

What can networks offer to members in terms of professional development?

Synergies between groups?

Case numbers after the pandemic

Restorative justice - format of programs and challenges of scale

Resources / Setting up AI Office or AI Hub

Education around policy? awareness, implementation, understanding

Where is authorized use of tools defined? Policy, course, other?

Building a culture in programs that aren't tied to a specific career/industry

Co-creating programming to deter offences with department/faculty and students (implemented centrally)

No "abstinence" approach to ChatGPT tools - educate about responsible use - provided centrally by institution? (discussion re what institutions are doing)

Moving away or no longer holding written assessment as gold standard in evaluating knowing

<https://www.facultyfocus.com/articles/course-design-ideas/the-university-experiment-moving-beyond-the-traditional-paper/>

ICAI Canadian Consortia Day - Case Study #1

Propose recommendations for addressing these concerns in the university's academic integrity policy.

A definition of what is authorized and what is unauthorized use of AI tools.

Instructions how to cite AI tools when they are authorized to be used.

Identify other university policies (if any) that might require review in light of these technologies.

Intellectual property/Copyright Policy

Student data privacy

Accessibility policy

1. Establish clear rules and regulations regarding the use of AI for coursework, including a definition of acceptable use and any restrictions on the use of AI.

2. Establish penalties for violations of the academic integrity policy related to the use of AI.

3. Require that students submit a statement of authenticity for any AI-generated work, specifically attesting that the student has not used AI to generate any portion

4. Educate students on the risks and potential consequences of using AI to violate the academic integrity policy.

Propose recommendations for addressing these concerns in the university's academic integrity policy

5. Monitor the use of AI to detect any potential violations of the academic integrity policy.

6. Develop a system to detect and prevent the use of AI to copy or manipulate data.

7. Create a process for students to report suspected violations of the academic integrity policy related to AI.

Plagiarism policy: The university's plagiarism policy may need to be updated to include guidelines and regulations for the use of AI in coursework.

Exam and test-taking policy: The university may need to review its policies around exams and test-taking to ensure that they are still valid in the context of AI.

Data handling policy: If AI is used to generate or manipulate data for coursework, the university may need to review its policies around data handling to ensure that the dat

Intellectual property policy: The university may need to review its policies around intellectual property to ensure that students are not violating copyright or other intellectual prop

Academic technology policy: The university may need to develop or update policies around the use of academic technology, including AI tools, to ensure that students are using them appro

Suggestions from ChatGPT are quite basic - especially around the first question

Big piece of confirmation bias around it's results - telling us what we have discussed, reinforcing our previously determine ideas (not new ideas/critical thought)

Issues around it's results - suggestions AI detection, when those tools are not currently reliable

May help to expand thinking at times - to open the topic a little more wider than previously considered

ICAI Canadian Consortia Day - Case Study #2

Questions of Prof:
What are the learning objectives for his course? Is this an assessment or an in-class activity? If an assessment what is the weight? Is this a group effort?

What are student experiences with AI?

Response: this won't work for my ESL class as the students may struggle with creating good prompts for Chat GPT. And default you may think its better than the original.

Chat GPT: tell me what are good critical thinking and writing skills. now make me a learning college level learning activity to demonstrate these skills

Prof Answers

1/3 of course has been on writing structures for academic writing, we now want to help students develop a healthy skepticism for AI-generated text.

In-person class for nursing

Institution has no set policy about AI as yet. Students comfort with AI is the entire spectrum from unknown to expert comfort level. Prof level of comfort

Question: Do you have a pre-existing assignment that would lend itself well to Chat GPT?

Question: what type of writing assessments do you currently have? This can determine on what level of higher level of thinking is needed.

Question: where on Blooms taxonomy of higher order thinking are your assessments? Where are your learners at?

Response: in person using Chat GPT online at the same time it may not work. Maybe students build the prompts in advance and the faculty builds one and they compare.

Question to instructor: college or university perspective? There can be a difference. Both could ask: what are your course outcomes and where are you considering using AI?

Size of class? Level of learners? Your comfort with artificial intelligence? What is your organization's view/usage on artificial intelligence? What are your fears or anxieties about AI?

How can you use the lower order thinking when using Chat GPT?

Response: they are at the bottom 2 remembering and knowledge level at the beginning. They are not at the analysis level. This would have to be instructor guided.

Question: In person or online course?

Assessment Design

ICAI Canadian Consortia Day - Case Study #3

Ensure that each semester, a knowledge diagnostic (writing, content) is provided to have a reference point should another suspected situation occurred.

When asked to determine if their recommendations were valuable

When asked to list sources, to be accountable, all the sources were falsified.

It can generate content very quickly and the answers were fairly consistent with what five experienced Academic Integrity educators came up with, with a couple of new ideas.

1. Recommendation for professor: check with a diagnostic (if completed at the beginning of semester; email communication; writing proficiency

2. Recommendations going forward: explicitly state on all assessment permitted and prohibited resources; discuss with class why you are restricting it.

1. Recommendations for instructor: - ask the student how you used it; ask the student to explain the concepts in the submission; compare the writing skills with previously submitted

As an AI language model, I can recommend the following steps to a professor to determine if artificial intelligence was used in a student assignment:

Look for signs of automated text generation: One way to detect if AI was used is by analyzing the language and writing style used in the assignment. AI-powered writing tools tend to produce text that is more consistent and less error-prone than human-written text.

Check for plagiarism: AI can also be used to generate plagiarized content. Therefore, professors should run the student's assignment through plagiarism detection software to determine if any parts of the assignment have been copied from other sources.

Evaluate the complexity of the task: If the assignment requires a high level of analysis, reasoning, or decision-making, it's less likely that the student has used AI. In contrast, assignments that involve simple, repetitive tasks, such as data entry or data analysis, are more likely to have been completed using AI.

Ask the student about their process: Professors should always talk to the student about how they completed the assignment. This will give the professor an opportunity to ask specific questions about how the student approached certain parts of the task and whether they used any tools or technologies to complete it.

Look for unusual patterns: Finally, professors should look for any unusual patterns or inconsistencies in the assignment. For example, if there are multiple instances of identical phrases or unusual formatting, this may be a sign that AI was used to complete the assignment.

Thoughts on using AI: it helps generate content and ideas so it is not just that the tool was used, but how it was used. If it was used as a personal tutor to help guide the student (1)

then would it be considered inappropriate use. If it was used to replace learning & to provide content to submit as their (student) own, it is akin to plag/contract cheat.

ICAI Canadian Consortia - Parking Lot

Case Study 3 - Additional Content

Please email this to feedback@openstax.org if you have any questions or comments.

a. Ask the student to explain the concept and to provide an example. If the student is unable to explain the concept or provide an example, it is possible that they did not see the connection between the concepts.

b. Use a diagram to illustrate the concept. For any situation of supply or demand with other resources, the CSDEPT can be a useful model. It may not be the best or only way to illustrate the concept, but it is a good starting point.

c. Play out the situation for the student to play, with the student as the participant. This will be a good way to see if the student understands the concept. If the student is unable to play out the situation, it may indicate that CSDEPT was not used.

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e. Have the student explain the situation to a peer. This will be a good way to see if the student understands the concept. If the student is unable to explain the situation to a peer, it may indicate that CSDEPT was not used.

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a. Check the student's understanding of the concept. This will be a good way to see if the student understands the concept. If the student is unable to explain the concept, it may indicate that CSDEPT was not used.

b. Use a diagram to illustrate the concept. For any situation of supply or demand with other resources, the CSDEPT can be a useful model. It may not be the best or only way to illustrate the concept, but it is a good starting point.

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