

1. (A) ChatGPT as a Learning tool/benefit in education

In what ways, if any, do you think generative artificial intelligence like ChatGPT and Dall-E 2 (which generates images and art) can be used as a learning tool? In what ways do you think generative AI can enhance education or be utilized in education?

Similar to search engines like Google, but on a different level. It may become much easier to research topics used in original work using Chat GPT.

I believe these tools can serve as research assistants to help do a preliminary survey of a topic and lead the searcher to more definitive works on any particular topic.

Can act as a tutor for students when they get stuck on a new concept. I plan to give students a class exercise so they can learn to use ChatGPT

Chat GPT can be used as a tool to help students synthesize material presented on the web. Students are already Googling answers to questions that they have. Chat GPT provides a natural language synthesis and situational examples that can help students understand a complex topic.

I think that both tools have the potential to aid students in their creation of assignments and other works.

I do believe there are learning opportunities with this new tool, however, I am unsure exactly what they are yet.

It benefits professional coders to check their errors. I do not recommend this tool for beginner coders who need to learn the fundamentals and understand how to write code.

Perhaps one could compare their answers to what these AI tools come up with. For example, a student could write a paper, and after it's complete to run the prompt through Chat GPT and compare. It would be similar to a student calculating a math problem by hand and then confirming it with a calculator. That's all I can think of at the moment.

Help with research like a search engine, help to polish the wording

I had ChatGPT write many snippets of code in various languages and found that about 2 in 5 generated were wrong or the code was in the wrong order. This is consistent with the fact that it's pulling the code from somewhere, probably on GitHub. So if let's say, a base 97 algorithm doesn't exist in a language, ChatGPT can't solve it, but is proud and acts like it can. It can also be pretty good at giving examples of how various code libraries work, but once again, limited to what it knows and what it doesn't know it really doesn't know. Like when it tried to invent a method of the standard string class that doesn't exist in the language I told it to use. This leads me to see it as a tool that needs to be curated by humans to ensure it doesn't lead people in the wrong direction. I think ChatGPT is invaluable for education as you can learn things through examples. GitHub Copilot is invaluable because it handles mundane tasks in programming really well, but I would argue low educational value. AI art, my fiancée uses Midjourney to help generate art and then she sketches it herself to make her better at drawing. This is invaluable for

educational purposes. Overall I think all of these AI tools have varying strengths in enhancing education and I think it would be stupid to ignore this progress.

Not sure

Generative AI is here to stay and will likely get better with time. It is imperative that we teach our students how to engage with this tech in an ethical and intelligent way. A simple example (I am sure there are many many more): even if a student can put a presentation slide deck together with the help of AI, can we teach them how that can be personalized and how they should present this to an audience?

Not really much.

Incorporation of programming into non-technical disciplines

It can make students not learn critical thinking skills to draw and paint from observation and take shortcuts to turn in work they didn't create themselves. It will make me have to change my instructions so they will now have to submit a video to show how they made their art in my course:

Chat GPT can be used for so many things. For example, to expand ideas and critique content. But really we don't know what all it can do since it's "learning" and evolving and it will become capable of things we don't have names for today.

raises the bar on what is considered intelligence

None; it's garbage

It could help some complete projects for their work.

It will have to be used or we are in trouble, the old ways are gone, we need to lean in and rethink. Use it as an initial poser of new ideas, then critique and build. Forcing people to read something that amasses the collective intelligence of mankind should be a positive thing. It is why we love Wikipedia bc we assume someone else is overseeing the text. In this case, we all are because the bot is our collective brainpower. Soon the novelty will wear off and they will have to simply it like you'd read a textbook.

It just seems to me like a great way for students to cheat.

Mostly, it can't

Like any robust tool, the potential ways it can be used for learning are almost limitless. It can be used to generate examples, improve student writing, provide targeted assistance with math or coding skills, demonstrate how AI works, provide ideas for lessons and activities, give feedback and advice, generate templates for communication, give Canvas html code for improving instructional design... and that's just off the top of my head.

These tools provide consolidated solutions in one place and save time on the user crawling the web extensively and distilling information. If teachers and students can utilize them to teach and learn, I see only upsides with these tools.

I have used chatGPT to give me lists of ideas for creative endeavors, for instance cooking. I think this concept easily transfers to education.

Help students assimilate assigned readings more effectively.

To help students prepare for the future, to help students engage in research and critical thinking.

Not aware of how it can enhance education

This is hard for me to answer as I am not sure as to the full extent of what it can do. But I think it could enhance project based activities that allow for problem solving. Perhaps utilizing scenarios and having the different groups assess how they would deal with the situation. Then see what chat GPT adds to the discussion. Not taking the place of the student analysis and discussion, but challenging the AI to see where we can go with it. This is difficult for me to wrap my mind around as direct patient care is person to person. Can this system replicate empathy? Compassion? Respect for autonomy?

When used to promote student learning, all good. But when used dishonestly and unethically to promote academic integrity violations, there's no student learning going on then.

It could provide good "models," which students can then assess and discuss.

I wrote a list of questions related to this topic which I am including below. These may extend to some degree beyond the scope of the survey prompt as written, but are within the frame of the general subject matter: What are the capabilities of CHATGPT?

What aspects of its capabilities are relevant to LA?

What are the specific capabilities of CHATGPT in relation to these aspects?

Who can access CHATGPT? Is it free? If not, what does it cost to use it?

Are the products trackable? I.e. can the originality of the essay be tracked via a CHATGPT product or other product such as TurnItIn?

What is the difficulty level of using CHATGPT?

What departments of LA is the aspect of essay originality most relevant to?

Is originality an issue within English?

Is it a concern among ESL? If so, at all levels or some more than other?

Is a CHATGPT essay indistinguishable for a essay created by a student without? How so? What is the degree of difficulty/ease in determining so?

In what ways in the issue of technology different from or the same as other tools such as the existence of the internet, search engines, word processors and auto-complete tools?

To what degree can English instructor be certain that any student's work is original? For example, how does an instructor know whether an essay written at-home was written by the student or whether the student paid for someone else to write the essay for them?

Can usage of CHATGPT be incorporated into LA English department course essay-writing activities?

What degree of student labor is incorporated in the creation of CHAT GPT essays? I.e. key searches and the determination of what key words create desired output?

Do the potential of AI technology, now or in the future, to generate essays which are indistinguishable from those written by student necessitate a re-evaluation of the purposes, assumptions and approaches used in LA in regards to evaluating student writing?

Does CHATGPT and AI have limitations that are for the time being insurmountable? I.e. Given writing prompts which relate certain specific course content, parameters, subject matter, etc. is it possible for instructors to write prompts which require students to write at least some aspects of essays by themselves?

Does student curating of AI written works constitute a skill which is itself an aspect of the writing process which will be of increasing importance as the AI becomes more easily accessible and ubiquitous as time progresses?

Are there any other ideas, concerns or questions that should be considered at the current time?

It may help students organize and form responses as a baseline.

It can offer structure and be used for brainstorming. Students can evaluate it and learn to be more critical readers / thinkers. I've been thinking of assigned essays that students initially get Chat GPT to write and then spend their energy critiquing and improving.

I think it is wonderful coaching and tutoring tool. It can also help students "get started" -- it can help with the creative process; most importantly it can help instructors to create lessons plans (aligned), learn how to be inclusive and compassionate, and push their limits and learn how to create more authentic assessments.

Dall-E 2 doesn't seem to offer much, if any, value as a learning tool. It produces low quality images imprecisely related to the prompts. I don't think this is going anywhere soon.

ChatGPT can provide several different explanations of challenging concepts on demand. However, these explanations, although lucid and grammatical, may not always be accurate. The unwary reader has no way to discern.

More robust research opportunities.

I haven't really thought this through. I suppose it could be used to help students create outlines or first drafts of essays, that then must be completed by the student. Or it could be used to generate content that can then be edited by students who are learning the actual skill of editing someone else's work. Beyond that I'm not sure.

I think ChatGPT will impact education negatively at this point.

Like the calculator, the personal computer, and the internet before, generative AI disrupts education toward unpredictable outcomes. It is likely that some type of emerging property based on generative AI and machine learning in general will reshape the way we teach and learn, although only glimmers of that future are now apparent. For example, formal writing is not the exclusive domain of the highly educated any longer. Written opinion essays are not appropriate tests of someone's knowledge, while data analysis, graph interpretation, and oral presentations still are. Writing reports with extensive citations and bibliography are also still a human prerogative, and a better way to assess critical thinking. I am sure more advantages will emerge over time.

At first, I thought there would be no advantages to these new AI platform.

But, prompted by your questions, I'm now wondering if there might be some advantages. It may be useful to learn what these new software can do, study them, and learn how to detect content generated by AI and differentiate with that generated by a human.

Although, I understand that so far, it has been difficult to do so.

I'm eager to learn from this forum more about these platforms as well as ideas on how to utilize them for good or how these may affect us all in the future and how to proceed with the knowledge that AI is now part of life.

I think it would be interesting to use from a critical literacy point of view - how do answers differ from those of experts? What is the diction being used by ChatGPT at different voices? How might it not reflect a voice that you might write in? What can be added to a visual that might better reflect your community??

Creating rough drafts (risky area, but a benefit), brainstorming for ideas, learning more about a subject.

If this enhances education it will be because faculty will be obliged to engage in authentic testing and assignments that really align to our learning goals rather than to ticking off boxes and mindless tasks. Is calling us as faculty to step up and ask what to students need to know to survive and thrive in this current technologically oriented world.

They might be used as a learning tool if students were asked to assess responses generated by ChatGPT and compare them to other kinds of responses to a prompt, to see the differences and potential drawbacks of using ChatGPT.

I think when it's openly used and students can evaluate it compared to their own ideas that it can be a very valuable tool. Am I concerned that students will short cut and use it for assignments to bypass necessary learning when teachers are not aware? Of course.

It could be used to generate examples, homework, and text that could then be improved,

I don't have enough information about this technology to respond to this question.

I think students can use it somewhat like a tutor if it ever reaches a stage of accuracy where it can read their writing and give them feedback on grammar, spelling, and writing structure.

I think it can sometimes be used as a way for students to begin initial brainstorming or to specify some areas of interest they've already happened upon. So, if a student knows they want to write a research paper about the psychology of dreams but they aren't sure where to go from there, maybe ChatGPT could help prompt them with other specific lines of inquiry, e.g. Lucid Dreams.

I don't think it should replace the student's own brainstorming process, however, as I believe the initial stages of inquiry and shaping questions and ideas are an essential skill for students to practice. I merely see ChatGPT as a viable way for students to prompt themselves a little further, or with the case of their writing, not using ChatGPT to compose their writing but instead as a way to refine and advise their writing.

I'm open to exploring ways ChatGPT can support student's learning experiences, but I'm still fully opposed to its use as a replacement for their own writing and thinking processes in a composition course.

Assist with research, editing maybe provide resources

I can imagine, just like spell check and other programmatic editing tools, ChatGPT can hold value for learning. I have not spent much time thinking about this question, so this is all I can offer at the moment because I feel the more important question that is not asked is WHY do students feel the need to use a tool to write their assignments?

It may serve as a sounding board for students who are not well-connected with their peers.

In my experience with Chat GPT, it feels a bit like a group discussion. When a question (topic) is entered, the AI started generating answers as if everyone is chiming in. If this AI is used in a classroom, perhaps it will trigger more discussions from the students, on top of the AI's responses. As for AI-generated images and art, it depends on how the student is using them. If the student is presenting the AI images and art

as their work, then it's definitely a no; however, if they are using them for other educational purposes, perhaps they can cite that the art and images are from AI or any open-source site.

I don't know that much about it ... only what I have read in the newspaper, etc. BUT, we will have to rethink assessments like essays specifically in an online asynchronous class.

Do not know enough about ChatGPT to respond intelligently

I can't think of any specific ways in which generative AI can enhance education, but its wide adoption will mean that education will need to evolve in order to address its impacts. Surely faculty and other leaders in education will find ways to use generative AI to enhance the student experience, rather than just react negatively to this new technology.

It can be a resource for information

ChatGPT is a much better search tool than Google or Wikipedia for the gathering of preliminary information. The narrative style can be quite helpful. You can even ask it to dumb it down or be more detailed. It could be a somewhat effective tutorial advice.

This program can help struggling students learn how to organize their thoughts on paper. By using natural-language processing techniques, this AI tool can "understand" and analyze written or spoken language to generate responses or suggestions. It can be used to create outlines, templates, and instructions.

Don't know yet. This may require a huge rethink of education and I have not gotten started on that yet.

It can be used to help students check answers or explore, as part of the learning process.

This system can help students by giving them some ideas from which to start on a topic.

ChatGPT can help in a lot of ways, personalized tutoring, content generation, language learning, questioning answering, and more. It's important to realize that ChatGPT isn't a tool that's meant to substitute learning or traditional teaching methods, but is meant to aid in education. I use ChatGPT for work (I work in web3 (Blockchain technology) and we constantly rely on it for strategy and brain storming. If someone is blatantly using ChatGPT to cheat, then yes, I can see how it's detrimental to learning, but that's not it's intended use case. It's meant to guide, not do thing for you.

Part of me thinks we need to understand that AI is part of the world's future. We need to learn to work with it and it's capabilities. I bet people thought the internet would have a negative affect on student learning.

It may serve as a tool for critically thinking about human labor, expression, interpersonal dynamics.

Since they can write, create art, and in some cases create music - they are good to use first-hand to kickstart ideas for art pieces when they have creative blockers but also to learn about AI itself. They can also learn about machine learning (on a basic level) and some of neural networks. It can show how to programmatically create instructions for an allegory of how human brains connect neurons to create

these artistic pieces and further, link philosophical questions on what it means for AI to create vs. humans.

It can be used as a learning tool much like a search engine is used as a learning tool. Instead of returning a series of links for further exploration, it appears to curate the information. This could save a lot of time in the initial exploration stage of acquiring information. I can see myself asking students to start by asking AI to do a talk and then unpack and assess the results. Unpacking is doing additional research to understand what the results actually say. To assess the results is to make a judgement on the accuracy and quality of the output. Finally, a person could then modify the initial results to "make it their own." A calculator and other mathematical software allows for students to engage with more complex (real) problems without first having mastered all of the computational tools. I imagine that this will allow students to engage with more complex (real) problems without first having mastered writing, music, art tools/theory.

Not sure right now.

I think it might be helpful as a way to help students get started with an assignment. In my work supporting students as staff member, students who feel they are not good at English or more STEM focused typically describe feeling intimidated by a blank word doc and this leads to procrastination. If AI can help a student get started, then it can be useful, but if it is used in place of completing the work themselves, then it is harmful to their learning experience.

If I was a student in computer sciences, I would want to understand the platform and the technology behind it.

It could be useful to students who need help understanding how to start crafting polite, well-reasoned opposing positions on topics that are controversial or useful to students interested in honing public speaking skills. The limitation here is 1) that ChatGPT gets its data from the internet, which is no longer a source of reliable or factual information and 2) it assumes people are still interested in thinking about issues from different vantage points.

Maybe it can be used to generate ideas for projects, and one can vet through the different ideas. You can use this topic for class discussion about the advances of technology, what does it mean to be creative, what are the ethical and moral issues involved in utilizing these new systems of intelligence. What is intelligence if it can now be generated and passed as one's own?

It can answer student questions and provide background information on most topics. It can be used to enhance student creativity.

ChatGPT levels the communication field for students with learning disabilities. It can take ideas and help correct one's spelling and other grammar better than currently software.

It is a great way to teach how to check for authenticity, after having ChatGPT writes a response, how does one go about verifying the information.

Anything can be used as a learning tool. Exotic applications are entertaining but not always educational.

Help students understand concepts that may otherwise not be well understood. Focus is on learning and not simply passing a test. Thus instruction needs to move away from rating a student's understanding of a fundamental concept simply based on an exam. Also will help otherwise non-traditional students, or students that have difficulty with exams for any reason to have an equal opportunity to excel in class, Exams and quizzes do not reflect a student's depth of understanding of class materials. Time to transition away from single-chance exams!

I am not sure as it is a fairly new tool but I assume there can be some interesting uses if explored enough.

I think that they can be used as a teaching tool, I'm not sure how they can be utilized as a learning tool. I would need to think more about that. It may be more useful for teachers than students.

I think ChatGPT will challenge teachers and students to engage in more higher order thinking in the curriculum and classroom, since we won't spend so much time on more basic tasks anymore.

To conduct training or a discussion about identifying counterfeit content, versus real content.

CGPT could see some use in providing initial information and structure for explanitive and descriptive texts. From this framework, students could focus research questions, iterating on the provided information while adding additional supporting or contrasting data as well as interpretation.

CGPT could generate prompts for creative writing.

CGPT could serve to present already-available information (such as that from wikipedia and other online sources) in new ways that are more accessible to students.

CGPT can be used as an example of what not to do in some cases, as the generated text is not error free in terms of construction or content. It is sometimes partially correct, or correct only within a specific context. Analyzing and correcting/improving on the initial text could help students master writing techinques as well as explore how different data can be used to arrive at different results.

The students may emulate what the ChatGPT may offer

So far, I just want to share that I have already had a student try to use it to write an essay for my class and ChatGPT did a terrible job of "reading" in the way I asked my students to read and analyze and then communicate their ideas in an essay. So, the failure of this tech allowed me to have a useful discussion with a student about this and about why it's a bad idea to rip yourself off this way.

It would be able to take place of some tedious processes/tasks to support higher concepts

I would use ChatGPT to answer this question. My point is proven in this statement.

Perhaps it could be used as a language learning tool. I'm not sure it has this capability, but if you write an essay and have ChatGPT correct it, that could be useful. Another interesting application could be to have ChatGPT provide a rebuttal to an essay you write, encouraging you to consider alternate perspectives.

I haven't had a chance to think about how to implement Chat GBT into my classes yet. I do plan to use Chat GBT to assist me with communicating with non-autistic people, which is something is difficult for me sometimes. I also imagine I could use it to help with writing legal documents such as contracts, and similar formal writing.

2. Negative effects on education

In what ways, if any, do you think generative AI like ChatGPT and Dall-E 2 (which generates images and art) may negatively impact education?

I think this mostly pertains to assessments in the asynchronous environment.

Some students may use the tool to do their work for them. It can lead to greater instances of cheating.

Students may become to reliant on a tool like Chat GPT and not really understand concepts or the bigger picture

Faculty who focus on generalized assessments may find that students rely heavily on ChatGPT to augment or replace their own answers. This will push faculty to use more authentic assessments. Unfortunately not all disciplines can apply this to all their assessments. These will need to shift to in-person or oral assessments.

I fear that students will become reliant on these tools and not be able to do their own work without assistance -- while that might not matter in some cases I believe it is an essential part of life that people be able to think and problem solve for themselves.

There may be cheating, or students may not do their own work completely.

Plagiarism, for one thing. Another is that students will no longer have to be creative. AI presents education as a hoop to jump over, rather than engaging in a practice of freedom. It reminds me of something someone once told me, "An education is the only thing an American will pay for and not receive."

cheating on essays

Students will use the programs to cheat.

People may cheat using Chat GPT for their homework and learn nothing

I feel like education focuses too much papers and rote memorizing things instead of learning the reasons why you should know something in the first place. I think leaving behind this old notion of education and embracing AI assisted work will only benefit future students and success, not harm their ability.

makes it easy to cheat on essay writing, discussion posts,

I am afraid that students will take the easy way out by having these AIs do their work for them, and so pass classes without having learned not only the material, but the critical thinking skills needed for the future.

I strongly disagree with this statement. I think quite the opposite in fact. If an educator walks into a classroom or online space thinking they can teach their classes the exact same way they have always done, then yes, absolutely true that AI will have a negative impact and we risk students leaving the class having learned nothing. This tech is now a major disrupter which is going to force us educators to reinvent the way we teach our classes. And if we do invest in that, working alongside AI can create a transformative experience for our students.

Students now have access to an easy, free way to cheat and get essays accurately and quickly written for them.

Dilute creativity

It will allow students to submit fake art in my class and be a shortcut for students who lack any time and practice to learn to draw or paint. Sadly it will create students not prepared to transfer into art programs.

I answered neutral because the answer is different for how ChatGPT will impact education in general and how it will impact my role as an educator. I think ChatGPT will have a negative impact because there are so many folks who are change adverse. It's going to be a big problem for those who can't embrace the possibilities and who fight against it. For myself I how AI tools will revolutionize education.

The ability to engage in learning from the basic outline stage goes away when AI is used even as a jumping off point. Further, unless you're deeply knowledgeable about a topic, people don't know what's true and what is garbage for the output. There is value to reviewing literature from a direct source.

Students won't learn, and will rely on the AI to do their work. They won't take the time to critically think to answer/solve problems. There will be more "cheating" to get the work done.

If we keep asking the same sorts of questions, then yes

Will anybody bother to learn how to write?

Cheating. Loss of critical thinking and skill development.

People who are worried about Chat GPT being used for "cheating" are asking the wrong questions. Our assessment systems have been built around the convenience of the assessor and the overall factory-model of education in the US. We are long overdue for a critical look at how we authentically assess learning and measure understanding. AI isn't going anywhere and we need to prepare students for this.

I think the negative effects if any are going to be similar to what already exists - at least from an assignment perspective - crawl the web and find answers, then put them together for a term paper, etc. There is a way for teachers to co-opt these tools or find work arounds with clever assignments. The other trick is to set assignments on absolutely current relevant topics (not always possible in all subjects)

- chatgpt only crawls existing info. For instance, I asked it to pull together a review of Biden's SOTU from last night and it totally failed.

Clearly most instructors will need to rethink their idea of assessment.

At least initially it will be difficult to detect cheating

If we assign generic essay topics, then ... yes, it will be bad. If we individualize assignments specifically to our own specific knowledge bases, it will be okay. I think everyone is blowing this out of proportion; there are endless ways to sidestep AI here, and the limits are our own intellectual creativity.

Some faculty may be concerned about plagiarism and focus too much on negatives

Artificial intelligence answers test questions and writes papers. The student doesn't

My concern is the reliance on technology comes at a cost. I feel we lose a part of our selves. Critical analysis of a situation requires I understand the players and the dynamics. We are already seeing the negative impact has had on our students learning. Convenience in place of understanding. Believing the computer over self. How will this impact education? The student takes what's given by the chat and doesn't question it or bring in the human factor into the equation.

Academic integrity violations

Kind of eliminates the purpose of having formative assessments in any given course.

If a plan for how to contend with the challenge and make use of the opportunities of AI is made and implemented, then AI can be a great boon to education.

There may be limitations as to whether instructors will be able to ascertain beyond a certain degree of certainty to what degree and in what ways AI was involved in the creation of student work.

Students will rely on the baseline as their full understanding of the concept without continuing to study.

Without our adaptation, there will be some students who use it instead of submitting work. We will struggle to "catch" some of these students and there will be (perhaps) a higher degree of students who pass through the system without participating in key elements.

When instructors used ineffective banking model instruction with antiquated assessment structures where students are not actively engaged or see the relevance of the material, cheating will continue to prevail. Unfortunately, this represents a large majority of H.E. classrooms.

Dall-E 2 is not really in this game.

ChatGPT is plagiarized by lazy students who offer its output as their own essay work. The general level of ChatGPT output means that a lazy student will get a higher mark than deserved. It is a shame that teachers will move away from essay questions as a result.

As you can see from my responses here, an essay is an excellent way to present a number of related points in a way that they can easily be absorbed by other readers. See also the outstanding New Yorker article on ChatGTP at <https://www.newyorker.com/tech/annals-of-technology/chatgpt-is-a-blurry-jpeg-of-the-web> . It is both an excellent exemplar of technical writing and a first class analogy on what ChatGTP is doing.

I believe education is a humanistic endeavor. Education is a journey in which students and teachers grow and learn. With AI like Chat GPT, there is too much incentive to cheat. It is too easy to just get the AI to write the paper or solve the problem. This technology should change how we as educators assess students growth in a field of knowledge. But, I doubt that will happen much. I have already heard too many stories from students who just cheated their way through online classes. This just makes it easier to cheat. What will society look like if people do not know how to express their own ideas? Sad indeed.

I think students may use it for quick answers, bypassing the process of developing understanding.

Asynchronous courses will have a time period where reimagining assessment becomes a task.

Chat GPT can create essays, short answer responses, and discussion posts that are indistinguishable from actual student work in some cases. These are important aspects of many of my classes, especially online.

Students will use this AI to write essays. Students will be more unlikely to think and write.

I can only see positive aspects of generative AI. Change is inevitable, and holding on to the old ways has never been a recipe for success.

The obvious negative effects of generative AI are obvious. Students can easily cheat on assignments by having them completed by these platform. At the least, they can incorporate some content from AI in their work.

This would defeat the purpose of the education to foster students to think independently, to learn how to research, how to cite sources, how to solve problems creatively.

The adversarial set-up of how students might see it as something to "get away with" to get a certain grade outcome and the desire for some instructors to set up a punitive mindset as the primary approach to dealing with it in the learning space can have a negative impact on the classroom environment. I am worried about the overall approach of written/visual expression as transactional rather than expressive.

It is clearly capable of doing entire assignments on behalf of students. It can remove the (good) challenge of originating ideas or writing first drafts. It can discourage creative and analytical thought, hard work, critical analysis, and more.

Increase of AI-generated submissions

The students who truly need to develop their skills in critical thinking and in formulating original content will be tempted by this new tool. And faculty will be questioning the work they receive as real or as generated thereby eroding a level of trust and academic integrity that is central to the learning experience.

In English courses, ChatGPT is and can be used to develop essays in response to essay prompts and other assignments. Since the responses would not be created by students themselves, this might be considered a form of plagiarism, since essentially students would not be doing the work themselves that is required of them.

I think there's an equity issue with students who are not given the tools to proactively learn independently that it will become a tool they may use to bypass learning.

It will take some time to adjust and will likely alter testing. Time is already precious.

I don't have enough information about this technology to answer.

I think some students will use ChatGPT in the same way students have always used plagiarism as a resource to complete or "improve" assignments when they feel stressed out, confused by a task, or simply unworthy, believing their own writing/thinking is not at a high enough level to finish a task on their own. I believe this is a majority of the reasons students will use ChatGPT and in these cases, these students miss out on the opportunity of challenging themselves, testing and expanding their own skill sets, and practicing the thinking/writing process on their own. I think some students are curious about all the hype and want to simply know if ChatGPT really can pull off college-level work and dupe their teachers. I don't think these students are necessarily being nefarious, they're simply dazzled by all the noise churning on social media and the bizarre headlines in the news (e.g. "ChatGPT passed the BAR exam!"). A smaller number of students potentially isn't invested in the kinds of assignments they are being asked to do and potentially see ChatGPT as a way to avoid jumping through the hoops of college requirements that they see as an unnecessary barrier to what they really want to do in their life.

In all of these cases, students are not participating in the intellectual and academic experiences their teachers provide for them. Sometimes we ask students to do things that are truly difficult. Frequently, they will be reading and writing an unfamiliar grammar, using vocabulary they've maybe never seen before. At times, they will be at the brink of what they believe they can do, white-knuckling their way through sentences, losing grip of the words, punching out letters on the keyboard only to delete them and rewrite them, back bent against the insurmountable task of filling up the empty space with something, anything, and when they do, they surprise themselves. They see they accomplished more than they thought they could.

When they use ChatGPT, this doesn't happen for them.

plagiarism, malware, information taken as true without further verification of sources,

Students who don't trust their writer voice, or have been heavily critiqued for not writing "correctly," will opt for the easier way out and use ChatGPT, allowing them to continue with their educational goals.

When does ChatGPT as a tool for feedback while learning become ChatGPT as a substitute for learning.

They will definitely impact education in some way. The educators could allow the students to use AI as tools as if is an encyclopedia or a dictionary in my days, or google search, and be able to confirm or cite the sources.

It is easier to have ChatGPT write an essay and do other things that before would have been caught by Turnitin tool. I think there is a lot of cheating that is never caught so maybe this just makes us rethink assessments and rethink what we are assigning as professors.

If students use AI instead of doing work themselves: Students will not learn language and writing skills. Students will not learn critical reading and writing skills. Students will not learn to write for different purposes (i.e. college essay, transfer app essay, business letter). Students will not learn how to argue an opinion in writing. Students will not have a reason to read literature and essays.

Students not doing their own work. It renders any classic text useless because students can search for answers rather than find them themselves. There is no thinking involved. At least with traditional cheating (copying answers from an online source) can be more reliably detected using tools like Turnitin

Do not know enough about it to answer

I think that, in the short term, these tools will have a negative impact because students will use them to "help" them complete assignments (could be considered as cheating). Using new technology in this way is nothing new, but the ease with which this type of technology can be accessed and used might increase the number of students participating in such conduct.

Students may submit work that's not their own, making it impossible to assess if they've learned anything.

I think it is obvious that students can, and will use it to cheat in a variety of ways. It can generate whole essays. These essays can be run through paraphrasing software which can further mask the plagiarism. In essence, they can enter essay prompts, exam question etc, and pop out answers. It seems that many teachers are in denial that this is happening, or have a misplaced sense of wanting to accommodate students. However, the students who are relying on this tool are going to be severely under-prepared going forward. Also, this part of it is not speculation. There are many students on youtube bragging that they don't write papers and simply enter prompts into AI programs.

Increased easy and opportunity for Academic Dishonesty AND student no longer learning the basics of critical thinking and writing skills

It can replace human creativity, critical thinking and students may use it for cheating

Cheating will be very easy if educators do not modify their assessments and assignments.

If instructors are not ready for it and change their courses accordingly, it could be used by some students to avoid learning.

Students can have ChatGPT do their assignments and take tests for them.

I think it's too early to tell. Just like the Internet changed the way we do research, ChatGPT will change how we generate content and ideas. But is it a negative or positive change? Only time will tell.

It may promote more laziness. The opinions contained in the answers may be taken as facts.

It all comes down to the individual, which is a major part of almost every similar discussion. Unfortunately schools won't be able to stop it, AI is already this intelligent, imagine where it will be in 5-10 years. The education system needs to find a way to educate it's students about AI use cases, and

have them exposed to it, because plain and simple, the use of AI is extremely important, beneficial to society, and it's coming.

It will remove the need for a student to learn how to communicate ideas and to will even obliterate the need to research.

I can see it distracting from some of the main aims of education: independent thought, analysis, expression, and collaboration.

Plagiarism

Like anything with human input, it can be used maliciously. ChatGPT can be used for writing offensive things, or even just to plagiarize on writings. Dall-E 2 can be used maliciously but it can also create a demand for 'free' art pieces that can be created quickly and human artists would be less in demand and therefore less incentive to be an artist.

These rapid changes throw our system into a form of chaos, because they rapidly make our underlying assumptions invalid. COVID did that. We used to believe that a proctored and timed test offered a type of authentication to a person's learning. In the name of wanting to ensure learning, we used "but in seat, no outside resources" as the gold-standard for assessment way too far into the information age. We cling to it still, I think because we have believed in it forever. It's hard to discard things that were used to make me feel special and "better than." It is difficult to realize that our methods and measures have never been well-calibrated to learning so much as to enthusiastic compliance. This new development puts front and center the questions: "What is learning?" "What is education?" "What roles do I serve as a teacher?" "What roles does a college play?" I'm thinking a lot about the role of assessment in certification as opposed to the role of assessment in learning. I think that there might be some ugly and painful short-term power struggles as we try to imagine ways to force our students to not use the modern and exciting technologies that are available to them. But I think it will also help to shepherd us into an era of questioning our assumptions about the meaning of grades and degrees. From there, we can give up the power struggles and truly partner with our students in their plan for their personal and professional development. They're here to develop into the person they want to be, with the life they want to have. Perhaps, in periods of great stability, teachers can prepare students for the life they want to enter. But in periods of great change, it has to be a partnership. And our students will teach us how to exist in their world, even as we offer wisdom of the "Brave New World" kind, about risks to watch for.

It can facilitate student cheating too easily.

I will restate from my previous answer, if it is used as a tool to maybe address deficit minding thinking around writing/English proficiency then I think it can be helpful. But if it is used in place of learning, then it can be harmful.

I think generative AI is almost like calculators and math. When I was in school our complaint was why do I have to learn math if the calculator can do it for me? The answer was always "You can't carry a calculator around with you all the time" We now of course have smartphones in our pockets capable of this, and I fear with AI we are heading in the same direction. While I hated having to go through math in

school, it was still very beneficial for me to learn how to do the math instead of having to rely upon a machine (calculator).

There is no substitute for putting in effort to learn, memorize and analyze things with your own mind. So many professions require a platform of memorized working knowledge in order to just have the "ticket" in to begin to practice the profession. The vast majority of professions require extemporaneous speaking and extemporaneous problem-solving skills. Traditionally, college has been a fairly low-risk environment in which to gain these skills. It has also been a great environment in which to learn teamwork skills, time management skills, etc. It may be ideal for a computer program to be optimized to generate answers in the fastest time possible-- but that is NOT the purpose of investing in a college education. Some components of human learning just take time and, most importantly, they require making mistakes so that we can learn from those mistakes.

I mentioned it earlier and homework assignments and papers may now be generated by these new systems, so what is class work? What is creativity? What is being unique and providing one's perspective? I think that it will be difficult for instructors to know how much of the students' work will be generated by the students (solely), partially, or not at all (all AI generated). If art can now be generated, what does it mean to be artistic? Who gets credit for the work??

Assessments using exams and papers - it makes cheating much easier on exams and papers. Can be mediated by co-evolving AI detection software.

If student use ChatGPT to write responses but they do not verifying the information.

I admit I don't know much about these developments, but the whole point behind "artificial" is that it is not authentic: the computer is doing the thinking, not the person.

If used incorrectly, and if education continues to rely on single-chance exams, then yes, students will simply leverage chatGPT and other such tools to just pass the exams. We have to focus away from exams and the goal should transition to the students understanding the fundamentals. Exams focus on grades and exams. Nothing else, It is time to focus on other ways such as project-based learning and applying concepts to practical applications. Yes there are still some areas where exams and testing may be required. In most areas, educations should transition away from single-chance-testing to excel. If education does not change then those that excel in using chatGPT will be the ones that excel. And this will impact those non-traditional students that learn best with different methodologies.

There is no way at this time to verify if the student's work is original. If students will rely on ChatGPT for most assignments then their level of education at graduation will be greatly decreased.

I think that students have been able to plagiarize for a long time. Also, teachers have had issues knowing exactly how much students learn. Although ChatGPT can benefit negatively and positively, students will continue to learn if they apply themselves and not plagiarize.

Detecting plagiarism will be more difficult to do, and it will require different tools than we currently have available to us.

This new "tool" will encourage students AND faculty to take short cuts in writing and thinking. I believe people are always short on time and ChatGPT and the like are great ways to accomplish a task with little to no intellectual commitment.

students will most likely be tempted to use this instead of actual research, critical thinking, exploration, etc.

CGPT could more or less eliminate short answer questions as being any part of an effective homework assignment. From an equity standpoint, CGPT democratizes that resources previously only available to those willing to pay subscriptions to websites such as Chegg or CourseHero. These sites have already had a significant impact on how instructors can employ different assignment types, including online exams. Absent proctoring software, it will become increasingly difficult to trust student assignments not completed in person, especially if one assumes that CGPT will continue to improve in its ability to provide complex and well written answers to just about any prompt. The impact on online classes, especially asynchronous courses, could be particularly significant, given that students are already required to interact with their course material online and CGPT is very easy to access. There is every likelihood that a majority of students will access CGPT, or tools like it, in order to save time when they feel they need to, or as a complete substitute for topics they do not understand and cannot or will not extend the effort to remedy that. The experience of the pandemic has borne this out. When students have both the means and opportunity to take short cuts, they often will, particularly in the absence of more severe consequences for cheating.

CGPT will make the need to formulate initial thoughts or ideas obsolete for our students. If it can provide the initial idea for a paper, as well as an example structure, how will students learn to evaluate new data where reference examples do not exist? What will it mean for upper division classes, graduate work, or career paths if today's students do not gain experience with this on known examples that can be critiqued and improved on? I believe that CGPT and Dall-E 2 have the potential to negatively impact both innovation and novel interpretation of pre-existing ideas or facts.

Addressing this requires more individualized instruction, where instructors spend more time with individual students observing and giving feedback on the entire process instead of just a finished product. Smaller class sizes will be necessary to ensure sufficient connection with students' work to recognize and address inappropriate uses on AI. Implementing this may limit access to higher education. Failing to implement this may devalue it.

Any students who rely on it too heavily and get away with it may pass through the "hoops" of education and be spit out at the other end without the skills they need to succeed in the workplace, unless, of course, the workplace expects AI to do all the writing anyway by the time they get out!

Due to outside pressures, students may be compelled to use AI to do assignments for them, which may remove repetition and practice that would develop critical thinking and understanding of higher concepts. Use of AI in classrooms would need to be extremely tailored and strictly defined.

Attention span is already low in class classroom settings. Plagiarism. Sheer laziness.

Cheating. Claiming authorship for something that in reality borrows (steals?) from the work of others. Stifling original thinking. Providing a crutch.

I know that many people are concerned about cheating. I am not. I ran some of my problem sets through Chat GPT, and it either answered incorrectly or provided solutions that were obviously not written by one of my students. I don't think Chat GPT will encourage more people to cheat than already are. If anything, maybe it'll encourage instructors to write more interesting assignments, and make classrooms more equitable and accessible.

3. Assignment instructors should/plan to assign to encourage learning

With the introduction of this new technology, what kind of assignments do you think instructors should assign (and/or that you plan to assign) to encourage learning?

Project based learning.

Verification assignments. Run a search in Chat GPT then research whether or not the results it produces are accurate.

I plan to assign students an exercise so they can learn how to use it and also learn its limitations. They will need to use critical thinking to question the results before submitting their answers.

For quantitative (math) type questions I plan to ask students to show their work by hand and embed a picture of their work in their submission. I will rely more heavily on assessments that analyze real-time collected data or data that is not available on the web.

I'm still considering how to deal with this -- I think more assignments that require information directly from lectures/modules or that require personal reflection might be one way, but I also think there are ways to get around that.

I believe we will need to do more project based, in person assignments.

Give simple project assignments to see if students are able to understand and write code.

It depends on the subject. In my assignments I ask a lot about the students' lives and things they did, like the conditions in which they grew up or the volunteer work they did. I'm hoping that Chat GPT does not know who my students are, but maybe it does. I might go back to in-class quizzes. I'm still thinking about it. Ask me next year.

Block and prohibit the use of the programs that assist with students cheating.

A brief research paper talking about the functionality of Chat GPT

I don't think it's possible to assign something that chatGPT won't have a reasonable answer to.

Just accept that it exists, is here to stay, and shaming or disallowing students to use it is fighting progress. We need to embrace the technology because businesses will when they realize how much time it can save.

I am still working on this answer.

I am still working on the different types of assessments

1) A research presentation: something where students have to gather information, analyze the information and share the results and reflection to an audience and answer questions about what they have presented.

2) Analyze AI generated content and critique that

3) I loved the challenge when I needed to identify if an essay I read was AI or human generated. I failed the challenge miserably.

4) Can there be assignments that is tailored to each student based on their interests/personality/background etc.? In other words: can we move away from mass produced assessments.....heres an exam, I dont care anything about you but you are expected to all answer these same set of questions which I as the instructor think is necessary for you to demonstrate that I have learned the material from this class!

5) Can skill building exercises be demonstrated in front of the instructor and while the students are in the classroom? Is there any point to a secretive "exam question" that is revealed in a tense environment that favors a certain type of learner?

6) Working backwards from a student who has been in your class 5/10 years ago....imagine a scenario where we ask them what they remember about your class. If they dont remember anything or that they even took a class with you, what can we learn from that? In the best case scenario, perhaps they remember a feeling, a way of thinking, a love for a subject, a type of problem solving etc. How can we create assignments that foster this type of long term learning?

Include potential false flags in questions, so that the chatbot may be prompted to include detail about incorrect information

I will I have to encourage being a warm demander and make students resubmit assignments 5-10 times to show they actually made the art piece along with verbal and video reflections to show learning. I will do this for all online and hybrid classes. I will also show examples of how ai makes generic and unoriginal art and then I'll show that real people artists make mistakes and learn from mistakes.

Instructors can use ChatGPT like "Google on steroids" Let students play with it and see what happens. Assignments would differ from subject to subject so it not really possible to put specifics here.

Instructors should also consider how ChatGPT can be integrated into their own workflows to support their creation of new learning activities, curriculum, assessments and feedback.

As far as using AI to create art, the artistic community is vert polarized with many artists being 100% pro or against. And you have students who would refuse to create AI art, because they want the control of mastering traditional mediums. Just like you shouldn't force an oil painter to use Photoshop, you

probably should support artists to choose what mediums they want to engage in instead of making assignments that require AI.

require original thought or extensions of what is readily available

This is up to instructors; might want to avoid recommendations to professionals who have already developed their own trajectory for student learning and evaluation. Trust that they're competent.

Uncertain. If "Turn it In" can identify work done by AI, then that'll make the question easier to answer.

Critically assess the answers provided by the bot. I just put in a data table and it came out with some great generalizations - now are they right?

Maybe break up student writing into graded drafts?

Great question: now what do we do?

Use ChatGPT as it's intended, as a starting platform that reduces the "busywork" of writing. Have students create an outline of ideas, feed it to Chat GPT to structure a basic essay, and then revise that essay to be a polished piece of writing. Help students understand AI and its limitations by having them try to "break" ChatGPT (an unanswerable question, or one where the AI always gives a wrong answer) or help develop their search and query skills by challenging them to get ChatGPT to say a specific phrase without directly asking it to. Ask students to submit written work to ChatGPT for feedback and reflect on that feedback. Use ChatGPT to rapidly generate script or story ideas and then teach students how to bring those stories to life with multimedia tech. Probably many more things.

Co-opt the tool. I'm still mulling over this to come up with some ideas.

There is also the issue of writing styles. Very few of my students have the sophistication of writing and spelling that Chat GPT puts out - if those students use the tool, I would know rightaway unless they "stonewash" it.

Keep assignment topics current if possible - Chat GPT doesn't have an opinion / generation on events post 2021.

I think student instruction should change quite a bit to engage students better. This has nothing to do with Chat GPT. I believe Chat GPT could be a useful tool and is going to exist in our learning environments regardless of what policies are in place to thwart it.

ChatGPT doesn't know about current events (yet). Instructors can write assignments in the context of today's news and events...which they should do anyway.

Same as I always have: very unique and individually tailored assignments based on very individual and unique materials.

Reflect on writing produced by AI, consider feedback produced by AI

Personal reflection papers

I think there will need to be much more engagement in assessment. Figuring out active and interactive methods. Moving away from knowledge identification assessment.

Assignments that will thwart the dishonesty potential in the new technology. I'm not currently sure what those assignments might be.

Multimodal assessments and project-based learning! This is the best way to avoid over-reliance on AI to complete work.

I would like more education on the capabilities of AI and how to access it. As my own knowledge of the technology and how it is access it increase, my ability to imagine how instructor can have students utilize it in their courses will become more clear.

My general thinking is to maximize utilization to a large a degree and wide a scope as possible.

We may need to increase the level of assessment in real time (i.e. present or defend you paper findings)

Evaluation/critiques of written work may be more valuable that the original production. I think when looking to original production, we need to have a more eye to specific applications of various theories to specific circumstances. Assignments that look more for voice/creativity may work better?

Instructors will probably shy away from essay questions, which I think is a net loss to learning.

This is a hard question for me to answer. I believe there should be proctored in person final exams at the very least to assess knowledge. As for papers, since they take a long time to write, it is hard to say. Since I teach in person, I am not planning on making many changes as students work in class and I talk to each one of them each day and see what they are learning and have assessments in class. I know which students are using technology to help with outside of class assignments as I can see the difference between what is provided from outside of class and what they show in class.

I think more work should be done inside the classroom.

Ones which Chat GPT cannot directly answer. Or assessments that use Chat GPT to aid in learning. Project based learning.

I don't know at this time

Data analysis based on graphs and images, which ChatGPT still cannot recognize. Essays with extensive in text citations and/or bibliography. Obviously, slide and oral presentations. Generation of hand-made artifacts, like drawings or objects. Reports of scientific experiences and observations made in the lab or in the field. In-depth literature research, which would *require* using generative AI because it would have been too difficult for a student before. Also, assignments based on original research papers, which the student can "translate" first into plain language with generative AI. And many more!

Critical Evaluation of a generated document. Writing or visually expressing an alternative perspective to a processed data set from ChatGPT.

I think more instructors will require in-class writing, which is difficult for students struggling with visual, fine motor, or attention deficits (including the ones who don't know it.) I know instructors who are requiring first drafts by ChatGPT and then student-driven changes, then submitting both. I haven't decided about assignments in my own courses.

We need to scaffold assignments, have them evolve over time, and teach students to improve them will be part of confirming that the work is actually the students' work. Requiring notes along the way could help, but I feel very perplexed by the idea of this new technology making many of our assessments pointless. It is interesting because some writing assignments are about students stretching their skills, and if a machine can do this, how do they learn to use this process to think deeper? I don't know. Within the area of images, since I am a photography teacher, I could require the original raw files from the camera to verify the work of the students. But this also Tyson to my concerns about trust and academic camaraderie that could be lost with this technology.

Assignments that promote students' awareness of how ChatGPT works and its potential applications and drawbacks would be helpful.

I think after getting a baseline of personal writing from each student, then an instructor in my discipline English should use it proactively and openly so that students understand the tool and its limitations. I've had colleague say that they're going to have students use it and then evaluate its response to a prompt. I'm going to use it in my next assignment which includes historical research

I'm retired. Sounds cool though.

I think we should largely continue to assign activities that we know foster student learning. Just because ChatGPT can do something doesn't mean a student doesn't need to do it anymore.

Teachers who are interested may want to explore ways ChatGPT is being used to improve or augment students learning experiences but I don't think our society is yet at a place with AI writing where a student is missing out if a teacher doesn't integrate it into the course.

assignments where students need to directly interact with their area of study. Perhaps more on the line of direct community engagement and service learning

They should produce assignments that begin with an assets-minded approach, recognizing that students bring knowledge ranging across disciplines and building off of what students acquired knowledge and lived experiences. Or at least try to.

Periodic assessment will have to be done with quizzes, tests, and projects in the classroom without access to technology.

Encourage students to use AI as a complimentary tool, and verify and proof the accuracy of the information provided by AI.

This is the big question. Not sure yet..... would love to know what others are thinking.

I will rely on in-class writing assignments, using pen and paper.

Do not know enough to respond

Presentations which include verbal (in-person or virtual) Q&A, whole-class discussions, and other opportunities for students to demonstrate knowledge of the subject/content without being able to use generative IA tools.

One on one personal interviews

I don't think this should change how we assign things or what we assign. The problem is that new cheating technology doesn't change the fact that students still need to these skills. So if we stop assigning serious essays because they could just have AI write them, we are not helping them develop that skill. I have students who are trying to transfer to University and their grades are not their only concern. The best students I have are trying to develop their abilities so that they can compete at that level. In short, I think it is a mistake to arrange things around cheaters.

Not sure yet

Again, this requires a lot of thinking that I have not yet done.

Ungraded exercises so students can do them to learn but don't feel pressured by grades. Assessments that are proctored in person is required.

All of my classes are project-based. Students have to make decisions, make choices based on the content they've learned. Even with AI, I still think this is the best way to assess learning.

Teach how to evaluate all sources of information and opinions from all sources, not just this one. This is just the latest form of automated information gathering and analysis.

That's a tough question! ChatGPT can't do everything yet, nor can it really answer most multiple choice questions (accurately incorrect in most cases), however it did pass the bar with a 75% grade. I honestly am not sure.

Quizzes and tests done in class by hand and therefore returning to a much more arduous grading procedure.

Assignments requiring interaction with others in the class or on campus; perspective-making assignments; assignments centered on non-canonical texts.

Oral examinations

Comparative essays (human vs computer) or samples to input for the AI to classify

I'm a math teacher. I will continue to talk with my students about the value of organizing information in a way that makes it easy to access and use. I will continue to talk with my students about the kind of foundational strategies, skills, and knowledge that allow for quick thinking via a deep understanding of the connections. I will continue to offer my students exercises and activities that support learning. I will continue to think about the lives my students want to have and the development that has to occur for them to realize their dreams. I will continue to give them opportunities to learn information management skills, organization skills, communication skills, collaboration skills, and modern tools that can be leveraged for increased success in school and life (such as the Microsoft 365 suite that all our students have free access to). I will continue to encourage them to plan for their future and dream about who they want to become and the life they want to have. Grading is another story. I don't know what I'm going to do about that. Before ChatGPT, I was already reading with colleagues about what we think grades mean and talking with my students about the use and misuse of them historically and currently. Maybe I will let students identify and defend their own grade via a portfolio of their work. Maybe I will reserve the right to have final say; maybe I won't. I'm still undecided. Probably we should be having campus-wide discussions about the perceived use and meaning of grades (Thoroughly debunked in *Grading for Equity*, by Feldman) and the role we play (good and bad) in student learning and in society as we dispense them.

Authentic assignments based on contemporary issues that are not easily answered by AI

I am not an instructor, but I do think this opens the door for some interesting topics, mainly around critical thinking. Technology has changed the human experience in so many ways, it has simultaneously made the world a smaller place, but has also showed us there is so much that we do not know and therefore so much more to discover. If lessons around AI can be used to further this discussion and get students to think critically about the information they encounter on a daily basis, then it can be a good thing.

Unable to comment on how to use this at the community college level.

Many of my courses emphasize hands-on skills mastered in the laboratory component of my courses. I have no plans on incorporating ChatGPT in my courses at this time. I would be in favor of banning it at the undergraduate level until we understand more about its benefits and its risks.

In-person assignments, impromptu work, not sure yet, still thinking about it.

More applied assignments that require the application of the information to their everyday lives. Aiming more towards the acquisition of wisdom beyond the assessment for knowledge.

More collaborative assignments that ask for students to produced work with more personal connections, or connections to their communities. Writing that is more reflective, in other words, writing with annotation and discussion of why they wrote what they wrote.

I try to assign work that asks for personal assessment. This encourages learning but does not prohibit cheating. If students want to cheat or feel the need to cheat, they will do it, and new technology makes that easier. Rather than trying to make cheating impossible, we should devise courses and assessments that make cheating less desirable.

Assignments should be based on project-based-learning. Exams are a very easy way for Instructors to differentiate who they think have mastered the concepts and those that have not. That is not necessarily true in most cases, as exams test memory and not the understanding of basic fundamentals. Yes in some cases exams are necessary, in most they are not. Students should be allowed to demonstrate mastery of a subject via project work or a "well-designed" test if they wish. "Well-designed" refers to a test designed not as a single-chance type of exam where you either learned the material or not, but rather provide many opportunities to demonstrate learning. Supplement Virtual Reality with chatGPT to have the students "experience" fundamental concepts.

Videos with embedded questions, in class quizzes and exams, written assignments that address cultural factors as it seems that ChatGPT cannot write about culture.

Teachers should require students to show their work, for example in writing assignments (Small and Large) teachers should require in text citations of required reading materials. Using in text citations correctly should be emphasized.

I think instructors should assign tasks that require more higher order thinking.

More personal narratives, more assignments that explicitly analyze the work created by such programs so as to discuss writing and critical thought

at this point, none. I don't know enough about its capabilities.

Assignments will need to be more process-oriented, clearly demonstrating a student's ability to synthesize, revise, and polish assignments before submission. Any use of AI assistance must be identified and critically assessed by the student. AI may prove to be an effective and efficient tool, but we need to be especially cautious and reflective in its early days.

More in-person assignments. This may require a move to broader adoption of the flipped-classroom model, where students engage with material via videos or readings outside of scheduled class time while class meetings are dedicated to workshops to answer questions and evaluate learning.

As this will limit the time available to assign and grade assignments, there will likely need to be fewer individual assignments overall with a focus shifting to project-oriented ones that work to incorporate higher level learning objectives .

it could be a tool to compare the assignments given to the students

My assignments are already too difficult for AI to write essays for my students, I believe, but I will keep in mind the growing capability of AI as I continue to assign essays and I will feed prompts into ChatGPT before I create assignments.

Possibly more oral assignments or in-class group assignments.

History.

I'm curious to see what useful applications other educators envision.

At the moment I'm wondering if we'll need to do all assignments in person, in class to avoid cheating. What if ChatGPT could somehow "mark" its creations so it is clear when the submission employed this tool?

I have been using several techniques for writing my own problem sets for online exams that seem to still work well despite AI like Chat GBT. As noted, Chat GBT couldn't really give me a good answer. I also think instructors should allow students to use all of their tools and resources, and just provide credit and cite sources. This is a classroom culture that I try to establish. As long as students are engaged with the material, and they aren't worried about things like deadlines and being punished for making mistakes (as in grading for points), then I believe students won't want to skip learning.

4. Ethics of using ChatGPT to pass work off as own

What are your thoughts about the ethics of students using ChatGPT, or other generative AI technologies, to complete schoolwork and pass the work off as their own?

There has always been plagiarism in education, so this is nothing new. I think that we should educate our students on the ramifications of tech like this and show them how to use it for their advantage and discourage a culture where students are forbidden to use the tech.

Its wrong. It also defeats the purpose of taking the course to gain the knowledge. Why pay for a class if you aren't going to learn the material yourself?

They should not be allowed to use any tools for tests

It is unethical. It is no different than asking a friend to complete your work for you, and then submitting it as your own work.

I feel that credit should always be given, whether it is using software, a monograph or article, or AI.

It's unethical in most cases if they are writing, or answering questions.

It's not a good practice and I strongly feel students should avoid it.

Ethically it's an academic integrity violation and should be treated as such.

It's unethical.

I think Chat GPT can only be used as an assistant for research and writing, etc., not a substitute of how to complete school, which is cheating.

ChatGPT is a tool like any other tool. Students will rely on a tool as a crutch until there is a mechanism for them to no longer do so. For example, a calculus student can use chegg or WolframAlpha to complete their homework, however they would still need to learn the material for the tests. In online learning this mechanism to force students to actually study and learn is difficult to enforce especially if the tests are online, however for in person classes this mechanism is still in place.

More power to them. Stop making students write papers. It's such a strange American obsession with writing papers in education. No other country does this. I sure hope that the AI gets so good that it tricks everyone into thinking it was human. Then we can do away with this outdated weirdness.

Cheating occurs with or without the technology- I'm concerned about the passivity in the learning process

I think this is terrible. Rather than learning critical thinking, students will be learning that the end is more important than the process, and that getting to the end by any means is socially approved.

Ethics are important in all areas and cheating can cause serious issues

Passing off any content that is not one's own as their own is unethical. However, it is important to identify who the enablers are in this situation.

It counts fully as plagiarism and academic dishonesty. It's just another form of cheating, now much more convenient.

It cheats them out of the value of their own education

This needs to be added to the integrity student handbook at our college and website since I believe it encourages plagiarism.

I can't answer these questions, my students don't have writing assignments.

And to go back a few questions, in regards to teachers teaching ChatGPT literacy, it totally depends on how it is taught and the instructors' intrinsic biases, so there's no way to answer that question either.

unethical

Unethical. Point blank. What's the point of going to college? I worry about professional careers; hope those future bridges and buildings have competent engineers behind them rather than AI bots.

I think if they use it and it's not allowed in a class, it's cheating.

I have to change my way of asking questions - personalize/modernize

I think it is, at the very least, not indicative of a student's ability to think critically and to write.

It's unethical

Again, if a free computer program can do the work, why are you asking students to do it? The flaw is with the assessment, not the student.

Definitely violating the honor code. So some teachers/professors are making students sign a contract swearing that they will not submit work generated by AI.

To use the technology is one thing, but to pass it off as one's own is wrong. Instructors should find ways to check student writing abilities and knowledge in ways that can't include Chat GPT (such as in class work). I believe everyone should expect this type of technology to be widely used in school settings.

Lying is bad.

Cheating is cheating; it's been going on for decades. Ho hum. They're only cheating themselves" and will get themselves in trouble someday, so as adults in college classes, if they choose to cheat? Not my problem, whether I catch them or not.

It is unethical

Unethical

Plagiarism is plagiarism. How is this different than paying someone to complete your work. The problem is proving it.

Cheating is rampant. This quarter (Winter 2023), in a course of 44 students, I've had 3 incidents of academic integrity violations in which students are submitting work for my review that was copied from social media sites. The Dean of Students does not support the faculty in pursuing violations, and for that reason, I try to handle these incidents on my own. It's quite shocking and demoralizing for faculty who are working and teaching in good faith, and is prompting me to re-think how long I want to continue teaching at Foothill.

Generative AI technologies are simply a new tool in the cheater arsenal. It's utterly demoralizing.

Unethical, and similar to other methods of plagiarism and academic dishonesty. It is also unethical to patchwork others' written work without attribution/citation. I would hate if an article I wrote had sentences of it lifted and used in a student's response without credit for my authorship.

The potential for the technology to be used in manners which are deceptive and harmful are in direct proportion to the power of the technology. This has always been the cases with any technology or any social power. Absolute power corrupts absolutely.

It is said "The road to hell is paved with good intentions".

The issues at hand are responsibilities, planning, prevention, justice and reconstruction (and/or restitution) after harm.

Look at all sides and consider all possibilities and all ramifications of choices.

I sort of feel like it was the same as copy and paste from the internet when that started. Students will take the easiest way until we make them see that learning the skill is more important to them.

It's unethical. I think one way to combat unethical behaviors is to have a discussion about the value of college/what are they paying for/what do they want to get out of it. Most students are not unethical - Chat GPT CAN serve a useful purpose in academics, but just passing AI work off as your own is not useful for one's education in my mind. I am not sure that this will be widely used any more than other forms of plagiarism have been - but it is worth approaching its existence with the reality that students may want to figure out how to interact with it productively as a tool as well.

Students need to cite ChatGPT when they use it.

It is simply another form of plagiarism, though easier to detect (when a C student starts turning in A essays).

I think it is unethical because it is passing off as a person's work what is not their work. It is a misrepresentation and as such it is unethical.

I think it is unethical but difficult to combat.

Highly questionable ethics unless permitted and well defined by instructor.

As with everything in education, there will always be a subset of students who try to use work that is not their own and pass it along as if it is their own. This is just a new tool for the same situation.

It's clearly cheating.

Using ChatGPT should be considered cheating

Obviously that's unethical. But the problem is in the creator of the assignments, who expected that students would forgo the use of a tool that could save them time and help them turn in a better result. It's like blaming a student for using a computer rather than a sliding rule to solve a logarithm!

It's quite simply dishonest, cheating. Just as it would be dishonest to plagiarize.

I can understand the student impulse to do so and can think of places in my professional life that I may want to use it as a tool. But, I do think it crosses the line of academic integrity as I currently see it as the purpose of writing in class being a reflection of the learning that is done together in the learning community.

That is cheating, in the same way it would be if another human wrote their work and they passed it off as their own. I am less clear about the ethics of the "first draft" concept, which may be the wave of the future.

Completely unethical

I wonder if this will be like the argument when I first began at university about using calculators and math classes. It now seems humorous that that was a controversial issue of significant impact. Generative AI technologies have a different flavor because rather than using a support tool in an honest way, this is a tool being used in the background to falsely show skills and a confidence that does not exist. I use spellcheck and grammar check for my writing. Sometimes I take Grammarly's suggestions about changing my word order. Is using spell check and other tools to improve my writing wrong? How and where do we draw the line, and how do we educate on the ways this can make your work easier and more meaningful rather than simply dishonest?

I don't think a case can be made that ChatGPT can be used ethically to complete schoolwork at this point.

I think it does a disservice to them just like any other sort of cheating if they are using it to bypass learning. For example, if they don't feel like reading the stories or don't have time and they produce an essay that analyzes the stories they haven't read then they're missing out on the experience of the stories out of thinking about them

It is unethical.

Students cheat. It's human nature. There are no ethics involved.

If a student is going to use ChatGPT they need to make sure it is clearly identified in their assignment where they produced the material and where GPT produced the material. If a teacher asks students to not use ChatGPT at all for the class, students should not be using it.

I am not sure yet. I am concerned I will not recognize work that is generated by AI technologies. My goal, I think, is to create interactive coursework that engage students in wanting to connect more deeply with the subject matter. Perhaps connecting with non-profits in service learning or community engagement. But how?!

My position is that our educational system is competitive, deficit-minded, not centered on authentic student learning, and lacks in funding. So it makes sense that students will use technologies that will help pass courses that don't call them to learn or assign creative, hands-on research type assignments. If we look at social media and what people of all ages are constantly inventing, then we can see how we are completely missing the mark by maintaining pedagogical and educational practices/institutions as they have been...for decades.

It seems to be a violation of academic integrity but somehow we must adjust for it.

It's unethical.

It is here to stay so I accept that it is there but ethically if the student didn't do the work... then not ethical. How it can enhance writing or assessments in general... I am sure it can. So I guess need to work together.

It is unethical. It is plagiarism.

If it's prohibited in the syllabus, then it is considered "unauthorized collaboration" and is an academic integrity violation. The Student Affairs office is quite useless in enforcing the student conduct code when it has anything about cheating, so what's the point of even submitting a report?

I think this is a terrible use of AI - virtual plagiarism passing off AI work as their own

I think that it is unethical and essentially a form of plagiarism.

I haven't identified work submitted by ChatGPT but plenty of work by google translate. It's getting better, though. I find that more students every year are willing to put google translate aside and really learn. As to the ethics of it, if our class agreement is not to use it for personal writing / speaking, then it's unethical to breach that trust.

I think it is fundamentally wrong and it constitutes fraud. It is academic dishonesty and also harms them in the end. As I say, they are not developing the skills that they need. In many ways that is the reason one would want to go to a Community College. If they are taking English or Critical thinking and Writing

courses, but not developing these skills, they are going to eventually going to rise to a level that they can't fake.

It creates a tremendously challenging ethical issue that we should address quickly.

Students should not submit any assignment that use ChatGPT, this is a violation of the Student Conduct

Completely unethical to pass the work off as their own. Students will need to be helped to use ChatGPT then communicate their critique, analysis, and thoughts about that work.

If it is not disclosed, the it is not ethical.

It violates the Academic Honor Code at Foothill. It is dishonest and consequences should be made clear to discourage students from using it to pass work off as their own.

If a student quotes any text from any source, the student should cite it. Otherwise, it is plagiarism.

It's not ethical at all

Unless we can PROVE their work was completed using Chat GPT or another technology, and unless the instructor has definitively stated this technology cannot be used, I think it's fair game for the student to use.

I think using AI technology in most cases is a problem of academic integrity.

It's plagiarism!

Definitely bad, but only because it reduces their chances of learning how to write on their own and developing critical thinking skills. Also, it reduces their chances of appreciating the arts and humanities. They might assume that if a computer can do it, then it's not so unique.

I think it's sometimes expeditious but not ethical to pass off other people's work as your own. I also believe that it is damaging to the human to do that, so there is a cost...and therefore a reason people do it. I have thought a lot about what leads people to "cheat," and the play between authentic learning, the beliefs a person has in themselves and their abilities, power dynamics, and the way in which traditional education can be so performative, haphazardly rewarding different behaviors and skills. Ultimately, I believe students are here to realize their potential and create a life for themselves. I think that incidents of cheating offer us an opportunity to see our institutions and practices through the eyes of individual students who felt they could not be their whole selves in a given moment. We can treat it like a crime or like an opportunity for truth and reconciliation. I vote for the truth and reconciliation...and restorative justice.

It is a violation of academic integrity

I believe this to be a violation of academic dishonesty. If they use this to avoid doing the work, then they are not learning anything. While learning to use AI does involve skill, I think it is a slippery slope that subverts learning. (Get off my lawn, AI!)

I think TurnItIn will catch ChatGPT.

If an instructor has communicated to their students that the use of ChatGPT is prohibited during the course, then any student who uses it should be subjected to the same consequences outlined by Foothill College for cheaters. It is a breach of academic integrity and reflects poor ethics on the part of the student.

I don't think that it is right to do this. If they are, then they should definitely tell me that they are doing this, however I don't believe that they will. I am wondering how it will work if they have to cite their references.

Highly unethical if they pass it off as their own. On the other hand, like any form of plagiarism, if they cite the ChatGPT than it can enhance writing. If we all start using the ChatGPT detectors and the students know that, they will be incentivized to cite their use of it rather than try to pass it off as their own.

What is authentic, is a great philosophical question. And for a great many of us teachers what we ask students do is some form of regurgitation. I do believe we always need to site our sources and acknowledge where we got our material from.

I think this is no different than having another person do the work for you.

chatGPT is a tool for learning. It is forcing education to consider entire layers of education and student communities who are now provided an equal opportunity to education and defeats the traditional methods of teaching that benefited the few and left most non-traditional learners behind. I see this as an equity tool, uch like I see online learning systems such as Coursera equalizing the playing field of learning for students. How ethical is it to force students with the current methodologies of SATs and GREs etc etc etc that benefits those who have expensive resources available to them to learn how to take exams. I would say that the current education system is unethical as it leaves som many student communities behind. Instead the ethical thing to do is to provide choices to students to show that they understand fundamental concepts by providing multiple ways of learning and demonstrating they understand these concepts.

I question their level of preparation later and what the value of the degree will have

If they use ChatGPT they might as well copy/paste from wikipedia.

I think this is still plagiarism and we need more tools than we currently have to detect it.

I think students are ultimately hurting themselves by limiting their practice with critical thought and critical engagement with the materials. As it is, there has been an increase in the ideas/attitude that educational experiences should be solely transactional- a sort of, "I paid for this class/came to class and therefore I should get a good grade." I think this new tool will increase that type of perspective/attitude. I know many students who have struggled with language, literacy and writing will be tempted because they don't trust their own voice or opinions, but equally, privileged students who can write well may opt to use this tool as a way to get through their educational goals more quickly. The focus on progress is

often not an intellectual one, but rather one of time and unrealistic timelines (like students taking 18+ quarter units in one quarter).

this is completely unethical--unless an assignment specifically calls for this action as a legitimate component of the assignment.

A student attempting to submit another person's work as their own is a clear violation of our Student Code of Conduct and is ultimately corrosive to the educational process and its value, whether that work comes from another human being or AI. Education attempts to build knowledge and understanding. When a student submits work that they did not create, and potentially do not understand, they remove the ability of instructors to accurately assess their learning. This is entirely unethical

It should not be a substitute for student's work.

It is cheating.

Clearly it lacks academic integrity as it is not their work.

Many schools have lost the core intent on being the source of true education. Where one could learn skills in their own understanding to use in life. Instead they have become more of an institution for people to check a box, move on, and be thrown to the meat grinder. Things like generative AI can help students, in these institutions, do the box checking.

It is unethical unless it is a part of the actual assignment--compare your work to that produced by a ChatGPT prompt, for example. Though I suppose in this case the student would not pass off the ChatGPT generated portion as their own.

I think it's unethical to not acknowledge your sources and who you learned from, though we need to teach our students are this. I often see instructors not credit their sources either. This is a culture that we can work to create.

5. How should the college address the academic integrity issues posed by ChatGPT

Overall, how do you think the college should approach the academic integrity issues currently presented by ChatGPT and generative AI?

Students need to become more educated about chat GPT first. If a student blatantly uses the AI generated information and claims it is their own, it is no different than any other plagiarism. Students should be held accountable for original work, in general.

It should be treated like any other instance of cheating or plagiarism. If a student isn't citing a source for the information and is passing it off as their own work, then they should be punished accordingly.

No different than a student using the internet to research a topic

I think the college should engage with faculty and students to determine what kinds of policies should be put in place to ensure that when AI is used it is credited as such.

We should take it seriously and create policies and practices.

Yes!

What I think they should do is reject the use of this technology and minimize its use for any reason. However, even before Chat GPT I was not very confident in the College in addressing academic integrity issues. I've even heard of administrators saying that if students get away with cheating, "more power to them."

Block its use .

The guidance of how can AI being used should be explicitly written on the syllabus. Any violation should be reported to the Academic Integrity Office.

Do nothing. Don't fight progress, adapt. And stop assigning papers. Seriously. Weird Americans.

Not sure

Not totally sure yet, but there should definitely be language in place to make clear what these policies are when they have been clarified. And, as with any other form of plagiarism, AI proven to have been used but claimed as a student's work should be a clear violation.

We need stronger ethics classes, it will be sometime before we can use AI safely in the classroom

Absolutely not! I think the college should work with the faculty to help transform educational practices both in terms of what happens inside a classroom and also what methods the faculty use to assess that authentic learning has been accomplished.

Loss of credit

They should flunk the student and expel them!

Well, it would take a long time to rewrite and approve an updated academic integrity policy, and by the time that is in place we will be facing new challenges that will make us wonder why we made such a fuss about ChatGPT.

instructors should assign 0 grade when work is passed off as student's own

College wide policies with many examples. Support faculty. Don't leave it up to individual syllabi: larger policies for all are most effective. Back the faculty!!

Enforce academic honesty guidelines.

Ask for a resubmission - change the assignment

Honestly, I do not know. My understanding was that this is difficult to prove.

Seriously as a breach of academic integrity - will that office support us?

We need to have discussions about what we are asking students to do and why. As I said before, all ChatGPT is doing is exposing the deep flaws in our current assessment models.

Invite students to weigh in. The Genie is out of the bottle. We have to deal with it. What better than to have a conversation with all parties and agree on a strategy that is fair and sensible for all parties.

I feel the college should expect that students will use AI technologies where they are able. The school should have guidelines and policies clearly indicating the school's position. Instructors should find ways to test knowledge and competency in writing or research that can be performed in class or online in a proctored setting.

I don't really think there is a need to change policy, but just to clarify that AI generated work is not your own work.

Collectively with other institutes of higher education and learning.

College should talk about issues and discuss ways to educate students to use AI with integrity

Foothill should ban it from the network side while on campus and give course to instructors on how to spot it.

I think transparency is key, if you didn't create it and claim it as your own, it is a violation. If faculty are interested in exploring opportunities then that needs to be clear.

Fire and replace the current Dean of Students who sides with the student cheaters in these kinds of academic integrity issues. NOTHING WILL CHANGE UNTIL SHE IS GONE.

We should revise and update academic integrity policies to include generative AI.

This is an issue which has no precedent of the same degree and scale in recent history. The issue requires some deliberation and careful consideration.

It is easier on the teacher if there is an administrative rule that is consistent.

I would like to see a college wide policy developed after careful thought and input. I trust our collective wisdom more than just my own!

The same way the college deals with other academic integrity violations.

That is the purpose of this survey and study.

It is cheating and as such should be treated as cheating. But, the language needs to be codified in FH policy.

Integrate AI policy into Academic Honor Code. AI policy in course syllabi.

It should be addressed and made transparent to students.

It should be considered a violation of academic integrity.

College should agree on a policy that bans ChatGPT use.

Simply expect that students *will* use ChatGPT, and change our expectations accordingly. Our students will live in a world with ubiquitous generative AI, so asking them not to use it and become proficient at understanding what it can and cannot do is akin to asking them to live in the past rather than the future.

The college should thoroughly understand the capabilities of AI to generate material that could be passed off as the students' own work.

It should take measure to make it clear to students that the use of AI to complete assignments is considered a violation of the academic integrity guidelines.

It should educate students on the use and misuse of AI.

I think that they should first be required to generate work in a timed writing situation without access to tech tools before punishment. I would want to know what thinking they are doing and where they need to grow.

There should be a default college policy, with the option for instructors to have individual policy laid out in their syllabi.

The emergence of AI capabilities is a discussion that is happening across the country and beyond. We need to take a deep breath, study the implications, and hopefully use this as a teaching and learning moment rather than panic. The key is not whether we use these tools but how we use them and how students are taught to use them to enhance their work and never to be dishonest in this process.

The college should facilitate discussions of these tools to inform everyone about them. The college should work on a policy that instructors can adopt to view student use of ChatGPT for schoolwork as plagiarism, unless it is required to be used by an assignment.

I think they should include it as another form of academic integrity concerns or violations and they should also encourage professors to talk about it and use it if they feel comfortable in their classes rather than making it taboo.

By educating students about the purpose of learning.

I'm retired. I'll leave that up to those who still inhabit this veil of tears.

I think it should be the same as our other academic integrity policies and our school should fund resources to equip faculty and empower students to be confident about the work they are writing. We take plagiarism seriously and so we subscribe to Turnitin.com. If there's a similar resource for AI-writing detection, that should be available for faculty as well.

I believe we should put our resources into understanding how to use ChatGPT to enhance learning and perhaps benefit our greater community. It is a complete pedagogy shift. I think we need to learn how to teach in this new reality that will not go away. We can't keep teaching like we live in the 19th or 20th century. It time to teach and learn differently. We can spin our wheels and pull our hair out fighting AI tech, or lean into it and figure out how to use it to our advantage.

Have a thoughtful and sincere conversation with the student first.

Needs to be studied.

The college should create a general guideline on this matter. The instructors then can design their curriculum to allow AI tools (or no AI) in their classrooms. AI is already a part of our everyday life and it's going to be more prevalent in the near future.

Not sure..... When I see plagiarism, I have given the student another chance to complete the work and make it their own.

Cheating using AI should be treated as such in the Academic Integrity Policy.

Student Affairs needs to start enforcing the policies around academic integrity. They will hide behind the claim that "we are enforcing rules, but faculty don't know this because we can't tell them the outcome of cases due to privacy," but that's just a smokescreen. I've personally caught students who were blatantly cheating and nothing happened to them. They ignored the letter from the Dean and continued on in the class with zero consequences.

Develop a new policy and on how to address it for faculty & students

I think that the college should be very clear in its stance on the use of generative AI tools, while at the same time allowing for faculty to determine their own policies regarding its use by students. There are some situations in which use of such tools could be appropriate.

We should have a general policy we can refer students to. In my classes, I mention specifically that they can't use Google translate for whole sentences or paragraphs but that looking up words is fine (just like using a dictionary). It's really easy to spot when a student is reading off something they haven't produced. Generally, a conversation with the student will solve the issue, but not always. The one time I reported a student, nothing came of it. Personal interviews usually tell me the right level of the student but some argue that they get so nervous they can't produce anything in real time.

It is academic dishonesty. I don't even see how that is a debatable question. The technology is just more advanced now. When I was in school cheaters would go in to the library and find some dusty text to plagiarize. Then, the internet made that easier. ChatGPT isn't any different ethically than going on Wikipedia and cutting and pasting. I may be naive, but I do believe that there are still students who want to learn how to do things and not just fake their way through. This just makes it easier for cheaters to cheat. I don't think many honest students will become cheaters.

While I am neutral or still contemplating the use of ChatGPT in a class/for assignment, I strongly feel submitting work from ChatGPT as one's own 'original' work without citation to be an academic integrity issue. It seems like there should be a way to cite the use of ChatGPT and/or provide a link to the original ChatGPT output.

Leave it to faculty

don't know

The college should join the network of community colleges that provide proctoring services for students taking online classes. This will allow online instructors to provide in-person proctored exams and make online learning more accessible to students who live far from the college but can still take their proctored exams at their nearby college that is part of the participating network of colleges.

I think that the College should not see ChatGPT as a threat, but rather as a tool that will be used in many industries. It is too early to make a policy since detecting AI-generated content is difficult. While academic integrity is very important, filing grievances without proof is problematic. Open communication with students about the advantages and disadvantages of using these new tools is critical. Ultimately, only the students can decide what skills they are committed to developing.

Any copying without citation should be discouraged. Initial violations should be used as teaching opportunities. Repeated offenses may require punishment.

Depends on the situation, individual, assignment, etc. Hard to really say

I am not familiar with the ways that work can be proven to be generated by generative AI. If it can be proven, then I think it should be considered cheating.

Adapt the policy for academic integrity to include generative AI; develop resources for faculty to discuss generative AI with their students

The college needs to be proactive and immediately develop a policy explicitly including use of AI as a violation of Academic Integrity. This policy should be drafted and adopted and in publication and enforced by, at the latest, the end of the 22-23 academic year.

I think there should be workarounds and funding for tools that can detect AI generated work, and not focus on penalizing students for using tools that are a natural progression of technology. Preventative measures instead of punishment.

I think students need clear guidance on what is expected for each assignment. I don't think a single policy on a syllabus will suffice. I think this question points to the use of and repercussions of grades in a class and society. I actually think students need to have more ownership of the level of skill and tool development that want to achieve in a class. Why would anyone ever pass someone else's work off as their own: fear of negative consequences associated with limited time, disinterest in the work itself, lack of flexibility within the system, lack of awareness of the impact on their own development. If we make students cite ChatGPT, what do we do with that citation? Is it an automatic reduction in grade? For my part, a big part of my work, (coming from a field that has historically kept thousands of students from attaining a 4 year degree) is encouraging students to be their full authentic self, with helpful self-reflection, but no fabricated self-judgement. I figure Rules (and deadlines) help people function at a high level and are made to be bent or broken whenever they don't serve that role. But we've all been raised in a society of power dynamics, so I think we view rules as an act of power rather than an act of utility.

The same as any other instance of cheating.

In my opinion, academic integrity issues are not just used to enforce ethics and morals (the history of which are concerning) but to highlight practices that subvert the learning process. Plagiarism is not a

integrity just because you are copying someone else's work, but a violation because you are not learning anything.

See previous answer.

The college should definitely provide a statement about the use of generative AI systems. To not is to ignore these systems which are here to stay.

In the same way as any other form of plagiarism. Ideally, the school can build a hub where in students turn in all papers into the hub and the hub checks for AI before forwarding it into the canvas submission for that student. That would eliminate the need for professors to check for that piecemeal one by one which can be time consuming, and would also remind the students that this check is being done to encourage integrity.

All sources for the writing need to be acknowledged

If students submit work that is not their own, that is cheating. It doesn't matter who or what generated the work.

This question leads one to believe that I agree that chatGPT is unethical, and those that use it have a problem with the use of chatGPT. chatGPT is a tool. And our human society comes up with new tools all the time. In certain cases, and education areas, absolutely, there is a need to have specific conditions on the use of chatGPT types of tools. In other cases not. What the college should focus on is how to evolve its learning system and how to sue these new tools, such as AI, and not how to prevent its use. It is a new era that will benefit many non-traditional learners. It is an equity tool. It is time to adjust the education system accordingly, including the elimination of SATs, GREs, and all the other unfair tools of judging how capable a student is to excel. It is time to help all students not focus on the few!

The same as any other act of plagiarism.

Through Academic Senate.

I think the policy should be the same as the current plagiarism policy.

I think a campus-wide discussion should take place, perhaps a conference, that centers student voices and allows faculty and students to engage in meaningful dialogue around this issue. I think this should happen before we make changes to our policies and start enacting drastic disciplinary measures. I would also invite students to consider their own perspectives on what types of measures seem reasonable.

conduct research to confirm the facts, decide on a universal policy, and enforce the policy.

Short term, with respect to violations: I believe that academic integrity violations should be able to result in a student failing a course, not just an assignment. Academic integrity violations should require reports to the appropriate administrators from faculty.

Longer term with respect to how to update the Student Conduct Code:

Faculty, likely through their Academic Senates, in coordination with student governing bodies, will need to discuss this issue and decide what clear policies they wish to enact. Administrators will need to help

review and implement these policies. AI is here to stay and eliminating its use is unlikely to succeed in many circumstances. Given this, what changes to the educational model as a whole, or specific pedagogical approaches in particular are required to adapt to this changing landscape? There is not an easy issue to address, but ignoring it will not improve the matter.

as plagiarism

I am tempted to teach a whole unit on this and I do think that we, as a college, should use it as a teaching moment.

At a minimum, passing off work that is not yours must be treated as an academic integrity infraction. I do not know how Foothill (or other institutions) will be able to detect such things.

Provide the right environment to learn, then allow students to make their own decisions on how they digest the tasks. Students who are here to learn will continue to learn whether or not there are policies. Please spend the money on providing the right environment to learn. Not policies.

Students need to know what is considered acceptable and unacceptable, similar to the way we deal with plagiarism.

The reason I hesitate to say the college should adopt a college-wide stance regarding the use of ChatGPT is because there may be instructors coming up with creative ways to use ChatGPT to advance learning that I can't yet envision. Policies need to be clear in each instructor's syllabus (which honestly I haven't done yet since this is all so new). As a college community we could provide information about issues to consider when adopting your class policies.

I really don't think more students will cheat because of Chat GBT. I hope this will encourage administration and instructors to reconsider harmful policies that inhibit learning, such as strict deadlines and grading on a points based system (especially while students are learning a new concept).

6. Norms about work partially completed by humans, partially completed by AI

What are your thoughts the possibility of norms that may develop regarding academic work that is partially completed by AI and partially completed by humans?

Any AI generated work is not the student's work and shouldn't be counted as such.

AI is just a tool like a calculator and we do not punish students for using a calculator on their math assignments in most cases. It is up to the instructor to set parameters on when using AI is okay and when it is not.

I don't really see a problem with it as the student would need to frame the question properly to get the correct result from ChatGPT.

I think there are parts of research that can be done with AI (running numbers for data, for example) but I think it will take time to determine where that is legitimate (I.e., which disciplines)

I need more time to think about this, and the pros/cons.

I think my technophilic colleagues will embrace it to the point in which we are encouraged to use it.

I think AI should be standardized for different purposes. For example, a professional-focused AI may have the fun function to generate writing for work purposes; however, an educational-level AI's function should be limited to a certain area. For example, a calculator can only calculate the function input by the user instead of learning and generating its own solutions, the user must take the dominant position by knowing what and how to calculate. The same theory applies to the AI tools like Chat GPT.

It's better than nothing. Scrapping doing papers altogether would be better. Especially if it's a task that we now have an AI that can do just as well if not better than us. Technology has literally eclipsed the task at hand and this question is whether or not we should allow it. Uh, yeah, don't fight progress. That's how you fall behind.

It really depends on the subject being taught and the type of assignment.

Education must adapt to technology, in this case adapt quickly

We need to work under the assumption that students will use AI just like how they ask google how to go somewhere or to answer a quick question. Rather than spend hours developing these types of norms and policies which will inevitably only become more policing of students, we need to invest time and effort in educating faculty on how they can transform their practices.

The ability to cover concepts that you may not be as familiar with is valuable, but it leaves open a lot of risk of promoting false information

Well we use spell check, grammar check and calculators in our courses as well as tools on photoshop to enhance and create art affects for graphic design digital painting. This is now acceptable. Our norms for using cell phones now are changing for our courses. But I believe we absolutely need to add statements to our academic integrity as well as add this to our simple syllabus for where the college stands on chat gpt and ai so we are on the same page.

it takes so long to make these new norms that whenever they are instituted, new things will be available. It's probably better to be flexible and embrace new technologies instead of playing wack-a-mole.

unethical

Absolutely not. What is the point of learning? Is the AI bot going to jump in and help with surgery for the med student? Going to jump in and argue a case in front of a judge? Come on.

Each instructor needs to make their decision about this as it relates to their curriculum, and have that guideline in their syllabus.

If someone has to get AI to write something and then that same person has to edit it and critique it and really understand what the hell AI just said - then I think we win - the student has learned the material. Now the question becomes whether we are class teaching writing or teaching thinking or teaching memorization. I am teaching the middle choice - thinking. And I am pretty sure the bot will stimulate thinking. I am glass if half full on this one.

My feeling is that AI content is not original work created by a student, which makes it a kind of plagiarism, and therefore is not acceptable.

Like anything, you'd need to cite your sources or it's theft and unethical

AI isn't going anywhere. If we don't develop new norms for the "new normal" we'll cease to effectively function in our role as educators. That said, resistance to change, especially within educational institutions, is a huge and significant barrier.

Norms will develop especially as AI generated work is much more sophisticated than pulling together an essay based on internet searches. Peer review might be a good trick to try out. If the students are using it extensively, are they able to tell if papers are generated by AI? In some essay based grading assignments, this would actually be a good test - even with 'regeneration' by AI, there is a finite combination of words and sentences for a given topic to stay on point. Do all essays seem vanilla?

If a student submits work as their own, even if acknowledging it was partially written by AI, they must be 100% responsible for the content of the paper because at a minimum, they need to proof it and verify "facts". This is clearly a tricky subject.

Just as with any external source, students should identify any passages that they did not write, and should cite the source.

it will certainly motivate a lot of good educators to quit and go into more lucrative consulting careers.

It is important for students to cite sources---including AI

Unethical

I think the question is who earned the degree. Chat or the student. Integrity and ethics is and continues to be the foundation of what our program stands for.

It's pointless and a waste of time for faculty to be reviewing, commenting upon and grading work that the student did not do. I strongly resent any student that submits work that was not done by them. It's a complete waste of my time reviewing and commenting upon such work, and it completely demoralizes me and may drive me out of the profession.

This is, to me, a more refined manner of plagiarism—it's like reading over your "smart friend's" answers and copying it over in your own words or using CliffsNotes like we did back in the day. It's OK to get help with your assignment; it's not OK to pass off another's work as your own, AI or not.

Too complex and uncertain at this point to say.

If they will use the technology in the workplace then we need to adapt. I think of this as the rise of google to access research from the library. We can't expect them to use old library systems if they aren't using those on the job. But what we can do is raise the stakes on the assignments we do. Now we can assume grammar and spelling has been checked.

I think to expect a tool like Chat GPT to be ignored by humans is unrealistic. The question is HOW to incorporate the use of this tool. I accept (and WANT!) work that students have used Grammarly to improve... this is not 100% different. How can this tool help humans - reduce time spent on basics and allow us to add an extra percentage of accomplishment to it?

Quoting AI

Question is too confused for analysis. Plagiarism is unacceptable in any form, even when it comes at the press of a button and is superbly fluent.

If anyone uses AI to pass as work completed by the person, then that should be clearly stated. It is a collaboration. So, a student who uses AI to help with a paper/assignment should state as such what was done by the person and what was done by AI.

I hope this doesn't happen. Original work should be original work.

I think it's unavoidable. So we're going to be forced to accept it and adapt.

The instructor should know what AI can currently do and what it can't. If AI can be used, the students should be *encouraged* to use it and learn its usage in the process. If work that is mostly done by a human is desired, then the assignment should be such that it is impossible for AI to produce it in its entirety.

Students should submit the draft written by AI and identify any portions used in their own work.

Perhaps it will be that the student will quote the AI and be required to show that in a similar way to quotes from an article or a book. The issue is the lack of transparency and claiming work at your own rather than just the use of the tool.

I don't approve of this possibility.

Sure, norms always change. Nothing would surprise me at this point.

Why not cite the portion completed by AI?

Science marches on!

I don't think any faculty should be forced to do this, but if some faculty are interested, there should be clear guidelines for students and work should be clearly identified as being from the student or being sourced from ChatGPT. The transparency is important.

I think it is inevitable that students will partially or completely use AI. I don't want to spend hours agonizing over what is AI and what is not. I already use project based assessment exclusively. I think we are going to need to shift into models of Design Thinking, Community Based Learning etc where students are actively problem solving a local, national, or global level.

There is a lot I would have to reflect upon and discuss with colleagues AND students before responding to this question.

Needs to be studied but there will need to be some accommodation.

I think it's inevitable. If possible, I think instructors should develop curriculum that allows certain AI usage that can assist student learning. Just like students using graphing calculators to learn advanced math, or Autocad to do 2D and 3D designs.

Cheating is cheating. I think this will remain the norm. I don't think that acceptions will be made for cheating using AI.

I think students will try to use AI in any way they can. It's one more way students can cheat. My policy states that cheating in any way is not accepted.

Terrible idea to accept any AI work as that of the student's work

It's too early for me to respond to this, but I could see it happening.

Plagiarism is any instance where someone, either in whole or in part, passes work that is not theirs as their own. I don't see how AI makes a difference in that.

I feel passing off AI generated work as your own without citing its use to be unethical. In the sciences, primary literature must cite specific programs/algorithms for manipulating/analyzing certain types of data. It seems reasonable to extend this to written work/essays as well.

don't know yet

If a student is expected to do their own work for a particular assignment and it is not their own work or writing (regardless of the percentage), then that is academically dishonest. No new norms should be set to say it is allowed.

It is inevitable.

I don't think it should be an issue, but as mentioned it depends. In person proctored exams obviously kill the use of AI, but for an English paper? Why not.

If it is a norm in general everyday use in most workplaces, we have to incorporate it in education too.

So long as the academic work uses AI not to substitute for human critical thought, but to highlight it, I'm fine with using AI in the work.

It's inevitable and I can see students use it as a way to get their juices flowing, but I think it would diminish the importance of self-created work.

This question is kind of jumbled. I think we should ask the students what should/shouldn't be allowed in a variety of contexts: calculators, search engines, help sites. AI)

If ChatGPT becomes forbidden fruit, we establish a clear power dynamic and need for enforcement. If that happens, it is a failure (Grade: F) for Foothill College in its work to learn and grow and transition from a college that dispenses degrees to a college that ensures the learning of all of its students. We're not that institution. So I think that we should and will allow students to use ChatGPT, just like we allow them to use search engines to do research.

We don't make students limit their research to what is physically present in our library and it would be foolish for us to have their grade be largely determined by something that ChatGPT can do for them. When a math teacher disallows a calculator on a test, it's because of an underlying understanding that numeracy is helpful in a person's life. But need we really insist on it? When it comes down to that person continuing on to earn a 4 year degree in their field versus being held back because they can't quickly figure out their tip or share of the bill at a restaurant...I would conclude that we're failed our prime directive.

Being able to research, have ideas, and write are also helpful in a person's life. But calculators and search engines and now ChatGPT are like great societal equalizers, offering everyone the opportunity to engage with complex, and compelling ideas, supported by these same modern tools.

My personal experience working with students leads me to believe that the complex problems will offer motivation to the students to get better at the underlying skills. It is empowering to know that you can do something with a calculator and also do it by hand...and that sometimes one is the better tool while sometimes the other is.

But if our main goal is to categorize and rank students, then the greater system may be challenged by equalizing innovations. Businesses may have a harder time discerning who to invite in for an interview. Universities may have to retool.

It will be a battle of competing values and undefined.

The use of AI is probably inevitable at some point. It might also be used to help students with learning difficulties around writing so it might be a educational equity tool. This is something that can't be ignored and all of education will have to come up with something.

I'm going to answer your question with a question. If plagiarism is considered unethical and a breach of academic integrity, why would plagiarizing ChatGPT ever be acceptable? What is the difference between plagiarism and using sentences verbatim from a ChatGPT output?

I think the same standards of plagiarism should apply. All work not generated by them should be cited. So students can be taught to use AI to generate work but they need to cite the AI as the source.

we need to acknowledge all sources

I question the point of assigning written work if there is readily available programs to do that work. What do we want students to demonstrate -- their ability to write? their understanding of the material? Are there other ways we can assess their skill or knowledge?

Absolutely acceptable. There are students that do not learn with the current education system. This creates massive instability in our layers of human society. This is a tool that will enable those students who otherwise would give up on certain careers to now pursue them. How is this different that a disables human being that cannot walk and they are enabled to walk by augmented, possibly robotic, accessories. Look at: <https://rewalk.com/> Would you consider these as unethical?

It is a very grey area and may open a lot of ethical issues and maybe conflicts between students and faculty.

The job of a student is to study.

Not sure!

This is such a new reality for me (for so many of us) and I am trying to think this through from both a tired/overworked faculty member who strives for balance in life, and through the perspective of an instructor who takes great pride in how she scaffolds and teaches students to honor their own voice as well as their struggles as learners. My knee-jerk response is that I don't appreciate how this new technological advancement (?) is calling upon educators (especially those who value, center, and/or teach writing) to add to their workload in order to pre-emptively address this issue and/or to possibly upend pedagogy in order to deal with this new reality. But the critical thinker in me understands that education is always evolving in relationship to the world and this is part of the work we do- whether we are ready for it or not.

This is a slippery (and dangerous) slope; once you allow this practice (no matter how small the percentage), you will eventually have to wonder what role colleges should play--or if they are event needed. Will degrees have the same meaning if they can be earned via AI?

We no longer need to calculate log values for numbers. We simply use calculators, and that is very normal. AI presents a new tool that will have benefits and drawbacks. I think new norms are inevitable,

but that does not mean they will be easily arrived at or broadly accepted at first. The question before us is "how do we responsibly and effectively integrate this new tool into the learning process." The question many are asking, "How do we stop students from using this," really only has one answer: We Can't.

As long as it is not repeated word by word but the structure of the assignment is somehow is influenced by the app

As I said to my friend, I don't cry over the creation of the calculator, but students should always have to declare that they wrote a paper in conjunction of AI if that is what they have done because that is what academic standards dictate. Just as I teach them they cannot lift sentences from other writers, they should be asked to give credit to the AI for the work the AI did. I had a student ask me if he could do this in a paper about fake news, and I was thrilled. We worked on how to clarify the difference between his writing and the AI writing, and I pointed out the ways that the AI was not writing in a way that would fulfill my assignment and MLA style. I really admired and appreciate the student for being forthcoming and asking me for permission.

If students use AI to generate part of their work, it can only be ethical if the student announces what they used the work for. If they used it to proofread parts or to word a particular sentence, then that may be acceptable as long as it is allowed by the professor.

So what? Someone learned it, the other no so much. The new norm could be stated as follows "educating people now is explaining the importance of actually learning something instead of completing a task with minimal attention." We can now modify the norm to explain that and move on.

Wow, this is tough. In a sense we already do this when we choose one of those "pre-made" responses in our Outlook email. Is it OK for me to do that? If I click on one of those "pre-made" responses but modify it to sound more like me, then am I the author of my own response or am I a partial author? It seems so innocuous in this context, but how do we draw that line for a student essay? In the prior question my first inclination was to say it is unethical to use any writing generated by ChatGPT...but is spellcheck and grammar check OK? Would that amount to 10%? To me, if the student generated the original work and then used AI to help them with spelling and grammatical errors, that is acceptable. If they use AI to identify inconsistencies in their argument, is that alright? Maybe. It would be an AI "peer reviewer", but I would want to be able to identify the original vs revised version.

I think we should use all tools available to us. If we can produce most of our writing with AI, then we can focus our efforts on other things. It's a new tool, just like when the internet was developed, computers, etc. I absolutely don't see it as a bad thing.

7. Calculator Analogy

What do you think about the analogy between generative AI technology and the introduction of the calculator? When calculators became widely available, they replaced many kinds of computations people did by hand. People are equating Chat GPT to a similar development. Do you think this analogy is accurate or not? Do you have thoughts about it?

Not accurate.

The use of a calculator is a different process. Math is a linear process, while writing is recursive. Since math uses logic, once you understand the formula it's fine to use a calculator. Writing is a creative act that takes practice. For example, finding the square root of X is not very creative, but writing a personal statement for transfer to UC is.

Not at all. Numbers are different from written work.

I think it's interesting but not 100% accurate.

A calculator can only calculate the function input by the user, instead of learning and generating its own solutions like Chat GPT. If a student uses the calculator, he or she takes the dominant position by knowing what and how to calculate. The same theory should be applied to the AI tools like Chat GPT that the AI can't do solve the puzzle by its own like a decision maker. It can only be supportive as a executor when a student gives the clear order.

I think it is accurate. However the difference is someone needs to have an inherent understanding of how to perform the calculations on a calculator, whereas with chatGPT that understanding is lost as the AI understands it for you.

The calculator didn't make me a mathematician anymore than ChatGPT made me a programmer. It replaces outdated busy work, but it will not replace skills learned school.

No, I don't think it is accurate.

Nope. When using a calculator, people still have to understand how to use the numbers and calculations. My understanding of generative AI is that the technology does all of the work and that the user does not have to apply thinking at all.

not correct since use of a calculator on tests is monitored or agreed upon

This is actually a good analogy. Calculators were supposed to limit all our abilities to do simple computations and that did not happen.

Not really. Calculators mostly speed up calculations. ChatGPT does way more than that: It interprets questions, writes long answers, and does not require the equation knowledge a calculator does. Also, a calculator does not write essays or short answer questions.

Text information is worthless in a vacuum. It will still require human ingenuity to give it meaning.

I just spoke about this in the previous answer. Chat gpt is not the same as a calculator. Grammar check, spell check, map quest, or gps are shortcuts and not the same as an ai writing a paper or creating an art piece. It lacks authentic person creativity, a personal voice, emotions, a heart and what it means to have the human condition.

I think ChatGPT is more like the when the Internet became commonplace. The internet brought instant access to any content you want as long as you can do a good search. ChatGPT just takes all that content and packages it up really nice for you. And early on, many educators had a fit about students getting stuff from the Internet, but look where we are now

false analogy

Garbage analogy.

There are some connections and relationships.

Yes definitely, and Maps are a good one too. People started thinking in an above view manner when using maps, using a birds view. Then.... we started using GPS tech and that shifts your brain back to an on the ground landscape view - the bot is telling you to "take the next left in 200 feet at the stop sign" -- am I less spatially aware? Maybe, but my intellect has shifted to solving other problems, to getting lost less, etc.

No, because most calculators that I have seen perform basic arithmetic, and they do not show the work.

In math, using a calculator - you can still be made to show your work. With this bot, it will "show your work" and you can pass it off as your own.

Do you want your surgeon, pilot etc to have cheated their way to a degree?

I think it's one of the better analogies out there.

Not a good analogy. Creative writing and simple math skills are not exactly the same. This is the same as memory use - we all had to remember phone numbers and read physical maps to get from A to B. We are completely reliant on digital directories and GPS given the tools available to us. I would equate the advent of calculators with those. Ofcourse as someone who does mental math, I think it is a pity that people rely on the calculator for even simple additions and subtractions. However, if I were teaching a creative writing class, I would not be pleased with Chat GPT becoming a standard tool for my students. There is ofcourse the larger picture of what this entails for the future - certainly this is a disrupter and will wipe out some jobs, so bears thinking about. Might be better to roll with it and be early adopters in the edu area.

I think this analogy is mostly accurate. AI technology is a tool that is not going away. It will get better, more accurate and more powerful over time. The challenge is going to be keeping the content from becoming inaccurate, lies, etc. as we are seeing across social media.

Math teachers had to recalibrate the level at which students were expected to think with the advent of calculators and then algebraic calculators. There is a clear line between what a calculator can and cannot do for a student, so it is easy to set expectations. There is not a clear line when it comes to AI.

False analogy, and most of my own students would recognize that argument as a logical fallacyâ€“easily!

Have heard this analogy frequently--- think there is some truth here

Slippery slope to complete AI taking over the world!

Calculations are right or wrong. Writing is in the grey. Thoughts, feelings, interpretations. This goes beyond the grade, but really what makes us human. I think there is an issue with priorities around education. Is the point the grade or expanding thoughts?

The analogy is not apt.

They are superficially similar but fundamentally different.

The question is what worlds are we helping students to become parts of, what do we want them to be able to do, what skills will be useful for the future, what are the needs of the student in our current time and location.

The analogy is more or less sound. One of the questions is: Was the calculator a benefit or drawback, and more importantly, why?

Using a calculator teaches you how to use a calculator. If calculators are need in the world at large, this is a useful skill to acquire. The emphasis focuses from being able to do something within oneâ€™s own mind or with resources such as paper and pencil. Whatâ€™s the purpose of the math education? Itâ€™s a question that we think about over the course of years and decades. It is not a simple as we may think.

Will student need to be able to use AI in the future?

It is easy to imagine that in the next few decades, we will be making use of technology in ways that currently seem like science fiction. We can imagine create changes in the next 5-10 years. What about the next 50?

This is exactly how I think of it. When calculators came up math teachers can move from simple computation to more complex computation. If AI will be used we can increase the complexity.

I think it is somewhat accurate.

I do

No, this is not a good analogy. Calculations are a rote process that is better mechanized.

A better analogy for ChatGPT is the scribes who toll for work in main railway stations in some parts of Asia, and will produce elegant written letters on demand, for pay. In places where there is widespread illiteracy, I understand these services are common. The scribes can produce a wide range of correspondence given a short prompt.

I do not think the analogy is accurate. When using a calculator, you have to enter into the calculator correctly what you want it to compute. You do not just state the word problem you want to solve and then get the answer. It is a computational device.

Also, as a side note. I am not a fan of calculators at a young age. I have students in college who do not know what multiplication or division means and they are trying to learn more advanced topics. More advanced topics follow from introductory topics. Calculators are tools that are easy to misuse.

I don't think it's an accurate analogy.

I don't think this is correct. A calculator cannot do 99.99999999% of what Chat GPT does. Calculators are used for a variety of mathematics tools, such as even basic arithmetic. Chat GPT can do all of the things that the calculator can do, but it goes far beyond that.

No. There's no expectation in society that, in a non-academic setting, a person must be able to solve mathematical problems without assistance. But much of writing in both personal and professional correspondence is expected to be original thought, and using AI to generate that writing seems unethical.

Not quite. We ask students to use scientific calculator which can't solve equation.

The analogy is accurate and I already used it in a previous answer! I did go further and used the analogy of the internet and the personal computer, but one could also use the analogy of the sliding rule, or the abacus, or the typewriter, or really any technology that has first challenged and then improved education.

Not an accurate analogy because language has encoded cultural values. The way that AI generates text has a clear bias; there are forms of genuine, authentic expression that would not be included in Chat GPT text. Voices are silenced by omission in AI.

Calculation is quantitative. There is a right answer and a wrong answer. Generative AI technology is about creativity, critical thinking, organization of ideas, analytical writing, and more. Very, very different. A tragic loss if students don't learn these skills.

Interesting that this question should come here as I have already discussed the possibility that this will seem parallel in the future. Some aspects are not parallel. This will be an ongoing discussion on how this tool is used and how we indicate its usage. It is better if students know how to add and subtract. They also need to know how to organize words and create their own images if they are visual artists/photographers. I think about the loss of the ability to memorize because of many of our technological changes. Storytellers of old could remember long passages accurately and pass them from generation to generation. This is a skill that has been lost. This discussion needs to break down between the practical considerations and the philosophical considerations. We have a great challenges before us.

It is not similar in the case of English curriculum, where students need to come up with their own ideas and arguments, rather than have them generated by an outside source.

I think that analogy is limited to basic knowledge or foundational knowledge acquisition which is where most of my concern lies. If a high school student that has a fourth or fifth grade reading level is asked to read college material and then unprepared I think they're going to not read and probably try to use chat GPT to understand the contents or to complete assignments. Once they have foundational skills like College level reading and thinking just like basic math skills then I don't think they use a Chat GPT will be that detrimental.

I think the advent of Wikipedia and Google Search provide more recent examples of people thinking that the sky is falling.

I still have a slide rule somewhere.

I do not think this analogy is accurate. Calculators function in situations where the answer to an equation is always the same. When we're allowing students to use calculators in math and science classes, it's often because we're asking them to engage in a much more difficult process of determining which equations they need to rely on, and in what order, what data must they enter and when, so that they can solve a more complicated problem.

In writing, the process is about the creation and shaping of language so if a student is not creating and shaping the language, they've missed the entire point of the activity.

I would say the dictionary and thesaurus are the "calculators" of a writing class and I encourage my students to use those. With these resources, students must still read the words, understand the language, and negotiate which lexical choices they will make. If a student uses ChatGPT to define words or provide synonyms, that's fine, so long as the student is making the choice of how they want to write on their own.

I think the fear and concern is close to the same. However, AI has a much broader impact on student engagement than the calculator.

Could be...depends.

There is a similarity. Programs such as Mathematica perform helping roles similar to ChatGPT but the learning curve for the mathematical systems is steep and ensures that the student has more contextual knowledge than does ChatGPT.

Yes, I agree. And I that was my answer to the previous question.

Similar and we now accept the usage of calculators.

Not accurate. A person has to think and understand the computation in order to use a calculator. A person doesn't have to think and understand in order to use AI.

Only similar in the sense that it is a tool that can be used to cheat. If a student is in advanced calculus and they are using a simple calculator to do computations which they can already perform, it is just saving time. If the student is in an arithmetic course and they are using a calculator because they don't know how to multiply two numbers, then they are not demonstrating that they understand the material.

If I'm assigning a complicated piece of writing which I am asking them to summarize in plain words, I'm asking them to perform a task to sharpen specific skills. If they are having someone else write it for them (AI or a friend), then they aren't performing the task themselves.

This is a false analogy -- a calculator is not the same as an AI program

This is a good point and one I hadn't thought of. This is why I responded that I believe that the use of generative AI by students could be appropriate, in some situations. New technologies like the calculator and generative AI should be seen as something which can be integrated into the student experience, rather than flat-out rejected.

Chat GPT can replace creative production rather than information like a dictionary or a calculator, so I don't think it's the same. Maybe we should discuss what is learning and what makes us humans instead of reacting to Chat GPT

No, I think it is an incredibly weak analogy. When it comes to writing, the calculator is more analogous to spell check. Spell check made it less necessary to remember or physically check the spelling of a word. This is similar to checking my basic arithmetic with a calculator. The calculator can't interpret a word problem, determine the relevant equation, etc. ChatGPT writing an essay for you is more analogous to sending in a surrogate to take your math test for you. I really don't understand people who make these sort of analogies. It is hard to take them seriously.

Yes

While this analogy is more accessible to a wider audience, I think it is a poor one. I think the calculator is more similar to spell check in word processors. A better (though less accessible) analogy might be protein prediction software, where you can input an amino acid sequence and get predicted structures

out. While the output from such protein prediction software can be published in primary literature the software (or paper describing the software) must be cited.

Apples and oranges

somewhat

Not equivalent. Chat GPT does way too much

I think it's a good analogy. Calculators didn't make us less smart. We still teach mental math in K-8 and use mental math in daily life. Maybe the way to approach ChatGPT is to teach the use of it and similar programs when appropriate. So it doesn't replace the current skills we teach but complements them.

AI's do more than calculators in that AI's can gather information before forming a response. Calculators do not provide the equation. In a sense, AI's are now able to provide the equations as well.

Absolutely. AI is a huge development into the future, and will continue to be. Similarly to Blockchain technology

I do think it is similar. I originally compared it to the use of the internet (vs. a student performing research using books), but I think the calculator is more fitting.

It's a useful analogy to show how education adapted; but of course there are different implications with AI technology that we have to work with. We can't use the calculator as a 1-to-1 predictor.

False analogy: the skills for producing effective rhetoric and writing (and speaking) are not the same as those needed to perform mathematical equations.

Not at all. Not only is AI on a different level to calculators, there are AI applications that can calculate math as well. Using calculators can increase efficiency and in most cases, using them would not detract from learning nor would it decrease appreciation of applied mathematics. Also, calculators usually do one thing whereas AI tech does a lot of computations. AI generators are a simple version of a brain that can create programmatically, which isn't about efficiency but about pushing the boundaries of technology. At the very foundational level, I guess they can both be used as computation tools, but otherwise very very different things :P

Ha! I just made that connection myself! in the last prompt. Like all analogies, it is accurate and incomplete. To a large extent, calculators and computers developed as a tool to increase productivity. I used to play with my young nephew, teaching him how to press buttons to solve additions and multiplications that he could not yet do by hand. I sometimes play a speed game in my math classes. I have one student skilled with a calculator use the calculator to solve the problem while another student solves it by hand. For simple problems, the human mind is faster than it takes for the hand to hit the first button. But for harder problems, the calculator takes the lead. But for truly complex problems the computer and computational software is the only way to go. Assessing the tools is part of the skill. Knowing your weaknesses is a skill. Having strategies to compensate for your weaknesses is a skill. And being able to share your approach is a gift, allowing you to acknowledge all parts of yourself: strengths,

weaknesses, and strategies, and choice of tools. It's dramatic to say, but I literally think that the future of our country depends upon this gift. Because when we accept our own whole self, we can begin to see and appreciate others'. In this way we will hopefully remember some of the wisdoms of our youth, like, "It takes all kinds to make the world go round," and "There's more than one way to do things."

It is not a totally inappropriate comparison but erases nuance.

Wrote about this already but I think this is exactly the point. 25-30 years ago the idea of carrying a mini computer in your pocket seemed impossible, now it has changed the way we live. Now, the idea that AI will be able to produce intricate works of art/writing seems impossible, but is probably inevitable.

I think the analogy is accurate, but new information for me. I need to explore it more thoroughly!

I think the analogy is not accurate. Calculators generate the same answers when the same numbers are being "cranked"- either "by hand" or by machine computation. If all numbers are correctly entered, it is expected that there is only one "right" answer because we as humans have largely agreed to accept one numbering system.

By contrast, students who have been asked to write an essay on, for example, "why should humans not be allowed to live over the age of 100?" would ideally generate as many different essays as there are students. The way someone might answer the question in their twenties is most likely very different than how they might answer it in their 80s! That is the point of using our own unique life experiences to think about and answer all types of questions. If Chat GPT generated the essays, one could expect to read much the same material in every essay. What is even the point of giving the assignment?

This is an inaccurate analogy. The calculations by a computer is straightforward and it is not generating new knowledge. However generative AI is completely different because it is able to pull from various streams of knowledge and put them together in unique ways. The calculator is not doing this.

Yes, that's one possible reasonable analogy. The calculator was not allowed when the students needed to 'show their work' in the first few grades. The calculator doing arithmetic functions was then allowed when the functions of the calculator were not the central aspect and other, higher level functions like Algebra or Calculus were being performed.

In this case, defining terms and explaining concepts may be seen as the 'arithmetic' that the AI can perform. And the Application of those concepts to our everyday lives, the wisdom, rather than the facts, can be considered the calculus that the AI or calculator should not do.

It is like having a copywriter, it levels the writing platform.

Somewhat accurate. It makes us think about what knowledge we are trying to assess.

Absolutely. Same with personal laptops, mobile telephones, etc. And now Virtual Reality. These are tools to enhance human society if used properly. Humans need H₂O to survive. Too much water can drown us though. Pan Metron Ariston - -from ancient Greek Moderation is best! As we develop new technologies, we also have to build policies around their use, and thus the greatest challenge for human society, of what is the equilibrium in the balanced use of these technologies?

At a much lower scale maybe slightly accurate but ChatGPT seems to be at a much higher level as it is able to pass MBA exams and medical license exams.

Apples and Oranges. Math is Fact and writing is subjective.

Yes, it's accurate because the calculator forced people to do math that required higher order thinking skills, and I think the same thing will happen with ChatGPT.

I do not think this is an accurate analogy in that writing presents a particular worldview and perspective that should be representative of the thinking of a particular individual. I understand that mathematical concepts complex and computations done analogue require a great deal of labor and personal understanding, but numbers and math are a universal and somewhat depersonalized language. Math means the same thing across cultures and even across physical realities. Writing and language are cultural and therefore dependent on the creator for meaning. I think so much of our capacity for expression is already compromised by the inability or lack of desire some students have to think critically about audience, purpose, connotative language, and other important contexts that create meaning. Students have a hard time sustaining attention long enough to follow a book-length argument, let alone having the patience to work through the intellectual journey of making their own arguments and finding important ways to substantiate and challenge their own perspectives.

This is NOT a fair analogy; using a calculator can only help a student in medical school. On the other hand, using AI can only harm a student (and possibly, a patient later on) in medical school

I do not think that it diverges as far as some may express. While calculators are often viewed today mainly as time-saving devices, I believe they also contribute to the struggle that many students express when dealing with math, namely that they don't really understand it. In my personal experience, many students are trained on how to use calculators to solve problems quickly and correctly. Calculators provide a shortcut here, and because of this, some of the deeper understanding students may have had with regards to the theories of how and why math works is lessened. Calculators today can replace many of the long handed equations and proofs of several decades ago. What does this mean for some students' abilities to solve equations? It can be the difference between understanding how to do something and understanding how to ask a tool to produce a solution. How much understanding is required?

ChatGPT can serve much the same function in providing an initial idea and support for that idea. The theory behind something is not necessarily required, nor is the critical thought that was needed to examine a data set and synthesize an explanation.

It could be, but at the same time calculators save time when computing.

Isaac Asimov's 1957 short story, "The Feeling of Power," deals with this situation where everything is calculated by machines and humans forgot how to calculate by hand.

I hope that there are no children who cannot do basic math without a calculator and I feel the same about AI and writing. What I mean is: teach them to do it without tech and maybe how to do it ethically with the tech too?

The good part of this analogy is that it shines a spotlight on parts of education that are not absolutely necessary skills. For instance, the ability to compute the product of two three digit numbers on pen and paper is not necessary to understand higher concepts in mathematics.

The inaccurate part of the analogy is the magnitude of this technical innovation -- a calculator will help you compute things, but will not remove the problem solving aspect of a math problem. From the demonstrations so far, students may not even need to understand the task before completing an assignment.

I don't think it's exact, but does have some similarities. When people did computations by hand, they learned and understood math at a fundamental level. This helped them understand more easily things moving into advanced areas of the subject matter. Once generative AI is used more commonly, the importance of actually learning the fundamentals will be the most important thing.

Perhaps I'm old school, but I still think you need to know how to do the calculations yourself before you start using a calculator. And I think you need to know how to write the formulas yourself before you rely on excel to do it for you. Otherwise you can't catch the errors--a graph that makes no sense because the axes are reversed, for example.

Does that mean I think once you demonstrate you know how to write that is OK to let ChatGPT do your writing for you? No. Or produce artwork you claim as your own? No. Especially if it is undermining the livelihood of the actual artist on which ChatGPT is basing its output. I don't see calculators in the same way.

On the other hand, is it OK to let ChatGPT write an instruction pamphlet explaining how to build my IKEA wardrobe? That might be an efficient use of the technology with a human checking the output, but it should be indicated as such. "ChatGPT generated, Human confirmed". ?

Ehh... Calculators are great. However, anyone who wants to learn math, or similar subjects like logic, will benefit greatly from learning to do arithmetic by hand. It teaches you how to work with mathematical objects, and how to see patterns, problem solve, etc. Once you learn arithmetic by hand and develop this mathematical thinking, it's fine to use a calculator. I view Chat GPT as a different type of tool with much more range. I also don't see using a calculator as cheating. I'm fine with students checking their work or using a calculator for arithmetic computations. Ultimately, they need to explain their steps to show me that they know the material.

8. Using ChatGPT for feedback on student work

How do you feel about professors using AI to provide feedback on student work?

I'm against it

I would be okay with it as long as the faculty member was contributing to the feedback in some way. They can use it as a "first pass" through an assignment, but need to add their own comments since they are being paid to assess learning.

It should be up to the instructor.

It is unethical. Part of teaching involves observing trends in a class across many assignments, or across classes. AI cannot do this. In addition, by asking AI to grade work we are adding the student work to the AI dataset without the student's permission.

I find this problematic -- one of our responsibilities is to get to know our students and their work, and that will not be possible if we outsource the assessment of assignments, whether to TAs or AI or other options.

It might provide more consistency in grading?

Honestly? Lazy ass motherfuckers.

In the 1990s, I remember seeing a four-panel cartoon of a classroom. Panel 1: Teacher and a classroom full of students. Panel 2: Teacher and a classroom with fewer students and a couple of small tape recorders on student desks. Panel 3: Teacher and a couple of students and most desks with small tape recorders. Panel 4: All the student desks with small tape recorders and a large reel-to-reel tape recorder on the teacher's desk. Does this support learning?

I'm fine with it as long as the professor reviews what the AI writes and make sure those are appropriate and accurate.

More power to them. As long as it's disputable, then I don't see an issue.

I think it would be another way of undermining the importance of higher education and expertise

Pretty much the same as students using it- we should not do it. If students are using AI to write papers, and faculty are using it to grade, then what is the point of school?

Professors need to be involved in student learning, including thoughtful feed back

This already happens. When we use those publisher created homework systems with unproven benefits, the feedback is in fact not generated by that instructor.

As I have stated before, the ability for AI to provide convincing, yet incorrect responses is a big issue

There needs to be a question added to the J1 and J2 about integrity and authenticity. This would include if a faculty uses ai and not create original feedback. I feel the same when a teacher uses a publisher website and doesn't actually write or make their own videos for online courses. Faculty are lazy and don't want to take time to grade and use rsi (regular and substantive feedback)

well, there is thing called "academic freedom" if I find a tool that improves my workflow, and improves the variety, clarity, and level of detail of my feedback, why shouldn't I use it?

unethical

Not my business to tell another instructor what to do.

Here is what ChatGPT said and I agree 100% except that I would add that the #1 task we have is to provide feedback that is personalized. So we have to personalize our feedback to their work and empathize with the burgeoning scholar in you. For example, I think this is a great question, and I am so glad you asked.

Here is what ChatGPT said, and I agree

"As an AI language model, I don't have feelings or personal opinions. However, I can tell you that the use of AI in providing feedback on student work is a topic of debate in the educational community.

On one hand, AI can provide students with immediate and objective feedback on their work, which can be useful in helping them identify areas where they need to improve. Additionally, AI can grade assignments quickly and efficiently, freeing up professors to spend more time on other tasks.

On the other hand, some argue that AI lacks the human perspective and empathy necessary for effective teaching and learning. AI may not be able to fully grasp the nuances of student work or provide the kind of individualized feedback that can be so valuable to students. Additionally, AI algorithms may have biases that impact the feedback they provide, which could lead to unfair or inaccurate assessments of student work.

Overall, the use of AI in providing feedback on student work is a complex issue with pros and cons to consider."

It strikes me as kind of hinky.

Why would you NOT use technology that makes your job easier and gives you more time to support your students in other ways? Time is the most precious commodity to any good educator.

I think it takes the fun out of teaching. Part of what I enjoy is knowing how my students approach a topic and how they understand the nuances. All that will be lost if I just submit it to AI to grade. This may be ok for a general education class where there are 200 students in a large classroom where it is a purely utilitarian exercise to get through the class as a req. It would be OK to use it to grade multiple choice tests - not that different from using scantron.

This is yet another tool that instructors can use with their students. It almost feels as if classrooms should not require any writing if that writing will be completed by AI and the teacher feedback will be using AI. What's the point?

Well, the AI can provide incorrect feedback. The instructor could also, of course, but I think it would be less likely. If the AI provided perfect feedback then we should just all go home.

Just as deceitful as a student using AI to complete an assignment.

This is a great question for us to discuss! Are we using calculators? Yes! Perhaps there is a place for AI???

Unethical- not meeting the students where they are at.

If that is where we are headed count me out. I respond to my students. Thus allows me to see them, get to know them, their thinking. Allied me to tailor my teaching to what they need to learn.

This is appalling. Students are using AI to create work, and instructors use AI to provide feedback on that work? There's no learning going on, and no apparently no teaching going on either. It's absolutely appalling.

I'm not comfortable with this. What is the point of being a professor if you can't be bothered to closely review and provide feedback on student work?

It is reasonable to give students clear expectations and guidelines. Humans can be fallible. Computers will always be limited in their ability to assess creativity, novelty, reality and humanity.

It could lead to more consistency on some assignments. And it could free up time to work with students who need more help or want more help than using human capital to grade simple assignments.

Similar to students - I think as a brainstorming, structuring tool, it could be effective. But the real heart of feedback should be provided by the professor themselves.

I think AI can really help coach faculty to learn how to change the tone of their feedback. While I think instructors should write the content of the feedback, I think it is okay to Chat GPT to learn how to make it "constructive" or "compassionate"

It is a terrible idea, and cheats the student of a professor's insights.

I think that is wrong. Part of our job is to give feedback.

I'm against it.

They should get paid less.

Not sure.

It can be a great time saver. Many professors already use pre-written comments on Canvas to give feedback to students' assignments. Generative AI could make the comments more personalized and more useful to the student, without taking a huge time toll on the teachers' already busy schedules.

A professor's job is to evaluate and nurture a student's ability to think independently and express her findings and opinions on paper and orally. The instructor is supposed to have done extensive work in their field and be experts in that field.

If the work of evaluating, grading and providing feedback is delegated to AI, what's the point of professors? Why not have AI do it all? Teach the class and evaluate student work.

For grammar/construction, I think it would be fine. For content and style, professors should have oversight.

If it is simply looking for key words or other things that render it essentially an automated process, such as machine-grading a multiple-choice test, then it seems fine. But if it is subjectively analyzing student creativity, analysis, etc., it would be a problem.

What is our outcome? What is the fairness? Should the policy for the student work be the same as faculty feedback. What is about getting the job done and what is about learning?

I do not support this.

I think it's going to be tempting for some professors to use it because it's efficient and responding to students authentically takes time that is hard to spend when we're not sure if students actually read what we write. I'm concerned that the gulf between student learning and teaching will grow with this response because the teacher would not actually remember crafting a response that

deals with who the whole person is in the previous writing of that student. If you give him feedback as an active care and if it's not generated from me that feels like a deception.

I think it might help to provide feedback on a shorter timeline, but I believe that the instructor should still review the feedback before it is given.

It wouldn't surprise me based on the things I've seen over 40 years in education.

I'm not sure how it would work but so long as the instructor is being transparent with the student about how ChatGPT is being used, that's fine.

I feel this is a disservice to students

We create template responses already to provide feedback.

If it is a starting point and not the complete feedback, it would be helpful to use.

I disagree.

Software that grades student writing has been available for many years. AI would be the same. Some teachers currently use the software instead of reading student work. I don't. I think it is not pedagogically sound. I think teachers should not use AI to provide feedback on student work.

It's lazy. Do your own work.

Terrible idea

Unsure

This is already happening, so you have to provide a specific definition of "feedback". Students get automatic feedback in their fill-in-the-blanks exercises in every class I can think of, and it's been happening for years now.

I think it is a tool to perhaps clarify what one wants to say. Sometimes in reading a paper, one can have a sense of it not being very good, but it can be hard to articulate why. ChatGPT can help crystalize the problem. However, this shouldn't be a substitute for professor generated feedback. At that point, what are we paying people 6 figures for? We could pay minimum wage to unskilled workers to just enter things into ChatGPT. At that point it is like some kind of dystopian novel. ChatGPT generating papers to be graded by ChatGPT. Next stop, the Matrix?

If they pass it off as their own feedback, then no. If it is transparent to the student it is AI generated feedback then that might be ok, but I would feel uncomfortable giving a grade based on AI generated feedback. Giving my (admittedly limited) knowledge of how AI algorithms are trained, my understanding is the AI output tends to have the same biases as the training data. While it might be tempting to think

AI feedback would be unbiased, I think this assumption should be questioned and scrutinized for a every AI program/platform before implementing it.

Not ready for that yet. Maybe someday.

It should not be allowed. Instructors need to do their own work. It needs to be the instructor's personal feedback. If they use ChatGPT to grade for them then why can't students use ChatGPT to do work for them. Same difference.

As a first pass to categorize the quality of the work, it may be useful.

I think it's a great idea

If students are allowed to use it, then professors should be as well.

Generally suspicious/skeptical of using this practice.

It's fine when used in conjunction with individual grading. Teachers can be overwhelmed with the amount of work compared to how much they're paid, so it's more valid. But I do think it would be best not to use it alone and to use along personalized grading and feedback.

I never thought about this. My opinion would depend upon how good it is and how well it is calibrated to my own thinking. We already use homework systems that mark work as correct/incorrect and offer support for incorrect answers. Over the years, in rare instanced, to give students lots of mastery skill building, we would sometimes have TAs run through the written work first to identify correct/incorrect answers so teachers could then layer on focused feedback customized to that student paper. I would love to have that done for the students before they even turned in a final product. Again, it's all about productivity and effectiveness. How is my time best spent in supporting and guiding my students' learning and development? This might overlap with the goal to have ZeroCost classes. If I could have my students submit their first draft, their ChatGPT feedback, and their revisions, that would get them all trained up on how to use this new functionality in their upcoming career.

It should not be allowed.

IDK, you said this survey would take 10-15 minutes and it is taking way longer, maybe I should use ChatGP to complete this survey. This is what students and faculty/staff will eventually think about turning in assignments/grading a stack of papers.

positive...occasionally....

I don't agree with it at all. We have responsibilities as professors to provide our feedback, not feedback from a computer. As a student, I would feel cheated if my professor did this. However I do believe in academic freedom, and it's a hard question for me.

Some forms of feedback would be very useful from AI.....checking facts, grammar, spelling, etc. Other forms of feedback that's more creative should be from the instructor.

Feedback is arguably our highest priority as teachers. If we are giving the feedback ourselves, why are we even here?

This question is "null" as it places chatGPT as a tool that may not be used in the right context. It is like asking how I feel about playing football/soccer in a shop that sells glass products. It is simply the wrong environment for such. The results are predictable. In this case it is the educational system that needs to change to allow students and Instructors to use chatGPT productively.

If the student provides an AI generated paper and the professor provides an AI feedback we don't need education. We can just teach people to operate AI.

No opinion.

I think it could force teachers to focus on higher order thinking skills in giving feedback to students rather than the basics that AI would cover.

I don't think this will be helpful to students in that professors will not get to know their work personally- in terms of their thinking, learning processes. I feel this type of grading would depersonalize the way we are in relation to our students, our course material, and in general, would create a transactional experience that is devoid of the heart of humanities courses. However, I do think that professors (like students) will be tempted to use AI because of an increasing workload and the added pressure of having to make ends meet during a financially impossible time and place (living in the Bay Area). I can't act as though it is not tempting to imagine teaching without the time-consuming act of assessment and grading writing in particular. It is incredibly tempting- but the outcome of professors doing this in combination with students not even submitting their own work feels uncomfortable to me. Ultimately, isn't it AI working with AI rather than humans working with each other toward some intellectual understanding? That's mindblowing.

against this idea.

WHy bother to hire professors at all if AI can do it for the college?

It could work as long as the professor uses it as a second opinion

I get to know students through grading their work so I have always thought it would be problematic even if I had an aide do it for me, but I can't speak for everyone.

Thank you Jesus for sending me a sentient grading robot. In all seriousness, I think AI providing feedback on student work is ethical in situations where the feedback is more "objective." That is, if it is correcting the student work for factual errors. For any "human" aspects of writing/work (style, word choice, problem-solving techniques, etc), professors should engage with their students.

Disconnected and remote.

I already use a homework system that provides students with AI generated feedback, but these aren't written assignments. These assignments are for practice and the automatic feedback is efficient. The feedback is in the form of hints when a student chooses incorrectly in a multiple choice question.

I grade all written assignments myself.

There are certainly times when I'd like to provide students with more feedback on more assignments. We're all limited by time. If we can provide more feedback using AI, great. This feedback probably should be reviewed to some extent for accuracy. Also, I don't think instructors should pass this off as their own feedback, they should state that it's from AI. Further, I would still expect the instructor to also provide their own feedback on enough assignments in addition to this.

9. Personally use AI to provide student feedback

Would you personally use AI to provide feedback on student papers? Explain your reasoning.

No. Our jobs entail for us to judge the students, not some AI.

I would use it as a tool to strengthen my work and make changes based on recommendations.

I don't think I would use it as I need to stay in touch with the students and would want to personally review their work

no.

No, for the reasons mentioned above.

I'd first have to see how it works, and try it out. I know there are learning management systems they do this already. I used one at Pearson Books.

Never. That's NOT teaching! What am I here for if Chat GPT can take my place?

Yes

Sure, if it's good. If it was garbage, or more realistically, I'm a programmer, I don't think ChatGPT knows code well enough to judge. I would rather review the code on my own. However, if I was a teacher forced to add papers to a programming class, I would use AI to grade papers, because what the hell do I know about a properly written paper? I'm a fullstack developer, not an English teacher.

At this point, no. My job is to interact with students, even if just through grading their work. If I stop doing that, then I am not doing my job and am doing a great disservice to the students.

not a chance

NO.

Maybe as tool for guidance, but never as a standalone result

No because I give verbal, annotated studio and video humanizing feedback and I love what I do and don't need a robot to give feedback. I have too much integrity and know my students would feel deceived if I did so.

Definitely, but my students don't write paper. Anyway, here's what ChatGPT has to say about that. As a teacher, providing meaningful and timely feedback on student papers is crucial for their learning and growth. Utilizing ChatGPT can greatly enhance this process. Here are some reasons why:

- Efficiency: ChatGPT can generate feedback in a matter of seconds, saving you time and allowing you to focus on other important tasks.
- Consistency: ChatGPT can generate feedback that is consistent in tone, language, and content, providing a standardized approach to feedback that is fair to all students.
- Customization: You can provide specific prompts and guidelines for ChatGPT to follow, ensuring that the feedback it generates is tailored to your individual needs and preferences.
- Reliability: ChatGPT has been trained on a massive amount of data and is capable of providing accurate and reliable feedback, free of common spelling and grammatical errors.

By utilizing ChatGPT, you can streamline your feedback process and provide your students with more constructive and impactful feedback, leading to improved learning outcomes and student satisfaction.

no, unethical

Nope. I have advanced degrees because I like to use my brain.

No.

Probably not because I have standard feedback notes that I give depending on the assignment, and those change with my thinking every day

I can't imagine doing that, but if I were tempted I really don't know for sure that I wouldn't.

As a former English teacher, this technology would have enabled me to return student work in a timeframe that was significantly more useful to students. I would be able to assign more writing and better assess it. Although, the better educational goal would be to teach students to get feedback from ChatGPT on their own. Why does the teacher need to be the middleman?

I may use it for certain lab exercises and multiple choice tests where it can be an objective grading methodology and there are clearly right or wrong answers.

I am not a teacher that uses writing in my classes, but if I did, I think I might use AI to provide feedback that I would then edit/filter before giving it to the student.

No. See above, I'll retire first :)

Never. Otherwise, it's just AI on AI. We might as well all leave the industry. Learning would be dead.

I am not sure yet-

No, I want each student to have my full attention

No. Teaching is not easy. It requires an investment of time. If you don't take the time to evaluate why are you assigning the paper?

I would do this only if students were using AI to write their papers. What purpose there providing feedback to students on work the students did not produce?

I would likely resign/retire/retrain to seek work in a more honest field.

No. Never.

It is reasonable to give students clear expectations and guidelines. Humans can be fallible. Computers will always be limited in their ability to assess creativity, novelty, reality and humanity.

Given that in any writing situation, multiple manners of expressing an idea are possible and multiple ideas may be possible, the technology would need to be recognize multiple possible answers. The capability of the technology would need to match the needs of the task, assignment, evaluation.

Technology of this level of sophistication seems theoretically possible, but generally seems more future tense than present tense as of 2023.

Not on major papers as I enjoy reading them. I also like working with the students through the process. But smaller discussion or short response (i.e. check to make sure they are reading) I could see myself use this maybe. There are auto-graded written assignments out there. I don't know how they work though.

I don't think so.

Quite likely.

No. As well as the objection above, it also cheats the professor of insights into the students abilities.

No as that would be a misrepresentation of my own work.

No. It is the instructors job to judge the student's work. This is a huge part of their job. However, if an instructor is using a multiple choice question, then I guess this would be OK.

This isn't an important part of my courses.

No

Yes, but only after compiling a detailed rubric with very clearly stated objectives on which the AI should provide feedback. This way, the feedback would be exactly what I would have provided. I would always check that the feedback is appropriate and there are no problems with it, which is still required at the moment given the rate of AI error.

No. I am looking at writing development, so I want to follow what students are doing. If I were teaching a content-driven class, I might use it for assessing if they integrated proper sources.

This doesn't sound like a good idea to me, unless it is essentially an automated process, as described above.

I have not yet thought about this deeply enough to answer this question.

No because my responses should be my own, and not generated by technology, just as student essays should be their own and not generated by technology.

No

No, I can read and write. I have a masters degree!

No. I think personal feedback on the writing process from me to the student is an essential feature of the work that I do.

No, I want to be actively involved and connected to student learning.

Probably not.

Yes, I would welcome a tool to help make my feedback consistent and unbiased.

No. Instructor feedback should be original and specifically to that particular student's work.

I am not sure.... seems you are taking the human aspect out of it.

No, I would not. I read all student work myself and give feedback. This allows me to get to know my students individually and tailor my feedback to their needs.

No. I'm paid to give feedback. If AI is doing the work, then why not just have AI teach the class? All the written responses can be automatically graded and given feedback. So then why am I there?

Never

N/A

No. I like getting to know my students and seeing their progress, which can only come from a personal dialogue over time as to the student's anxieties and joys with the material.

No. As I say, I am paid to do a job. Having ChatGPT do that job would be dishonest and lazy.

No. Although I could imagine creating an assignment where students use the AI to 'grade' their work and then critique the AI's 'grade' and/or feedback.

No, because my feedback needs to be personal. In giving feedback, I gain insight into what my students have mastered and what they need help with so that I can help my students improve.

No, I would not. But I don't assign papers.

Unlikely.

Yes, If I was a professor! Lol!

Yes, if it is deemed ok by official policy, but I would also check to see if I agreed with the feedback provided.

No, because providing human feedback serves as a model for how I wish students to engage with me.

No; then I'd be a hypocrite, and I know that AI can't give appropriate guidance for college composition. I've seen AI sample essays and if it can't write a literary analysis essay, it certainly can't give feedback on one.

Yes, probably at least once out of curiosity :P And if I do like it, I would use it along with my individualized feedback.

I would not pass it off as my own thoughts. And I don't see value in me doing it over them. So, the only way, currently that I would consider use it to provide feedback is having students do that themselves, with encouragement to make corrections and reflect on their learning, identifying what they wanted to understand better, so I could focus my feedback on that. To be honest, I am finding students needing my feedback less and less as I connect them with learning supports. I'm glad, because I have some innovations I would like to do globally in my classes but have not yet done because I'm on this treadmill of grading and offering individual feedback. Maybe technology will help with this.

No, because it wouldn't be my evaluation.

yes....time effective....

No, I would not. I hold myself to a certain standard, and I would not cross it. I would feel that I am cheating on my students, and I would be a hypocrite, especially when I tell them that they cannot use it (of course it would be on the honor system)

Some forms of feedback would be very useful from AI.....checking facts, grammar, spelling, etc. Other forms of feedback that's more creative should be from the instructor.

Just as I am requiring students to give me their authentic answers, they should expect authentic feedback from me. How do we fit into a system where computers are submitting work that is assessed by computers?

Under the current system, No. However I do not agree with the current education system, exam-based, which is unfair, racist, and breaks equity big time. How about correcting the question as follows: "How

would you evolve the assignment of a student paper so that chatGPT or other new tools can be leveraged to benefit both student and teacher?"

If I expect my students to put in the effort then I should too. I can see how it can be a problem if professors have to teach 7 classes and have a lot of grading to do. It may be better to have professors teach less and be more hands on.

No opinion.

Yes, since I think it would allow me to focus my own feedback on higher order skills.

I do not think I would feel right doing that.

No. Part of a student's learning experience is the genuine and heartfelt feedback that comes from someone who has sat with the student's work, knows the student, and can relate the work produced to an actual human being.

No

Not applicable

Only under certain circumstances and if I knew the college approved my use. I think if I did this I should also be transparent about it and tell my students I did this!

Yes, but only for work that is objective. If AI can tell when students get something, objectively/factually incorrect and mark it for me, I would happily to use it.

I feel in person education and understanding who you are teaching fundamental to a healthy educational environment. Therefore, feedback would need to come from someone that can touch the understanding of the person and how they learn.

Grading the paper myself gives me a sense of where the student is strong and where they struggle. I doubt I would get the same understanding if I relied on AI to generate the feedback.

But I'm open to what ideas are out there. If I can use AI to help correct spelling and grammar, leaving me more energy to personally examine their data analysis and conclusions, that could be useful. If I did this, I would let the students know how I'm using AI and what feedback is from me vs AI.

Maybe, and just for the reason noted above. I hadn't thought about this yet, so I'd have to test out what type of feedback Chat GBT might provide. I like giving students opportunities to receive feedback from different people on their work, so this may be another way to provide another "opinion."

10. Overall, How will AI affect education?

Overall, how do you think generative AI will affect education and student learning?

Unknown. I don't think its going away, though, so we need to address it.

I think it will eventually be a great tool to use once we have developed policies around it.

Will be a great tool if used properly

I think there will be positive and negative impacts. If the entire world is using AI, and that becomes the norm, that is one thing, but I feel that students need to be able to understand what they are studying and using AI may prevent that.

Yes I do this it could affect education and student learning, mainly it may cause students to not do their own work, and then they won't learn the materials.

I'm not optimistic and it may push me into an early retirement.

It will encourage students to cheat and not generate original thought.

If regulated in a right way, it can bring positive changes to the students

Another tool in our civilization's progress.

It will refocus effort on completion rather than actual learning

I am afraid that it will be a negative effect.

I am concerned that true learning will decrease

Absolutely!

Negatively, it will hinder people's writing skills and make them lazier.

It will make us question if we need online instructors anymore. We might as well have a publisher website and have a robot answer and grade all work. I believe it will remove all creativity, critical thinking, and time to learn how practice from the students'™ educational experience. It will be the microwave of the future and we will learn like we all eat at McDonald'™s. There will be no deep learning.

OMG the possibilities are endless.

Generative AI has the potential to greatly enhance education and student learning in a number of ways:

Personalized learning: AI models like ChatGPT can generate individualized content, exercises, and feedback that cater to the unique needs and learning styles of each student.

Increased efficiency: AI can automate certain aspects of the educational process, freeing up teachers' time to focus on more high-level tasks, such as planning and assessment.

Enhanced engagement: AI can create interactive and gamified learning experiences that can keep students motivated and engaged.

Improved assessment: AI can grade and provide feedback on student work in real-time, making it easier for teachers to track student progress and make data-driven decisions.

Accessibility: AI can provide students with access to personalized and on-demand learning resources and support, regardless of location or time.

raises the bar on what is considered intelligence

Many faculty will give up. We are instructors of content, not detectives. It's a losing battle.

We will grow to understand this technology. It should not replace student's doing their own work. It will probably decrease student's ability to critically think and write. It may be able to assist with the librarian "Help" desk. It will serve as another way of artistic expression.

New tech that harnesses the collectivity. How does that algorithm make the selections, will it be making money somehow? and if it is click adverts we are in trouble

I think it will make the students who are already disinclined to do the work quite lazy, although I'm pretty sure that motivated students will not use it.

It's a threat to critical thinking, originality and democracy

Briefly, it will affect education in a million ways we don't know about yet. I strongly encourage this article by John Spencer: <https://spencerauthor.com/ai-predict/>

There are both pros and cons. Most of the hysteria in ed is about the cons - "students will cheat". We have yet to think through the Pros.

I feel AI is definitely going to change the learning landscape and both students and instructors are going to have to find ways to deal with it.

A little, but tech always gets better to keep the cheaters at bay.

I suspect it will add a dimension to how we approach assessment and help ensure more authentic, formative assessments

Poorly

Not in a positive way

100% negative

I don't think it'll do much once we figure out how to handle it. It's another thing to be mindful of and to stamp out, but once the shine and fanfare tapers off, I think students might end up using it as a study tool and students who would have cheated in the past anyway will use it as another method of avoiding doing the actual work. As always, the students who are genuinely here to learn will do their own work and those who are not, well, they have another way of not.

I imagine that in 10 years it will be everywhere where there are computers.

I am hoping that it increases standards by (like the calculator) we can assume some baseline. However, there is spell check and grammarly that will write sentences for students and they don't use it.

It will probably further dumb down the nation.

I think it will be detrimental to education and student learning.

I think it will impact it negatively because it can be used as a shortcut that will cut out fundamental layers that lead to understanding.

If used properly, it will enhance the learning experience. If used for malicious reasons, then it will harm student learning.

Many types of assignments will now be pointless. The AI will be able to complete the assignment and it will be indistinguishable from original student work.

Negatively

Very positively over the long run, with some transitional problems in the short run. Simply put, students will rely on AI for simple assignments, while they will be able to produce work of a quality and difficulty that would have been extremely difficult to achieve without AI.

This discussion is only beginning. It will likely have a deep effect. It will also have an unequal effect on students who are more privileged and less privileged. Students at universities with smaller class sizes may know their faculty and be connected to the learning in a different way than students in very large classes at community colleges, where a faculty member may not know the work of each individual student.

It will de-humanize education and lead to ethical issues and plagiarism.

I think there's a group of students for

whom it will be a disservice, and those are our most vulnerable students. It may also impact other students education in the sense that if they use it and then need to have that information other elements like ethics, lawsuits and liabilities will likely follow

I don't have enough information to respond.

I think it will be disruptive during these initial stages. We didn't have the appropriate resources and support when it launched, so there are a lot of problems currently. As time passes and technology/detection improves, and when there is more clarity between faculty and students about when and how AI can and cannot be used in classes, we'll then be in a place where AI writing can potentially be more beneficial in the classroom.

I think for quite some time we are going to have students using AI to complete assignments and teachers at all levels wringing their hands. Eventually, education will adjust as it has in the past.

It will impact it, yes. How? Who will get monitored and penalized for it will also range.

I think it can become a source of consistency in expectations and response but we will have to think of assessing how well instructors and students use the tools.

Yes, inevitable.

Yes, huge impact

Negatively.

Will make it easier to cheat, especially on assignments targeted at bringing lower-performing students to a higher level (in Bloom's, using creating or evaluating to assess base knowledge)

Yes

It's such a new technology that this is a tough question to answer! I think that, in the short term, we'll see a significant number of students using it, on the sly, to complete their assignments - possibly a larger number of students than would normally engage in this type of "cheating" behavior. But I think that this will be short-lived, and that in the longer term the number of students doing so will decrease.

We should be prepared to define what learning is.

In the end, I think it will have less effect than people think. As I say, there have always been ways to cheat and there will always be cheaters. The students still need to know things and to learn how to do things. The most diligent students are still going to have to learn.

It will alter education as we know and we will need to adapt

In some ways yes it will be helpful for students until they use it to cheat

Too early to tell.

I think it's "the wave of the future".

Negatively; it will dumb down people even more than they are already.

(By the way, I am very fatigued at this point because I wrote so much already.) I think it might help us to address some of the underlying beliefs and assumptions we have that get in the way of student learning. I think it has the potential for raise awareness around authenticity in education and in life. I think it has the potential to make it easier to support students. For all these reasons, I think it has the potential to increase student learning. That's not guaranteed, and probably depends upon our willingness to engage in authentic reflection and discussion.

It will weaken the norms of academic integrity and scholarship.

The gap between students from affluent backgrounds and lower income backgrounds will become wider.

I believe that it will have a huge negative impact. I am focused more on my assessments, and how students will use generative AI to complete them. I am less focused on my fellow instructors, but unfortunately I know that some instructors will rely on it to provide feedback. It is not right. That's my opinion.

Like any new tool, it can significantly enhance education, or can be abused by students and instructors.

AI will harm education and student learning by allowing students and faculty to avoid thoughtful responses.

It will equalize the playing field for many. It will help break class barriers where those that have access to resources are the only ones to be accepted into elite schools and be placed at the top of our human

society. This will help equity! I think education and society will be improved, as long as our education system is overhauled to enable ALL students no matter what their background to leverage these new technologies

I think that learning to write (emails and assignments) are part of larger social skills and using AI to complete these can have negative effects on getting a well rounded education.

I am not hopeful this will end well.

I think it will disincentivize original and critical thought

It will take sometime to find a common ground for using the app.

Students will not be as good at the things that older generations have been skilled at. Some of this will be acceptable (certain useless math techniques will no longer be learned and the world will not change for it) and some of this may be problematic (written communication may suffer).

For now, I see it as a more disconnection than innovation. We will see when the time spent on learning and teaching is less because generative AI is doing most of it.

Back to the calculator analogy, it makes me sad when I see a student rely on their calculator for simple problems such 0.4×0.6 . They can do that faster in their head than with the calculator and their over reliance on the calculator slows them down. I worry AI may have the same effect.

Having said that, educators and students are clever! Let's hope we can use AI as a tool and not a crutch.

I think it will greatly benefit education and learning. I also think it will be helpful for people who speak English as a second language, and autistic people like me.

11. Overall, how will AI affect your teaching and pedagogy?

Overall, how do you think generative AI will affect your teaching and pedagogy?

It can be beneficial and also not. Beneficial in the sense that it could be used to help students research and learn, but also not beneficial in terms of standard assessment. We should rethink how we assess students in the asynchronous setting.

There will be less knowledge based assessment and more application assignments.

I will spend more time teaching students how to use ChatGPT in our specific class

It will certainly impact the types of assessments I use and until the college has a policy around using AI, it will impact my own policies.

I hope I can find a way to incorporate it that is ethical and productive, for both the students and myself.

Different assessments, perhaps? We'll have to see the effects of it.

Can more quickly mockup examples and such to teach with.

Not sure yet

I hope not at all, but we shall see.

I need to develop different strategies and assignments.

I hope it will transform practices.

It will dumbify teaching and learning.

it can make me so much better at my job.

I will use it to enhance my personal knowledge

Unless "Turn it In" can "catch" it, it will negatively impact on my ability to grade a students learning and my ability to help them develop the skills to read, write and problem solve.

It will be challenging but positive in the long run

I really have to reconsider my writing prompts, and as I mentioned before, I may have to break down written assignments into graded drafts.

Great question I don't know and we need other orgs to step up to protect the integrity of education

My job is to teach teachers how to use new and innovative technologies, so this is rapidly becoming my biggest area of focus.

I have already done some exploring for teaching materials and I am pretty impressed with it. I do think I will be using it.

I will certainly be leery of student work that looks too good or uncharacteristic of the student.

A little, but tech always gets better to keep the cheaters at bay.

I hope it will inspire me to improve my teaching! AI has already helped me refine my assignments

I will have to tighten my syllabus and learn how to outsmart those using it.

Complete demoralization, with serious consideration given to leaving the profession

I don't think it'll affect my teaching much. I will continue doing what I do but will be careful since I have found many students using ChatGPT the past couple of weeks.

Because of the nature of my subfield within education and andragogy, I have made the decision in the past several years to incorporate to as large a degree as possible computer aid learning into my teaching practice, with the specific parameter that the technology needs to be a fit to the skill being practiced. The goal is to help the student to make use of the best tools available in order for them to be able to learn and grow as freely, quickly and happily as possible.

I can move from grading mechanics to studying the argument, persuasion and critical thinking of a response.

Have to be more alert to plagiarism.

It will not effect me too much as I teach in person and have in person assessments. I already teach so that I have in class work time where I walk around and talk to students as they are working on in class assignments. I do not know what else I could do.

It will make us rethink assessment, but can also provide for some interesting in-class learning opportunities.

No much at the moment. Written assignments are a very small part of my courses.

It will require that I make changes to my teaching habits. Overall, I will assume generative AI is going to be used, and will expect that students become proficient in incorporating it in their work.

Yes, I will have to adapt to its eventual ubiquity

Unknown at this time.

I will be aware of it and discuss it with my students, and will monitor student work for potential use of AI.

It's going to add another layer of work and thought I have to put into my job.

Not at all.

It's already taking up an enormous amount of time with added detection steps and creation dishonesty reports. It's much more time consuming to collect evidence of AI-use than simple cases of word-for-word plagiarism.

Once I completely understand and work with the technology, I will be better able to answer this. I no longer use tests and quizzes. I do not believe it is the best way to assess engagement or learning. I believe I will modify my courses to use AI in some way and create projects that students create an outcome to a challenge.

Motivate me to gather more student interest and real-time writing in low-stakes and high-stakes assignments--including presentations.

It may allow me to spend more time viewing the student in a wider context.

Yes it will.

it will impact it for sure.

I will not change my teaching and pedagogy, but the obstacles I face to teaching language and writing skills will increase.

At worst, I will need to force students to show all their work and process, especially on written responses. It's ultimately going to drain the love of working with students and likewise, they will be annoyed with the process.

Not at all -- I do not teach as an administrator

N/A

I don't think it will make a big difference right now. Google translate has been around for years and as far as languages go this is very similar.

Not at all.

not at all

I will continue to require in-person final exams and then I don't need to worry about ChatGPT. Students can use it outside of exams to explore and learn the way they are currently doing with other online resources now.

Not at all. I believe in hands-on, project based learning/teaching. ChatGPT cannot make a decision for my student. It can generate ideas/options, but the student still has to decide based on what they've learned in class.

Sigh. Another layer of stress and "responsibility."

It might offer new supports to me and my students. It might allow all of us to accomplish more in less time. That could be a blessing for everyone.

It will require me to make shifts in how I assign writing and reading projects.

I will have to revamp all of my assessments, and it is going to be hard to figure that out.

I think it will enhance my pedagogy.

This will be another obstacle to authentic assessment.

In certain areas, it will help tremendously, Also I think it will create much upheaval and resistance from many Instructors that do not want to change the status quo.

It won't affect my teaching, I will not be using it.

I think it will increase my workload, my frustration, and my passion for teaching. It can potentially make me a better teacher if I can generate new, creative ways to work with the reality of AI in the classroom, but not without sacrificing my personal and family time and that is a sacrifice I am not willing to make, especially at this point in my career, and especially in light of all the other important work we must consider in relation to increasing equity, access, and teaching basic tech literacy for a functioning and democratic institution.

I think it will require more "defensive teaching," where more work-intensive methodologies to ensure that student work is original and self-generated.

Not applicable

No joke, I had to look up pedagogy. I probably won't use it at all. So no affect.

Probably, but I still need to think about how to use it to create some new assignments, as well as how to use in terms of accessibility and equity. As noted, I'm not worried about the impact to my current assignments.

12. Incorporating AI into assignments?

Do you plan on incorporating AI into your assignments to encourage students to engage with this technology? In what ways do you think you could use generative AI in academic assignments?

Maybe

Use it a tool to get you started on an assignment and build from there.

Yes, example on how to use it to research problems or to understand concepts

Not at this time

I'm not sure yet.

Never!

No

I am not a teacher.

Not sure yet

Not at this time.

not at this time

N/A

I will not use it but may show it to scare my students to know how they can fail in my class.

I already support student who want to use AI to create art.

don't know yet

Nope.

Not at this time.

We have to critique its answers.

No, I will not.

No

Yes absolutely. I plan to encourage my students to learn how AI can save them time and work with them to improve their work. It's not a replacement for a finished product, but used as a starting point, you can get much much further in the same amount of time.

I am thinking about this - playing out different scenarios in my head.....

I will include assignments that are specifically centered around exploring chatGPT, but I am unlikely to ask the students to use chatGPT as a tool to complete a general assignment.

No. Don't care.

Absolutely! I want to have open discussions with students about the use of generative AI, and when it is/is not appropriate to use

No- dental hygiene is a patient centered career, each patient is an individual and we tailor care to each unique person.

You're asking me if I have plans to encourage my students to cheat??? No, I have no such plans.

Not yet, perhaps next year.

I understand AI as being something higher level than currently existing computer aided learning tools. I would need training in AI before I could say with certainty that I plan to incorporate it.

No

Eventually, yes

We will talk about it and explain why it is not useful

No, I have no plans to do this.

Maybe

Not at this time.

No

Yes, I will incorporate AI into my assignments, as mentioned earlier.

Not at present

Unknown at this time.

I'm not sure.

Yes, likely to evaluate the quality and the structure created by AI

No.

Yes. I am going to ask students to use ChatGPT to write an essay that I will not grade, but then they will write their own essay assessing the quality of the ChatGPT writing against the content of our class and then reflect on their experience using AI to write.

Maybe, I think so. I just do not know enough yet to be specific. I would love to work with a group of educators to figure this out.

Not yet.

Too soon to know.

I would; however, I would encourage student to check the sources and the authenticity of the information gathered by AI.

Not right now but it is new to me...

I don't plan on introducing AI because I don't want to give students the tools they need to cheat. However, I think it could be used as a critical thinking exercise, by taking a piece written by AI and analyzing how closely it fits the needs of the student for that assignment. This would serve as an editing exercise, and it might show students that they can't rely on AI to produce the exact product they need.

No, I don't see how it would work with my major other than being used as a shortcut

Not applicable

N/A

I'd love to learn more about it

No.

no

Nope

ChatGPT is already being used by the industry for which I prepare my students. The jury is still out on whether or not it will become mainstream, or will be shut down by the legal issues. If the industry accepts it as a legitimate tool, I will teach it to my students so that they can be competitive in the workplace.

no, I do not know enough about it to do this.

I'm having them grade a shitty AI essay to see what not to do.

I may have my students have it check an assignment and have us all see what happens. I might have them write a letter of recommendation for themselves and then have ChatGPT write a letter of recommendation for them and talk about that.

Maybe; not sure now.

No not right now. I'll have to think about it. Maybe to generate ideas, and then to be critical of the ideas generated by Chat GPT. It could be a learning experience. Or maybe have students figure out if the answers generated by Chat GPT are correct. Not sure.

I think avoiding it is unrealistic. So engaging with it makes sense. I would encourage them to write their own and THEN try the AI to compare. It can remind them of things they missed. I would also encourage them to use it for creative images, etc.

No

n/a

No. We need more research.

I probably will at some point. Right now I can only think of using it one way- to have students analyze differences in thinking between AI and their own work. To discuss what makes "good writing" and build on that conversation.

no plans as of now.

I feel like this was answered previously

Not applicable

I could use it to study the algorithm and see how many times it say pedagogy in a essay.

I'm not planning on using it at this point.

13. Incorporating AI in the classroom

Do you see generative AI becoming part of the classroom? In what ways could you use generative AI in the classroom, your course design, or your teaching?

IDK

Yes, it will be incorporated into many assignments.

Yes, example on how to use it to research problems or to understand concepts

I don't see that happening at this point but it is possible in the future.

yes it could

No.

N/A

Not at this time.

eventually

The only part of my class will be on my integrity statement where they will fail my class if they use it. They will now have to submit a video showing me their process to create art in my course so I know they didn't use an ai to create the work.

It already is...another tool in the toolbox.

don't know yet

Nope.

It could and will become part of education.

To provide critical assessment -- but honestly it will be like showing another perspective

No, I certainly hope not.

Possibly

Yes. I feel like I've answered this before, but I plan to use it in instructional design, communication, and development of examples.

In the early days I might actually have the students use it specifically for certain assignments; or do a experimental and control group type trial. Not sure - still thinking about all this.

No. Don't care to use it.

Yes-- could be used to develop courses, lectures, etc

Not sure

I'll get out of the profession.

As a "meta" exercise.

In theory, I see some manner of AI being used in all realms of education. Within a career-technical field such as Dental Tech for example, I imagine some form of Ai simulating a client with which the dental tech is interacting.

No

Collaborative learning -- AI is another group member

n/a

I do not see it for me. But, it might work well for other teachers. I just do not know.

Eventually

It's not relevant for my courses yet.

Not in the near future

Yes, generative AI will be a regular part of the world, including the classroom, just as the Google search engine is now. The ways to use it are numerous, and I already mentioned some of the most obvious ones earlier.

Generative AI is here to stay. We, as a community, need to educate ourselves and students on the capabilities, advantages, and disadvantages of AI. Learn to use it for good and mitigate any negatives.

Unknown at this time.

Perhaps.

It probably will in some form. Personally, I wouldn't use it.

I think it's interesting to look at and gives us opportunities to talk about writing standards in society and the power and politics of certain styles of writing.

see previous answer

No.

Too soon to know.

I can see it in the foreseeable future, perhaps use AI information as references, but emphasize the importance of original ideas and works.

I don't see it becoming part of my classroom. My expertise and creative abilities are more useful and fun to me and hopefully for students, too.

Possibly in helping rewrite my confusing sentences, but this is more of a task for Grammarly or other program.

Not applicable

I think that in some situations generative AI will become part of the classroom, especially if/when the technology becomes commonplace in the workplace. For example, if companies' marketing departments are using generative AI tools to create visual marketing materials, students in marketing and related courses should be learning these tools in order to be prepared for the workforce.

No

I don't know enough about what the application in the classroom might be

Yes, it can be used as an efficiency and optimization tool. For things that are surface level or repetitive like announcements or reminders for assignments/exams, it could be used to generate templates and make teachers' lives easier.

We could use it the same way we use Google, to look up something we don't know. When comparing approaches and answers, we might include ChatGPT.

I don't want to go there yet.

Still not sure yet.

I think avoiding it is unrealistic. So engaging with it makes sense. I would encourage them to write their own and THEN try the AI to compare. It can remind them of things they missed. I would also encourage them to use it for creative images, etc.

I cannot see positive applications, just simple timesaving -- i.e. "Good job" response to completed assignments.

Absolutely! Change the assembly-line unfair education system of today!

No, I'm not going to use it until there is more research.

Yes, in my current writing class we are experimenting with how students can use it and for which kinds of tasks.

Good question- it's too soon for me to know this.

I prefer to not use it--for now.

I don't know that this can be avoided

I do see the app as part of the classroom.

See my answer above. Mostly messing around with it.

14. Steps college/faculty should take to address AI

What are steps you think the college and/or faculty should take to address generative AI technology?

Form a committee

Develop policies around usage.

Educate students on the risk of becoming to reliant on the tech and not thinking for themselves

I believe there should be policies, created by students and faculty, regarding the use of AI in classrooms and assessments.

policies and practices

Discourage it as much as possible.

Block it.

Cautious optimism

Do nothing, embrace it

See earlier answer

Make everyone teach on campus so there is no way to submit work through an ai. Make students submit work on an old fashion type write or make students give oral presentations in person.

academic freedom...support instructors to choose for themselves.

policy

Ban it.

Find ways to identify students using it when it's not acceptable practice in a course.

they get paid for that job -- and they should figure it out

Declare it mostly unacceptable.

We need a policy and we need a deterrent

Learn what it is and isn't. Use it a lot to understand it. Accept that it's not going to go away. Think critically about it.

Spell it out in the honor code if that is important to most faculty. Have a centralized philosophy on it in general, but give faculty some level of autonomy to deal with it in their classes. In my field, a lot of the knowledge comes from hands-on experience, so chat gpt might actually be a good thing for students who have learning disabilities (with words) without penalizing them. We typically come across really stellar students who are good in the practicum aspects while they struggle with the written word. Some allowances can be made for such students.

Set out clear policies and guidelines for both students and faculty.

Consistent with other institutions of higher education.

Openly discuss AI

Educate the educators

Fire the Dean of Students as Step One. After that, consult the experts on this.

We should have a college-wide policy that addresses this. Faculty do not like policing and "busting" students for academic dishonesty.

Professional development in these emerging technologies.

I have heard about running your assignments through the technology to see what answers are generated.

it depends on what you are "addressing" -- stop seeing it as problem and start seeing it as a possibility and the potential that it has to offer students -- in particular it could really boost student engagement

Knowledge is key. I think that educating teachers and students on the technology is a good first step in deciding what to do.

Adopt a policy and educate the students about the ethics of the tech

It needs to be addressed through course and campus policies. And individual courses will need to be altered to minimize the types of assignments that can be completed by AI.

Not sure

It should embrace it and train students to use it properly, learning what it can and cannot (yet) do.

Learn as much as possible about generative AI, the positives and negatives.

Educate our students about it.

Have clear guidelines on what is acceptable and what is a violation of the academic integrity rules.

Unknown at this time.

This was answered previously.

Develop effective technology or technologies, to detect it.

The college needs to provide faculty with support and resources to make AI detection and reporting less time consuming. Faculty need to become more aware of ways that AI can potentially be used to support student learning but need to have total freedom to determine if and how AI will be used in their own classes.

The college should provide Professional development and models for understanding and incorporating AI

Discuss it honestly and include students in the discussions.

We need to grow experts on the topic in the college community. Perhaps we should have a college wiki on the topic.

Have a clear guideline on using AI for classroom work.

Create a strong academic integrity policy for students and cultivate a strong culture of professional integrity for instructors.

When a reliable AI checker gets into the market (equivalent of Turnitin), we should buy it

Develop a new policy for faculty in academic senate

I think it's important for the college and faculty to be united in the way that they address and respond to this new technology. No matter what the college and faculty decide, there should be a clear message to students and faculty regarding what types of generative AI usage is allowable and what types are not.

I think that I will keep my assignments the same. GPTzero will help, but I think it is also easy to tell when people are using this software. When I suspect it is being used, I will invite the student to office hours

and have them discuss their paper with me. Just like other forms of plagiarism, they usually can't explain what they wrote if it is plagiarized.

I think a College wide policy regarding its use needs to be created immediately.

I think that the best first step is to learn about something and try to understand it from multiple perspectives.

Pass policies to include it in academic integrity.

I think the college and/or faculty should not incorporate Chat GPT until benefits are proven and risks are evaluated. Take care to not just study the students earning straight A's. Focus on figuring out if the technology is of any benefit to ESL students, struggling C students, etc. Do things methodically. Use Chat GPT for an essay assignment. Then follow-up with a face-to-face exam with an essay question. Is performance better, worse? Better for all or just some?

We definitely need to address it. I think that we need to work together to figure out how our stand on generative AI as a college. This should be put in our syllabi.

The college needs to standardize these uses, delineate explicitly what would constitute plagiarism using the AI, and set up a hub for AI detection.

Continued thoughtful discussions about student learning outcomes and authentic assessments. For example, calculators didn't eliminate the need to learn math; they changed the focus of what was being learned in a math class.

Understand it. Provide guidelines. Embrace it. Change the unfair education system of today, based on wealth and elitism!!!!

Decide how to move forward as a college.

We need to openly address this new reality and be transparent about the fact that we are all entering new territory here.

open discussion, policies, enforcement.

ad hoc committee to investigate, discuss, and make recommendations at each college and then at the district level.

Foothill College and faculty is already addressing the issue by this questionnaire

None or on an important case by case situation.

Keep us informed. Doing this survey is actually quite informative.

15. Professional Development about AI

What type of professional development would you like to see on the topic of generative AI?

There definitely needs to be professional development.

Training on how to use generative AI to enhance courses

Examples of how other instructors are using the tech

Unsure

more information on it, and how we can use it ethically

I don't know, but if a colleague put on a workshop titled something like "Generative AI is the best thing ever and if you don't use it you are a horrible person," I probably wouldn't go.

Human curation is important

How to incorporate, how to manage,

Don't know yet.

I think we need a lot of training and information

Psychology pd for instructors who think using ai is acceptable.

How to effectively ban it. How to avoid becoming a detective and spending energy on this. Our content and supporting students is our job.

too new at this point for people to say anything intellectual -- but maybe just listen to Ezra Klein's interview with the ceo of openai.com - it is cool
<https://www.nytimes.com/2021/06/11/podcasts/transcript-ezra-klein-interviews-sam-altman.html>

How to find it.

Any and all!

Exchange of ideas between faculty.

Make instructors aware of the technology, have them use it to gain familiarity.

General notices and bulletins about developments and what the campus/college is doing to combat the spread of unethical choice.

How its being used for better or for worse, and how to spot it.

Termination of the Dean of Students.

I've attended a few workshops at SFSU and it would be nice to have a couple here.

First, training in what the currently available technologies are and how they can be accessed.

N/A

Different ways to integrate into your classroom instruction

Professional development on what AI can do in disciplines and what kinds of changes are possible in pedagogy to keep up with the changes of what tools students have to complete outside of class work.

I don't know. Maybe have experts on this topic come and give some workshops.

Not sure.

Training courses for teachers illustrating the use of generative AI in the classroom and at home.

Driving to conversations about what matters most in written assessment, lesson design, etc. - streamlining so that time is better spent on engaging in learning.

More on what it is and how it could be used to enhance rather than negatively affect learning.

Workshops for faculty on these topics would be helpful.

n/a

How to streamline detection. How to use AI to support students.

speakers, examples, workshops, conferences, etc

Not sure.

Very quickly, a short online course on basics.

What are the capabilities of Chat GPT and other popular open-source AI. How to use AI to enhance learning experience.

I don't know.

Workshop on how to change assignments to avoid AI writing. Hypothesis seems like a good potential.

What is it and its possible uses in the classroom by faculty and by students

Workshops available to all campus employees (admin, faculty, staff) to provide a general overview of generative AI, so that everyone has at least a baseline of knowledge about this technology.

I don't think it should be integrated into classes.

extensive about how it is being used now and where it is expected to develop

I would like to become more familiar with it and how to recognize when it has been used.

Detection and prevention

I think I would like to see demonstrations from my most impassioned colleagues...those who think it's wonderful and those who think it's horrible. I'd like to see someone identify some perspectives, so our underlying beliefs can be revealed around a number of variables, such as: What is the role of the college? What is the role that grades play in society? What is the role that grades play in academia? How are grades calibrated to learning? What do grades mean? Why do we make the choices we make? What are we hoping to accomplish through our work? Why? Etc.

How to detect it in student writing.

How to identify it, use it ethically

Maybe have demonstrations of what it can do. Also ask instructors to bring in examples of their assignments and have Chat GPT do it in real time. I think that we also need workshops on how to come up with different types of assessments to combat the impact of Chat GPT.

Training instructors to use AI creatively in the classroom to enhance teaching and learning.

Training instructors to communicate clearly how some uses of AI constitute plagiarism.

How can it be detected to avoid cheating? In what ways is human communication, assessment and analysis of material superior? How can we focus on teaching those human skills to help our students?

Educate students, faculty, staff, the community on its proper uses This is only the start. Use of such tools will grow exponentially as our technology progresses.

Identifying student work submitted by AI.

Shared practices, using and analyzing the use of AI to understand it better, discussions of literature that center this type of reality (science fiction type stuff)

teach us how to identify it, and what to do when we do.

what is it? History of it. CUrrent applications. Potential future applications. How to detect AI generated text.

There could be workshops for the faculty who would be affected by this app.

What does the coding look like for something like AI?

How to detect cheating that employs AI.

16. Steps classified staff could take to address AI

What are steps classified staff/student services should take to address generative AI technology?

Understand what it is and how it can be applied to everyday tasks.

Generally intro

Unsure

n/a

Not sure

Give instruction of how to use it.

Embrace

how to get students to take responsibility in their learning.

Don't know yet.

They can use ai to be more friendly when writing emails. This is the only area that can enhance customer service. We have a history of division assistants that are not kind or warm in emails. Maybe we can use it for student's help desk for online learning.

Much of the registration processes and student support could be so much more student-centered.

Strong backing of faculty and policies.

jeez, they should figure out how to adapt with it

I don't think it likely to affect classified staff too much.

Use it!

Not yet sure - see all my ruminations above

Tell students not to do it, or there will be grave consequences.

How its being used for better or for worse, and how to spot it.

Termination of the Dean of Students.

They should be aware of this technology and should have PD workshops.

I am not sure if it directly relevant to their work nor that is their responsibility to be concerned with it at the current time.

N/A

Same as academic integrity violations

NA

Not sure.

I am not sure.

Educate staff on the uses of AI in education.

Establish clear guidelines on what is acceptable and what is not.

Unknown at this time.

N/A

Learn what it is.

Not sure

Not sure.

Be aware of AI generated fraudulent information, and communications (emails, documents, etc)

Stress that using AI is cheating and treat it as such.

Develop a new academic integrity policy to reflect AI

I think it's important for each individual division/department to discuss how generative AI may be used related to their division/department, so that all staff are aware of what they might expect (as well as what is expected of them).

not sure.

The above PD

They should learn what it can do, too. Everyone would benefit from understanding what it can do for us individually and collectively.

Adopt detection technology, hold workshops for students.

Maybe each discipline, service area, etc....need to take a stand on their approach to generative AI. There needs to be an overarching one from the college too.

Training students to use AI creatively in the classroom to enhance teaching and learning.

Training students to understand clearly how some uses of AI constitute plagiarism.

Educate yourself. Participate in the evolution of our college to a better way of learning that helps ALL students, not just specific categories of students.

Learn about it.

Participate in a college-wide dialogue about it and offer workshops related to this issue.

Workshops to identify the written documents by this app.

Educating the potential harm and, if any, helpfulness.

17. Steps Admin can take to address AI

What are steps administrators should take to address generative AI technology?

Develop policies in coordination with shared governance committees.

Not sure

Listen to faculty and student concerns and assist with creation of policies that address those concerns.

create policies and practices

Don't get caught up in the efficiency aspects.

Make clear regulation for the use of AI tech.

Embrace

Don't know yet.

Administrators need to be very clear with college and district policies for chat gpt and ai for grievances. I also suggest FA and the j1 and j2 need to updated to ensure this will not be used at our college. Is there a way for turn it in to capture if an essay was created with chat gpt?

Embrace it

policy

Strong backing of faculty and policies.

Fund ways to identify if students are using it for instructors.

nope

We've made a fuss for years about plagiarism, which does not prevent students from trying to do it anyhow. I just don't know.

Use it! And help support others through the "moral panic" phase of new technology.

Ditto as above

Create clear policies around it.

Tell faculty not to do it, or there will be grave consequences.

Have policies in place

Termination of the Dean of Students.

^^

Arrange, and obtain funding for, professional development.

N/A

Stop freaking out, let go of the control, trust your students, and think about why a student might use it BEFORE you start the blame game. In all likelihood, the way you design your course and assignments may not seem relevant or engaging to the students, so they do not see the value of the learning.

I think a college policy needs to first be created before I can answer this question.

Campus policies need to address AI.

They should facilitate its use in the classroom, providing that the college has the infrastructure to support its usage.

Unknown at this time.

They can keep everyone informed of how it is progressing.

Learn what it is.

Provide resources for quality time-saving detection technology

Understanding the impact and helping faculty to address, shift their thinking in their discipline, and provide many opportunities for training

Not sure.

NA

For instructors, stress that teaching is a hands-on job and discourage teachers from taking shortcuts.

For students, stress that using AI is cheating and treat it as such.

Establish tangible consequences for students caught cheating, whether that is AI or plagiarism. Right now, cheating is being ignored by colleagues because they know the college won't bother to help them.

Make sure the College addresses AI for both faculty and students

Work in concert with faculty to address and respond to this new technology.

Provide the best detection software available.

Support the faculty in the impact of generative AI

Create a college wide policy regarding its usage by students and faculty.

Probably they should be asking those questions: What is the role of the college? Are we here to teach or are we here to sort? What is the role that grades play in society? What is the role that grades play in academia? How are grades calibrated to learning? What do grades mean? Why do we make the choices we make? What are we hoping to accomplish through our work? Why? Etc. And administrators should be working with faculty leadership to create time and space for whole-campus dialogue on these kinds of questions, as our institutional answer to these questions will greatly influence what we want to do with generative AI.

Pass policies to prohibit its use.

Same as what I said above.

Training instructors to use AI creatively in the classroom to enhance teaching and learning.

Training instructors to communicate clearly how some uses of AI constitute plagiarism.

Help the college evolve its teaching methodologies. Embrace new tools. Like the calculator, the laptop, mobile telephones, the Internet, and now Virtual Reality and AI are here to stay.

Professional Development.

Listen to faculty, students, and staff- and read more about this tool- both fiction and non-fiction.

know the facts

Again workshops

Learn about it.