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

ICAI Canadian Consortia Day - Case Study #1

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

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

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

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.

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.

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

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 data is handled properly.

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

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

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

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 property.

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

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

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

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

Student data privacy

Accessibility policy
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.

In-person class for nursing

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.

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 at? 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.

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.

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

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?

Question: In person or online course?

Assessment Design
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.