# Small Group Discussion

Click on your group number below and enter responses on your group's slide.

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**Tuesday, May 30 | 10:00-11:30 am**
**Introduction & Overview of Generative AI in Higher Education**
Presented by:
Dr. Sharon Himmanen, Cedar Crest College &
Dr. Mark J. Sciutto, Muhlenberg College

# Group 2: Considering AI in Your Work

## I plan to explore or would like to know more about…(add responses from your group here)

- Will it affect job prospects for our students?
- Will it affect job prospects in particular fields more than others?
- Training options to use it well
- Its application as a potential free tutoring bot for students who are struggling with specific course concepts.
- Additional tools beyond ChatGPT which use AI that could be useful for scholarship or research.

# Group 3: Considering AI in Your Work

**I plan to explore or would like to know more about…(add responses from your group here)**

- **Administrative documents and AI**
- **Ethics & recommendation letters—when is it a template, when is it a substitute?**
- **How best can we support faculty (as faculty, T&L directors, etc.) in working w/ AI—potentials as well as pitfalls?**
- **How to communicate with students about the tools, our policies, etc.**
- **How much do we have to learn, and where do we find the time to learn it?**

# Group 4: Considering AI in Your Work

## I plan to explore or would like to know more about…**(add responses from your group here)**

Karen Ruggles (DeSales University), Ivonne Miranda (Cedar Crest College), Nicholas Blue (Moravian University)

- how students use AI in the Admissions Process (ethics of essay writing/generated in full or in part via AI)
- Interdependencies of departments to collaborate
- In Education Department–using to help pre-service teachers, benefits of using it to help new teachers get prepared to be in front of the classroom
- How to prepare students to critically evaluate what AI gives them to ensure accuracy–need for critical thinking with AI
- Digital Citizenship vs Physical Citizenship
    - ISTE (International Society of Technology for Educators)- the way that you use technology to avoid harming others, considering ways to govern our ethical behavior, being responsible in the way we use technology

# Group 5: Considering AI in Your Work

## I plan to explore or would like to know more about…(add responses from your group here)

- How to use ChatGPT in the classroom - an example is for honors thesis development and editing (How can we get the students to work on their initial draft earlier in the semester)
- What is the value of writing tasks we currently do? (e.g., bureaucratic tasks…do we need these to be written by a human, or do we just need to provide a table? What is the value of having humans think about and write these types of documents?)
- How to evaluate the output? (appropriate language conventions)

# Group 6: Considering AI in Your Work

## I plan to explore or would like to know more about…(add responses from your group here)

- Concerns about data integrity, PII / FERPA, data retention
- Motivation of backend programmers & user contributions (data skews)
- Helping students learn the shortcomings of LLMs as tools for accomplishing school work
- Data analysis with Wolfram Alpha plug-in

# Group 7: Considering AI in Your Work

## I plan to explore or would like to know more about…(add responses from your group here)

- How to write assignments and discussion questions so that students cannot use AI to answer without doing any critical thinking themselves….how to avoid outright plagiarism!
- Best practices for authentic discussion board use with online class format.
- What can Respondus Lockdown Browser do to detect AI generated material?
- How do students learn about AI and how to use it for college? I'd like to know what they are hearing about it and how they are learning to use it so that we are knowledgeable of their "shortcuts"
- Will this make more work for us as professors? That is, do we need to go back and double check all of the studies, etc. that they reference to make sure they are legitimate?
- Do AI generated results need to be cited?

# Group 1: Considering AI in Your Work

## I plan to explore or would like to know more about…(add responses from your group here)

- How to manage and mitigate concerns around student writing assignments and plagiarism
- Understanding what skills AI can manage for us and when this might be helpful and appropriate for the future of work in the world
- Understand tools to use AI to create classroom presentations
- What are the implications for providing readings and can AI read the articles or readings for them and then generate assignment responses
- Are there institutional policies regarding use of AI and/or should they be created?
- Role of AI in tutoring and/or TA
- Chatbots for IT Help Desk, Info desk, and also use for mental health engagement

# Group 8: Considering AI in Your Work

## I plan to explore or would like to know more about…(add responses from your group here)

- It's unclear to me how to use these tools for "administrative tasks" — sounds great, but… how?
- To what extent do I have to disclose whether or not AI was used for a particular task (email, letter of rec, bio..). Seems like there are ethical implications here.
- How do we have a helpful conversation with our students about these tools? How do we guide them/teach them how these tools could be used ethically, etc.?

# Group 9: Considering AI in Your Work

**I plan to explore or would like to know more about…(add responses from your group here)**

# Group 10: Considering AI in Your Work

## I plan to explore or would like to know more about…(add responses from your group here)

- Develop case scenarios for clinical simulation (for OTD students and for interprofessional simulations) (Joel Guerrero)
- Explore program development for community resources and services for the homeless population (Joel Guerrero)
- How to best support staff/faculty/students who are exploring and using AI in their work (Chelsea)
- Test, explore, and understand how all the various tools work (Chelsea)
- How do we ensure that the AI is substituting for things that we don't think are at the core of student learning, but not for things that we want students to learn to do? If we can't do this, even if the AI can do the valuable things, we might be losing important human capabilities (Abu Rizvi)
- Are there ways (plug-ins, e.g.) that the AI can access, which would allow it to respond to a prompt to check a reference or fact against a reliable database or source (as a way of helping with the "hallucination" problem (Abu)

# Group 11: Considering AI in Your Work

## I plan to explore or would like to know more about…(add responses from your group here)

- How do we find ways to help students see value in AI as complementing their learning journey rather than stubstituing for it.
- How to add it to the student as 'tool day', when students learn the different tools available to them to complement their learning.
- Helping students to understand and be sensitive to the ethical issues.
- How much of a student response to a prompt can be generated successfully

# Group 12: Considering AI in Your Work

## I plan to explore or would like to know more about…(add responses from your group here)

- Ethical uses of submitting student work to ChatGPT for student feedback
- Copyright issues
- Are there ChatGPT resources that are specific to the University or College that can interact within a secure private data bank and not release into the large public data bank?

# Group 13: Considering AI in Your Work

## I plan to explore or would like to know more about…(add responses from your group here)

- How much should it be used.
- For creating prompts for assessments with some customizing after they are generated.
- How to better at critical thinking.
- Copyright (who owns it, OpenAI or the user or nobody)
- Citation analysis / indexing / summary / manual librarian task
- Help provide broader reference help in libraries

# Group 14: Considering AI in Your Work

**I plan to explore or would like to know more about…(add responses from your group here)**

# Group 15: Considering AI in Your Work

## I plan to explore or would like to know more about…(add responses from your group here)

- **Move from product-oriented to process oriented assignments. What points are good for checking in, where can students use AI as a tool to push them to deeper learning, how to avoid assignments that are easy to "fake," how do we check AI use (especially of a group of students - wouldn't have this problem if working side-by-side with an individual), "partner" AI with assignments and outcomes - students can use tools to create product, use tools to leverage learning, limited by free materials that AI can access.**
- **Information literacy - comparison to Wikipedia (how do you go deeper into sources while using tools available?)**
- **Limitations of accuracy of information – AI may not update or even re-check whether it's accurate. Students need to learn to evaluate accuracy.**

# Group 16: Considering AI in Your Work

## I plan to explore or would like to know more about…(add responses from your group here)

- I teach a lot of writing and am concerned about students using ChatGPT
- Scaffolding techniques can be generated by Chat GPT
- How to have students reflect on what they can do with AI generated writing, how to make it their own
- What methods exist of detecting an AI piece of writing?
- How to sell students on using ChatGPT to generate ideas, but then lean in to critique the value of those ideas to ensure they're accurate/authentic/based on actual resources.
- How to not have to spend extra time checking citations/ meeting with students to see if it's their own work?

# Group 17: Considering AI in Your Work

## I plan to explore or would like to know more about…(add responses from your group here)

- We have changed “how” we teach for many years, but this seems to change “what” we teach. How will this change the material?
- How will this affect student’s work on campus in departments (ie the library and peer tutoring). Will student workers be replaced by chat GPT? How will student workers using this as a tool in their work?
- Implications in tutoring: AI can adjust to a student’s level, can be used as a tutor (Kahn Academy is exploring this).
- Workflow–how can we use this to create a workflow process for different tasks?
- Can this be helpful in creating training documents for student workers? Creating manuals or handbooks–especially in different languages for international students.
- The place of AI in “lower-level tasks” vs “higher level thinking”---it’s a judgement issue as to what constitutes each category.

# Group 18: Considering AI in Your Work

## I plan to explore or would like to know more about…(add responses from your group here)

- Are people listing Chat GPT as a cited source?
- If you use Chat GPT to write something, can you copyright, retain rights, etc?
- Is it ethical to use this technology to write recommendations?
- Will future versions of Chat GPT include citation lists for its sources?
- How do I help students use this, and in a way that it's not just busywork?

# Group 19: Considering AI in Your Work

## I plan to explore or would like to know more about…(add responses from your group here)

- How can we use ChatGPT to teach critical thinking?
- What are the sociopolitical implications of ChatGPT's embedded/implicit biases?
- How can we teach students to critically evaluate ChatGPT's content?
- How can we motivate students to use ChatGPT responsibly?
- How can we apply using ChatGPT in the distance-based learning environment?

# Group 20: Considering AI in Your Work

## I plan to explore or would like to know more about…(add responses from your group here)

- Can both create and resolve (to some extent)  Equity issues - financial, disabilities, barriers to access
- Frustrating to have to think about this .. Just finished figuring out the remote learning thing!
- Ethical issues (letters of recommendation, students' personal statements)
- Collaborating with AI … hard to think about
- It's here.. students are using it. How can we use it to our advantage and in a positive way?
- How do we use AI to support/enhance our philosophy of teaching?
- What does deep, authentic learning look like with AI?