

Small Group Discussion

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Tuesday, June 6, 2023, 10:00-11:30

**Brains over Bots: Crafting AI-Savvy Assignments for Academic Integrity
and Innovative Learning**

Presented by:

Dr. Tim Laquintano, Lafayette College

Dr. Lisa Wilde, DeSales University

Group 1:

Breakout 1 –

- What did you learn about the way your model handled the tasks associated with your assignment?

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I'm a librarian and do training about how to find relevant bibliography, plus putting items into appropriate citation style. Did "dialog" with <https://chat.openai.com/> Tool was useless and contradicted itself after lengthy chat. Brian Simboli

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Breakout 2 –

- How do you plan to revise your assignments for the fall, if at all? What other AI-savvy design strategies have you encountered?
- What institutional support might be helpful to faculty as they work to update courses for an AI-enabled future?

Group 2:

Assignment: Research paper on a topic of interest in Genetic Engineering

-Google different topics that interest you and list the websites

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Breakout 1 –

- **What did you learn about the way your model handled the tasks associated with your assignment?**

Breakout 2 –

- **How do you plan to revise your assignments for the fall, if at all? What other AI-savvy design strategies have you encountered?**
- **What institutional support might be helpful to faculty as they work to update courses for an AI-enabled future?**

Group 3:

Breakout 1 –

- **What did you learn about the way your model handled the tasks associated with your assignment?**

Limited accuracy of information pulled

Breakout 2 –

- **How do you plan to revise your assignments for the fall, if at all? What other AI-savvy design strategies have you encountered?**
 - Use AI to summarize 3 primary research studies and have student then synthesize the studies
- **What institutional support might be helpful to faculty as they work to update courses for an AI-enabled future?**

Group 4:

Breakout 1 –

- **What did you learn about the way your model handled the tasks associated with your assignment?**

Breakout 2 –

- **How do you plan to revise your assignments for the fall, if at all? What other AI-savvy design strategies have you encountered?**
- **What institutional support might be helpful to faculty as they work to update courses for an AI-enabled future?**

Group 5:

Breakout 1 –

- What did you learn about the way your model handled the tasks associated with your assignment?

Breakout 2 –

- How do you plan to revise your assignments for the fall, if at all? What other AI-savvy design strategies have you encountered?
- What institutional support might be helpful to faculty as they work to update courses for an AI-enabled future?

Group 6:

Breakout 1 –

- What did you learn about the way your model handled the tasks associated with your assignment?

Breakout 2 –

- How do you plan to revise your assignments for the fall, if at all? What other AI-savvy design strategies have you encountered?
- What institutional support might be helpful to faculty as they work to update courses for an AI-enabled future?

Group 7:

Breakout 1 –

- What did you learn about the way your model handled the tasks associated with your assignment?

Breakout 2 –

- How do you plan to revise your assignments for the fall, if at all? What other AI-savvy design strategies have you encountered?
- What institutional support might be helpful to faculty as they work to update courses for an AI-enabled future?

Group 8:

Breakout 1 –

- What did you learn about the way your model handled the tasks associated with your assignment?

Breakout 2 –

- How do you plan to revise your assignments for the fall, if at all? What other AI-savvy design strategies have you encountered?
- What institutional support might be helpful to faculty as they work to update courses for an AI-enabled future?

Group 9:

Breakout 1 –

- **What did you learn about the way your model handled the tasks associated with your assignment?**
 - Seemed to need more parameters for more creative/synthesis prompts; Performed well turning a general topic into a narrowed research question; Generated false sources when asked for bibliography

Breakout 2 –

- How do you plan to revise your assignments for the fall, if at all? What other AI-savvy design strategies have you encountered?
- What institutional support might be helpful to faculty as they work to update courses for an AI-enabled future?

Group 10:

Breakout 1 –

- What did you learn about the way your model handled the tasks associated with your assignment?

Breakout 2 –

- How do you plan to revise your assignments for the fall, if at all? What other AI-savvy design strategies have you encountered?
- What institutional support might be helpful to faculty as they work to update courses for an AI-enabled future?

Group 11:

Breakout 1 –

- What did you learn about the way your model handled the tasks associated with your assignment?

Breakout 2 –

- How do you plan to revise your assignments for the fall, if at all? What other AI-savvy design strategies have you encountered?
- What institutional support might be helpful to faculty as they work to update courses for an AI-enabled future?

Group 12: #1

Breakout 1 –

- **What did you learn about the way your model handled the tasks associated with your assignment?**

Strategies to evade AI:

Expecting “**authentic responses**” is strategy to evade AI: personal experience and reflection (do you remember your dreams, do you dream in color?) -> LLM does not dream, answers about “humans.”

Expecting students to **draw on experiences from class** – lectures, discussions, field trips – which will not be accessible to AI

Require access to something behind an authentication paywall which AI cannot access (use library database, e.g.)

Observations:

AI added unnecessary steps (listing all possible options, specifying exact locations) that made relatively simple process overwhelming “wall of text” – was not able to prioritize or filter information

AI slow to acknowledge when something cannot be done, so people keep trying until it finally cries uncle

When assignments ask about particular texts, or **personal experiences**, can expose gaps/limitations

Different LLMs yield different results, so need to specify which LLM you want students to use (if you do want this)

Group 12: #2

Breakout 2 –

- **How do you plan to revise your assignments for the fall, if at all? What other AI-savvy design strategies have you encountered?**

Make sure to require students to reflect personally or share personal/authentic experience->challenge, this makes assignments more “high touch” and potentially harder to grade/offer constructive feedback, also need to know students well enough to know whether “authentic personal” experiences really are. (Harder for larger classes and for online teaching)

Multi-stage assignments, distinguish where AI is applicable

- **What institutional support might be helpful to faculty as they work to update courses for an AI-enabled future?**

Make use of instructional technologists, instructional designers, and Library staff as aides. OERs can be helpful if the resources are behind an authentication or pay-wall for a language model to have been trained on it and teaming up with technologists and designers and librarians can assist with that.

Group 13:

Breakout 1 –

- What did you learn about the way your model handled the tasks associated with your assignment?

Breakout 2 –

- How do you plan to revise your assignments for the fall, if at all? What other AI-savvy design strategies have you encountered?
- What institutional support might be helpful to faculty as they work to update courses for an AI-enabled future?

Group 14:

Breakout 1 –

- What did you learn about the way your model handled the tasks associated with your assignment?

Breakout 2 –

- How do you plan to revise your assignments for the fall, if at all? What other AI-savvy design strategies have you encountered?
- What institutional support might be helpful to faculty as they work to update courses for an AI-enabled future?

Group 15:

Breakout 1 –

- **What did you learn about the way your model handled the tasks associated with your assignment?**
 - Our group has used Bard and ChatGPT
 - ChatGPT seems to have trouble with foreign languages (e.g. Russian), the Cyrillic script and also produces a number of misspelled words. It can do better with tasks such as creating a short poem about a historical figure.
 - ChatGPT was able to produce simple lists but person responding would need to be made specific to a course
 - Sometimes when we add questions they might produce very general ideas
 - Asking prompts that are political in nature in some ways the chatbot might indicate that it cannot produce a response. E.g. “What is X?” Versus “How can X be defined?”
 - Some institutions have TurnItIn software AI detectors which tells % generated by AI which has revealed various clues about students’ usage of AI (e.g. 100%)

Breakout 2 –

- **How do you plan to revise your assignments for the fall, if at all? What other AI-savvy design strategies have you encountered?**
- **What institutional support might be helpful to faculty as they work to update courses for an AI-enabled future?**
 - We appreciated students engaging in a dialogue different individuals
 - We will put together some guidelines in syllabi and assignments
 - Potentially useful to have department support
 - The summer conversations are helpful

Group 16:

Breakout 1 –

- What did you learn about the way your model handled the tasks associated with your assignment?

Breakout 2 –

- How do you plan to revise your assignments for the fall, if at all? What other AI-savvy design strategies have you encountered?
- What institutional support might be helpful to faculty as they work to update courses for an AI-enabled future?

Group 17:

Breakout 1 –

- **What did you learn about the way your model handled the tasks associated with your assignment?**

My first item in assignment's "tips" was asking for a thesis statement. GPT 3.5 did very poorly at stating specifics and being succinct. Once I asked for 5 sentences or less it did better. I also had made the mistake of asking for a "thesis" instead of a "thesis statement". The next "tip" in my assignment was to apply our Intermediate Microeconomics review to the example. It was again difficult for ChatGPT to be brief. Once I got it to be brief, it's not surprising that the ideas didn't relate much to my class.

Breakout 2 –

- **How do you plan to revise your assignments for the fall, if at all? What other AI-savvy design strategies have you encountered?**
- **What institutional support might be helpful to faculty as they work to update courses for an AI-enabled future?**

Group 18:

Breakout 1 –

- What did you learn about the way your model handled the tasks associated with your assignment?

Breakout 2 –

- How do you plan to revise your assignments for the fall, if at all? What other AI-savvy design strategies have you encountered?
- What institutional support might be helpful to faculty as they work to update courses for an AI-enabled future?

Group 19:

Breakout 1 –

- What did you learn about the way your model handled the tasks associated with your assignment?

Breakout 2 –

- How do you plan to revise your assignments for the fall, if at all? What other AI-savvy design strategies have you encountered?
- What institutional support might be helpful to faculty as they work to update courses for an AI-enabled future?

Group 20:

Breakout 1 –

- **What did you learn about the way your model handled the tasks associated with your assignment?**

Breakout 2 –

- **How do you plan to revise your assignments for the fall, if at all? What other AI-savvy design strategies have you encountered?**
- **What institutional support might be helpful to faculty as they work to update courses for an AI-enabled future?**