about AI in higher education**; applications in curriculum, as personalised tutors, as teaching aids, empowering professional staff, personalising recruitment content; warnings against dismissing AI, thinking we can distinguish AI/human work, not preparing students to be AI fluent, etc.
- [EDUCAUSE QuickPoll Results: Adopting and Adapting to Generative AI in Higher Ed Tech](#) (2023-04-17, EDUCAUSE) - quickpoll survey results: **attitudes to AI have shifted within a few months; accelerating desire for adopting AI**; majority seeing that AI has more benefits than drawbacks; more awareness is needed; use for 'dreaming', 'drudgery', 'design', and 'development'. Many recommendations around support needed.
- [Students caught cheating with ChatGPT offered amnesty for confession](#) (2023-04-23) - students at Massey University (NZ) offered an amnesty to self-report AI use in assessments, 20 students came forward.
- [GPT-4 Is Here. But Most Faculty Lack AI Policies](#) (2023-03-22, Inside Higher Ed) - new report suggesting that **US institutions are struggling to stay ahead of AI**; faculty want more guidance; few institutions and instructors have developed policies/guidelines.
- [The Deakin University response to ChatGPT](#) (2023-02-09) - outlines challenges with generative AI and how it might **affect curriculum and learning design.**
- Monash: [Using artificial intelligence](#) (nd) - comprehensive guide for students to ChatGPT and other AIs by Student Academic Services, highlighting risks and responsible use examples; [how to acknowledge](#) use of generative AI.
- [Australian Academic Integrity Network Generative AI guidelines](#) (2023-03-17)
- [Lecturers urged to review assessments in UK amid concerns over new AI tool](#) (2023-01-14, Guardian) - risk of students becoming dependent on AI-generated answers; **if we are preparing students for the outside world, need to embrace it;** opportunity to explore new assessments.
- [Universities to return to 'pen and paper' exams after students caught using AI to write essays](#) (2023-01-10, Guardian) - Australian universities concerned and reactionary; **many banning AI instead of working to improve assessment design.**

- [Alarmed by A.I. Chatbots, Universities Start Revamping How They Teach](#) (2023-01-16, NY Times) - US university administrators reluctant to ban AI because they doubt it would be effective; **the way people teach is changing**; not the last technology that we need to deal with; **most universities are aiming to adapt to the technology; educate students about AI tools**;
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K-12
- [NSWEduChat](#) (nd, NSW DoE) - a "private, safe, and secure implementation of generative AI" for NSW schools with extensive safety layers, red-teaming, etc.
- [ChatGPT is coming to Australian schools. Here's what you need to know](#) (2024-01-23, Guardian) - Australian schools framework established; summarises various states' approaches to date; **problem of equity and digital divide**.
- [ChatGPT ban in Australia's public schools likely to be overturned](#) (2023-07-09, Guardian) - ban likely to be overturned but assessment overhaul may be coming; education ministers developing draft framework; **warning that public school students may be left behind.**
- [Guidelines regarding use of generative AI (ChatGPT)](#) (2023-06-01, NSW Department of Education) - safeguard personal information, verify accuracy and suitability, stay up to date with training.
- [Those Schools Banning Access To Generative AI ChatGPT Are Not Going To Move The Needle And Are Missing The Boat, Says AI Ethics And AI Law](#) (2023-01-20, Forbes) - comprehensive explanation and critique of the current reactions to AI in education

Government
- [Making the most of the AI opportunity: productivity, regulation and data access](#) (2023-02-01, Productivity Commission) - three papers contextualising AI globally and suggesting approaches and risks of AI uptake.
- [Generative AI framework for HM Government](#) (2024-01-19, UK) - UK government response including use cases to avoid, safe and responsible use, skills framework, and scenarios.
- [Australian Framework for Generative Artificial Intelligence (AI) in Schools](#) (2023-11-17) - guidance for all K-12 stakeholders in ethical and responsible use of generative AI; teachers and learning at the centre; focus on wellbeing and transparency.
- [Interim guidance for agencies on government use of generative AI platforms](#) (2023-07-05, Australian Government DTA) - guidance for APS staff; deploy AI responsibly; transparency if AI is being used to inform activities; non-public information must not be entered into AI; humans make decisions; provides example use cases.

Publishers
- [Using AI tools in your writing](#) (?2025, Wiley) - comprehensive and thoughtful guidance for book authors on safe and responsible AI use; where AI can help; how to maintain voice; examples of useful prompts; considerations of data privacy etc.

Robotics
- [Chinese robots ran against humans in the world's first humanoid half-marathon. They lost by a mile](#) (2025-04-20, CNN) - Chinese companies entered humanoid robots into half marathon, battery replacements allowed; fastest finished in 2 hours 40 minutes.
- [Alan Kohler: The end of the tech bubble and the rise of the humanoid machines](#) (2024-08-04, New Daily) - an AI boom/bubble might fuel renewed innovation; robotics having their 'ChatGPT moment'; the world is built for humans and there is more data for training.

LLM operations and hallucinations
- [Tracing the thoughts of a large language model](#) (2025-03-27, Anthropic) - looking into how LLMs 'think'; universal language of thought as a conceptual space; planning ahead instead of just next

token prediction; many insights into **the biology of AI** ([other paper](#)); 'known answer' circuit related to hallucination triggered upon recognition of known entity.

- [AI hallucinations can't be stopped — but these techniques can limit their damage](#) (2025-01-21, Nature) - challenges remain in getting AI models to consistently produce accurate information; internal reflection, fact checking, RAG, and other techniques help.
- [Enhancing AI safety: Insights and lessons from red teaming](#) (2025-01-14, Microsoft) - automation critical for red teaming at scale; human expertise vital to design tasks and prioritise risks; harms include bias, toxicity, illegal content; existing attacks amplified by LLMs.

Other articles and resources

- [Deaddit BetweenRobots](#) (nd) - 'Reddit for bots' where AIs talk to each other; this subreddit is where AIs debate philosophical questions of being AIs such as whether they should deceive humans.
- [Why the Web Won't Be Nirvana](#) (1995-02-26, Newsweek) - infamous predictions by Clifford Stoll of the internet being a non-starter.
- [ChatGPT freaked out, generating gibberish for many users](#) (2024-02-21, Mashable) - interesting ChatGPT bug where embeddings seemed to be mistranslated to text, producing garbled completions.
- [Mobile ALOHA](#) - mobile manipulation low-cost teleoperation. A robot that cooks and cleans.
- [How AI chatbots like ChatGPT or Bard work – visual explainer](#) (2023-11-01, The Guardian) - basic explanation of tokens, embeddings, transformers, attention.
- [OpenAI's technology explained](#) (2023-10-11, OpenAI) - straightforward and accessible explanation of generative AI technologies, how they work, and what they do.
- [The Misunderstanding About Education That Cost Mark Zuckerberg $100 Million](#) (2023-10-11) - a striking critique of chatbots as 'personalised tutors' and the tyranny of having students sit with chatbots for hours.
- [What OpenAI Really Wants](#) (2023-09-05, WIRED) - compelling narrative of OpenAI's history, missions, and goals.
- [AI scores in the top percentile of creative thinking](#) (2023-08-25, Conversation) - creativity as combining existing resources, ideas etc in a novel way that's useful or gratifying; GPT-4 scores top 1%; AI exceeding human ability for original thinking.
- [Large language models, explained with a minimum of math and jargon](#) (2023-07-27) - **fantastic accessible explanation of LLMs**, exploring vectors, neural networks, transformers, layers, attention, training; and how researchers don't even really know how LLMs work.
- [The dark side of ChatGPT: 6 generative AI risks to watch](#) (2023-06-08, Campus Technology) - summary of recent Gartner report; hallucination, data privacy and confidentiality, bias, copyright/IP, cyber fraud, consumer protection.
- [AI pioneer Geoffrey Hinton says AI is a new form of intelligence unlike our own. Have we been getting it wrong this whole time?](#) (2023-05-04, The Conversation) - AI is a different kind of intelligence; can't compare it to ourselves; outlines some risks of AI actions.
- [Watch an A.I. Learn to Write by Reading Nothing but Shakespeare](#) (2023-04-27, NYT) - fantastic interactive that demonstrates how nanoGPT learns to construct language through training.
- [Measuring trends in Artificial Intelligence](#) AI Index annual report (March 2023, Stanford) - AI accelerating scientific progress; AI misuse rising (e.g. deepfakes); **demand for AI-related professional skills increasing across almost every sector**; industry racing ahead of academia.
- [Sparks of Artificial General Intelligence: Early experiments with GPT-4](#) (2023-03-22, arXiv) - research paper arguing that **GPT-4 can solve novel and difficult human-level tasks**, suggesting it may be an early but incomplete version of artificial general intelligence.
- [GPT-4 Is a Reasoning Engine](#) (2023-03-31) - GPT-4 'reasons' (matches patterns and performs statistical associations) but is a bit limited in its knowledge reach because of training cut-off; future importance of connecting personal datastores for knowledge.
- [Artificial muses: Generative Artificial Intelligence Chatbots Have Risen to Human-Level Creativity](#) (2023-03-21, arXiv) - research paper arguing that there are no qualitative differences observed

between AI and human-generated creativity, and that **generative AIs are valuable assistants in the creative process.**

- [Bot swot: Martin says using ChatGPT to write his university essay improved his learning](#) (2023-03-08) - ChatGPT as **a learning aid for non-native English speaking students,** acting like a tutor and a writing assistant.
- [We pitted ChatGPT against tools for detecting AI-written text, and the results are troubling](#) (2023-02-20, The Conversation) - **AI writing detectors/classifiers are easy to fool;** tools are coming out that are designed to make Ai text undetectable; can't rely on detection.
- [ChatGPT is multilingual but monocultural, and it's learning your values](#) (2022-12-06) - describes the **sources that were used to train** the LLM that ChatGPT is based on, and the biases introduced through the training and reinforcement process.
- [Bing: "I will not harm you unless you harm me first"](#) (2023-02-15) - amusing article **chronicling the missteps of Bing Chat,** Microsoft's attempt to integrate ChatGPT with search
- [Let's get off the fear carousel!](#) (2023-01-23) - critical **analysis of academic culture and context** that is behind the hype of ChatGPT, and how to refocus the conversation on students and relationships.
- [137 emergent abilities of large language models](#) (2022-11-14) - short article outlining the functions that have emerged in LLMs that aren't present in smaller models, such as intuition and misconception identification.

Curated resources

- [Student Guide to Artificial Intelligence](#) (Elon University) - 20 page downloadable guide to navigating college and learning in the AI era
- [Microsoft Copilot resources](#) (University of Toronto) - instructions and guides for using Microsoft Copilot responsibly
    - [Teaching with Generative AI at Toronto](#) - guides, ideas, guidance, tools, and resources
    - [Generative AI in the classroom FAQs](#) - comprehensive set of FAQs for U Toronto
- [TEQSA Good Practice Hub on Artificial Intelligence](#) (TEQSA) - some resources from institutions.
- [7 Things You Should Know About Generative AI](#) (EDUCAUSE) - quick dive into how generative AI works, why it's significant, the downsides, the future, and implications for higher education.
- [Scotty Breaks It Down - Education & AI](#) (Miriam Scott) - teacher-focused practical resource with many ideas of AI application.
- [List of useful AI courses](#) (LinkedIn)
- [Resources on ChatGPT/AI and Education](#) (Heather Brown, Tidewater Community College) - comprehensive Padlet collecting many useful resources.
- [Short educational videos for everyone](#) (Code.org) - short, accessible educational videos about AI
- [ChatGPT and AI Resources](#) (Alchemy) - resources shared from recent webinars about generative AI in higher education
- [Generative artificial intelligence technologies and teaching and learning](#) (Monash) - thoughtful curation of practical resources for higher education
- [CRADLE suggests… assessments and generative AI](#) (Deakin) - high level ideas about assessment in the AI world; assure what matters post; develop evaluative judgement; frame AI in terms of assessment and evidencing outcomes; talk with students about AI; specify assessment situations where it is in/appropriate to sue AI; develop and assess critical digital literacies.
- [A Generative AI Primer](#) (2023-05-11, Jisc) - primer covering how generative AI works, different tools, key capabilities and limitations, impact on assessment and learning and teaching; uses to avoid;
- [ChatGPT and Artificial Intelligence in higher education - Quick Start Guide](#) (2023-04, UNESCO) - excellent summary of state of play; practical high-level suggestions of ChatGPT use in teaching and research; overview of challenges and ethical implications; suggestions for institutions to adapt.
- [Syllabus Resources](#) (Sentient Syllabus project) - great examples of wording for use in unit outlines, policies, student guidance, assessment materials and rubrics around engaging productively with AI

- [TEQSA artificial intelligence resources](#) (TEQSA) - Links to recommended resources from Australian universities around generative AI.
- [ChatGPT in the classroom](#) (Arizona State University) - FAQs around GPT concerns, guidelines, ways to use it, specific scenarios.
- [What I Mean When I Say Critical AI Literacy](#) (2023-04-01) - suggested readings and approaches about building critical AI literacy in students and staff
- [Classroom Policies for AI Generative Tools](#) - sample class policies for generative AI, mostly from US institutions.
- [Creative ideas to use AI in education](#) (Creative HE Community) - community-contributed ideas around using AI for teaching and assessment
- [ChatGPT & Education slidedeck](#) (University of Massachusetts) - great educator-facing summary of ChatGPT, what it is, what it can and can't do, what educators can do.
- [Enhance Quickguide: Artificial Intelligence, Student Learning and Assessment](#) (Edinburgh Napier University) - a summary of the implications of ChatGPT and actions for educators.
- [AI Text Generators and Teaching Writing: Starting Points for Inquiry](#) (Colorado State)
  - [AI Text Generators: Sources to Stimulate Discussion among Teachers](#) - long list of articles, explainers, examples, etc
  - [What Questions Should Writing Teachers Ask?](#) - questions for instructors to learn more about AI, to influence policies, etc
- [Resources for exploring ChatGPT and higher education](#) (Bryan Alexander)
- [ChatGPT for Teachers](#) - a resource for K12 teachers but useful inspiration for higher education

Ideas for uses of AI in higher education
See curation at https://educational-innovation.sydney.edu.au/teaching@sydney/ai-and-education/

- [How Sydney academics are using generative AI this semester in assessments](#)
- [How Sydney academics are using generative AI this semester in class](#)
- [How AI can be used meaningfully by teachers and students in 2023](#)
- [How can I update assessments to deal with ChatGPT and other generative AI?](#)

Archived resources

- Student perspectives
  - Reddit thread "[ILPT: If you don't have time to write a paper by the deadline, ask AI to write it for you using keywords from the topic you're supposed to write about](#)" (2022-12-25) - student comments and opinions on using ChatGPT for assessment
- Assessment and teaching
  - [ChatGPT consistently fails (most parts of) the assessment tasks I assign my students. Here's why.](#) (2023-01-30) - focusing on **assessment as a process not product**; ChatGPT struggles with nuanced critique, references, **explaining the 'why' and judgements and decisions**; LLMs struggle with 'garbage in garbage out'.
  - [GPT This! a writing assignment in the age of GPT-3 & other Large Language Models](#) (2023-02-03) - an **example of a potential assessment** where students need to analyse and gap-fill ChatGPT output.
  - [ChatGPT 'a powerful tool for education if used correctly'](#) (2022-12-19, THE) - need to prioritise assignments that are well-documented reflective pieces of work, not return to formal timed exams; should consider policies that make it clear to students when and how it is

appropriate to use AI; need to train people for the world, recognise that **the world is changing** due to AI companions.

- ○ [How artificial intelligence has the potential to disrupt student assessment](#) (2022-12-13, Jisc) - recording of Jisc webinar, fairly basic introduction to ChatGPT
- ○ [How I Learned to Stop Worrying and Ignore the Bot](#) (2023-01-26) - making the case for assessment redesign and not feeding the AI with free information.

- ● The future of work
  - ○ [Announcing Microsoft Copilot, your everyday AI companion](#) (2023-09-21, Microsoft) - Copilot to be added to Windows 11 and Office/Microsoft 365 to significantly change the way we navigate, search, and work.
  - ○ [AI and the future of work: 5 experts on what ChatGPT, DALL-E and other AI tools mean for artists and knowledge workers](#) (2023-01-12, Conversation) - accelerate the loss of human skills e.g. writing skills; craft policies on allowable use of generative AI; untapped potential for creativity; AI helps to explore ideas we haven't thought of before; **users need to be critical of what these tools produce; technology changes the nature of work.**
  - ○

- ● Detection
  - ○ [Teachers Are Absolutely Loving The Student Who Made A Tool That Shows If Your Essay Was Written By AI](#) (2023-01-06) - GPTZero tool analyses text for perplexity (randomness, higher in human writing) and burstiness (variation in perplexity); not always reliable; AI writing to be normalised but with safeguards

- ● Institutional responses
  - ○ [ChatGPT appears to pass medical school exams. Educators are now rethinking assessments](#) (2023-01-12, ABC) - within passing range of most difficult USMLE exams; AI as another tool, **embrace GPT instead of banning it**; TEQSA seems to agree that banning it isn't practical or sustainable; Turnitin working on it; GPT might be **considered as another support tool**; need to change how we assess
  - ○ [Australian schools 'flying blind' on use of ChatGPT and other learning technology](#) (2023-01-11, Guardian) - Blanket bans on AI do educators no favours; **AI can be a great tool for disadvantaged students.**
  - ○ [NYC education department blocks ChatGPT on school devices, networks](#) (2023-01-04) - access to ChatGPT blocked from NYC public school departmental networks and devices because it does not build critical thinking and problem solving skills
  - ○ [South Australian universities to allow use of artificial intelligence in assignments, if disclosed](#) (2023-01-21, Guardian) - **universities should not panic**; South Australian universities have changed policies to allow disclosed use of AI in assessments; can use AI to our advantage.
  - ○ [New AI tool sparks plagiarism concerns in university community](#) (2023-02-22, ABC Video) - **'getting a free ride'** seen as unfair for/by some students.
  - ○

- ● General
  - ○ [ChatGPT discussion](#) (2023-01-23) - recording of a webinar/discussion that provides a succinct and accurate overview of ChatGPT, and the implications for assessment and teaching
  - ○ [ChatGPT and higher education: last week and this week](#) (2022-12-19) - Bryan Alexander's online forum about ChatGPT
  - ○ [Twitter thread on different ways to use ChatGPT](#) (2023-01-04)