

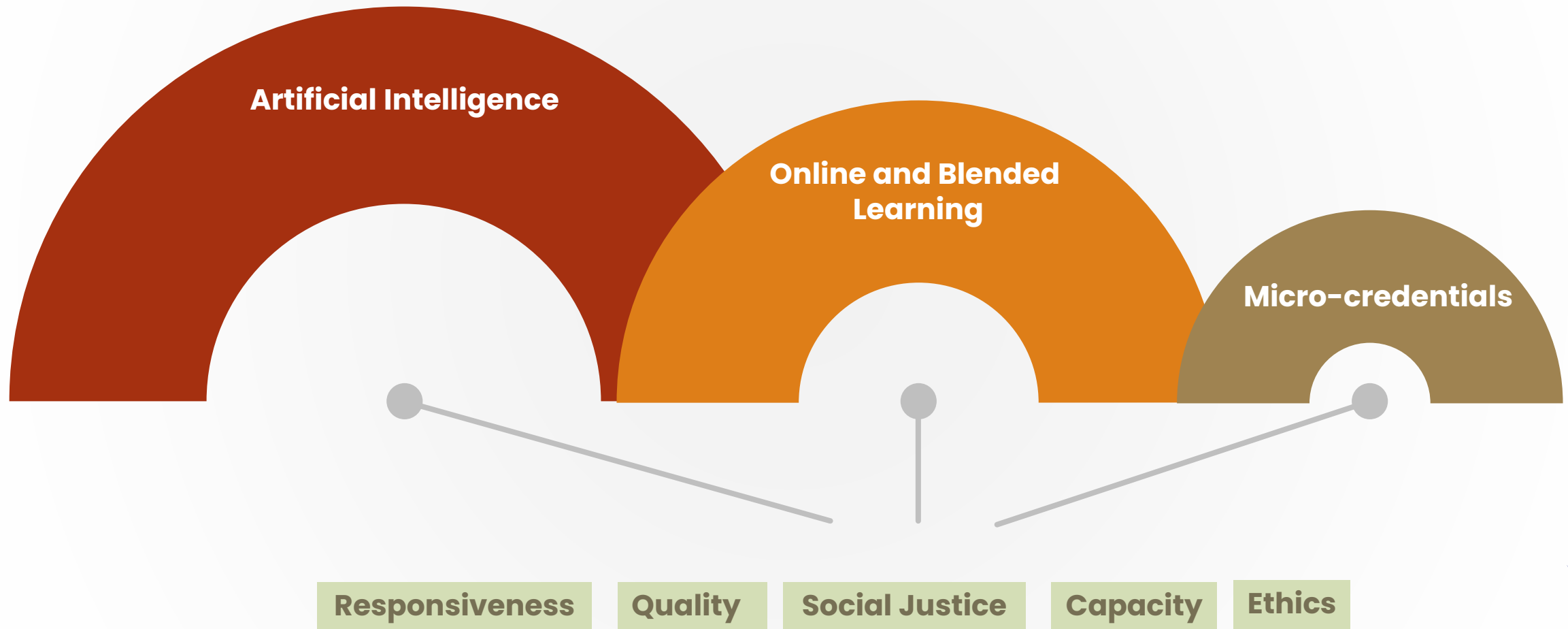


COUNCIL ON HIGHER EDUCATION

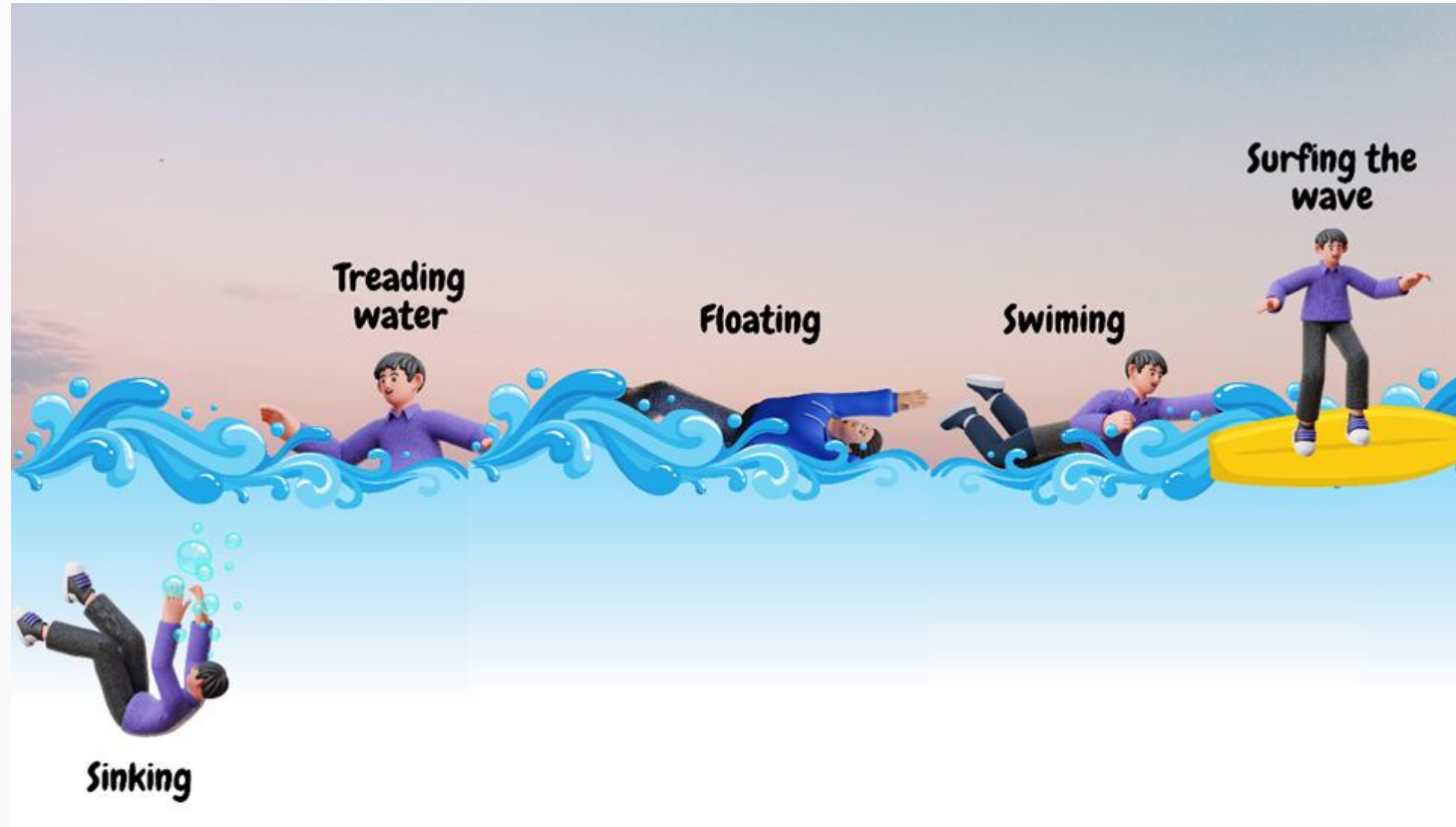
Surfing the wave or sinking? Digital advances and some considerations for learning and teaching in higher education

**STADIO Academic Conference
18 September 2023**

Some elements we are engaging (or need to engage) with



Sinking, Swimming or Surfing the Wave?



Overwhelmed
Limited support
Limited capacity
Limited knowledge
No resources

Biding time
This too will pass
Ok to carry on as usual

Going with the flow
Taking instruction
Engaging technically

Engaging intellectually
Experimenting
Learning
Capacitating

Leading
Innovating
Searching for new possibilities



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<https://www.mentimeter.com/app/presentation/alfjowkko3y5p6vydv56qw958gu4cxup/ke81rebxzf9j/edit>

AI in Higher Education

AI applications already in use in higher education:

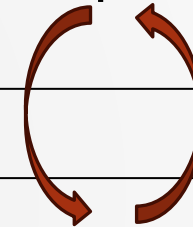
- text generation
- text translation
- audio to text transcriptions
- image generation and image manipulation
- slide generation
- audio and music generation and processing
- video generation and processing
- programming,
- mathematics problem solving
- and others.

Ref: Gimpel, H et al. 2023. Unlocking the Power of Generative AI Models and Systems such as CHAT-GPT4 and CHAT GPT for Higher Education”

AI²*

(Generative) Artificial Intelligence**

A type of AI that can create a wide variety of data, such as images, videos, audio, text, and 3D models. It does this by learning patterns from existing data, then using this knowledge to generate new and unique outputs.



Academic Integrity***

A commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility and courage.

(*AI² – AI + Academic Integrity used by Neil Miller, New Zealand Qualifications Authority in a GAIN webinar on 19 July 2023)

**<https://generativeai.net/>

***International Center for Academic Integrity (academicintegrity.org)

How do we respond?

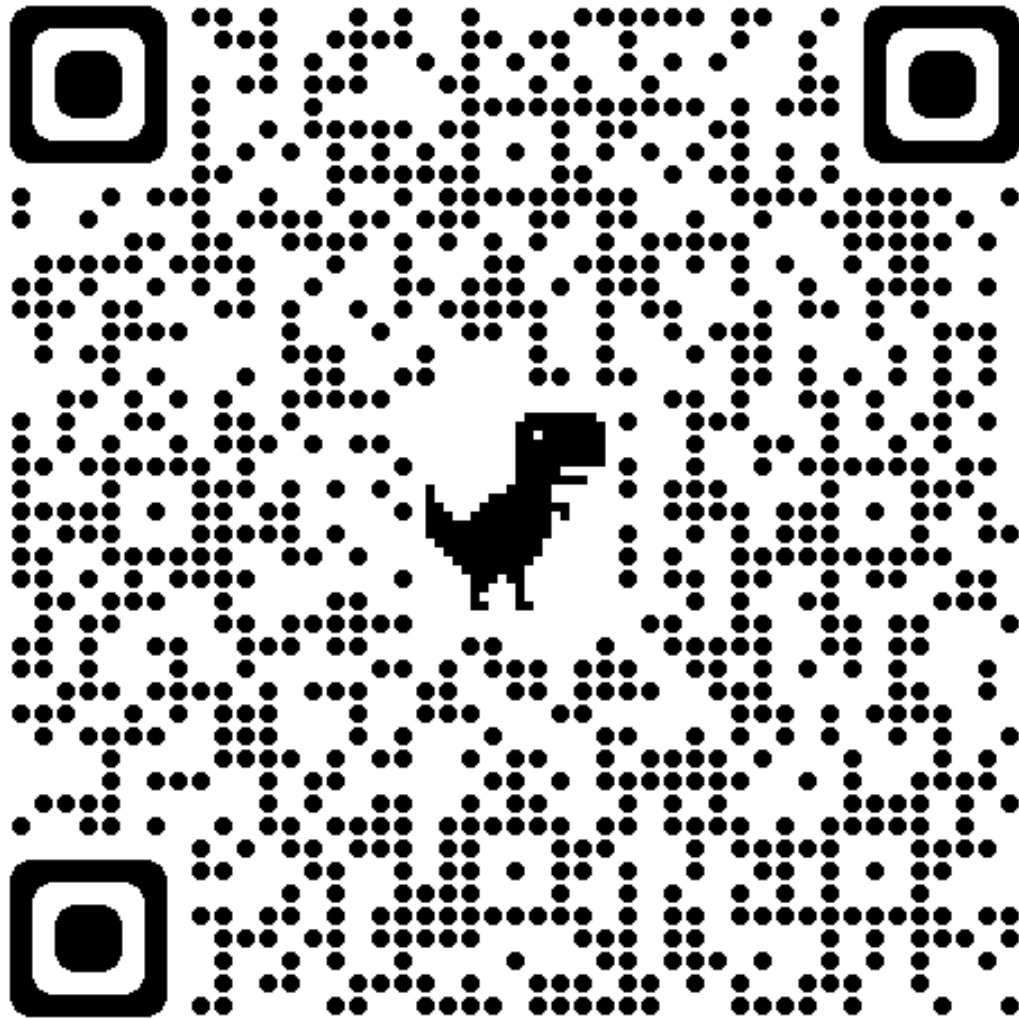
Jason M. Lodge, Sarah Howard and Jaclyn Broadbent distilled the options into six categories:

1. Ignore
2. Ban
3. Invigilate
4. Embrace
5. Design around
6. Rethink

REF:

<https://www.linkedin.com/pulse/assessment-redesign-generative-ai-taxonomy-options-viability-lodge%3FtrackingId=wd2%252B5Hwm3UhZkJ5%252Fg6rI3A%253D%253D/?trackingId=wd2%2B5Hwm3UhZkJ5%2Fg6rI3A%3D%3D>

What's been your response?



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	Short-term	Medium-term	Long-term
1. Ignore	Might get away with it momentarily		
2. Ban	Problematic	Becomes risky	
3. Invigilate	Where appropriate	Where appropriate	Where appropriate
4. Embrace	Being mindful of equity issues	Where appropriate	
5. Design around	Risky		
6. Rethink	Requires time and effort		

REF:

<https://www.linkedin.com/pulse/assessment-redesign-generative-ai-taxonomy-options-viability-lodge%3FtrackingId=wd2%252B5Hwm3UhZkJ5%252Fg6rI3A%253D%253D/?trackingId=wd2%2B5Hwm3UhZkJ5%2Fg6rI3A%3D%3D>

Our response mediated by:

- What we see as the purpose of higher education...
- Linked to how we understand knowledge in higher education...
- Inert? Active? Transformative?
- Linked to our understandings of why we assess, and what we assess and so how assess

If the purpose of higher education is that students memorise and summarise a body of knowledge, and that this is then certified via assessment, then ChatGPT is an existential threat. The market value of credentials is directly threatened if universities can no longer confidently assert that the texts assessed by academics have indeed been produced by their students. But if the purpose of higher education is to nurture a transformative relationship to a particular body of knowledge that enables students to see the world – and their place in it – in new ways, then assessment takes on a vastly different meaning.

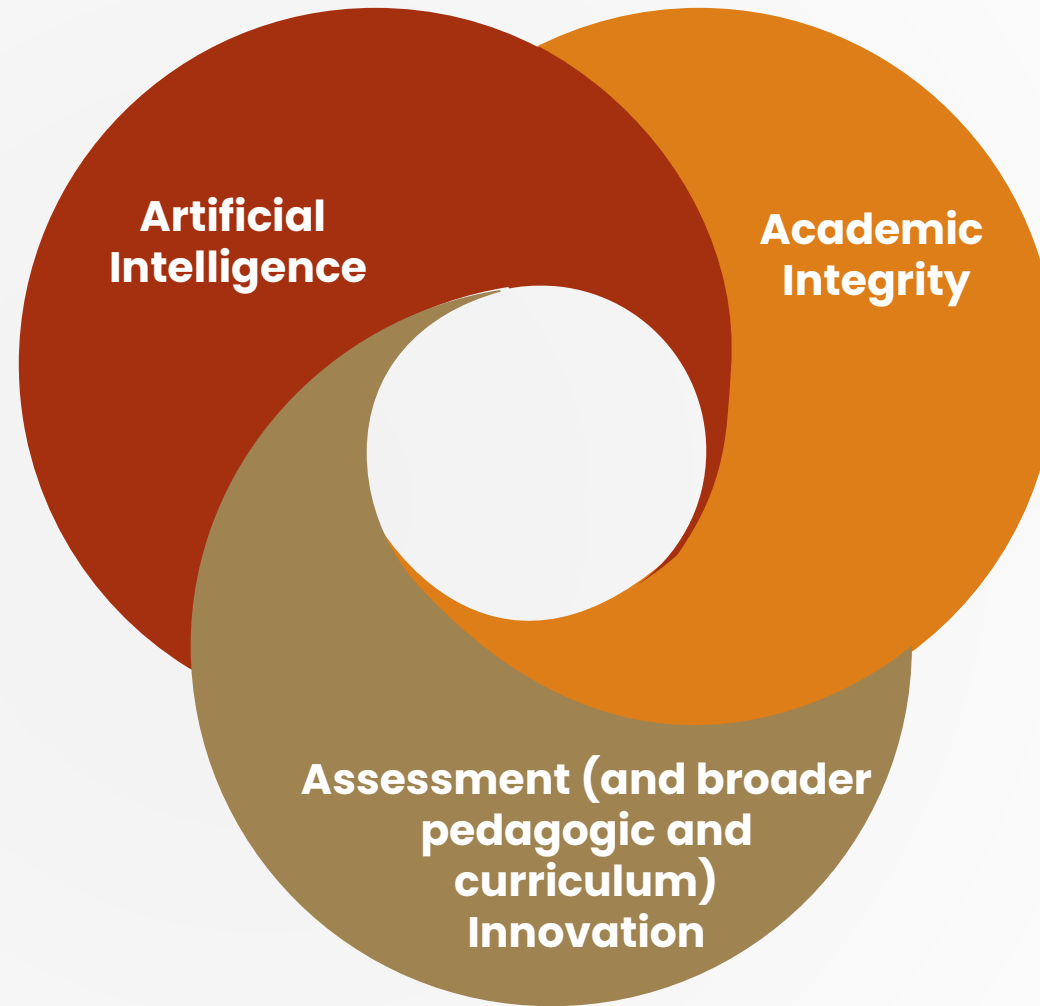
Used well, ChatGPT and similar tools can show students the wonders and responsibilities of acquiring and building powerful knowledge. It can assist rather than being seen in opposition to their learning.

McKenna et al. 2023

<https://theconversation.com/chatgpt-is-the-push-higher-education-needs-to-rethink-assessment-200314>

The Sweet Spot?

AI³



Some possibilities

What can AI do and what can it not do – that we as humans could (and which we should be focusing on in HE?)

- ✓ Tasks that require critical engagement with generated texts?
- ✓ Tasks that require comprehension, interpretation, analysis, application in specific contexts?
- ✓ Tasks that require new ideas or solutions?
- ✓ Tasks that require emotive responses?
- ✓ Tasks that require empathetic responses?

But, in working with AI in higher education, including generative AI, there are significant concerns that we have to address

- Selective representation
- Misrepresentation
- Misinformation
- Manipulation
- Bias
- Discrimination
- Entrenchment of inequalities
- Absence of any regulation
- Etc.

Institutional and sectoral, national and global responses required.

THANK YOU