

Felix Abusah 08:02 PM

Will I have access to the recording of this meeting after the meeting?

If yes, people share via felix.abusah@rutgers.edu

Annie Gray 08:03 PM

How long will the on-demand recording be available? I might like to share it with my dual credit faculty as part of their professional development module which they can complete at any point during the year. Will the link be active that long/available to all?

Blue Brazelton 08:05 PM

Hello, I'd love to hear thoughts on how generative AI may impact disability resources for students.

MICHAEL OGDEN 08:05 PM

I gave a presentation to my college about the use of ChatGPT and other generative AI technology this week where I focused on ethics and best practices. Would be interested in learning about different approaches to these discussions. As I concluded in my talk, AI won't take our jobs, but a person who know how to leverage AI just might! ;-)

Sarah Campbell 08:06 PM

Could you unpack a clear definition of AI, how it works, and what its limits are?

Pamela Buzzard 08:07 PM

Do you have librarians on your taskforces? If not, why not?

Suey Nordberg 08:07 PM

Your articles require a subscription - could you PDF them?

Shari LeKane 08:07 PM

Foreign Language Instruction and AI: 1. Direct Translation (word-for-word) using AI undermines authentic idiomatic expression. How can we avoid "learned errors"?

Lynn Greenough 08:07 PM

I'm very curious to see what will happen when gen AI gets into commercial ed tech programs. I.e., pay to play

Ranjana Dutta 08:08 PM

Beth, can you share your list of all these AI programs that you have complied?

Christopher VanOosterhout 08:08 PM

Is anyone on this call having institutional conversations about the traditional definition of plagiarism and if those definitions and responses still fit in today's society?

Sean Lavery 08:08 PM

One of my personal concerns is the energy consumption of ChatGPT which seems somewhat guarded. It seems like we are developing clever uses (e.g., get a mock essay for students to read and critique, generate partly correct arguments and have students spot mistakes). But I wonder about if it's worth doing that via ChatGPT or just using my own experience given the energy costs.

Jim McGrath 08:09 PM

I'm also curious about committees that are predominantly faculty-driven or higher-up: what about librarians, instructional designers, disability offices, DEI officers, Writing Program Directors, etc.

Jakob Bergvik Aure 08:10 PM

Many universities have made guidelines or policies for students and staff about how best to use new AI tools ethically in academia — which are the best practices that you'd like to mention?

Bob Hepburn 08:10 PM

Could we do a ChatGPT for dummies?

Eugenio Jaramillo 08:10 PM

Talk about the exponential growth and capability of generative AI.

Heather Brown 08:10 PM

Yes, what about ethics and responsible use would be good to discuss

Corrie Bergeron 08:10 PM

A resource to share: Generative AI / ChatGPT Q & A for Learning Professionals

<https://docs.google.com/document/d/1Q1GO3sYTJGTLb6uOc-ANv9YxbEaNm5QgO7PRjARUgkM/edit#heading=h.5867s4nmvmaq>

Sonja Wolf 08:10 PM

Discussions around AI in HigherEd seem to be focused on AI availability in English and at colleges in English-speaking countries. What are the implications of ChatGBT etc. for universities in non-English-speaking countries?

Francesca Kelly 08:11 PM

As a writer and college application essay coach, I'd like to know if you're seeing ethical gray lines shift with the advent of generative AI. Most people claim it's unethical to have AI write for you. But what about having it brainstorm ideas for your writing? Or coming up with an outline? What if you don't like a sentence in your writing and you ask AI to "elevate" it? Where are the lines between ethical and unethical?

Stephanie Fiore 08:11 PM

Yes, we will need to revise plagiarism language in order to incorporate use of AI.

Bill Milford 08:11 PM

How about using Chat GPT just as an example to explain that program, its uses and the concerns....

Kirsten Davis 08:11 PM

What I wonder about is the nature of an AI-generated "idea." ChatGPT \*seems\* to generate ideas (e.g., a poem). What do you think about the nature of the "ideas" ChatGPT generates? Thanks!

Erika Triscari 08:12 PM

I would like to encourage how to use Generative AI as research tool. However, I have already noticed the pitfalls. Are their programs out there, like Finland is doing for their youth, about how to interpret the output?

Leif Nelson 08:12 PM

Do you think there should be more regulatory involvement from government related to the design and release of AI tools?

Sujay Pandit 08:12 PM

The pandemic has already seen faculty have to train and learn more about LMS platforms. How will Generative AI impact existing LMS platforms and strategies? As AI APIs become available, will this effect LMS usage, training, and designs?

Jack Bernard 08:12 PM

I'd love to hear the panel talk a little about the implications of the unregulated research these (mostly for-profit) companies get to exploit by opening up Generative AI to hundreds of millions of users.

Dr. Diana S. Perdue (ID) 08:12 PM

My college is "in process" of creating a policy that addresses AI and ChatGPT. I'd love to hear from others on what policies you have in place, how you designed them, resources to create them, etc.

Heather Brown 08:12 PM

I have a padlet I've curated content on ChatGPT and AI if you want to share:  
<https://padlet.com/hbrown293/ai-articles-on-chatgpt-and-education-itonvxbr22rpayy3>

J OBrien 08:12 PM

To Betsy's point, generative chat has been worked on for years but appears to suddenly arrive on the scene for higher ed. Does this mean that we have an opportunity to build ethics/privacy by design into the first steps of whatever applications are envisioned in higher ed? (Is there anything to be done about ethics/privacy NOT developed by higher ed but which our students, faculty, and staff may nonetheless use?)

Kim Ballard 08:13 PM

Do we anticipate that any government regulations will be issued about AI that relate to higher ed (or any ed)? For example, right now the generative tools require us to accept the company's privacy agreement and usage agreement (if I have these terms right--I heard a presentation from a knowledgeable individual at the Conference on College Composition and Communication in Chicago in later Feb., so I may be misusing the terms.)

Bhavani Kola 08:13 PM

Here is a video I made on how Faculty can use ChatGpt in classrooms <https://youtu.be/Sj06N7es1Nw>

Madeline Meyer 08:13 PM

Need to understand where the AI product is pulling data and how broad its reach is.  
[madeline.meyer@capella.edu](mailto:madeline.meyer@capella.edu)

Brian Verkamp 08:13 PM

Is anyone following plagiarism detection software in their discussions? For instance, Turnitin has announced detection of up to 97% accuracy of AI detection in writing.

Avery Pierce-McGovern 08:14 PM

Why not just make assessments more oral? Or tell students about the role that assessment plays in learning science?

joe sabado 08:14 PM

a list of articles on chatgpt and higher education.

<https://airtable.com/shrdJtiBQUPIvohfO/tblWvgmG1HRibK15g>

Jedediah Smith 08:15 PM

Time permitting - would you comment on how your communities are preparing to address not only how students are using tools like Chat GPT, but also FACULTY potentially using it to develop lectures or course content and the developing ethical implications.

Madeline Meyer 08:15 PM

It also includes absolute incorrect information.

john fremer 08:15 PM

On average, are students more informed about Chatgpt than their professors?

Lynn Greenough 08:15 PM

What's happening in STEM disciplines with gen AI (beyond coding).

Neil Rothman 08:15 PM

Are you seeing differences in adoption or restriction of use of AI tools in different disciplines (i.e., humanities, business, engineering)?

Suey Nordberg 08:16 PM

We've already seen chat-GPT generated writing in our high school and have addressed with students, parents and faculty as an academic integrity concern.

Madeline Meyer 08:16 PM

So, it creates a paradigm where the software may give you a list of solutions or ideas, but then the research has to support each idea with evidence-based sources.

Joseph Rafter 08:16 PM

I have been thinking about the idea of intellectual property related to the the information and language generated by AI when used critically in more formal writing. Who is writing about this issue? Your thoughts?

Carolyn Knoepfler 08:16 PM

We are having that conversation and in many course syllabi it is now mentioned. One of our CIS faculty used Chat GPT to make his statement about ChatGPT

Danica Stitz 08:16 PM

Can you please reshare those policy samples? Sorry I am late!

Kelsey Behringer 08:17 PM

I recently had a conversation with an instructor who facilitated a discussion about ChatGPT with her students before adding an AI policy in her assignments/syllabus. I'd love to hear thoughts/ideas around asking our students how they feel about Generative AI- how do they want to use it? What do they find helpful?

How can we give our students voice in this conversation?

Kim Ballard 08:17 PM

about a link to the I-o-n-g article about AI-writing detectors:  
<https://writerethink.medium.com/against-the-use-of-gptzero-and-other-llm-detection-tools-on-student-writing-b876b9d1b587>

Jakob Bergvik Aure 08:17 PM

Here's a LinkedIn group where we share relevant news pieces and academic journal articles on how to use AI as a tool to enable quality education (including SDG4) and research:  
<https://www.linkedin.com/groups/13949843/>

Elizabeth Starr 08:17 PM

Can you allow us to copy from the chat?

Carol Langlois 08:17 PM

The AI Text Classifier is a fine-tuned GPT model that predicts how likely it is that a piece of text was generated by AI from a variety of sources, such as ChatGPT. <https://platform.openai.com/ai-text-classifier>

Heather Brown 08:18 PM

This is a really good resource as well that I've found and is licensed under CC BY NC 4.0, meaning that you can freely use, remix, and share it as long as you give attribution and do not use it for commercial purposes. <https://docs.google.com/presentation/d/1Vo9w4ftPx-rizdWyaYoB-pQ3DzK1n325OgDgXsnt0X0/edit#slide=id.p>

Sonja Wolf 08:18 PM

Academic inquiry should require an effort (human effort). Why should students (or academics) be allowed to use ChatGPT etc.?

Dr. Diana S. Perdue (ID) 08:18 PM

I created this "micro lesson" to introduce my faculty to AI generative tools (& ChatGPT).. happy to share the resource: [https://rise.articulate.com/share/qmYRo-ptMhjcRvzRZgn6NLEedK\\_2xsFt](https://rise.articulate.com/share/qmYRo-ptMhjcRvzRZgn6NLEedK_2xsFt)

Madeline Meyer 08:18 PM

Good argument, which is why a best practice is needed at the higher education level.

Evan West 08:19 PM

How do we prepare users to detect bias in AI?

Kim Simpao 08:19 PM

Will the chat be available for viewing after the webinar, there are many good articles being referenced

Steph Hoelscher 08:19 PM

A high-level resource related to healthcare educators use of ChatGPT. We are really diving into this right now as well (policy, curriculum development, etc.).

[https://journals.lww.com/nurseeducatoronline/Fulltext/9900/The\\_ChatGPT\\_Storm\\_and\\_What\\_Faculty\\_Can\\_Do.183.aspx](https://journals.lww.com/nurseeducatoronline/Fulltext/9900/The_ChatGPT_Storm_and_What_Faculty_Can_Do.183.aspx)

Stuart Steck 08:19 PM

I'm actually interested in what you (the panelists) consider to be the opportunities and potential presented by A.I. technologies. I teach in a professional college of art & design, and we are considering how to integrate A.I. (and other emerging technologies) into our curriculum in productive, innovative and engaging ways — especially as these technologies come to pervade our culture.

Steph Hoelscher 08:20 PM

Does everyone think this is going to continue to escalate over the next year? Longer?

steve Greenfield 08:20 PM

How will AI impact on research and academic writing? On the plus side will it put essay mills out of business?

Dan Stone 08:20 PM

Wow - thanks to all who are sharing amazing resources - both panelists and participants!

Kelly Ahuna 08:21 PM

In our academic integrity policy, we are charging unauthorized use of artificial intelligence as "falsifying academic materials" rather than plagiarizing. Since AI doesn't really "own" language or ideas in the same way as humans, we find that it fits better here.

Jack Bernard 08:21 PM

Students have been getting text from software for years: Clippy, Grammarly, spell checkers, grammar checkers. While generative AI is different, it is not entirely different.

Madeline Meyer 08:21 PM

So, are you recommending that students put an A.I. Reference under A.I. generated content?

Alfonso Huerta 08:21 PM

What are some of the best detection tools?

Dana Scott 08:21 PM

I think that these AI tools are excellent when used as a "tool", and not a crutch. I am hoping that, from an assessment perspective, this will spark a rise in self-reflections. They bring context to learning for both the learner and faculty, and force students to think about their learning, regardless of whether students use AI to help them write it.

MICHAEL OGDEN 08:21 PM

GPTZero is getting better at detecting “burstiness” and “variance” in the writing that can discern human written work from AI written work. It also highlights the suspected AI text for human review to determine if it was a false positive.

joe sabado 08:21 PM

"data informed" analogy/applicability to ChatGPT = "human in the loop". Use the tool and verify.

Gavin Mitchell 08:22 PM

Are you suggesting they cite AI as a source, the same way they would an academic journal etc.?

Leif Nelson 08:22 PM

That raises the question and ethical implications of higher education faculty and staff using generated text in their work.

Tim Fitts 08:22 PM

I would love to hear a discussion about what elements of human cognition will be left behind?

Odette Reid 08:22 PM

If students use the tool, should they be citing that they do? Is this what you mean by transparency?

Jeffrey Krantz 08:22 PM

Is AI also limited as its generative skills are primarily web and recent language based, lacking a historical perspective?

Kim Ballard 08:23 PM

Brian--Turnitin may announce that rate, but everything I'm seeing about detectors suggests that most of the claims about AI detectors are not accurate. Would you be willing to share the Turnitin announcement? Thanks.

Stephanie Fiore 08:23 PM

I think also that AI will be part of the workplace, and so I speak with faculty about the responsibility we have in helping our students to use these tools ethically and effectively (much as we believe in information literacy and the importance of teaching those capabilities). So having students actually use these tools in some settings with guidance is necessary.

Roxann Riskin 08:23 PM

Yes, Jack- it has been. Good point. The language in the academy needs to be responsive not reactive.

Stacie Williams 08:23 PM

Can't AI be used to check AI generated content? For example, I fed a student response to a question back into ChatGBT asking if it generated the response, and it said yes for one and no for another but that the content was correct. Are you saying I can't trust ChatGBT to tell me if it generated word-for-word content I'm seeing?

Cindy Acton 08:23 PM

Can you place the hyper links in Chat in the Q&A section? - I'm unable to access them to copy. Thanks

Dana Scott 08:24 PM

My son has dyslexia. He uses AI as a tool to help organize his thoughts and research into cohesive writing. He says it "has changed his life"

Roxann Riskin 08:24 PM

Deception tools IMO are of great concern with bias too.

Jakob Bergvik Aure 08:24 PM

Which are the best and most ethically aware AI tools for academia? Anyone here have any recommendations? Who's doing this well?

Dan Stone 08:24 PM

the nightmare example tha we all hope to avoid: <https://www.nationalreview.com/news/vanderbilt-college-dei-office-sends-michigan-shooting-condolence-message-drafted-by-ai-bot/>

Jamie Kim 08:24 PM

Are we overworrying about this when students might not be even too concerned? There are already so many different ways for students to cheat if they wanted to, and AI tools are just one of those ways. Is there such a need to be so concerned with student cheating instead of how to live with this technology that will only evolve and advance.

Brian Verkamp 08:24 PM

If we start to encourage students "cite" when using ChatGPT, what does that look like? Are standards such as APA going to be updated to reflect?

Judith Tucker 08:24 PM

What do you think the future of assessment is with readily available AI tools? (And not just generative AI writing tools, but also images, video, audio, etc.)

Ken Fujiuchi 08:24 PM

There are plans for these AI models integrating with everyday tools. Microsoft is integrating ChatGPT into Office products. Won't we end up in a place where we can't control our use of AI models?

Mary Ann Faucher 08:25 PM

Brainstorming here. It seems an important concept is to educate future thinkers about the benefits and risks of AI. With that in mind: Would a valuable brief student assignment across the curriculum be to ask studentst to synthesize a few articles by first doing their own critical summary generating questions from that synthesis that are then posed to the AI software?

Samantha Demmerle 08:25 PM

How might peer-tutors (in the context of Writing Centers) deal with the questions of students using AI in their writing assignments?

Jeffrey Krantz 08:25 PM

Is there best case single repository of higher ed AI knowledge? or Source?

Jack Bernard 08:25 PM

As we adjust to a world where generative AI is more commonplace, we should take care not to be too hasty in responding to it. One fear I have is that instituitons/faculty will not consider how

migrating to entirely in-class assessments or all oral assessments will affect constituents who have disabilities. People who have disabilities are often an afterthought—we should, when thinking about how to respond to generative AI, begin with how our changes in policy and practice may burden those who have disabilities, first.

Michelle DeCoux Hampton 08:25 PM

Do any of you have experience with the detection or management of AI use in publishing, i.e. journals?

Roxann Riskin 08:25 PM

@Dana can you share the Ai tools that have helped your son?

Mary Ann Faucher 08:26 PM

Is cheating really a minor aspect AI such as Chat GPT?

Gwen Tarbox 08:26 PM

Many of us have moved away from traditional testing. Can we think of ways to encourage other faculty members to do the same? ChatGPT has opened the door to this discussion in a much more direct way.

Jakob Bergvik Aure 08:26 PM

I like that idea, Mary Ann Faucher!

Lena Brokob 08:26 PM

I see it as a way to enhance an essay much like our students use of Grammarly.

Roxann Riskin 08:26 PM

Yes responsive teaching not reactive.

Kiera Dickey 08:26 PM

Cheating has always existed in Higher Ed. What can we do to ensure students are engaging in critical thinking and writing to learn? How do we prevent outsourcing learning?

Sidra Naseem 08:26 PM

What are the most effective changes that can be made in rubrics and assessment tools to counter the misuse of AI by students?

Derek Nelson 08:27 PM

I use detection tools. I think students deserve to know if they have been flagged—not in an accusing way. Shouldn't this be part of the discussion?

Leslie Ormandy 08:27 PM

First, I echo Tim's post about wanting to hear what is being lost insofar as cognition and memory -- which is clearly being lost. Second, As a part-time faculty, I have to say that for the 75ish % of us working in classrooms, we have the fear of not being rehired since it is often seen as a failure on the instructor's part if the student cheats.

Bruno Poellhuber 08:27 PM

Fantastic collection of resources shared. Love Betsy's perspective. No answer needed

Israel Torres 08:27 PM

What about the use case where a student takes a paper that exists, and asks ChatGPT to modify it enough to where it appears unique to the student. Additionally maybe add parameters for word replacements and such to mutate the paper enough to bypass detection mechanisms? So the paper is not original but it is not entirely AI generated. I am sure we'll be seeing these types of bypasses for paper submission; and even sold in various student marketplaces.

08:27 PM

Bhavani Kola 08:27 PM

Will AI replace our passion and replace us all together?

Judith Mayzel 08:28 PM

"Cheating" is part of our culture, without consequences in many instances. Let's take a closer look at some of our role models.

Dr. Diana S. Perdue (ID) 08:28 PM

So fantastic to have a name like "Read" when you're an editor! :-)

Diedrick Graham 08:28 PM

For Betsy...rather than prevention of cheating...can you use your strategy to teach students critical thinking and editing skills?

Jessica Velasco 08:28 PM

What about the use of Academic Integrity Statements before submitting assignments/tests?

Kate Torno 08:28 PM

Not a question, maybe comment. I missed the start so they may have addressed this. My students recognize that the process of writing and choices made are actually active critical thinking and valuable in and of itself and that using Chatbot avoids that growth and that, hopefully, at some level, the majority of students will appreciate wanting to gain that skill and not shirk it. But I wonder how often we explain the various small steps involved in writing that students might not recognize as valuable "mini tasks" they are accomplishing.

Bhavani Kola 08:28 PM

There is a army of AI tools.And they will just keep getting better. So we play whack a mole with them?

Ron Uhlig 08:28 PM

<https://joshbersin.com/2023/03/new-mit-research-shows-spectacular-increase-in-white-collar-productivity-from-chatgpt/> provides excellent quantitative data demonstrating the benefits of ChatGPT and similar tools

Ian Wilhelm 08:29 PM

Posting.

Kirsten Davis 08:28 PM

Do you have a link/citation to the article about the Constitution being written by AI? Thank you!

Ian Wilhelm 08:29 PM

Posting.

Kristin Morley 08:29 PM

Faculty, staff, administrators and those in the business world would may want to use AI to reduce their workload (emails, presentations, etc.) The industry will certainly want their workers to use AI to help create content to reduce workload and efficiency. Let's talk about more than just students.

Ian Wilhelm 08:29 PM

Posting.

Ellen Koski 08:29 PM

Does anyone use (or have resources about using) generative AI technology to support qualitative evaluation?

Ian Wilhelm 08:29 PM

Posting.

MICHAEL OGDEN 08:29 PM

Israel Torres, it's more likely they would use Quillbot for this purpose so as to "scrub" the markers of AI written content (variance & burstiness).

Ian Wilhelm 08:30 PM

Posting.

Kim Frost 08:30 PM

How did you make that accessible?

Laurie Coleman 08:31 PM

Hello. Should we be seeing a second screen? I only see the presenters on my screen.

Ian Wilhelm 08:33 PM

Hi Laurie, there is only one screen right now with the presenters. Thank you.

Cassandra Levine 08:31 PM

This is so beneficial.....thank you!

Ian Wilhelm 08:32 PM

Posting.

Jeff Payne 08:31 PM

Can we copy the message bar to capture the hyperlinks provided? It appears to be locked to prevent copying.

Ian Wilhelm 08:33 PM

Hi, thanks for your question. All attendees who registered for the event will be sent a post-event email including a recording, a copy of the transcript, and the resources shared in chat. Thank you.

Khawaja Saeed Mamun 08:32 PM

what is the name of the AR app shoing math concepts?

Ian Wilhelm 08:33 PM

Posting.

Roxann Riskin 08:32 PM

Using a browser-based experience for VR helps with some accessibility issues...immersive VR continues to need more accessibility improvement esp. in CC, captioning etc.

Ian Wilhelm 08:33 PM

Posting.

Jack Bernard 08:33 PM

It is worth noting that VR, often excludes many people who have disabilities. At present, there are often NO reasonable accommodations for not being able to participate in those contexts. (This also true for many AR applications.)

Ian Wilhelm 08:33 PM

Posting.

Andrew Pennock 08:33 PM

Much of the focus of AI related conversations are about individual faculty and students navigating this transition to an AI world inside one course. Can the panellist talk some about how universties as whole participate? How can deans, provosts and presidents can help universities adapt to the challenges and oppourtunities of AI to our core teaching missions?

Ian Wilhelm 08:33 PM

Posting.

Kim Ballard 08:33 PM

Lena Brokob--Great connection. Grammarly also offers many false positive and is biased toward what I'll call 'business' (white) English, which encourages students to edit out their own voice--even when what they are writing is not stylistically or grammatically incorrect. We have had English Language Learners (ELL) complain bitterly about Grammarly because the students see the "suggestions" as commands that correct their written English (in this case) rather than as the suggestions, often wrong ones, that they are.

Kenneth Wong 08:35 PM

Does the panelist have specific recommendations for AR and VR systems that work best in educational settings? Thank you.

Ian Wilhelm 08:35 PM

Posting.

Kelly DelGaizo 08:35 PM

Yes to the motion sickness! That has been my own personal reason to avoid VR headsets. Thank you for recognizing this and the possible accessibility issues that go with it

Ian Wilhelm 08:35 PM

Posting.

Avery Pierce-McGovern 08:36 PM

Have you found that students who wear corrective lenses struggling to use VR Headsets? I've had trouble seeing when my VR headset - but my wife and brother do not. I wear contacts. They don't.

Ian Wilhelm 08:36 PM

Posting.

Carol Langlois 08:36 PM

Another detection software. <https://gptzero.me/>

Ian Wilhelm 08:37 PM

Posting.

Kim Frost 08:36 PM

Could you say what app that is? That allows combo of people in and out of the class?

Ian Wilhelm 08:37 PM

Posting.

Marília Ferreira 08:37 PM

I would like to save the links from the chat. cant. will you send to us?

Ian Wilhelm 08:37 PM

Hi, thanks for your question. All attendees who registered for the event will be sent a post-event email including a recording, a copy of the transcript, and the resources shared in chat. Thank you.

Hala Fawzi 08:37 PM

I missed to open the further resources. Can you please repost them? Thanks alot.

Ian Wilhelm 08:37 PM

Hi, thanks for your question. All attendees who registered for the event will be sent a post-event email including a recording, a copy of the transcript, and the resources shared in chat. Thank you.

David R Guinnup 08:37 PM

Please activate the Zoom Chat so we can save the Chat with all the its URL Links.

Ian Wilhelm 08:37 PM

Hi, thanks for your question. All attendees who registered for the event will be sent a post-event email including a recording, a copy of the transcript, and the resources shared in chat. Thank you.

Anna Raskin 08:37 PM

What is the value of ChatGPT for a student in a history class? We know that the Chat often produces fake content, fake citations, etc.

Anyone else in here attending the Association of College & Research Libraries (ACRL) conference in Pittsburgh next week? I'll be there and I'd love to chat with you to learn more! I work in a AI startup called Keenious. We develop an AI tool specifically for academia together with librarians and other university staff.

Lisa Phillips 08:38 PM

I'd also like to know the combo of people in an out of class; I teach hybrid classes and would like to be able to do more blended classroom activities with the online and onsite students.

Ian Wilhelm 08:39 PM

Posting.

Roger Frank 08:38 PM

Can the panelists speak about bias and AI? What concerns me is the "large language model" ChatGPT uses. If the language generated is from a biased or racist set, then this seems to be a problem. Here's an article for reference: <https://mashable.com/article/chatgpt-ai-racism-bias>

Ian Wilhelm 08:40 PM

Posting.

Carol Langlois 08:38 PM

I agree.

Ian Wilhelm 08:39 PM

Posting.

Madeline Meyer 08:39 PM

So, critical thinking to develop the most appropriate prompts is going to be key in guidance for students?

Ian Wilhelm 08:39 PM

Posting.

Madeline Meyer 08:39 PM

and professors.

Ian Wilhelm 08:39 PM

Posting.

Lasandra Conliffe 08:39 PM

What do you think are the good bad and ugly of chat gpt and generative Ai

Ian Wilhelm 08:39 PM

Posting.

Jack Bernard 08:40 PM

SOME professors will have to reimagine HOW they teach and assess students in SOME courses.

Tim Fitts 08:40 PM

Should we discuss the definition of writing and the importance of writing to the human experience?

Ian Wilhelm 08:41 PM

Posting.

D Deifell 08:40 PM

Is there a news story (or something) written about how an AI-detection tool said the Constitution was AI-written?

Ian Wilhelm 08:41 PM

Posting.

Roxann Riskin 08:40 PM

@Anna, Yes, hallucinations are totally real in Chat GPT. These create opportunities for learning how to check for authentic content and skills sets that involve critical analysis.

Ian Wilhelm 08:41 PM

Posting.

Dana Scott 08:40 PM

@ Roger Frank, Yes!

Ian Wilhelm 08:41 PM

Posting.

Lasandra Conliffe 08:41 PM

How does Bard, Bing and other generative AI affect the impact of education?

Ian Wilhelm 08:41 PM

Posting.

Roxanne McCorry 08:41 PM

How accurate are the citations that ChatGPT provides? As Educators, shouldn't we expect content that is cited, vetted from our students?

Ian Wilhelm 08:41 PM

Posting.

Madeline Meyer 08:41 PM

ChatGPT is very redundant, so students still need to paraphrase, or it is somewhat obvious.

Ian Wilhelm 08:41 PM

Posting.

Mahshid Namazi 08:41 PM

These tools are not free. To get the maximum benefit from the app, you have to pay for it. How will this impact students who can't afford it? What are some other equity issues we should be considering?

Ian Wilhelm 08:41 PM

Posting.

J Jones 08:41 PM

Creating writing prompts that ask for some personal narrative invites students to advocate for themselves and investigate course concepts to their lives.

Ian Wilhelm 08:42 PM

Posting.

Kathryn Conrad 08:41 PM

In response to Candace's comment about prompt engineering, Ethan Mollick @Wharton has a Substack, One Useful Thing, where he discusses the importance of teaching prompt engineering in the classroom. <https://oneusefulthing.substack.com/p/my-class-required-ai-heres-what-ive>

And Albert Romero's The Algorithmic Bridge has a number of useful tips for prompt engineering here:

<https://thealgorithmicbridge.substack.com/p/3-prompt-engineering-lessons-you>

Ian Wilhelm 08:42 PM

Posting.

Roxann Riskin 08:42 PM

@Jack new courses should and I hope will be created and that will maybe even create new positions in the academy using Ai...

Ian Wilhelm 08:42 PM

Posting.

Roxann Riskin 08:42 PM

@Kathryn Yes follow Ethan Mollick and Anna Mills ! :)

Ian Wilhelm 08:43 PM

Posting.

NJ Brand 08:43 PM

@Dana Scott - exactly! As someone who has dyslexia and other challenges, using AI as a tool, and using hardware and software that benefit from having AI incorporated into it is

Ian Wilhelm 08:43 PM

Posting.

Gary Pratt 08:43 PM

Lasandra, I did a ChatGPT primer for our Cabinet a few weeks ago compiling info from a lot of sources - feel free to reach out to me if you want a copy - gpratt@ksu.edu

Ian Wilhelm 08:44 PM

Posting.

Anthony L Scott 08:44 PM

Does ChatGPT and other generative AI cite resources?

Ian Wilhelm 08:44 PM

Posting.

MICHAEL OGDEN 08:44 PM

@Kathryn Conrad... Love "One Useful Thing" great resource!

Ian Wilhelm 08:44 PM

Posting.

Carol Langlois 08:44 PM

@Roxanne- citations aren't good in ChatGPT... yet. Not accurate.

Ian Wilhelm 08:44 PM

Posting.

Mary Ann Faucher 08:44 PM

Do you think universities will enter into the proprietary market to create different AI tools/software? A bit concern I've read is that no one understands the algorithms and the AI can only generate results based on what was inputted. So, Fact vs Fiction is a concern much like Social Media.

Ian Wilhelm 08:45 PM

Posting.

Leslie Ormandy 08:44 PM

Is CHATGPT more helpful at higher levels such as the 300's 400's and MA etc than at the basic Community College levels where they are supposed to learn the basics?

Ian Wilhelm 08:45 PM

Posting.

Dana Scott 08:45 PM

Self Reflection! (Students can even reflect on what they learned from AI, and what they brought in, and what problems/dificulties they had)

Ian Wilhelm 08:45 PM

Posting.

Madeline Meyer 08:45 PM

ChatGPT is not up-to-date through 2023.

Ian Wilhelm 08:45 PM

Posting.

Leif Nelson 08:45 PM

One thing I saw online for teachers to implement, is to prompt students to write a small paper, but then also have chatGPT write the same prompt and use it as a conversation to talk with the students with what its for, how to use it, and how to not use it while setting boundaries.

Ian Wilhelm 08:45 PM

Posting.

Lasandra Conliffe 08:45 PM

I think that writing using critical skills along with Chatgpt to compare or edit your work is very important. The problem I have with chatgpt is that it is not current and lacks current research

Ian Wilhelm 08:45 PM

Posting.

Tim Fitts 08:45 PM

Quick note - Editing and Revising is not something writers do to just make a text 'better,' but it is both part of the writing process and the moment where we connect our message directly to our intended and secondary audience.

Ian Wilhelm 08:45 PM

Posting.

Madeline Meyer 08:45 PM

For healthcare or scientific technology as of today, is not ideal for prompting

Ian Wilhelm 08:46 PM

Posting.

Roxann Riskin 08:46 PM

@Carol Yes :)! Thanks, this can be an opportunity for librarians too :) Helping students understand how to cite and find authentic resources. :)

Ian Wilhelm 08:46 PM

Posting.

Asim Ali 08:46 PM

The ethical question should also include discussion about the ethics of using AI-detection platforms where we upload student work. We are basically using our students' work to train these algorithms without providing FERPA protections (for US legal requirements) or compensation (ethical question).

Ian Wilhelm 08:46 PM

Posting.

Kim Ballard 08:46 PM

@Roxanne McCorry--ChatGPT is currently making up the references. Try for yourself and ask it to cite your publications on X. That is, try it if you don't mind accepting its privacy and usage agreements.

Ian Wilhelm 08:46 PM

Posting.

Anthony L Scott 08:46 PM

Thank you. Can that be a learning opportunity for students to review the citations?

Ian Wilhelm 08:46 PM

Posting.

Kathryn Conrad 08:46 PM

I'd also add that the presenters' comments (apologies; I didn't note which of you) about the pressures on students, including those who wouldn't be inclined to cheat, to use generative AI in inappropriate/unsanctioned ways. This encourages us, as you all just pointed out, to think about what the nature of our assessments are. In order to engineer and edit generative AI outputs, you do need to have the basic skills, so making that case to students is essential. Betsy's comment about products being used to assess skills is interesting. I wonder to what degree contract grading would sidestep some of the assessment issues we're exploring? (I've not explored it deeply yet)

Ian Wilhelm 08:47 PM

Posting.

Amy Carr 08:46 PM

The strategies of watching a student practice a skill or using content don't work as well in an asynchronous online course--?

Ian Wilhelm 08:47 PM

Posting.

Hala Fawzi 08:46 PM

Thank you so much. Very thought provoking webinar.

Ian Wilhelm 08:47 PM

Posting.

Patricia McDermott-Wells 08:46 PM

Process over product is certainly better for assessment, but this does not scale well for very large enrollment fully online (asynchronous) courses. Comments?

Ian Wilhelm 08:47 PM

Posting.

Jakob Bergvik Aure 08:47 PM

Betsy Barre's point about moving in the direction of more direct evidence in assessment makes sense!

Ian Wilhelm 08:48 PM

Posting.

Roxann Riskin 08:47 PM

@Anna mentions Lance Eton Twitter <https://twitter.com/leaton01>

Ian Wilhelm 08:48 PM

Posting.

Jeff Payne 08:48 PM

Thanks.

Ian Wilhelm 08:48 PM

Posting.

Jakob Bergvik Aure 08:48 PM

Having more explainable AI in these tools, opening up the black box of the AI, will make them much better tools for actual learning - as well as writing.

Ian Wilhelm 08:48 PM

Posting.

Ashley Tschakert Foertmeyer 08:48 PM

As a librarian, I see a critical opportunity to ramp up information literacy instruction as it applies to AI in academia. AI has opportunities as Steven said to assist some disciplines once critical skills are learned. But it is important for students in any discipline to understand the limitations of the technology, particularly because some AI like ChatGPT is not always accurate, even when it presents information in an authoritative manner.

Ian Wilhelm 08:48 PM

Posting.

M. I. 08:49 PM

In what courses do you hear from students that they want more writing?

Ian Wilhelm 08:49 PM

Posting.

Gregory Jones 08:49 PM

A number of fantastic resources have been shared via the chat and Q & A. Is there are way these can be captured and shared out to the attendees after the webinar?

Ian Wilhelm 08:49 PM

Hi, thanks for your question. All attendees who registered for the event will be sent a post-event email including a recording, a copy of the transcript, and the resources shared in chat. Thank you.

Deirdre McMahon 08:50 PM

Many students recognize that writing instruction can better enable them to make an impact in the public sphere.

Ian Wilhelm 08:50 PM

Posting.

Hala Fawzi 08:50 PM

Thanks alot.

Ian Wilhelm 08:50 PM

Posting.

Kathy Wright 08:50 PM

Has anyone heard if APA formatting is working on a way to cite from AI?

Ian Wilhelm 08:53 PM

Posting.

Ani Mooradian 08:50 PM

Can we have recording on this session and the resources included in teh chat?

Ian Wilhelm 08:55 PM

Hi, thanks for your question. All attendees who registered for the event will be sent a post-event email including a recording, a copy of the transcript, and the resources shared in chat. Thank you.

Dana Scott 08:50 PM

Many Design courses now teach CAD, Photoshop, Illustrator, etc, as "tools". this will likely happen with these AI programs

Ian Wilhelm 08:53 PM

Posting.

Hala Fawzi 08:50 PM

Q: What about the issue of bias in AI generative tools, e.g. ChatGPT?

Ian Wilhelm 08:53 PM

Posting.

J Jones 08:51 PM

@Leif - great idea!

Ian Wilhelm 08:53 PM

Posting.

Madeline Meyer 08:51 PM

How do you recommend overcoming the potential for A.I. false information? Retrospective research comes to mind, i.e., we still require students to research and cite supportive references. What do you think would be best practice.

Ian Wilhelm 08:53 PM

Posting.

John Opper 08:51 PM

I can see the re-emergence of a more serious type of digital divide with students who don't have access to these tools or an understanding of what they can and cannot do will be severely disadvantaged.

Ian Wilhelm 08:53 PM

Posting.

Lynn Greenough 08:52 PM

I love the many ideas I've heard about in-class work and using gen AI to have students iteratively improve writing via successive prompts. How in the world will faculty have time to assess that process and impact on learning outcomes? It seems like another huge burden

Ian Wilhelm 08:53 PM

Posting.

Hala Fawzi 08:52 PM

Some responses are monocultural, not multicultural. How can teachers address this?

Ian Wilhelm 08:54 PM

Posting.

Sara Melita 08:52 PM

that is how many are using it...

Ian Wilhelm 08:54 PM

Posting.

Sarah Burns Feyl 08:53 PM

But how do you know what it's telling you is accurate?

Ian Wilhelm 08:54 PM

Posting.

Jakob Bergvik Aure 08:53 PM

I was a guest speaker in this class at the University of Oslo, where they actually use AI tools in their exam. Really innovative! Here's the details:

[https://www.uio.no/studier/emner/matnat/ifi/IN5010/v23/documents/course\\_document\\_2023.pdf](https://www.uio.no/studier/emner/matnat/ifi/IN5010/v23/documents/course_document_2023.pdf)

Ian Wilhelm 08:54 PM

Posting.

Carol Langlois 08:53 PM

Exactly Bestsy!

Ian Wilhelm 08:54 PM

Posting.

Brad Englert 08:53 PM

Someone referenced Turnitin position paper on ChatGPT. Please post the link.

Ian Wilhelm 08:54 PM

Posting.

Alexander Henderson 08:53 PM

This feels very much like the conversation I recall from when I was in high school 30 years ago around calculators. There was a fear that students would lose the ability to do basic tasks. Now, we generally teach students \*how\* to use calculators (and Desmos and GeoGebra and Wolfram and ...) as part of our mathematics instruction. Spellcheckers and grammar checkers were treated similarly. Do you believe that generative AI will follow a similar trend and, in 30 years, it will just be another tool in the kit?

Ian Wilhelm 08:54 PM

Posting.

Madeline Meyer 08:54 PM

Good prompt engineer videos.

[https://www.google.com/search?q=chatgpt+prompt+engineering+brackets&rlz=1C1CHBF\\_enUS1044US1044&oq=&aqs=chrome.0.35i39i362l8.1438627955j0j15&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:4eae3b10,vid:O52nKYk0IbE,st:0](https://www.google.com/search?q=chatgpt+prompt+engineering+brackets&rlz=1C1CHBF_enUS1044US1044&oq=&aqs=chrome.0.35i39i362l8.1438627955j0j15&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:4eae3b10,vid:O52nKYk0IbE,st:0)

Ian Wilhelm 08:55 PM

Posting.

Robin Anderson 08:54 PM

I'd like to share the recording with a colleague - will this be possible? Thanks for a great webinar!

Ian Wilhelm 08:55 PM

Hi, thanks for your question. All attendees who registered for the event will be sent a post-event email including a recording, a copy of the transcript, and the resources shared in chat. Thank you.

Kim Ballard 08:55 PM

A professional staff member I know has writing anxiety, and they have found using ChatGPT to draft a recommendation letter allows them to get over their fear of the blank page.

Ian Wilhelm 08:55 PM

Posting.

Bruno Poellhuber 08:55 PM

Isn't there a need AND an opportunity to address AI literacy both for teachers and students ?

Ian Wilhelm 08:55 PM

Posting.

Roxann Riskin 08:55 PM

When students are engaged and have agency in their learning- using Ai or integrated Ai, might be useful as a learning coach, learning assistant + can provide self- assisted opportunities for extending learning too.

Ian Wilhelm 08:55 PM

Posting.

Dana Scott 08:55 PM

Thank you was just going to ask that you address bias and even potentially offensive content

Ian Wilhelm 08:55 PM

Posting.

Odette Reid 08:55 PM

How do we address language oppression and biases found in AI?

Ian Wilhelm 08:56 PM

Posting.

Kathryn Conrad 08:55 PM

The kinds of uses Betsy is talking about still requires an understanding of what generative AI can (and can't) do, and a kind of basic prompt engineering knowledge—because even many of our colleagues are not digitally literate enough to know how to use it, and despite being digital natives, many of our students don't either.

Ian Wilhelm 08:56 PM

Posting.

Tim Fitts 08:55 PM

The AI-critique process discussed here sounds like the active erosion of intuition. Writing and editing is all about encountering and examining self-doubt - and working past it. This importance of the self-critique moment cannot be overstated.

Ian Wilhelm 08:56 PM

Posting.

Michelle Conklin-Kusel 08:55 PM

In a recent professional development session, one of the moderators pointed out that ChatGPT doesn't access academic sources (academic journals and monographs) because they are behind paywalls. If students lean on AI tools, won't they lose the opportunity to learn how to find these sources and unpack the knowledge in such sources?

Ian Wilhelm 08:56 PM

Posting.

Heather Brown 08:56 PM

APA has put out how to cite ChatGPT  
<https://guelphhumber.libguides.com/c.php?g=716556&p=5279441>

Ian Wilhelm 08:57 PM

Posting.

Robin Anderson 08:56 PM

Thanks Luna. I'm assuming the recording will be viewable by others, too, not just a link limited only to attendees requiring log-in. Is that right?

Ian Wilhelm 08:58 PM

We recommend all viewers of the recording link register for the event in order to ensure they have access to the link.

Sam DeReign 08:56 PM

Resource on evaluating digital tools by Jesse Stommel:  
<https://app.hubspot.com/documents/5601782/view/482960733?accessId=9653e1>

Ian Wilhelm 08:57 PM

Posting.

Adele Weiner 08:57 PM

I often suggest students to use Wordtune.com to learn how to paraphrase exact quotes. It offers multiple options to them and they have to select one that is appropriate and provide the citation to the original source.

Ian Wilhelm 08:58 PM

Posting.

Madeline Meyer 08:57 PM

Nail on the head, education can not ignore digital literacy. Businesses everywhere are using big data and algorithms. A high level pharmaceutical representative and student of mine explained to me how their company is using these tools at all levels of the workplace.

Ian Wilhelm 08:57 PM

Posting.

Mary Ann Faucher 08:57 PM

Another good article supporting Steven's dialog:

Ian Wilhelm 08:57 PM

Posting.

Madeline Meyer 08:57 PM

Digital literacy

Ian Wilhelm 08:57 PM

Posting.

Roxann Riskin 08:58 PM

There is still analysis paralysis in the academy?

Ian Wilhelm 08:58 PM

Posting.

Lisa Phillips 08:58 PM

Here's a resource on biases others may find useful: Kate Crawford, "The Trouble With Bias." Keynote lecture at the Neural Information Processing Systems (NIPS) conference, 2017.

[https://www.youtube.com/watch?v=fMym\\_BKWQzk](https://www.youtube.com/watch?v=fMym_BKWQzk)

(49 min video)

Ian Wilhelm 08:59 PM

Posting.

Stuart Steck 08:58 PM

Thank you for an interesting and informative panel. Unfortunately, I need to jump off for another meeting.

Ian Wilhelm 08:59 PM

Posting.

Mary Ann Faucher 08:58 PM

In WSJ: Henry Kissinger, Eric Schmidt and Daniel Huttenlocher: The Challenge to Humanity from ChatGPT

Ian Wilhelm 08:59 PM

Posting.

Lena Brokob 08:58 PM

It helps me create case studies that require less time because I only have to edit it for clarity and correctness.

Ian Wilhelm 08:59 PM

Posting.

Heather Shearer 08:59 PM

I asked my students to play with a generative AI (Sudowrite) and then discuss their views on it as a tool. Did they like it? Would they use it? The most common response was that they could see its value for brainstorming or perhaps getting through writer's block, but they didn't want to use it in place of "real" writing. They also expressed a distaste for writing written by AIs. (This lesson was

paired with readings on the use of “robot writers, such as “The Computers are Getting Better at Writing” in The New Yorker and “Did a robot write this? How AI is impacting journalism” in Forbes).

Ian Wilhelm 09:00 PM

Posting.

Josephine Kershaw 09:00 PM

Thank you for the great dialogue!

Ian Wilhelm 09:00 PM

Posting.

Maheen Zia 09:00 PM

Now the world is endorsing AI integration in classrooms.

How far can those teaching writing go with chatbots in a writing class?

Ian Wilhelm 09:00 PM

Posting.

Roxann Riskin 09:00 PM

Yes! :) Fabulous! This will happen soon if not right now! Anna has a fantastic course in the Chat to check out.