Resource Guide for ChatGPT and AI Discussion

This guide is designed as a resource to supplement teaching and learning conversations around the use of ChatGPT and other AI tools in the classroom (both permitted and non-permitted uses). The list of resources presented here has been collated by UFV's Teaching and Learning Centre up to Friday 20 January 2023 but we may have missed some things.

This guide is divided into four parts:

1. A brief discussion on what are AI tools and what ChatGPT is specifically.
2. Resources that talk about how instructors can support learning in this time of AI tools.
3. List of suggested strategies for creating teaching and learning opportunities that address the use of ChatGPT and similar AI tools.
4. A bibliography of stories/articles/blog posts related to ChatGPT and other AI tools.

Section 1: What are AI tools such as ChatGPT?

You already use AI in your everyday life; speech recognition software or applications; virtual assistants such as Siri, Google Home and Alexa; and virtual customer service agents/chat bots answering frequently asked questions and providing customer support. And if you are of a certain vintage, you might remember Clippy the paperclip – annoying and cute and a pretty advanced form of artificial intelligence for the time.

ChatGPT is a chatbot that was released in November 2022 by OpenAI and is part of a family of language models. It is a natural language processing tool driven by AI technology. It allows you to have human-like conversations based around a prompt (ZDNet.Com). ChatGPT has caused a tsunami in higher education around its ability to generate human-like text and solutions to common problems including code generation, solutions to math problems, and essay generation. So how do we teach in this new world where AI is prevalent?

Section 2: Resources for teaching in the world of AI

The following resources may be useful when considering how to teach in the world of AI:

Teaching and Learning with Artificial Intelligence Apps | Sarah Eaton and Lorelei Anselmo

ChatGPT & Education | Torrey Trust

Section 3: Teaching and learning strategies

The Teaching and Learning Centre has strategized approaches that can be considered to address both the challenges and benefits of AI in our classrooms. For more information on any of these strategies, please reach out to Claire, Michelle or Fizza who can talk through these in more detail.

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- **Talk to your students** – Engage in a conversation with your students about this new technology. What can it do, what can it not do? Talk about responsible use. Talk about how you will allow or not allow students to use this technology and what are the consequences. Talking about the technology will not cause students to automatically start using this new technology; they already know about it.
- **Flipping the classroom** – Move lectures and content presentations to 'homework' by recording materials etc. rather than using class time for this activity. Instead, use class-time for discussion of the lecture material and the completion of problem sets, writing activities, research activities and other active learning approaches that will help students with assignment completion. This will allow you to assist students who are having challenges and help them avoid using AI related tools for completion of assignments. Assignments would be submitted in class.
- **Assessment design for writing assignments** – consider the prompts you are using. Are there ways you can connect the student and the content that would make it more difficult for AI text generators to create authentic responses? Have students make connections between their own experiences and the course content or reflect on the meaning of the work under review rather than a generic prompt that you use each semester. Students will also find this work more meaningful and be more engaged in the process.
- **Avoid high stakes assignments and scaffold assignments** – students often cheat when they are anxious about high stakes assignments that do not provide in-between steps and associated feedback. Can you rethink a high stakes assignment so that students receive feedback (graded or not) throughout the completion process by scaffolding an assignment? For a research paper, this might look like requiring an outline or annotated bibliography and possibly a draft prior to submitting the final essay.
- **Choose alternative modes of assignment submission** – does your paper have to be written or could it be submitted in a different format? Consider allowing students choice in how they submit work for an assignment. You might allow a video, podcast, academic poster, or presentation as alternatives to the written essay.
- **Use AI tools to generate text or problem solutions that students can then critique** – Could you design an activity where you use an AI tool to generate a text and then have students critique that text by checking sources, facts and reflecting on the work? This would also work for code or math solutions that are generated by AI tools.
- **Assessment design for STEM courses** – consider the assignment questions; are there opportunities for students to explain their thought process to you in addition to providing solutions to problems? Could you provide students with a series of correct and incorrect solutions and have them critique those solutions and explain processes? Could you flip the classroom and have students complete problem sets during class time? Learning journals might also be a way of determining a student's understanding of a topic.

Section 4: Resource Bibliography

Raise Your Hand. Send the Email. A few thoughts on ChatGPT | by Karen Costa | Dec, 2022 | Medium

Artificial intelligence in post-secondary education | Calgary Eyeopener with Loren McGinnis, Angela Knight | Live Radio | CBC Listen

Critical Media Literacy Guides - Critical Media Literacy and Civic Learning

Academic experts offer advice on ChatGPT

AI and Higher Education: Is it time to re-think teaching and assessment? – Learning Technologies

Against Cop Shit | Jeffrey Moro

In Defense of "Banning" ChatGPT – Is a Liminal Space

Sarah's Thoughts: Artificial Intelligence and Academic Integrity | Learning, Teaching and Leadership Sarah Eaton

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Whither Comes the Data: Current Uses of AI and Data Set Training in Higher Ed | Brenna Clarke Gray

ChatGPT and the rise of AI writers: how should higher education respond? | Times Higher Education

Chat GPT: a threat to higher education? | Forbes

ChatGPT and higher education: last week and this week | Bryan Alexander

Resources for exploring ChatGPT and higher education | Bryan Alexander

Teaching: Will ChatGPT change the way you teach? | The Chronicle of Higher Education

Assessment in the age of artificial intelligence | Swiecki et al, 2022

AI Cheat Check

ChatGPT: Student builds app to sniff out AI-written essays (GPTZero) | BBC

Critical AI: Adapting College Writing for the age of large language models such as ChatGPT: Some next steps for educators | Anna Mills and Lauren Goodlad

Why I'm not scared of ChatGPT | Christopher Grobe

AI will Augment: Not Replace | Marc Watkins

Additional Shared resources from UFV Faculty, students and staff

Recent news about students from Stanford admitting to using Chat GPT:

https://stanforddaily.com/2023/01/22/scores-of-stanford-students-used-chatgpt-on-final-exams-survey-suggests/

A practical guide s and strategies for using AI:

https://open.substack.com/pub/oneusefulthing/p/the-practical-guide-to-using-ai-to?r=i5f7&utm_campaign=post&utm_medium=web

A student-developed Chat GPT detector

https://www.bbc.com/news/world-us-canada-64252570

Other Chat GPT detector technologies:

https://gptzero.me/

https://www.aicheatcheck.com/?trk=storyline-update_share-update_update-text

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