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**Saint Mary’s Community Forum II:   
*AI and ChatGPT in the Classroom***

**Organized by the Faculty Teaching Support Team, a working group of the SEM Committee on Student Success, and The Studio for Teaching and Learning**

**June 22, 2023**

**Participant Notes**

The following notes have been transcribed from large flipchart sheets of paper that were placed on tables and used to record notes and comments during the workshop.

**Question 1**

**What do we need to think about regarding the ethical use of AI and ChatGPT in our classrooms/ workplace?** Possible topic discussions:

* Academic integrity - cheating on assignments.
* Over-reliance
* Plagiarism
* Bias
* Environmental footprint (process of training these models requires a large amount of computational power, which in turn requires a significant amount of energy)
* Power dynamics
* Data and privacy

**Question 1 Notes**

* AI is here to stay
* We need to get on board
* We need to know more about AI to get comfortable discussing with others **Comment***: and various AI platforms fit for use*
* Resources needed to help develop tools around benefits and drawbacks **Comment:** *Tools like assignments to build student skills in using AI as a tool*
* Development of university policy
* Session on how to use the tools
* Digital TAs?
* Faculty Working Group thru the year
* Chat GPT is a “power pig” – our environmental impact
* Assessments need to change due to the existence of Generative AI > What is it that you want to take away from your class? > Really hard/impossible to do for 100-stuent class
* Abolish letter/percentage grades . More time for instructor to give feedback on process
* Our students and scholars’ intellectual output is used for a for-profit business in this model **Comment**: the removal of intellectual property rights is impacting emergent voices worse than established. **Comment:** Throws a wrench into open-access scholarship **Comment:** Opportunities for new models of exchange Comment: Responsibility to students? What do we value/reward? Do we need humans to work?
* Exploitative labour practices at the company
* Not built with ethics in mind **Comment:** (So let’s train our students with ethics at core, no matter the subject, to prevent next time from happening)
* Deep fakes ☹
* Incorporate course materials, student experiences into assignments – materials that ChatGPT doesn’t have access to

**Question 2**

**What opportunities does AI/ChatGPT offer faculty, staff, students in the classroom/ workplace?** Possible topic discussions:

* Course content
* Syllabus development
* Assignments
* Email communication
* Using it as a research assistant

**Question 2 Notes**

* Use to brainstorm,
* To overcome writer’s block
* ESL students can get help with wording
* Fact-checking what the AI offers to build critical thinking
* Email efficiently and to get tone right
* Use chat GPT to create case studies/examples to be compared and contrasted
* Opportunity for profs to increase challenge of their assignments, knowing they have this tool
* Help profs to phrase feedback
* Use to create prompts for students
* Chat PDF to summarize articles for you
* Can prompt you to explore different literatures
* Question bank
* Critical analysis process
* Opportunity for students to take the high road
* Develop higher-level assessments (Bloom’s Taxonomy)
* Challenge the [Higher Education] system… in general **Comment:** An opportunity to make the environment conducive to critical thinking
* Exposing poor-quality pedagogy ☹
* Saving time
* Role of the university and higher ed
* Being able to do it/work; Being able to assess text /analysis . Can’t see the future – how it can help/opportunities/how it will change the value of writing and research

**Question 3**

**How can we foster collaboration, knowledge-sharing, and provide necessary resources and training programs for AI-related initiatives?** Possible topic discussions:

* How comfortable would you be discussing the use (your use) of AI with your students, instructors, and/or colleagues?
* How we can educate students and staff about potential benefits of AI as well as its potential for improper usage;
* What resources will faculty, staff and students likely need in the lead up to academic year?

**Question 3 Notes**

* The resource we need can’t be provided: *time*
* Being really clear with students about what its good for
* Look into/learn what students are missing/lacking in order to lead them to ChatGPT use (in this group, we’re all comfortable admitting that none of us have used ChatGPT)
* On-line vs. in person
* Human/physical interaction cannot be replaced by technology
* Pacing interaction with technology
* Small portions that are digestible and usable
* How to break down in bits small enough for students to not to be overwhelmed?
* Resources needed: **University Policy**
* “The shock of the new” and excitement
* Interact directly vs. interact with scholarship around generative AI
* Still have choice about how you use it or not in the classroom
* Increasing PD burden on faculty – we have to
* ‘Dumbs down’ specialization
* What are the unmet needs leading students to use ChatGPT?
* Culture clash: early adopters vs more deliberative approach
* Start trying it ourselves so we can understand what it can do
* Engage with students about how they are using it
* Explain how it can be used in class
* Teach ChatGPT citation style
* Collaboration between the Studio and thought leaders leading the charge on effective, efficient, ethical use of AI
* Ongoing PD about evolving AI
* Best use workshops
* Resources Bank: articles, YouTube, tools
* Where is the leadership on this? VPAR? Deans? Department Heads? President? Senate?
* Mandatory seminar for incoming students on AI use (plus lots of basic skills like email, Brightspace, etc) to establish baseline **Comment**: (regarding proposed seminar on AI use) Part of JumpStart?
* Best practices guidelines document, and boilerplate language for assignments and course outlines
* Identify who in university leadership is responsible for this issue

**Question 4**

**What is the impact of generative AI on assessment with respect to equity, diversity, inclusion, justice and accessibility?** Possible topic discussions:

* Cognitive offloading and scaffolding students to take on big tasks
* Brainstorming, idea generation, topic summaries
* Providing examples of what is expected for specific tasks or a sense of scope required.
* Individual learning opportunities and formative feedback.
* Equity of access

**Question 4 Notes**

* Training students on using AI – policy
  + Resources, budget (license for AI tools)
  + Accessibility – accommodation
  + High school students are using it – we need parameters
  + EAL Students benefit **Comment**: + Neurodivergent
* Reimagining assignments for large classes **Comment**: Are we comparing students, or is each one uniquely assessed?
* Training for academics and researchers –
  + to build assessments – creative alternatives
  + resources for marking for large classes
* This constitutes a wicked problem: Every point raises more questions
* What do folks at Smithers Centre say?
* If we’re going to ask students to use this as a support, how do we give them the critical tools they need?
* Equity of access via Library subscription
* Develop students with 5 key skills [n.b. this is adapted from Acar, O. *Are Your Students Ready for AI?]* link: <https://hbsp.harvard.edu/inspiring-minds/are-your-students-ready-for-ai>

1. Problem formulation
2. Exploration
3. Experimentation
4. Critical Thinking
5. Willingness to reflect

* Text base barrier – visual input
* UDL Catalyst