

Teaching & Learning in Higher Education in the Age of AI

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CAT

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What is generative AI?



How does
generative
AI work?

My Amazing [AI Assisted] Storyboard



Wideshot. Small child unwrapping the mysterious box in the dimly lit living room. Peculiar furniture and eerie smiles from the child's exaggerated-feature parents.



Medium shot of same small child opening the box to reveal the peculiar puppy, Patches.



Close-up of Patches with oversized eyes and peculiar fur patterns.



Wideshot. The same child's living room begins to transform, with the clock ticking irregularly and furniture morphing into bizarre shapes. Walls rippling like liquid, creating a surreal atmosphere.



Long shot from behind. The same small blonde child, walking cautiously with Patches, the same brown and white puppy, step into a dark fantastical world. Strange colorful creatures surrounding them on the whimsical forest path.



Over-the-shoulder shot. The same small child and Patches the puppy return to the dimly lit, but enchanting, living room with peculiar surrealistic furniture. The same small child snuggles Patches warmly.

The background is a solid pink color. In the top right corner, there is a decorative pattern of overlapping triangles in various shades of pink and magenta, creating a geometric, abstract design.

Fall 2022-Spring 2023: The Exploration Stage

Panic
Denial
Uncertainty
Questions
Optimism
Experimentation
Furious Activity



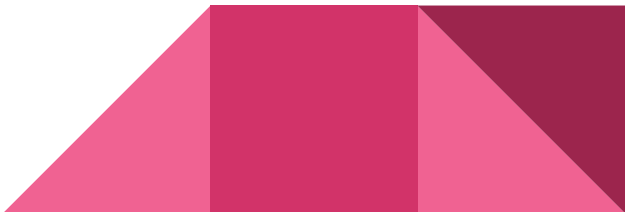
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Managing Generative AI in Education

1. How can we prepare students for ethical and effective use of AI in future careers and in their lives?
2. How can we balance the use of generative AI as a tool to support learning while avoiding its use as a shortcut that hinders learning.



Potential Benefits of AI

- Access to large quantities of information.
 - Expands thinking in the ideation stage of a project
 - Speed of responding or processing
 - Automation of routine tasks, allowing more time for tasks that require higher order thinking
 - Assistive technology for some students with disabilities
 - Conversational manner of speech/writing (also a pitfall)
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Potential Pitfalls of AI

- Engenders a false sense of trust
- Can generate inaccurate information (VETTING IS KEY)
- Can generate biased information (VETTING, VETTING, VETTING)
- Lack of clarity on human authorship
- Privacy issues
- Could potentially widen the education gap



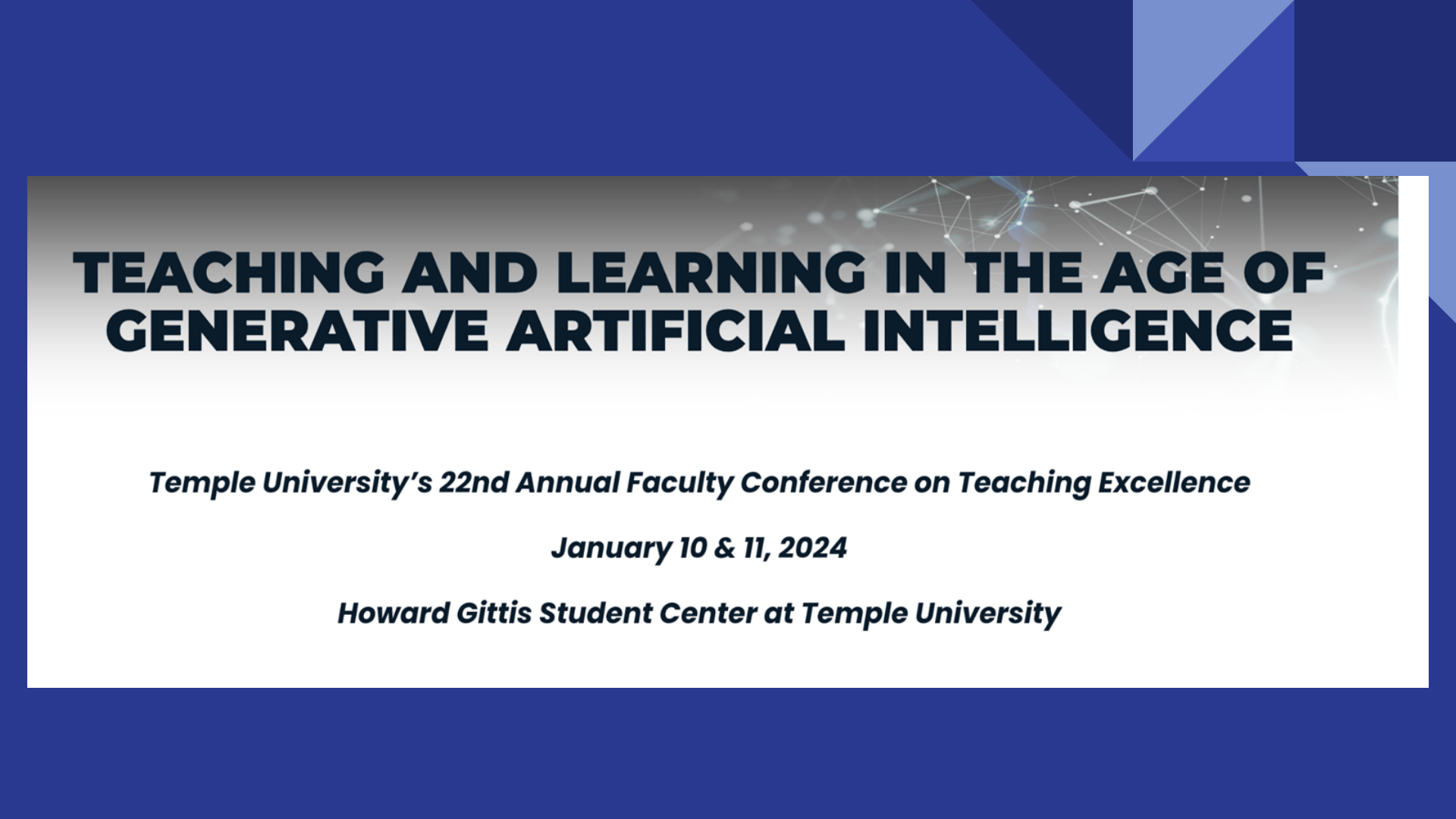


Summer 2023-Spring 2024: The Growth Stage

Lots of Faculty Development

- Teaching with AI Teaching Circle
- AI and Teaching Roundtable Series
- AI and Your Syllabus
- Talking to Your Students About AI
- Becoming Familiar with AI
- Assessments That Work Around AI
- Assessments that Engage Students Critically with AI
- What To Do When I Suspect Cheating
- Using Generative AI for Learning in Assessments and Class Activities
- Information Literacy in the Age of AI
- Teaching Writing Heavy Courses in the Age of AI
- Practical Strategies for Teaching in the Age of AI
- AI Ethics & Privacy Mini-Teaching Circle
- Managing AI in Large Lectures
- Managing AI in Asynchronous Courses
- Generative AI and Routine Work: The Dos and Don'ts
- Generative AI Showcase of of Assignments and Activities (Faculty Panel)
- Drop in Clinic on AI
- Monthly Noon AI Club

+ Custom Workshops for Departments, Colleges, Schools



TEACHING AND LEARNING IN THE AGE OF GENERATIVE ARTIFICIAL INTELLIGENCE

Temple University's 22nd Annual Faculty Conference on Teaching Excellence

January 10 & 11, 2024

Howard Gittis Student Center at Temple University



A Faculty Guide to A.I.

<https://teaching.temple.edu/teaching-technologies/faculty-guide-ai>

FOUR SCORE AND SEVEN BEERS AGO —

Why AI detectors think the US Constitution was written by AI

Can AI writing detectors be trusted? We dig into the theory behind them.

BENJ EDWARDS - 7/14/2023, 7:00 AM



Testing AI Detectors

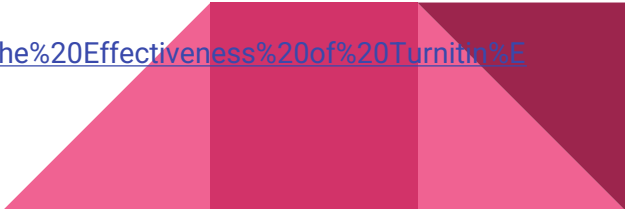
We tested a set of 120 sample texts, including 30 each of the following:

- Texts entirely written by humans
- Texts entirely generated by AI
- Disguised” AI-generated texts
- Hybrid texts, produced partly by AI and partly by a human

The results were problematic, showing concerning levels of error, especially with hybrid texts.

https://teaching.temple.edu/sites/teaching/files/media/document/Evaluating%20the%20Effectiveness%20of%20Turnitin%E2%80%99s%20AI%20Writing%20Indicator%20Model_0.pdf

<https://teaching.temple.edu/sites/teaching/files/images/Addendum%20to%20Evaluating%20the%20Effectiveness%20of%20Turnitin%E2%80%99s%20AI%20Writing%20Indicator%20Model%5B80%5D.pdf>



Guidance and a Policy on AI Detectors

- The provost allows a university-licenses AI Detector to become available but faculty must complete a training on AI Detectors before being given access
- The CAT creates an asynchronous training for faculty that guides them through the problems with AI Detectors and how to manage AI without a reliable way to detect AI.
- The training is requested by other institutions who are interested in a similar type of program.



“Because we will all need time to fully explore the capabilities of generative AI tools, for the Fall 2023 semester, **Temple has established a blanket policy that the use of generative AI tools is prohibited for students, unless an instructor explicitly grants permission.** Students will be informed of this policy before the start of the semester, and Temple’s revised Student Code of Conduct now explicitly defines unauthorized use of generative AI tools as academic misconduct. In addition, you should add a statement to your syllabus outlining your stance on students’ potential use of such tools and discuss your decision with your students.”

(Provost Gregory Mandel’s message to the university)

Temple’s Blanket Policy on AI in Classes

Syllabus Templates:

Some Use Permitted

Acceptable and Unacceptable Use of AI

[This syllabus statement is useful when you are allowing the use of AI tools for certain purposes, but not for others. Adjust this statement to reflect your particular parameters of acceptable use. The following is an example.]

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on [academic honesty](#). For example, *[Insert citation style for your discipline. See these resources for [APA guidance](#), and for [other citation formats](#).]* Any assignment that is found to have used generative AI tools in unauthorized ways *[insert the penalty here*]*. When in doubt about permitted usage, please ask for clarification.

Syllabus Templates: Use Encouraged and Permitted

Use Encouraged and Permitted

[This syllabus statement is useful when you are allowing, and perhaps encouraging, broad use of generative AI tools.]

You are welcome/expected to use generative AI tools (e.g. ChatGPT, Dall-e, etc.) in this class as doing so aligns with the course learning goal *[insert the course learning goal use of AI aligns with]*. You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on [academic honesty](#). For example, *[Insert citation style for your discipline. See these resources for [APA guidance](#), and for [other citation formats](#).]*



Syllabus Templates: Use Prohibited

Use Prohibited

[This syllabus statement is useful when you are forbidding all use of generative AI tools for any purpose in your class.]

The use of generative AI tools (such as ChatGPT, DALL-E, etc.) are not permitted in this class; therefore, any use of AI tools for work in this class may be considered a violation of Temple University's [Academic Honesty](#) policy and [Student Conduct Code](#), since the work is not your own. The use of unauthorized AI tools will result in *[insert the penalty here*]*.



Research on AI

- [ITHAKA S+R Study: Making AI Generative for Higher Education](#) (University Libraries, 1st Year Writing, Student Success Center, CAT)
 - CAT Study: Generative AI: Administrator and Faculty Related Action
 - Faculty and departmental studies
 - Scholarship of Teaching and Learning Support at the CAT
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Lots of Experimentation with Assignments and Activities

- Gathering information on faculty assignments/activities
- Featuring faculty assignments/activities on our blog
- Hosting panel discussions to share ideas
- Custom work sessions with departments to reimagine assignments/activities with AI

Reflection, discussion, and evaluation of AI output should be central to every use of AI for learning.

KEY THINGS TO REMEMBER

- Students and faculty are both navigating this new reality.
- A developmental approach to faculty growth is advisable.
- Cheating has always existed and will always exist. A developmental approach to student understanding of the ethical use of these tools is advisable.
- Communication with students about AI and its implications is the most important factor in this new reality.





Q&A