3/18/2024 ASC Teaching Forum Transcript

0:02
Welcome everyone to the first ASC teaching forum of the Spring '24 semester.

0:07
Today's discussion panel will be focused on the intersection between artificial intelligence and teaching practices.

0:13
My name is Jeremie Smith and I serve as a Distance Education Coordinator in the College of Arts and Sciences, and I will be your host today.

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I have the distinct privilege of working with instructors from across our large and diverse college, as well as staff experts from across the university.

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They're working to improve the quality and effectiveness of distance education and tech enabled teaching in the College of Arts and Sciences.

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Today we're here to discuss AI and teaching, a topic that has gripped the world of higher education for the last year.

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I'm sure no one here is surprised that this has been a frequently requested topic for these panel discussions, and it has the highest number of attendee registrations of any event in the Teaching Forum series.

0:54
Thank you for taking the time from your day, whether you're viewing this live or asynchronously at a later date

1:01
to join us for this panel discussion. Before we get started, let me cover a few housekeeping items.

1:09
Please make sure you are muted while each panelist is presenting, and if you would like to ask a question to the panel, please indicate this by raising your hand in zoom and I'll invite you to unmute yourself to ask questions.

1:20
You're most welcome to ask questions anytime via the chat.

1:24

Our plan for the format of today's event will be a series of short presentations from staff, experts and faculty instructors, followed by a period for what we hope will be a robust discussion between the panelists and the audience.

1:36
This session is being recorded and will be posted on our website by the end of next week after we clean up captions for accuracy.

1:44
Live captioning is turned on, so please enable this in your Zoom toolbar on the bottom of the right screen if you wish to use live captions.

1:52
We also have American Sign Language interpreters present today for those with hearing accessibility needs.

2:00
I do want to take a quick moment to introduce the ASC Office of Distance Education and the work we do in case we have some in attendance who may not be familiar.

2:09
Our office is a service unit focused on providing instructional design support, feedback on online courses as well as web resources and professional development opportunities for all aspects of technology enabled teaching practices.

2:22
We'll share a few links from our website in the chat that are especially relevant to today's topics.

2:30
Our instructional design team has been developing some terrific resources and interactive learning experiences that we think has very broad possible applications.

2:39
We will soon announce the date of our final teaching forum of the semester, harnessing technology to create immersive virtual tours and interactive experiences.

2:48
This teaching forum will include instructors utilizing these types of learning experiences in their courses, as well as instructional designers to show possible use cases and best practices in this area.

3:02
Before I introduce the panelists, I have a bit of an unusual request because feedback and conversations with instructors are absolutely essential to keeping our finger on the pulse of faculty, associated faculty, and grad student instructors,

3:15

I ask that you open the evaluation survey for this event in a browser window to serve as a reminder to complete this survey

3:21
after you have logged out of Zoom. Please join me in welcoming our panelists and thanking them for generously giving of their time and sharing their experiences today.

3:30
Doctor Michael White is a professor in the Department of Linguistics.

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His research interests have been primarily in natural language generation, paraphrasing, and spoken language dialogue systems.

3:43
He will provide a brief primer on generative AI, large language models, what they are, and how they work.

3:49
Doctor Jen Whetstone is the coordinator of Ohio State's Committee of Academic Misconduct.

3:55
She will discuss her experiences with AI tools and issues of academic integrity and her recommendations of strategies for minimizing academic misconduct in assignments and assessments.

4:06
Doctor Larry Hurtubise serves as the curriculum and instruction consultant in the Michael V Drake Institute for Teaching and Learning.

4:13
He's been closely engaged with scholars and staff interested in today's topic, and will share some takeaways and themes for the Drake Institute's recent two-part workshop, Approaching Assignment Design in Light of Artificial Intelligence.

4:26
Doctor Kevin Richards is an Assistant Teaching Professor in the Department of Germanic Languages and Literature.

4:32
He's regarded as an innovative instructor that makes use of emerging technologies, and he has research interests related to German genre and cultural studies, online course design, and the application of technology and language learning.

4:45
Today, he'll share some of his assignment ideas for utilizing AI tools to support student learning.

4:51
Doctor Ben McKean is an Associate Professor in the Department of Political Science.

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He's a political theorist whose research concerns global justice, populism, and the relationship between theory and practice.

5:02
I asked him to join us today because I believe his ideas regarding how to effectively structure a class policy on AI using a student deliberation approach will be an especially valuable contribution to today's discussion.

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Doctor Chris Manion,

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Last but not least, is the writing across the curriculum coordinator at the Center for the Study of Teaching and Writing.

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He will serve as a discussant role in today's panel, teasing out some of the themes and unasked questions from today, and will also share his views on establishing principles of transparency and agency in AI related policies and decision making.

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We're fortunate to hear from such a talented and knowledgeable group of OSU experts.

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Please join me in welcoming them and thanking them for taking the time to share their thoughts on this important topic today.

5:49
And with that, I will pass the microphone to Doctor Michael White. -are completely understood from a technical perspective, like we know exactly how they're designed and trained, but what they're actually doing after training is something that's difficult to understand.

6:13
So it's worth knowing actually that the way we study these models is has a lot in common with how we study what's going on in the brain.

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So it's difficult to take kind of the signals that are available and analyze them to figure out what's going on.

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So if I could make an analogy, the closest I've been able to come with a good analogy for that is if you

think about a movie like Barbie or the Oppenheimer movie, if I told you what the value of every pixel in every frame of that movie was, in some sense you'd know everything about the movie.

6:48
But in another sense, you'd know almost nothing about the movie, right?

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So you know, knowing the pixel value wouldn't tell you whether that was a movie worth seeing or not.

6:57
OK, so you might be wondering what the heck this picture is over here, our current understanding.

7:03
There's an Internet meme that this is showing that kind of reflects our current understanding of these models.

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This is a creature known as a show goth from Lovecraft's novel almost a century ago with some kind of weird, somewhat mysterious, unknowable, multi eyed creature that's been taken to represent kind of what these models, what their intelligence is really like.

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And then what they've done is add this little smiley face on the front.

7:27
So there's a technique known as reinforcement learning from human feedback, which has been important in getting these models to be useful.

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But it's considered a little bit like putting a smiley face on this kind of mysterious intelligence and sometimes you get to look beyond the mask and that's called viewing the show goth.

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So that's kind of where we are with the field right now.

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OK, so how did we get here?

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So language models technically are just probabilistic models over word sequences.

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And we've we've had language models since the 80s, starting with simple statistic models derived from word counts, and those have been extremely useful for tasks like speech recognition, machine translation, even spelling correction, and autocorrect.

8:08
They've been using language models forever.

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What happened, what changed was we started using these neural network models trained on massive data sets and they just became much better at this task.

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So that's fundamentally what happened.

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That's why they're called large language models.

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Those are models of next word prediction.

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It is worth doing knowing that this instruction tuning or reinforcement learning from human feedback does have an important role in this.

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That's still being understood.

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Basically these models are trained not just now just to- they're initially trained just to predict word sequences, but then they're trained to optimize simulated human feedback, initially human feedback and then simulated human feedback to get the kind of answers that we want.

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So that would mean that, you know, if you give it an instruction, it would actually carry out the instruction.

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If you give it a question, it would actually answer the question.

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Otherwise the language model just might say, well, a natural thing to follow

9:02
a question is another question which isn't really what we want typically.

9:09
So these models, I mean neural network models have been around for a long time, back to the 80s and 90s and back then they didn't work very well.

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And in fact the field of machine learning was kind of defined as, you know, worked as not being AI and instead kind of successful predictive models that we've had in the 90s and the aughts,

9:30
Neural networks were not popular within machine learning because they were hard to understand and people focused on better understood models and everything kind of flipped around.

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The field was turned on around on its head

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around 2010, as more data and computing power became available, the people who kept going to neural networks started to achieve some breakthroughs that were quite surprising.

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First in work on computer vision which is related to these image models and then in language.

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So one of the first key steps was figuring out useful models of word meaning.

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So if you come across terms like word embeddings, what what a word embedding is, is, you can think of it as a representation of a word as a point in some kind of semantic space.

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And what's useful about them is you can learn useful representations of words as word embeddings from a large amount of data.

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They're all inspired by this quote from first back in the 50s.

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You shall know a word by the company it keeps.

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So if you see words appearing in similar context, then you know they probably have similar meanings.

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And if you visualize them in two dimensions, you can see that you know similar words are appearing in similar neighborhoods in this little picture.

10:42
That's very useful because language often suffers from what's called data sparsity.

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So you know, we see frequent words and a lot of context, but less frequent words we don't see so often.

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So word embeddings really help with generalization.

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So that then fed into work on the language modeling task and some of the first successful uses of neural networks was in fact in language modeling.

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And how the initial models worked is they only looked at the past few words.

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So this is showing if we're taking you know the the history or context of words, we just look at a few words like the previous three words, we can look up their embeddings and then use that in a neural network ultimately to predict what the next word is.

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So what we're seeing in this picture is, is you start with these embeddings and then you've got what's called a feed forward network with some hidden layers that are then used to predict the, you know what are likely next words in these networks.

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Each little circle essentially showing here these are what's connecting these circles are weights that connect one layer to a next and these are all trainable parameters.

11:52
So if you hear about size of models are often sizes and parameters.

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These are all kind of the the trainable numbers that go into these networks.

12:01
Now we know that in the hidden layer, what they're learning are, for example, useful combinations of aspects of these words, but they're what's going on is actually a function of learning to better predict the training data or the observed data.

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And actually analyzing what's going on in these hidden layers is is even in a simple one layer network is pretty hard and takes a lot of time.

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But we know, you know, that ultimately they learn useful things to predict word sequences.

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So just looking at the few previous words we know doesn't model language very well.

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Often language has longer distance connections, like the subject in the verb in a sentence can be very far apart and we've known since the 90s.

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You know, there are models that allow us, called recurrent neural networks, to model unlimited context.

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So there's a notion of a recurrent network that can be unrolled as much as you want.

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So in principle we know how to do that.

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But in practice, these models were difficult to train and get them to learn useful relationships.

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So kind of the real next breakthrough actually came in the machine translation field, where earlier work was statistical machine translation, like in Google Translate all the way back to the 2000s or so.

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It was trained on a lot of data, so it'd be a lot of data with, say, French sentences and their English translations.

13:17
These models would learn correspondences between words and align our attention,

13:22
Kind of,

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You can think of as kind of a soft form of alignment.

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So if you're trying to translate this English sentence into French, what this little red box is showing is, you know, you kind of have to treat these two words in combination with these two to get figure out the right French noun as well as the French article which depends on the noun.

13:43
So attention is kind of a soft form of alignment that resolved that problem of longer distance relationships.

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So being able to look back at that entire sentence that you're translating really led to the first successful use in a real task like machine translation.

14:02
So the next big breakthrough was the transformer models.

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The idea was we can get rid of these recurrent networks entirely and just use attention.

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This was in this famous paper:

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"Attention is all you need"

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And the interesting thing about these models and at least from a historical perspective is they're really devised primarily for this engineering reason was that to get models to scale to more data, the Transformers and their- the way they use attention offered some massive data parallelism and training.

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So it was really just kind of this engineering trick that led to the use of Transformers.

14:45
So Transformer, that's the T in GPT.

14:47
If you've heard of GPT models, that's generative pre-trained transformer and that's the T in Transformer.

14:54
So Transformers can learn all kinds of useful things.

14:56
This picture is showing how you know if you're trying to model what a pronoun refers to in this sentence.

15:04
If it's looking at other parts of the sentence it's going to most strongly attend to- it can learn to attend to street.

15:09
So "it" is going to have more in common with street than say animal, which isn't the right reference here.

15:16
So Transformers help to learn all kinds of useful relationships and language.

15:21
OK, So what the heck is a Transformer?

15:23
Well, in one picture, what this picture is essentially showing is that Transformers have these blocks and in the blocks are both tension modules like we were just talking about.

15:36
So learning to pay attention to other parts of the same sentence or maybe an input sentence and they have these feed forward networks that we talked about.

15:43
So these are just organized into blocks that can be stacked, and that's the sense in which they're deep.

15:49
So the deeper they become, that enables them to learn patterns and kind of patterns upon patterns, which just makes them more and more hard to analyze, but more and more capable.

15:59
The initial models often had an encoder, which would say be for the source sentence in translation, and a decoder which is used for actually generating an output, which would be a translation in machine translation.

16:11
So that's basically what a transformer looks like.

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Now the interesting thing is, because Transformers have this quality of scaling well to lots of data, people then started experimenting with just making bigger and bigger and bigger models and you know, they were really increasing exponentially up till around 2021.

16:33
Since then, there's been a bit more of a push towards efficiency, and our biggest models are still up around.

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You know, like GPT 4 is apparently 1.8 trillion parameters.

16:42
But this was all driven by this remarkable finding that just making these models bigger, not really changing the the design.

16:49
In fact, simplifying the design LED them to be better and better language models.

16:55

And what was even more striking was making them bigger led to what are known as emergent capabilities, right.

17:04
So in fact, like ChatGPT is a simplified version of Transformer that's only the decoder only, decoder only.

17:10
It's only that generative side that we saw on the right of that earlier diagram.

17:16
As these models get bigger, they start to have abilities that were unexpected.

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So people call these emergent capabilities and they're emergent in the sense that they weren't designed in and just start to appear as models get bigger.

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One of the most important of those is the ability to do what's known as in context learning.

17:36
It used to be that doing anything with language technology meant training it to do some specific task.

17:42
But these big models started to be able to do tasks just by asking them to do the task.

17:46
So giving it an instruction or giving it an instruction with some examples, what we now call prompting, that is an example of an emergent capabilities model, something that appeared with scale that we didn't really expect.

18:00
But fundamentally they're still just language models, they're a probability model over next words and they generate just by sampling from those models.

18:08
So it's all due to what's in these hidden states and what's in those hidden states is something we're still trying to understand, but that's hard.

18:17
Finally, as an example of what that is, I like to share this one, which was something with a a prominent researcher in the field shared with me when GPT 3 first came out.

18:26
He was amazed that it could do this task.

18:28
So.

18:28
So if you're familiar with* corrections, this is an XKCD comic that illustrates that you know so like given a text, you send someone a message and then you realize you want to correct it.

18:38
You just put "*" and then the correction word, but you have to figure out where that word goes.

18:43
So you know that a few years ago that would have been a decent homework problem on a graduate language technology class.

18:49
But now you can just ask ChatGPT to do it.

18:52
So you feed it,

18:53
And I just experimented with, I gave it what was in the comic, this poetic:

18:57
I'm going to ride a horse on the beach at dawn, gave it these four corrections, asked it what was the actual reply and it figured it out.

19:05
I'm going to eat pizza on the couch at 3:00 AM Not quite as poetic.

19:08
So that's kind of an example of something that you know is now emergent and surprising.

19:14
OK, to finish up, it's worth, you know, keeping in mind being humble.

19:19
As I was saying that we don't really understand these models very well.

19:23
They have a lot of potential for being useful, but they could be very harmful, and in fact serious people think that the chance of some doomsday scenario, while probably not large, is non zero.

19:36
You know, a few years ago I think it was only crackpots and Elon Musk who thought there was a non zero risk of some kind of doomsday AI scenario.

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But now people think that's probably non zero, in part because, you know, you can't trust people to use them responsibly.

19:50
There's been a lot of work in the ethical space about these issues.

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I do like to call attention to the paper by Bender et al.

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Called "The Dangers of Large Language Models," where they say they're similar to stochastic parrots.

20:07
You know, that's been a very controversial paper.

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It involved 2 authors who were the co-leads of Google's ethics team before they were fired.

20:15
So you can get some idea of why that's controversial.

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But this paper does an excellent job even back in 2020 of highlighting the the risk for the field.

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Many people think this doomsday scenario is currently a distraction and issues like misinformation and elections is much more serious, near term risk.

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But there are many others.

20:34
OK, so let me stop there and hope that was a reasonable amount of time.

20:42
Doctor White, that was a very clear explanation.

20:45
I appreciated that.

20:46
I do have one question for you.

20:48
I was hoping that you could answer and you'd be the right person to ask this.

20:51
What is the difference between ChatGPT and some of these other language models and the Microsoft Copilot platform that is now available for student and instructor use here at OSU?

21:04
Well, so Copilot represents a collaboration between Microsoft and Open AI.

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So my understanding is Copilot uses Open AI's ChatGPT family of models.

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The most powerful one is GPT 4.

21:19
I am unable to find a clear answer of which model it uses.

21:22
I think it uses GPT 4 unless it's too busy.

21:25
And sometimes it'll use the more commonly and freely available ChatGPT which is version 3.5.

21:32
But people might know better than I do which which models it's actually using.

21:37
But that's an Open AI Microsoft collaboration, so there are many other providers of models.

21:41
Now Google is kind of in a head to head race with Open AI to produce kind of the best models.

21:46
Which people are now calling Frontier models.

21:49
But then there are a lot of models which are good at many tasks that are maybe less expensive to use.

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And now they're open source models.

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Meta has been putting out open source models, and there's other providers and models that, you know, people can actually use in their own research.

22:03
The problem with Google's best models, which are the Gemini models and Open AI models, you can use them over the web, you know, like with Copilot where they're running on their servers, but they're not sharing many details about how they work.

22:18
They're not very good for scientific investigation.

22:21
So hopefully that answers your question.

22:24
Yeah, that was wonderful.

22:26
Do notice there's a couple of questions in chat.

22:28
I think in the interest of moving on, we'll hold those.

22:32
I'll write them down and I'll bring them back out into the discussion section.

22:37
Doctor Whetstone, we've gotten a good introduction of you know what Chat GPT ai is, I'm curious and I know a lot of others are because I get this question a lot.

22:49
How has that impacted you, the committee of academic misconduct and what have you seen and what have you learned?

22:57
We've learned a lot and I'm going to share with you kind of our perspective on how really to prevent misconduct and setting the tone in your courses.

23:07
But we have been impacted because cases have been increasing with instructors not authorizing the use of Gen-AI

23:16
tools.

23:17

And so at one point I thought it was maybe one in every four cases that we were seeing, it went down to one in seven, but it's some place in that realm.

23:27
So we're really seeing a lot of cases that are being submitted. Just in the chat,

23:32
I'm also just kind of putting my slides right now and also other resources that are available because I do want to just talk briefly about really how as a Buckeye, we can uphold academic integrity in the age or in light of AI.

23:47
And of course many of you have heard of COAM the acronym, the Committee on Academic Misconduct that I am privileged enough to help lead and work with instructors across the university.

24:00
So let's get started here.

24:02
My objective in the next 10 minutes or less is really to discover the approaches and strategies to really promote academic integrity in this new age and share resources for you to use.

24:18
First of all, as instructors, we need to openly discuss academic integrity with our students.

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Don't just talk to them, but please talk with them and help them develop the policies in your courses.

24:33
Policies that can help you with integrity

24:35
conversations really do include these two: Number one, just what is our definition of academic integrity

24:42
at OSU?

24:43
That includes our five fundamental values which include honesty, trust, fairness, respect, and responsibility.

24:50
I do typically add a 6th value, and if you'd seen me, I'd do my superwoman pose of courage, as it takes courage to do the right thing even when no one is watching.

25:00

Effective with a new code of student conduct in January of this year that the Buckeye Honor Pledge is now existing.

25:07
And we really need all of you as instructors to help spread the word on this Buckeye Honor Pledge that really takes into account those values of academic integrity at the university.

25:17
And just to note, the Buckeye Honor Pledge was written by students on the Council of Graduate Students and Undergraduate Student Government.

25:24
And if we're talking about academic integrity, we really need to understand our culture.

25:29
So students need to learn what is OSU's default academic culture.

25:33
And this can really vary because you have to think of a student might be in multiple courses across multiple colleges, maybe even across campuses.

25:41
So therefore we really need to make sure to understand the culture in your class.

25:46
In addition, how this culture can be different for our international students who are coming to us from different backgrounds.

25:53
So OSU's default academic and culture could be, and for most of us we have to find to work independently and that we value originality and individuality.

26:03
And again, that can be different in your courses as you establish your culture.

26:09
But as instructors, when you create that unique culture in your classrooms, you're going to engage students in a positive, proactive and really an aspirational way.

26:19
You're gonna challenge students to choose learning over expediency as some struggle with time management, and feel that the only thing that really matters is a good grade.

26:27
And this is where AI comes in.

26:29

In some instances when it's not authorized to be used, the students are not choosing the deep learning that you want and strengthening their critical analysis.

26:37
They're sometimes taking that easy way out, and that's what we usually see for a lot of cases so far.

26:45
Remember that you as an instructor have the opportunity to really establish your shared norms and behaviors in the classroom and foster that intrinsic motivation that students have to do their own best work.

26:57
Whether that does or does not include the use of Gen-AI.

27:00

27:02
You teach at OSU for a reason and you might be really familiar with our shared values.

27:06
Students come to OSU for a specific reason, but they're not always thinking about shared values.

27:12
And often times we need to remind them in our courses that by not participating in our values of the institution, they do create harm.

27:21
They harm themselves, they harm their class, classmates, their peers, instructors, and really can devalue the degree that they're trying to achieve.

27:32
So therefore we need to help them understand.

27:36
And in part of what we're talking about is of course, in COAM we teach students about integrity and respect.

27:43
And I think it is important for all of you to know that we allow people to make and learn from mistakes because none of us are- none of us are perfect.

27:55
So #2, what do we want to do?

27:56

But we- to prevent the misuse of AI, we want to clearly display our course and assignment expectations.

28:04
I started using these academic integrity icons at the bottom of all my biochemistry assignments in the College of Pharmacy after really completing a Carmen Common Source Common sense course taught by Nicole Craft.

28:17
And students really appreciated and really commented on the clarity of what the expectations were in my course.

28:24
And that you can now also see that we have developed a Gen,

28:29
a Gen-AI

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28:33
OK, icon, my laser pointer is not working.

28:35
Sorry, a Gen-AI

28:36
icon that can be used.

28:40
So really, using these icons, not only each assignment, will help make a student have the same OSU experience and help clarify expectations for students specifically as it relates to collaboration, copying, or even reusing work, open book or research, and if it's allowed, getting help.

28:59
And now you can see the use of Gen

29:01
AI.

29:02
Feel free to add additional icons to your repertoire, specifically,

29:07
For example, Doctor Lisa Cravens Brown in Psychology created a house icon to use for our psychology

students to understand that they needed to take proctored quizzes and exams in the classroom and they shouldn't be taking it from their dorm room.

29:22
Remember, talking about integrity is not just for the first day of class, but we need to weave these integrity talks throughout your course.

29:31
And by using these icons and even additional materials that are found by the prevent academic misconduct, go link, they can help you achieve those goals.

29:42
At a recent conference, Doctor Martine Peters at the University of Quebec really shared many resources, including the use of the following icons to indicate the transparent use of Gen.

29:53
AI.

29:54
In this way, she was trying to have students indicate if they used or did not use Gen

29:59
AI.

30:00
So I'm putting this out there to get you to think about how do you want students to tell you if they have used it and in which way.

30:07
You can see the NAI is no artificial intelligence was used on an assignment, and they're only engaging their own brain or mind.

30:14
Then you can see that the AIG is something that's been generated by AI and that we only see the gears in the person's mind, 'cause they're not authentically engaging enough with it.

30:25
And then finally, if you get a mix that it's artificial intelligence aided, you can see that it's the gears and the brain together.

30:32
So again, many of the conversations I'm having at integrity conferences is really about authorship.

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And here you guys in the Arts and Sciences are critical to think about authorship and how you want this authorship to be portrayed by students to you in your courses.

30:52
In general, I would like you to think about other Gen AI

30:55
policies that you should have and share in conversations with your students to help them easily know if it's permitted to use or not permitted to use notice to really help them understand how to use Gen

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31:10
AI ethically and responsibly.

31:13
How to indicate authorship?

31:15
Is that by using citations or acknowledgments and really warnings about the limitations of this technology and you teaching our students about those limitations including hallucinations and that's again that falsifications of references etcetera that we see that's easily for instructors to detect.

31:32
And again finally just that Gen AI

31:34
is a tool versus just a producing content because we want to really increase that engagement with materials.

31:42
In closing on this slide specifically I at the conference we talked a lot about equity that all, not all Gen AI

31:49
tools are equal, some are better than others and some of them cost money.

31:53
So some students won't have access to the same tools that could help them if you are authorizing their use.

32:01
I did like this by Long that had a checklist that could be useful for you to share with students as well that if you've given them and granted permission to use

32:12
gen AI, get them to reflect on why and how it was advantageous for them.

32:18
How it helped them, how they used it again, how did it help their critical analysis to make them better and get to new depths.

32:25
Acknowledge the use site sources and again, finally due to hallucinations, get them to verify that information because it's not always accurate.

32:34
They think of Gen AI

32:34
when I talk to them that it's just like wiki and that it's always right.

32:40
And finally, we need to always emphasize to have conversations and teach students about plagiarism and how to properly paraphrase.

32:48
At this conference, even when we were talking about Gen AI

32:50
and integrity, it became apparent in various surveys that instructors were giving students in college that their college instructors had never really taught them any of this, and it was very different from what they had learned in high school before they got to us.

33:07
So irregardless of the use of Gen AI,

33:09
please talk to them about plagiarism and how to properly paraphrase.

33:16
And then finally, technology is everywhere.

33:18
Students have browser extensions, they turn on Grammarly.

33:22
Grammarly has AI built into it.

33:25
So you have to even define if Grammarly is allowed in your courses and understand that it has corrective and generative abilities and that students only thought they were using in high school for corrective,

33:36
And now it's changing the words on them, and this is something very new to them.

33:41
Do you have a policy for Quill Bot or these paraphrasing generators?

33:45
What about translators?

33:47
We have our international students learning in their own language, shoving it into a translator, then putting it into Quill Bot, then using Gen AI

33:54
all together.

33:56
So it gets really like I asked them, have you really engaged your own mind or experiences enough to claim credit?

34:02
And we need you to have those conversations as well.

34:05
And again, even I want to put the word out, there are browser extensions such as Asify that if enabled even you can see this looks like a Carmen quiz that will give them the answer.

34:14
And it's all built upon Gen AI

34:16

34:19
It would be remiss if I didn't share with you some warning signs of an inappropriate AI usage.

34:25
Again, most often your Spidey sense is going off that you don't think this is the student's own words.

34:30
All of a sudden, their writing style is so far advanced beyond what you typically have seen in your 15, 10, 5 years of teaching.

34:40
Their work is substantially improved over what they did for you just last week and the answer doesn't

even answer the prompt or doesn't relate to those course materials that you were hoping that they critically engaged with.

34:52
Their writing is not fluid, but that's getting better and better.

34:54
We see, and we did at the beginning we saw a lot of circular writing where it just kept on saying the same thing over and over again.

35:01
But we're seeing less of that.

35:03
We're seeing less of over use of repeated words.

35:07
We see a lot of hallucinations or that false incorrect references, the lack of in text citations.

35:13
But students are getting smart and they're just putting in quotes here and there on top of what they use Gen AI

35:18
for.

35:20
Again, what we see is that students can be very creative on their assignment, but you see four or five or two students that are answering it in the very same way.

35:31
And most often if you would have a conversation with your students, you would see that they cannot talk about their work, they're very confused and they don't even know what to say.

35:40
Finally, we do encourage you to put in your prompt into Gen AI

35:44
and see what the output looks like, because you might see some similarities, because prevention of academic misconduct really starts with each one of you based upon your course policies and you building a community of engaged students.

35:58
Please, please, please discuss integrity not only on the first day of class, but throughout your course and have those clear expectations and encourage students to really ask if they are confused before they put themselves into a sticky situation.

36:11
Remember that the syllabus is a contract and as an instructor you do have flexibility to students.

36:17
So please offer that flexibility because remind students that it's better to act ethically and take a zero on the assignment than compromise their morals and ethics.

36:29
But despite your best efforts, situations may arise when you suspect misconduct, and in this case, please submit it to us.

36:37
you are required to submit it within 30 business days of discovery.

36:41
Previous to January and Autumn it was 30 days and now it's 30 business days.

36:47
Again, as an instructor you're not responsible for deciding the outcome and you should assume the students not in violation.

36:53
And finally, just real quick, what do we see in trends?

36:57
Most often we're seeing a misconduct of all sorts.

37:00
50% of cases is when it's worth hardly anything, even when we we tell you to scaffold.

37:06
But we see miss more misconduct on low stakes assignments.

37:09
70% of our cases often times relate to plagiarism.

37:13
70% of our cases are in those low level courses 1000 to 2000.

37:19
But it's not just rank one students, 20% of our cases involve rank one.

37:23
We really see it equally distributed across all ranks.

37:27
And again, our case submission in October and December was raising significantly not just because of Gen

37:33
AI, but just because of- just in general, but our increase, we are seeing an increase of Gen

37:39
AI cases.

37:41
Finally, just again, students need your support and your flexibility, and that's all for me.

37:46
So thank you for your attention.

37:56
Bravo.

37:56
Thank you very much.

37:57
Jen, I want to pause for a second.

38:00
I know Kevin Richards asked I think a question that a lot of people are curious about.

38:05
Kevin, do you want to unmute yourself and ask that question?

38:08
Sure.

38:09
Yeah, so I think you actually mentioned Grammarly, but that has some pretty good capabilities for suggesting rephrasing for syntax and Ms

38:21
Word does too with its auto correct, it fixes grammar, things like that.

38:27
So where does that then start veering into- like, I assume that that's just part of like the package where students are allowed to use that.

38:35
So where does that veer into starting-

38:37
if it's too much help or too much support?

38:40
Great question.

38:41
It's really based upon the instructor.

38:43
Some instructors are putting into their syllabus that use of Grammarly for its generative abilities is not authorized.

38:51
Some instructors are even saying use of Grammarly at all is not authorized because depending upon what their course objectives are.

38:59
So I think it really comes down to what are your learning objectives for assignments.

39:04
And because this is so confusing to our students, oh, in one course I can use it, and in another course I can't.

39:11
We need you guys to explain your purpose.

39:14
And I'm sure Larry Hurtubise will talk more about that.

39:18
But we definitely have had cases where a student will say, I didn't use ChatGPT and the instructor can see a lot of patterns to what they put into ChatGPT,

39:28
And finally, when we talked to them, they're like, Oh, well, I used Grammarly.

39:32
And it's like, well, do you see now that you let it do so much of the thinking for you that you didn't engage your own mind or experiences?

39:39
And then they're like, Oh yeah, cuz I don't even know what that means.

39:44
Go for it, Kevin.

39:46
Yeah.

39:46
So just as a follow up, because I was, I've read some other takes on this.

39:51
And one was it was supporting the democratization of like, students being able to express themselves.

40:00
So,

40:01
I think that's also like maybe I'm kind of- 'cause I grade a lot of essays and so you see sort of you know some people are struggling with maybe have ESL, you know and they're trying to produce something and then it comes out a certain way they're trying to communicate something.

40:17
But then those, the AI supports that.

40:21
But like at what point, you know, I find that kind of a difficult sort of area too.

40:28
Yeah.

40:28
And supporting our ESL students when we work a lot with our office of International Affairs. And our office of International Affairs is always helping our students understand that yes we understand as you're learning English that it's going to be challenging.

40:47
But you came to Ohio State for a reason, and we want you to get better in English, and that our expectation is to communicate in English.

40:56
So whether you're allowing translation materials or not is really going to be up to the instructor.

41:02
COAM is here to back you up on what your policies are, But each instructor has different policies, so please explicitly state that. Our ESL students are sometimes struggling.

41:15

And I hear from many instructors to say I don't care about your grammar, I don't care about this, I care with you making those connections in that critical analysis because here are my objectives for the assignment.

41:27
So by them actually short circuiting and using AI and starting to use some other tools.

41:33
Again, are they getting better at understanding the material or are they just pulling off a more polished essay?

41:39
And will that actually help them get a better grade or hinder them in the future?

41:43
And those I think are conversations for your classroom because we can't establish that, we're based upon your rules as instructors.

41:53
I don't know if that helped,

41:54
Kevin, thank you.

42:01
Well, thanks a lot, Doctor Whetstone.

42:03
I think we will move to Doctor Hurtubise.

42:05
I know that the Drake has been very engaged with this topic and those two workshops were very well attended.

42:11
So please share what you gained from that, those series of workshops,

42:16
Larry, looking forward to hearing it will do.

42:21
So I'm gonna share my screen and I also shared this in the chat.

42:29
So are you seeing the presentation view?

42:34
OK.

42:35
So first of all, I'd just like to acknowledge that it's been my pleasure to actually be working with lots of teams to discuss AI.

42:45
It's a multi perspective, complex issue and so it's just been great to work with a wide variety of people including several that are on the call and on the panel today.

42:59
So you might see some overlap in the thinking and for the approaching assignment design in light of artificial intelligence one and two.

43:09
this was sort of the design team and again these are folks from all over the university, multiple colleges, so lots of perspectives.

43:20
You can see the page for the two sessions is at go.osu.edu/AI-assignments.

43:30
And so if you want to go there, there's lots of resources and references and they're also included on the last page of this.

43:37
And so the first thing that I wanted to sort of bring up, so this is a infographic that I've been working on, but it's basically the idea of thinking about course design and how you might infuse AI into your course design.

43:52
And so the acronym that I'm using is Sparc.

43:55
And basically the S stands for self.

43:58
Reflect on your big rocks.

43:59
Which are the most important things for you, your learning goals, your outcomes.

44:04
Who are your learners?

44:06
And what's your teaching philosophy?

44:08
You wanna think about those things before you prompt AI.

44:11
And then when you're prompting, you wanna use a TRACI framework.

44:16
And TRACI just is an acronym that stands for: T stands for the task you want AI to do.

44:23
R is the role you want AI to take on.

44:26
A is the audience that it's generating the content for.

44:31
C is the response format.

44:34
So for an example of of C, you might say that you want 250 words or, I've prompted recently for images and I've said create a painting and make it a abstract oil painting or a watercolor or something that looks like Van Gogh.

44:54
And then the intent.

44:55
So what's the purpose?

44:57
And in that intent, you want to include your pedagogical and academic considerations.

45:03
So as you're prompting, you need to kind of know how to prompt, but then what are your academic requirements?

45:09
So what's your accreditation or disciplinary requirements?

45:13
And then what's the research on pedagogy that you're drawing upon?

45:17
So backward design, universal design for learning, blooms taxonomy, think significant learning.

45:23
So those are all things that you might think about as you're prompting.

45:27
And then you want to critique that prompt with is this accurate for you?

45:32
Does it work for your philosophy?

45:35
For your goals?

45:36
For your students in your discipline?

45:38
So you want to critique it, And on that page that I shared with you, there's a handout that has several prompts and the responses from the course design perspective and an assignment design perspective.

45:55
So lots of ideas for you there.

45:58
And then Jen, making sure that you know, we cover everything twice.

46:05
We have a transparency and assignment design post on the Teaching and Learning Resource Center and part of that post is this as the academic integrity icons, so I thought I'd share them here as well.

46:27
But it's when you think about transparency, it's important to know what is the student learning?

46:31
How will that impact them later in their academic career or their work careers?

46:38
And then what do you want them to do using these icons?

46:42
And then what's the, how are you gonna grade them?

46:45
So that might be a rubric, you might have examples.

46:48
And so that's-

46:50
And we know that transparency helps all learners, but it also helps learners who are maybe from underrepresented populations.

47:00
And if you are transparent and you documented it, you now have get documented for COAM if you would need to go there.

47:11
And then part of our sessions were these cues and clues developed by Henry Griffy and Tracy Owens.

47:20
And essentially these are ways of thinking about your course as you are designing it and so and thinking about how you're going to integrate AI.

47:30
And so one of the first things that we talked about was, are you playing offense or defense?

47:35
So offense is using AI to encourage learning and defense is making sure AI does not discourage learning.

47:44
And then for each goal, do you want to think about how does AI impact the goal?

47:52
What's the role of AI in achieving the goal?

47:56
And what really what does your what do students need to be able to demonstrate without assistance from AI?

48:04
And then again you can ask yourself the same types of questions for activities and assignments and really thinking about yourself, asking yourself on exam day, what does the student need to be able to do unassisted.

48:23
And that could be we want them to use AI and so, you know, they need to show how they could use AI and or it could be they need to show how they're rating without AI.

48:37
And then in terms of student learning, you could look at where do students struggle, where- what do they dislike doing, what are concepts, topics or practice that make everything that follows easier.

48:51
So where are those bottlenecks, where are students struggling?

48:55
And is there a way that AI could assist them in that?

49:00
Another thing that we talked about was this revised Bloom's Taxonomy.

49:06
And this is a pretty complex diagram.

49:09
But essentially you think about sort of the lower end of Bloom's being down here, you know, list or recognize or summarize.

49:24
And then as you think about scaffolding assignments, you could think about- maybe you're the first thing you're going to have them do is recognize and then bump up here to providing and then maybe deconstructing and then designing.

49:40
And so this helps you develop scaffolded assignments.

49:47
And then one of the things that we talked about in our second session was this idea of experiential learning.

49:53
And so the second session was really about when you have multiple assignments, the first session was really about thinking about a single assignment and then second session was more about longitudinal assignments.

50:06
And we focused on experiential learning, which has really been shown to help with authentic tasks, sort of real world type task and with real world consequences.

50:20
But there's a really nice strategy for engaging AI in the experiential learning cycle and it's called an AI audit trail.

50:29

And it really gets at a lot of what Jen was talking about, where you're gonna start with a concrete experience.

50:36
So you want students to document what prompt did they use and what was the output?

50:42
And then you want them to reflect on how that went.

50:45
And so then they're gonna critique the output.

50:47
And then you want them to think about, OK, well, what am I gonna do different next time?

50:51
And so they're gonna plan their next prompt, and then they're gonna do that prompt and they're gonna repeat the cycle.

50:57
But if you have them use this AI audit trail, it helps them think about their critique and it helps you come alongside them.

51:07
It's like a think out loud, and I think it leads to more transparent, open discussions about what is AI doing,

51:17
what it is not doing. begins to answer some of those questions that Kevin was posing and then these resources are also on that page that the URL is again up there at the top.

51:33
But I just wanted to highlight that teams of us have been working on on these Teaching and Learning Resource Center posts.

51:41
So there's one on considerations, which came out like last fall.

51:45
And then teaching strategies, transparent design, and then teaching strategies, having conversations with students to many of the topics that we've been talking about today, as well as other resources, both internal and external.

52:00
With that I will stop my share.

52:10

I'm very much looking forward to seeing what comes next from the Drake Center on this topic and hoping that there will be opportunities for faculty research and teaching and learning because it seems to me that there is ample opportunity for us to learn more.

52:25
So thank you.

52:26
So Jeremie, that is Friday, is our teaching and learning with AI session and we're gonna look at our R&I grants and maybe how those can support AI. and then in April is student learning.

52:42
So what are the strategies you can use to support student learning.

52:53
I invite everyone to look at the event calendar at the Drake because there's lots upcoming.

53:02
Next we have Doctor McKean and I think that Doctor Whetstone really led into this with urging us to talk about how we plan to talk with students about this and make our expectations clear.

53:15
And I think that he really sets a good model for that.

53:18
So I look forward to hearing from him.

53:20
Great.

53:20
Well, thanks very much.

53:21
It's a, it's a pleasure to be here.

53:23
I will say I am not an expert on large language models or on pedagogy.

53:29
I'm just a guy who teaches political theory.

53:31
But I wanted to share my experience talking with students about this and sort of democratically as a class coming to make a decision about what the Class A policy should be so that students had some buy in into it.

53:45
So last summer, you know, I think like everybody else, I saw the hype about ChatGPT and other simpler forms of AI.

53:54
And as I was getting my syllabus ready, I started getting a little concerned because I was teaching a 2000 level International Studies class, which is a a GE.

54:04
And most of the students who take it are taking it for the GE.

54:08
And I have scaffolded writing assignments in that class which include three papers that are about 500 to 750 words.

54:18
So in playing around with ChatGPT in particular, and putting the prompts into ChatGPT and seeing what it generated, I could see that this was sort of a low hanging fruit kind of assignment for ChatGPT.

54:34
It was the sort of thing that I could see students easily being tempted to to use.

54:41
Now also it was helpful to sort of put it in multiple times and see if I could refine it and get a sense as you heard from Jennifer about the patterns of what it will say, which you know really just an afternoon of practice.

54:55
I think it became relatively easy to identify some of the telltale signs, but I also wasn't sure what students knew about any of this or what they thought about it.

55:07
And I realized, so I'd actually talked to Chris Manion, who'll be speaking next, and got some resources from the writing center, 'cause I had a writing, a student writing associate embedded in the class.

55:18
And I realized that it would make sense to actually, just as has been suggested, talk to students about it.

55:23
And so I prepared some slides, which I'll share in the chat, which I'll share through screen sharing, just to show you sort of how I structured a conversation with them about it and what came of it.

55:39
So let me share my screen here.

55:44
All right.

55:45
So is everyone seeing that?

55:48
Great.

55:49
So first, I just really wanted to get a sense from them of what they knew about it.

55:54
And it was not surprising that there was just a range of knowledge about these practices from students.

56:01
So many students have heard about it but had no idea what it was or how it worked.

56:06
Other students hadn't even really heard about it.

56:08
Students also had a range of experiences.

56:11
Many students at least said they hadn't used it at all, or said they'd used it and found it kind of creepy.

56:18
Some students said they'd had productive experiences with it, not just in academics, but you know, one student shared that their spouse was a a realtor and used it to generate property descriptions in a way that they found useful.

56:30
So there were sort of a real range of experiences, and to make sure everybody was on the page, I gave a very simple kind of explanation.

56:38
Nothing like the one that was shared here, but just a kind of general introduction to large language models and broadly speaking, how they work, right.

56:48
And so part of what was important for me was sort of introducing them to the idea that demystifying it a little bit, like a lot of people found using these kind of uncanny and really didn't know or understand what its capabilities were and they didn't also understand its limits.

57:05
And so it was important to get everybody on the same page about those things.

57:10
And I know I think some people might have been hesitant to kind of do this, kind of worried about like, oh, I don't want to introduce them to Chat GPT and give them any ideas, But I think this was actually a really productive thing to do.

57:23
So I asked people to share their experiences, and I also asked people to share what concerns they might have.

57:29
And unsurprisingly, a lot of students shared that they had concerns about academic integrity.

57:35
Not that they would that in fact they were worried about what other students in the class cheating effectively or getting a shortcut.

57:43
And so understandably, of course, for students the academic integrity concerns were at the forefront, and of course they're extremely important part of ethical AI use.

57:54
But my own training is in political theory, and in particular thinking about questions of fairness in the global economy and increasingly thinking about climate.

58:04
And so I also wanted to emphasize to students that thinking about the ethical use of generative AI of course needs to include academic misconduct.

58:12
But there are also other things to think about beyond that which often they were unaware of or hadn't occurred to them.

58:19
So in presenting this to them after asking for the concerns that they raised and what their experiences had been, I also just kind of introduced some of the ethical considerations that you might have.

58:30
Now the GE class that I'm I was teaching in the fall was an Introduction to Peace Studies class, which is a kind of an interdisciplinary social sciences class which has a pretty clear kind of normative component.

58:41

So in a lot of ways it was easy for me to slot this in and relate it to the course material because part of what we talked about was the sort

58:49
of, as you can see here from this Washington Post headline, the digital sweatshops behind the kind of magical ease of use that on the user and we get to experience.

59:00
So I shared some information from these articles, this Washington Post article, an article from The Verge just giving students a sense of the fact that in fact this isn't, you know, just a magical kind of Terminator bot coming up with answers.

59:15
But there's people emphasizing how much labor was involved in the actual training of these models, which I think they were almost completely unaware of.

59:24
So I really like this quote from the CEO, AI doesn't replace work, but it does change how work is organized.

59:32
And so part of what it does, right is according to the Washington Post, there's something like 2 million people in the Philippines who are being paid, you know, pennies an hour to actually do the training for these models, right.

59:47
And you can see here some of the, the questions about fairness that this would obviously raise, right?

59:56
So there's this question of exploitation in the production of the models was I think largely invisible to students.

1:00:03
And bringing it out, I think they found very informative.

1:00:09
We also talked about the environmental impact of training these models, right, and so,

1:00:16
Obviously a lot of this training is pretty energy intensive and so you can see here, you know, the comparison of what training a model does compared to, for example, manufacturing a car.

1:00:32
Or, you know, even just the sort of average American, which is already, of course, way above the global average in terms of emissions and electricity use.

1:00:43
So that was also something that I thought it was important to bring to their attention.

1:00:46
in thinking about ethical AI use, Beyond energy use, actually water consumption is a really important thing

1:00:53
in thinking about the environmental impact in the United States, you can see here that as the article from the Financial Times, AI Boom sparks concern over Big Tech's water consumption.

1:01:09
And you can see that academics suggest AI demand would drive up water withdrawal to about half the amount consumed by the United Kingdom each year.

1:01:17
So this is not trivial, right?

1:01:19
And you can see the percentage increases here.

1:01:23
The use of generative AI has increased, for example, Microsoft's water consumption by 34%.

1:01:28
So it's a very significant impact here.

1:01:33
We also talked about some of the other issues that have been raised, including bias in the AI data or the way in which using the AI generation can reproduce assumptions, right.

1:01:43
So I think people have already mentioned some of the work that Timnit Gebru was known for before she was fired by Google.

1:01:51
So this was a paper about how the train, the data that ChatGPT in particular is trained on is heavily sort of male writing, right?

1:02:06
So you can see it's- a lot of it's drawn from Reddit, 2/3 of Reddit users are men and 2/3 are between 18 and 29.

1:02:12
So you can see that using this to generate things, it's going to be likely to reproduce what the data it has, and that data is going to have a number of biases built into it.

1:02:23
And so that was another thing to bring to their attention, particularly in writing about the right kind of writing they'd be doing in my course, which would be about sort of politics and asking them to share their own views about politics.

1:02:36
So I sort of collected of these things and mentioned, you know, the exploitation of human labor, the environmental impact, the amplification of bias, right.

1:02:46
Many of them also were unaware that- I think my experience has certainly been that students didn't know that Chat

1:02:52
GPT would make stuff up, including making up citations and making up fake articles, making up fake quotes.

1:03:00
And so, you know, I wanted to caution them against that.

1:03:04
But also, they raised independently other concerns, right?

1:03:07
Some of the people haven't given their permission to have their data included in these training models, right?

1:03:13
And so there's questions about copyright infringement.

1:03:15
Students also expressed concern about their own writing they're being put in, right?

1:03:21
Many students that said they did use ChatGPT or other models, used it often, they said, to improve their writing.

1:03:30
But that means that then the model is being trained on the essays drafts that they've submitted, which they also weren't entirely comfortable with.

1:03:37
And of course, the academic integrity issue, right, The issue of just like, what do you like if you're- why are you taking this class if you're here to learn? Like, why are you letting the computer write the assignment for you?

1:03:48
So having sort of had a discussion about all of these different questions about the ethical use of AI with that, I then just opened a conversation about what the course policy should be about their use in completing class assignments.

1:04:02
And I asked students to sort of brainstorm some possible policies,

1:04:06
right.

1:04:07
Obviously prohibition is 1, but if you do allow it, well, what are the requirements that should be imposed on it?

1:04:13
And so from that discussion, we kind of generated a list, right?

1:04:17
And so beyond prohibition there's: allow if you properly cite your usage.

1:04:23
Allow if you properly cite and submit the transcripts of your interactions.

1:04:27

1:04:28
Allow if you properly cite, submit your transcripts and include a kind of reflection paragraph about your experiences and how it helps you think about the ethical use of AI.

1:04:41
And so students, I found it really fascinating, were really split.

1:04:47
In fact, about this, I've done this both in the fall in my 2000 level Gen Ed

1:04:51
class and then again this semester actually in a 5000 level advanced class.

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And in both cases, students, you know, I had hoped that in the conversation something like a consensus would emerge.

1:05:04
In either case, did a consensus emerge very easily?

1:05:08
And in fact, in both cases I then had an online poll that students did to express their preference.

1:05:16
And in both cases it was split down the middle between half the students wanting prohibition and half wanting to allow a more permissive policy with some of the requirements that we discussed.

1:05:30
So in both cases, I then opted for the more permissive option since it was evenly split and I did think students wanted to try it.

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But very interestingly, although I gave the more permissive option, very few students opted to use it.

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After the discussion that we had, students did submit papers that included citations to the use of Grammarly and similar things.

1:05:57
But broadly the assignments that I received included very few people who at least said that they were taking advantage of the permissive policy.

1:06:07
So I found it a very interesting and worthwhile experience to share those both to share that information to get students own perspectives on what it was like as a user of these models.

1:06:20
And I do think that it helped students have a better sense of like what it would be productive to use these for.

1:06:29
And obviously the intent of it, it isn't to discourage students from using it but to use it in an informed way.

1:06:35
And I think it's striking that in the aftermath is that this the number of students who actually used it was I think relatively small.

1:06:44
So I'll leave it there and I hope the slides are useful to folks.

1:06:47
They include as you can see, citations to some of the resources I drew on at the end.

1:06:56
Thank you so much for that Ben.

1:06:58
It will be interesting to see how the student culture evolves, you know, over the next couple of years as students kind of incorporate, you know, AI use into their worldview and they start using it in different ways and start associating their own productivity with how they use those tools.

1:07:17
We have only about 20 minutes left, so I want to go ahead and move forward.

1:07:23
And next, our next panelists will be Doctor Richards from the Department of Germanic Languages and Literature.

1:07:30
Hi.

1:07:31
Hi, everybody.

1:07:33
Wow, it's been very informative, really great to, I think like all of these kind of mesh very well together.

1:07:40
I have assignment ideas which following Benjamin's sort of discussion there, I think this will be pretty good.

1:07:48
So the idea let me- I guess I'll share so hopefully you can see that.

1:08:03
So there are some examples.

1:08:04
First I wanted to pull or maybe present on sort of ways teachers can use these text, generate text to these AIs and then talk a little bit.

1:08:20
For me, sort of the importance for for using AI in a in a class would be to actually learn about the AI and how it functions and sort of some of the drawbacks from it, which I think kind of aligns with what other people have already said.

1:08:35
And then I have a couple of examples.

1:08:37
And then there is quite a bit of activity around AI at OSU and some people, I was surprised that there was these things and I've gotten involved in them.

1:08:45
I'd like to share those as well.

1:08:48
So some of the examples that were pulled from MIT is the way they suggest students and teachers use these is to;

1:08:57
You could have a, create sort of examples from to help explain abstract concepts.

1:09:04
And so if you're teaching you could use that the the AI to develop those choose review which ones you want to use.

1:09:14
You know refine your your prompting so that you get to something that you could use.

1:09:19
You could also produce quizzes.

1:09:23
Here they were suggesting to students could use it to self assess their comprehension of an assignment.

1:09:30
Of course that could work with on both sides, teacher or student, to visually summarize something.

1:09:36
We have access to Adobe Firefly, which is I think there's there's a limit to how much you can you can use that.

1:09:44
But you could definitely create sort of some of these images with a text to image prompt.

1:09:50
Hey, Kevin, apologies,

1:09:52
But we we got the presenter slides and it looks like there's a notification that's covering part of your text there.

1:10:00
I think you need to close that.

1:10:02
Oh wait, so you- do you see this?

1:10:04
This one, You don't see the other one?

1:10:06
That is correct.

1:10:07
Oh, thank you.

1:10:09
All right.

1:10:10
So how do I switch that?

1:10:15
Under display settings you can hit the display settings at the top and hit the little carrot and do swap view.

1:10:23
So on the black presenter slide you'll see display settings.

1:10:27
It's in the middle.

1:10:28
At the top of- it's in the middle of the top.

1:10:32
there it says Show Taskbar display settings and End slideshow on the presenter view where you see two of your slides together.

1:10:41
Oh, there we go.

1:10:42
Yep.

1:10:43
And then hit swap.

1:10:45
Yep, there you go.

1:10:46
Sorry about that.

1:10:47
We got it.

1:10:48
Thank you.

1:10:50
OK, yeah.

1:10:52
Some examples from Stanford then they use it for teacher training.

1:10:57
So they have, I think this is for online courses where they have the simulation of students where there's times where they may be confused, where they ask for some follow up questions.

1:11:10
And so they've been using that to to help train teachers.

1:11:15
There's also the ability to get real time feedback.

1:11:19
So as it's sort of like it can record sort of like where were the points where maybe some more and more activity is happening with the students, where are they more engaged.

1:11:33
That can then also feed into the post teaching feedback.

1:11:36
So you get sort of an idea or a perspective how the classroom dynamics worked and then of course they suggest that, is that using AI could be one way to refresh your expertise get more content or more recent content for your classroom.

1:11:56
Now the reason that I think it's important that we are teaching AI or including some AI into our courses is we need to have very, very, very critically minded students when they're encountering any type of media.

1:12:14
So going forward, I know that there's several authors I've read that kind of refer to data as the new oil and that there's a lot of companies and institutions collecting a vast amount of data with, however they're doing it whether it's through surveys or through sort of license agreements.

1:12:35
But that is becoming something that is you know that creates then the training for these models and a lot of these models are only as good as what they've been trained on.

1:12:47
And so they kind of- they- it's a very predictable, predictable outcome from a predictive model.

1:12:55
And one of the one of the authors I think it's worth reading this works at MIT is Meredith Prasad and she first encountered sort of this type of training bias with her and probably everybody knows this but if in case you don't was when she was developing a facial recognition AI and it just wouldn't recognize anyone who was not white.

1:13:22
And she saw that when she wore a sort of like Halloween mask, a Captain Kirk Halloween mask that it would pick up those- that recognition and she explored that and found that it was only trained on a certain batch of images.

1:13:40
So it really is what you put in you end up forgetting even if there is like stereotypes or lack of representation in the input you're going to get that into the output.

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She also goes into many other aspects.

1:13:55
Some of these have to do with how your credit score is, is sort of you can be denied something even though you might be a good candidate.

1:14:04
The AI is looking for certain features and it's whoever is you know deciding those that we'll get that, get that certain outcome.

1:14:16
We then had sort of in February sort of this odd overreaction, sort of overcorrection by the Google I think it's Genesis, no, Gemini. it prompted, a text to image generator and there it was it was creating some very a-historical, a-cultural sort of images very shocking ones where it's just it, you know it would be placing it was like the elimination of any- you know, it was biased in a different direction. but I can highly recommend More Than a Glitch.

1:14:55
I think it's a good book.

1:14:57
So with that, sort of these problems that are part of the process of training AI, you can still use AI, I think for many, you know, productive, in many productive ways.

1:15:13
One would just be to brainstorm.

1:15:15
It's sort of gives you a vast selection typically of ideas that you know are, you know, come from very different ways.

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But it might be something that you haven't thought of.

1:15:25
So brainstorming is one way to either with creating assignments and then if I mean eventually, maybe my students could use this to brainstorm topics or things like that for their own writing.

1:15:39
You can also visualize literary worlds.

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So say you were reading something and of course you have an idea in your own mind, but maybe you want to be able to share that in something graphic.

1:15:51
And we have something like ThingLink from that uses Blockade Labs Skybox which basically is text to world generation or scene generation.

1:16:04
And I've seen some instructional designers are using that to create sort of these escape rooms for literary worlds.

1:16:12
So you can kind of like have students work through those and of course ThingLink allows you to connect these images together or embed different things into those.

1:16:25
I think it also is good to understand what, how you're writing is unique to you.

1:16:30
If you have students compare a prompt where they're writing a- what response to the prompt and then they feed that into an AI and they see like they can mark the differences between what makes them a unique writer as opposed to what becomes typically is a generic sort of response to the prompt.

1:16:54
And then also I think it's interesting to look at how an AI might anticipate future developments for a specific problem.

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A specific discipline.

1:17:09
So trying to imagine your own future but then also maybe there's things that you don't that, don't account for and those are things that can come up there. Now I worked with,

1:17:23
the idea is to work with AI in a course that is looking at citizenship and the challenges to equality and the inherent bias that can come in through some of these trained sets.

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And so one, one example of an assignment was to test for the generative AI bias and if you're using Dolly or Mid Journey or Adobe Firefly, is to precisely do that.

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Like ask it to create some images of a particular scene or setting or job and then see what comes out and whether that reflects the reality of our country or not.

1:18:08
Another idea was to interview an AI. and there's certain AIs that are, they're a little bit like the ChatGPT, but they have like certain features where they have more personality, they have sort of an emotional component to it and they react to you.

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So you're kind of training them as you're working with them and there's examples of this is like Replika or you know something like where you have the embodied AI in Sophia.

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But I mean we have CoPilot you could do that with that too.

1:18:45
And here the idea is like that you have students generate the questions and then you perform as a is an instructor sort of the interview with that because I'm not quite sure of like where we stand on having students work directly with AI but basically that's, that would be the idea.

1:19:06
The other thing that's really interesting that I don't think that we're allowing yet is that you can use something like Google Vertex to have trained basically an AI on your own papers, on your own writing.

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And then you could question yourself like your own writing or you could you know take a compendiom of different books and you know kind of like create sort of AI version of yourself as author and then asking yourself those things.

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It would be, I don't know how it would be an interesting experiment.

1:19:41
And then of course the like, imagine the future field which I already mentioned.

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There are like a lot of stuff here, at a lot of really good opportunities to engage with some groundbreaking research and people who are interested in those things.

1:19:58
I've encountered people like Cal King with the AI hackathons.

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So if you have a project that you want to have a bunch of programmers work on or coders work on, they provide that sort of platform.

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There was last year, and I think this still is ongoing sort of the, BIIG, which is trying to bring together people from different disciplines and departments to work together to create sort of a project for AI.

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So it's something that can benefit society.

1:20:36
And then I just saw that the Teaching and Learning Resource Center has a great sort of page on different ways to experiment or think about teaching with AI.

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The Michael V Drake Institute for Teaching and Learning also has a, I just saw today a course Design institute for

1:20:59
I think it's in the May that will use some AI to help you design your course.

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And of course the guided course creation that ASC has also offered and the instructional designers there that my own course went through.

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I think they're very supportive and there is a lot of ideas there.

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So that is my portion for today and thank you for,

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Yeah.

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Well, thank you so much, Kevin.

1:21:32
We look forward to seeing what you do next and it's always exciting to review your course syllabi and see what new kind of emergent technologies you're using and kind of working with students.

1:21:43
We have one more speaker, Doctor Manion.

1:21:46
You know, my, when I was planning this teaching forum, we had a long discussion about the concepts of transparency and agency in making these decisions.

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That really lingered with me and how I think about these things.

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So I wanted to invite him to kind of wrap things up for us today.

1:22:02
Yeah.

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And I'll be quick.

1:22:03
And it's very easy for me to be quick because the previous speakers have covered such wonderful rich ground and I'm seeing a lot of really great ideas pop up in the discussion.

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And I'd also be happy to talk with anybody further, you know afterwards if if anyone wants to bounce ideas with me.

1:22:31
So I'm going to post,

1:22:33
I'm not going to show any slides, but I'm going to post a handout that I've shared that shares a couple of resources and pieces that have helped shaped my thinking on AI and particularly related to writing and you know as well as some questions that have kind of shaped my thinking about how we can think about AI and our teaching.

1:22:56
And I think a lot of what I've been thinking was demonstrated and discussed by pretty much all of the panelists here.

1:23:04
So the core thing that I'm hearing, the core thing that I'm thinking about, are that we really want two things as we engage ourselves and our students with AI.

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One, we want our students to learn to think critically about these tools, and we also want them to think and be able to use or understand why they might not be using AI critically.

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And there are two themes within thinking critically and using AI critically that I feel myself coming back to. Concepts of transparency and agency.

1:23:44
So if we're thinking in terms of thinking critically about AI, we've heard a lot today about how AI might not be transparent.

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You know Mike talked about how you know a lot of the the work that AI does at this point with large language models is kind of a black box.

1:24:06
Many other folks have talked about how a lot of the companies that are producing and selling access to these AIs, are not particularly transparent about the kinds of data that they are collecting, how they're using them and it's worth engaging our students and asking some important questions about that.

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At the same time, we want to think also about agency.

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And you know, as somebody who was trained in the English department, I also, I don't think just about agency.

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I also think about authorship as we engage with writing, because one of the things that I think we're most alarmed about is the extent to which AI can mimic and look like authorship to that-

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They can look like they have human agency.

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And there are a lot of cases in our fields.

1:25:02
And I think Ben talked a lot about, you know, some of the ethical concerns about using AI.

1:25:09
Mike talked about that as well, as did Kevin, about really talking to our students about how these issues might connect to our disciplines.

1:25:20
The way that we talk about agency and authorship in our fields, there are issues out there right now that we can directly connect them to.

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Like the example of, you know, I think about Sports Illustrated for which was pretty much closed down recently.

1:25:39
A lot of journalists lost their jobs and Sports Illustrated was caught using AI to produce, and inventing in fact identities of authors as part of you know, what they were producing online.

1:25:57
So those kinds of questions that your, our students and we have stakes with are worth talking about with our students and thinking about using AI critically through the lens of transparency in an agency.

1:26:12
I think we've had a lot of really important perspectives about Jen

1:26:16
talking and Larry talking about having an audit trail.

1:26:25
What I would talk about it and instead is talking about project process and you know, authorship and maybe more explicit ways than we're used to.

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You know, having students reflect very carefully about how they might be using, what they're contributing, what is the language that we use when we engage our students that will demonstrate that what they're contributing is theirs.

1:26:52
Having that kind of conversation in the context of AI, looking at examples, I really appreciated Ben's perspective on, you know, looking at what how ChatGPT and other kinds of platforms might be able to produce, you know, related to some of the assignments and getting a sense of the patterns.

1:27:13
And I think what he noticed is, you know, being able to see what it could do and what it could not do

and being able to talk with students and sharing that insight with students to be able to kind of look at, you know, what does authorship look like with an AI?

1:27:29
What do, you know, human authors

1:27:32
How can human authors take that kind of agency and use it and productive ways to reclaim that agency as authors?

1:27:42
Because that's what's I think at stake in the future as we ask our students to think critically about this and then use it so that they can make decisions as this technology develops.

1:27:54
So I'll leave it there since we're overtime, but I'm thank you so much for all of you joining us.

1:27:59
Thank you for all of you that contributed and again I'm happy to talk further with anybody interested in working through how this fits into your teaching.

1:28:12
Well, thank you, Chris and thanks all of our other panelists.

1:28:14
I'm going to end the recording, but I'm not going to shut down the Zoom room.

1:28:18
So if you do have additional questions, please have the time for those conversations.