

ChatGPT: A Look Under the Hood

Online Teaching Conference

June 22, 2023



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Online Network of Educators

Your Facilitators for Today's Discussion

Moderator:

- Bob Nash, Dean of Academic Affairs & Professional Development, CVC-OEI

Panelists:

- Francesca (Chesa) Caparas, Faculty, English, DeAnza College
- Benny Ng, Faculty, Chemistry, LA Pierce College
- Ben Stefonik, Faculty, Psychology, Foothill College

Let Us Get to Know You

Please share your name, title/role, and institution



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ChatGPT Demo

And other generative AI Tools
In Action

[ChatGPT Unleashed](#)

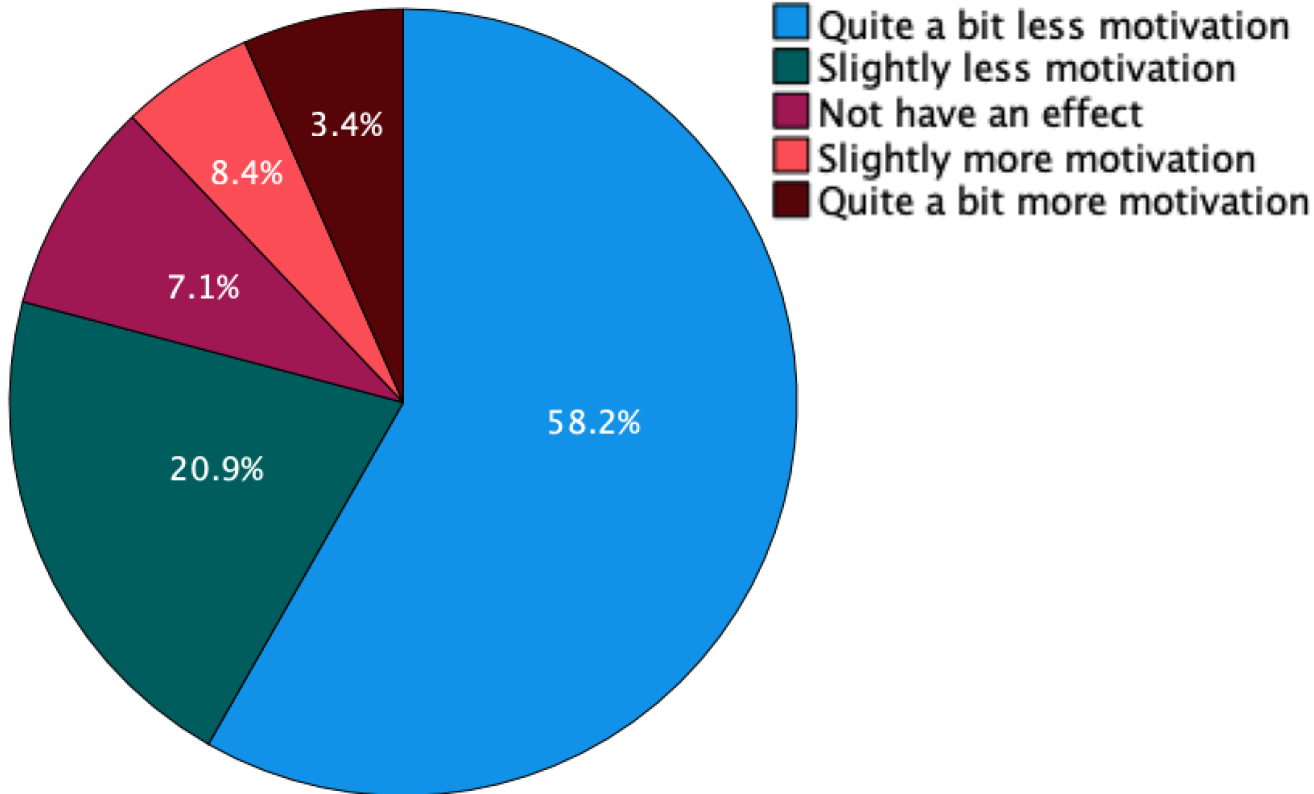
A video demonstration from the
Center for Digital Education
A division of e.Republic

ChatGPT Campus Survey @ Foothill College

Ben Stefonik, Foothill College
Online Teaching Conference, 6/22/23

If AI-generated writing continues to progress and get better, how do you think it could impact student motivation to learn how to write?

FACULTY

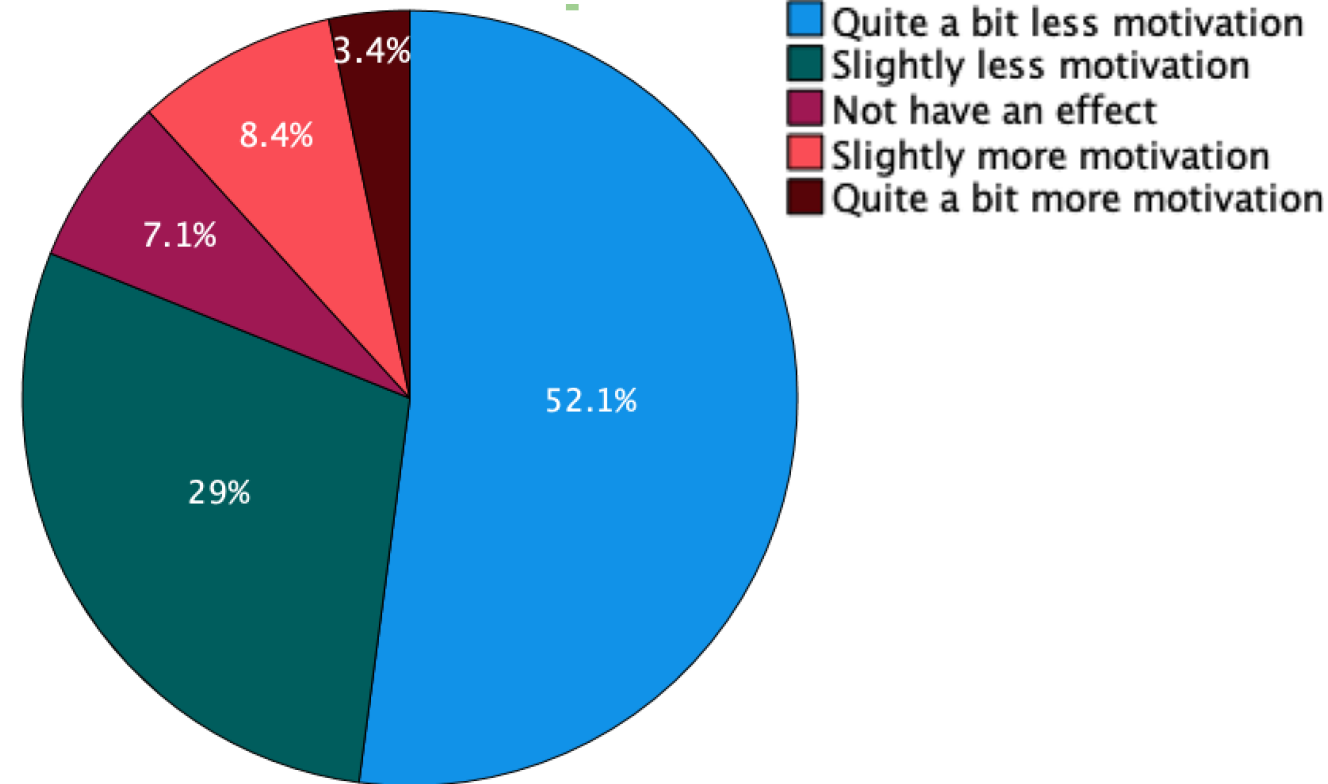


Key Findings

79.1% of faculty reported that students would be quite a bit less motivated or slightly less motivated to learn how to write if AI improves.

If AI-generated writing continues to progress and get better, how do you think it could impact student motivation to learn how to write?

STUDENTS

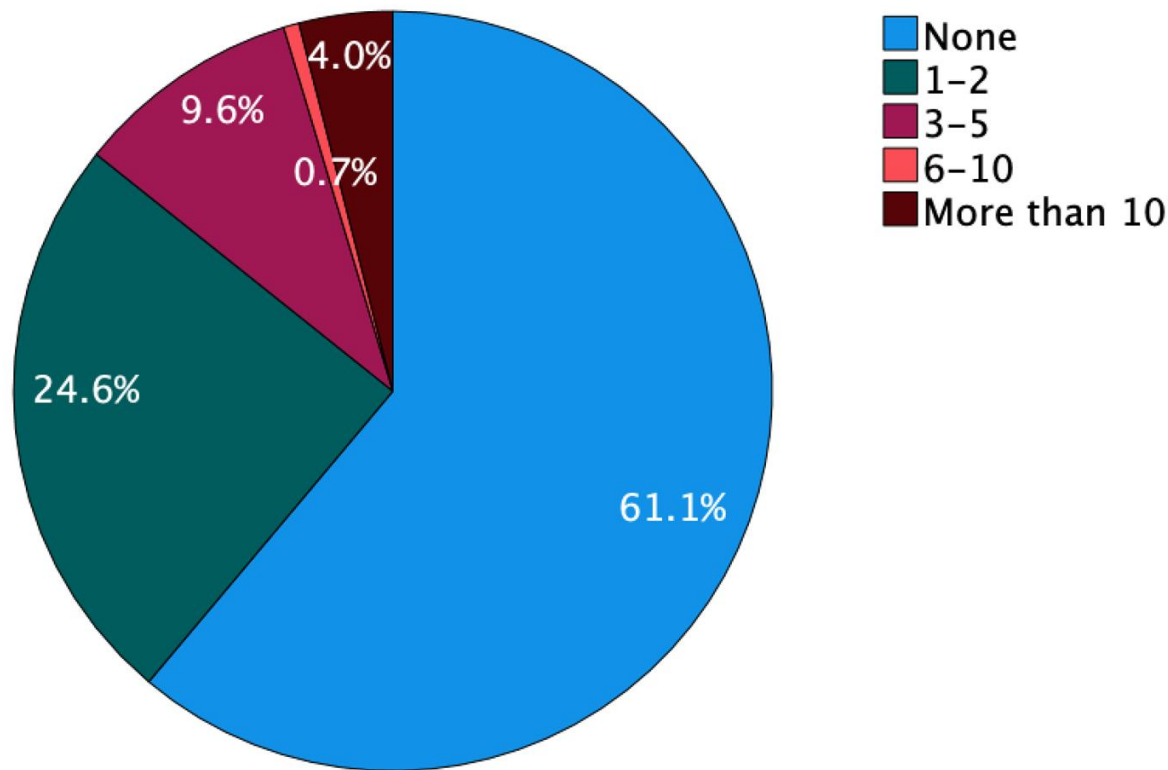


Key Findings

81.1% of students reported that their peers would be quite a bit less motivated or slightly less motivated to learn how to write if AI improves.

How many students have you personally heard of using ChatGPT or other generative AI to submit schoolwork that they pass off as their own?

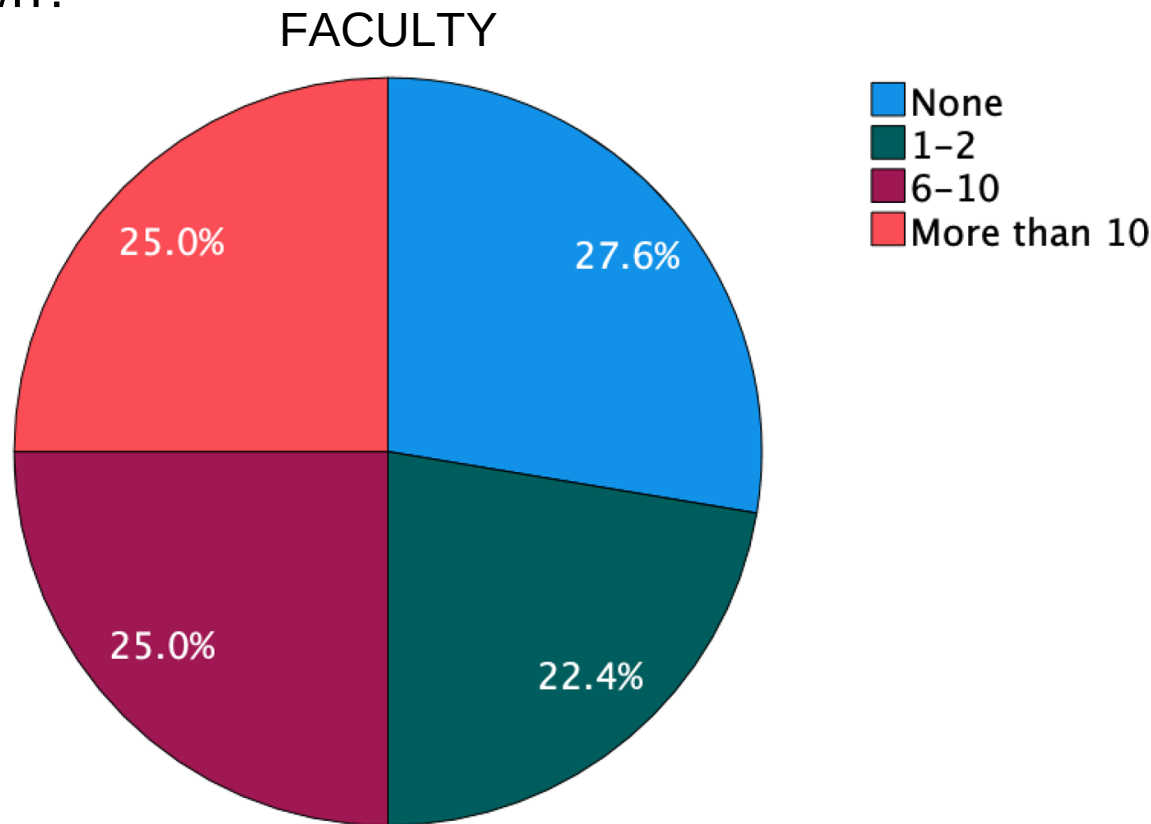
STUDENTS



Key Findings

38.9% of students report personally knowing someone who has submitted AI generated work as their own.

How many students have you personally heard of using ChatGPT or other generative AI to submit schoolwork that they pass off as their own?

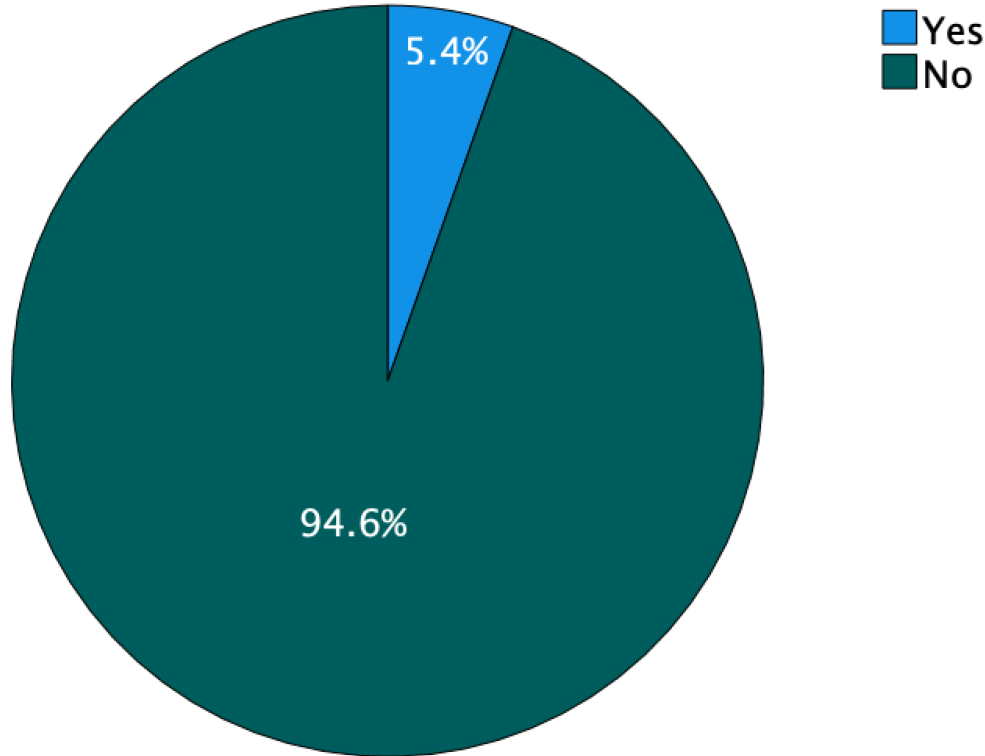


Key Findings

72.4% of faculty have heard of at least one student using ChatGPT or other AI generative AI to submit schoolwork and pass it off as their own.

Have you personally used Chat GPT or other generative AI to create work for an assignment that you passed off as your own?

STUDENTS



Key Findings

94.6% of students haven't used generative AI to create work for an assignment that they passed off as their own

Chat GPT Use in Fall Quarter 2022 Finals

If you used ChatGPT to assist with your final fall quarter assignments and/or exams, to what extent did you use it?

Brainstorming, outlining, and forming ideas

59.2%

Answered multiple-choice questions with the help of ChatGPT

29.1%

Submitted written material from ChatGPT with edits

7.3%

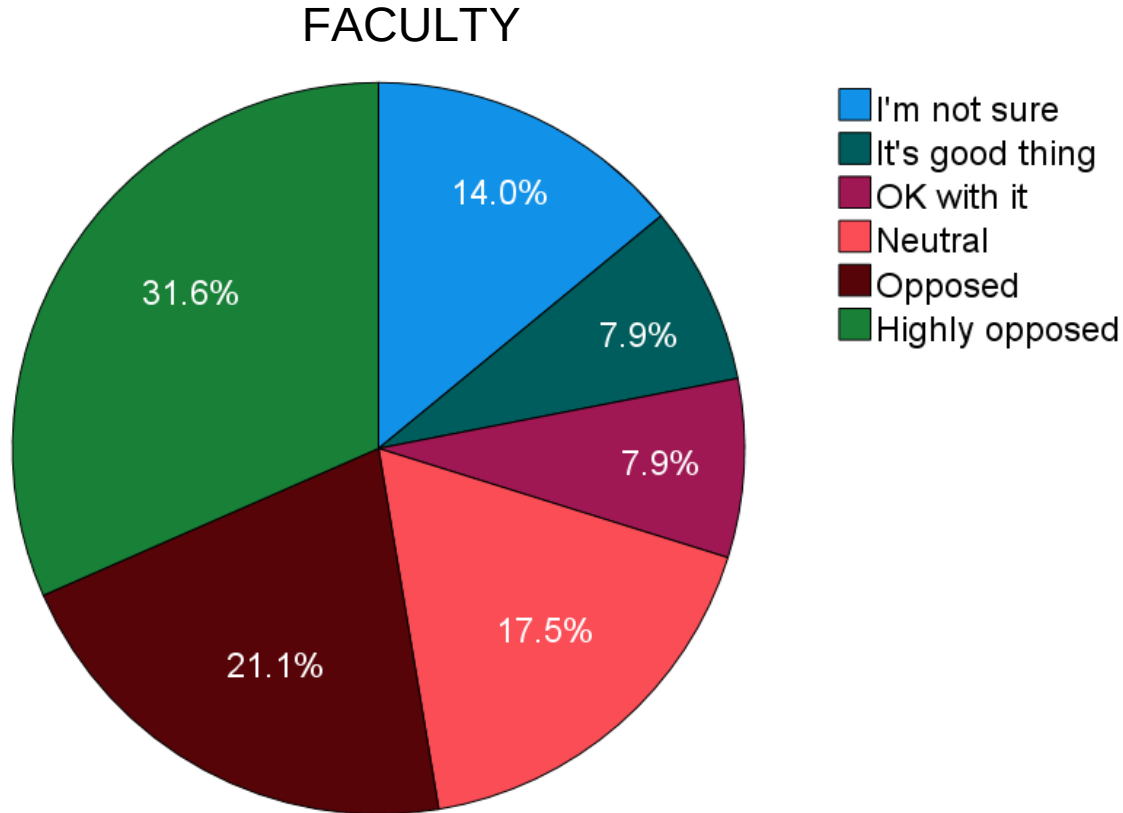
Submitted written material from ChatGPT without edits

5.5%



Source: [Fizz Post](#) • In an anonymous poll uploaded on Fizz, 4,497 Stanford students answered whether or not they used ChatGPT to help with their Fall final assignments.
Graphic: MARK ALLEN CU/The Stanford Daily

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



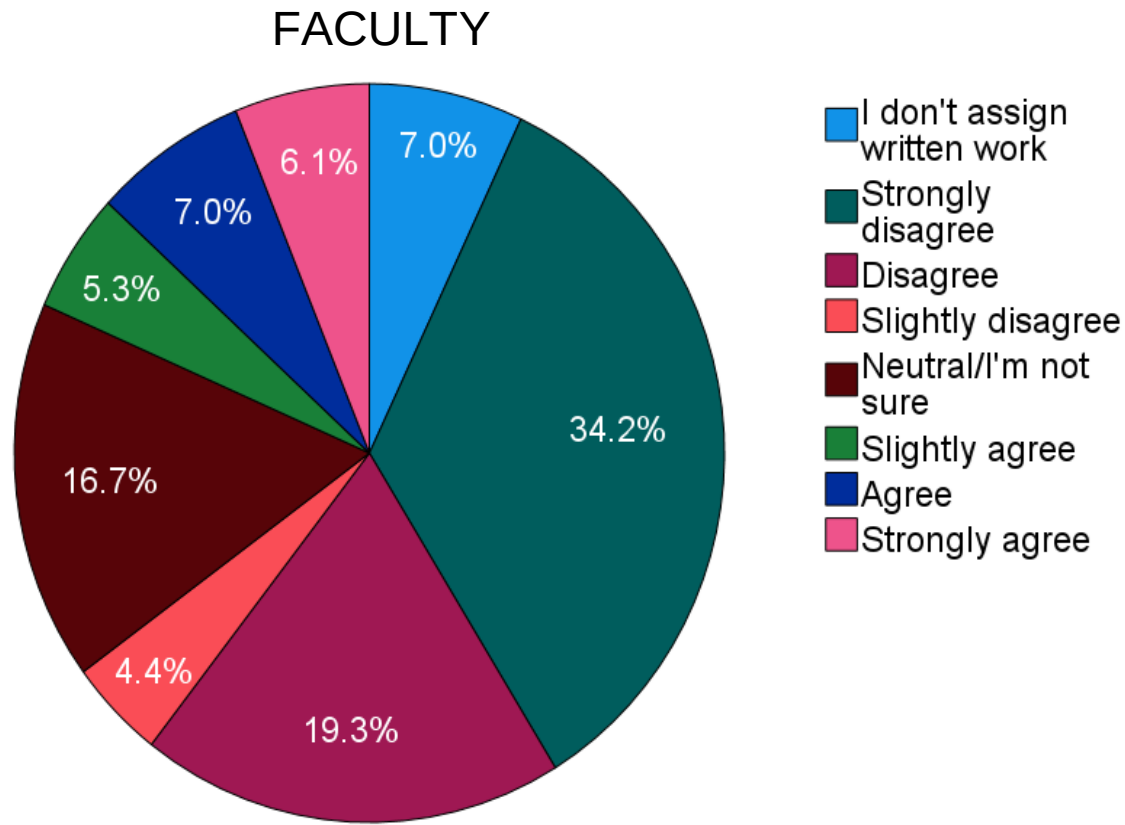
Key Findings

52.7% faculty opposed

31.5% neutral/not sure

16% faculty OK/think it's a good thing

I would personally be comfortable providing feedback to student work that is generated from ChatGPT or other generative AI.



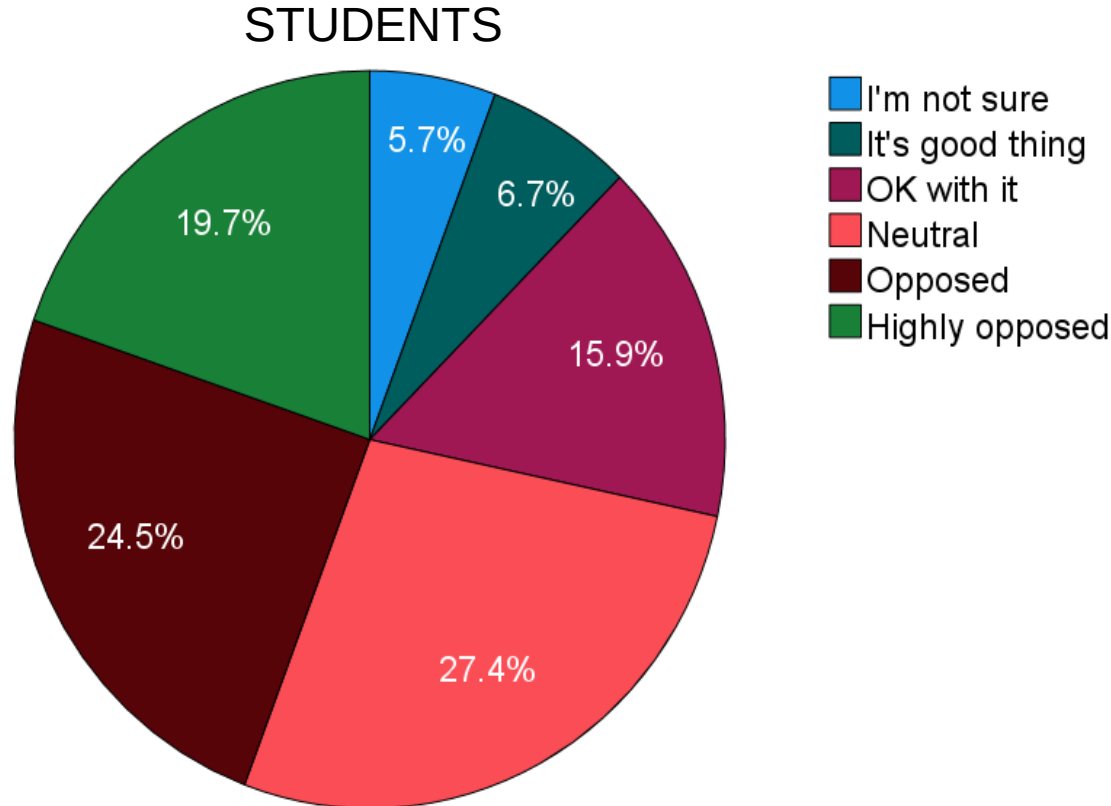
Key Findings

57.9% faculty uncomfortable providing AI feedback

16.7% Neutral/Not sure

18.4% comfortable

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



Key Findings

44.2% students opposed

32.1% neutral/not sure

22.6% students OK/think it's a good thing

Recommendations

1. Keep an open mind to both the pros and cons this technology.
2. Address the real and acute academic integrity concerns.
 - Focus on assessment and course design
 - Multiple-choice questions in online classes are extremely vulnerable!
 - AI-detection tools
3. Colleges should develop academic integrity policies for both students and faculty that provides guidance about the use of generative AI.
4. **Keep in mind equity-minded pedagogy.** This technology seems to have the potential to both help and hurt equity goals depending on how it is utilized.

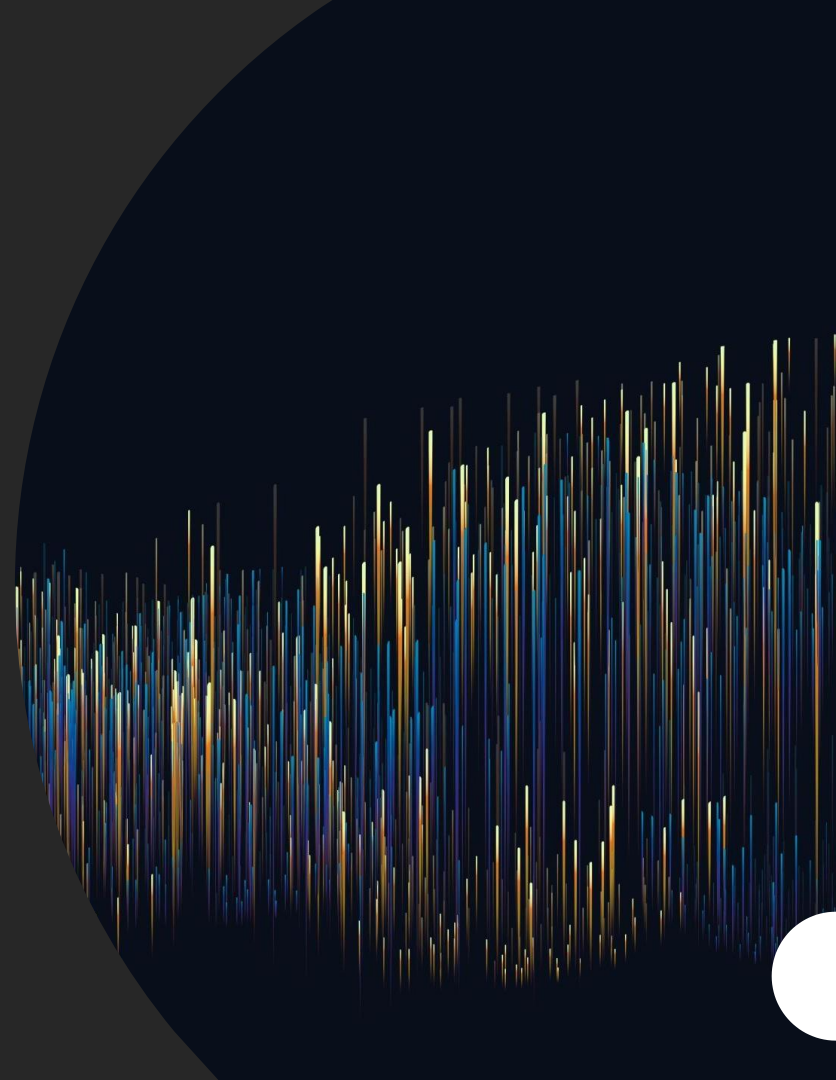


“Definitely much to contemplate and learn - it’s a crazy time for educators. The cool and challenging thing is... it’s our opportunity to figure out these new developments and shifts in educational culture. Indeed, this is perhaps why we have the advanced degrees and why we have chosen a career that requires reflection, contemplation, and innovation. We’ll figure our way with this too - or another generation will build on what we’ve only begun to uncover. Interesting times, but we’re used to interesting times. Lets go.”

- Dr. Matais Pouncil, Vice President of Academic Affairs, Evergreen Valley College

ChatGPT and LLMs: An Equity Perspective

Chesa Caparas, MA
English, Asian American and Asian Studies
Women's Center
De Anza College



Is the Sky Falling?

- There's a lot of hype, a lot of fear-mongering
- A large part of AI literacy involves keeping a critical and grounded perspective regarding news about AI

The AI Dilemma - Tristan Harris - Center for Humane Technology March 2023



50% of A.I. researchers believe there's a
10% or greater chance that humans
go extinct from our inability to control AI

Actual question: "What probability do you put on human inability to control future advanced AI systems causing human extinction or similarly permanent and severe disempowerment of the human species?"
AI Impacts Survey of 738 ML researchers from June - August 2022 [Link]



The Actual Human Impact

- Inequities embedded in the technology
- Increasing the digital divide: students and faculty with access or those who know how to adapt to these tools are at an advantage, leaving others behind
- Distrust of students could disproportionately fall on English Language Learners
- Without institutional response, the burden falls on individual instructors to figure out what to do about AI in their classes.

What are equitable ways to adapt to AI use in education?

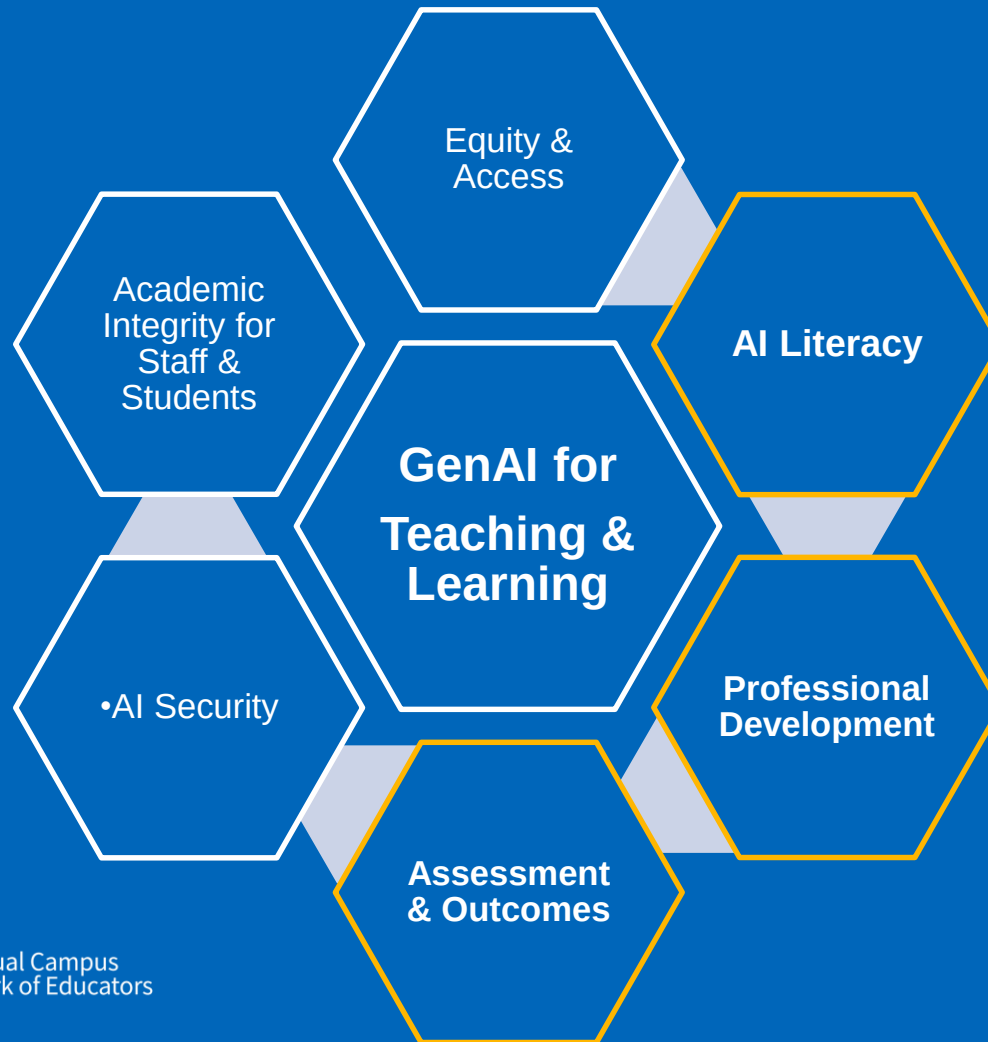
- Engage in deep self-reflection: what do you want your students to learn and how do you want them to demonstrate learning? What does "student success" mean to you?
- Have a clear policy informed by your values, your definition of academic integrity, and an understanding of how these tools actually work
- Example: "paraphrasing" tools like [Quillbot](#)



Empowering Educators with GenAI Tools to Transform Assessments and Learning Outcomes

Benny Ng, Ph.D.
Instructional Excellence Specialist
College Outcomes Coordinator
Los Angeles Pierce College





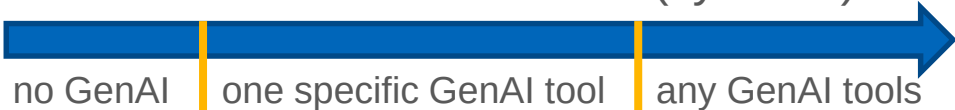
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Professional Training for Faculty

- Develop a training course to improve generative AI literacy which includes understand basic working principles, benefits, limitations, and risks of GenAI.
- Introduce GenAI tools that can enhance teaching & learning (T&L) activities and maximize student learning.
- Provide funding for instructors to incorporate GenAI tools to reshape their courses (i.e. T&L activities, assessment, and student learning outcomes).
- Create a GenAI Community of Practice to foster interdisciplinary and multidisciplinary collaboration and share GenAI T&L activities samples from various disciplines

Re-imagining T&L Activities, Feedback, Assessment and Learning Outcomes

- Communicate clearly with students the expectations and protocols regarding the use of GenAI tools in a course (syllabus)
 - 
no GenAI | one specific GenAI tool | any GenAI tools
- Evaluate student work authentically and fairly to meet student learning outcomes.
- Revise vulnerable assignments with more secure and authentic modes of assessment.
- Update student learning outcomes (SLOs), program learning outcomes (PLOs), and institutional learning outcomes (ILOs).



Q&A

To our audience:

Please step up to the microphone
and ask any questions you have.



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Resources

- [The AI Campus](#) (share your ideas for assessment in the age of AI)
- From Instructure
 - [ChatGPT in Education: Today, Tomorrow, & Looking Ahead](#)
 - [AI with Boundaries: The Right Way to Manage ChatGPT and its Potential Disruption of Higher Ed](#)
- GenAI tools
 - [Adobe Podcast](#) Enhanced Speech (Benny's favorite)

Feel free to contact us

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- Benny Ng, Faculty, Chemistry, LA Pierce College (ngbc@piercecollege.edu)
- Ben Stefoni, Faculty, Psychology, Foothill College (stefonikbenjamin@fhda.edu)