GenAI Panel Discussion:
Detectors, Ethics, and Integrity in Teaching and Learning

WEDNESDAY, MARCH 20

11:30 AM - 1:00 PM

Optional Discussion and Q&A through 1:30 pm

TRINITY HALL, ROOM 105 or MICROSOFT TEAMS

PANELISTS:

DOUGLAS BERGÈRE, Assistant Vice President, OIT Innovation and Research

MELISSA ROACH, Manager Instructional Technology, Global Education Outreach

TONI MINTER, Associate Director, Student Conduct, Office of Community Standards

CRTLE TEAM MEMBERS and **FACULTY FACILITATORS**

UTA

Center for Research on Teaching and Learning Excellence

OFFICE OF THE PROVOST

Agenda

Welcome and Introductions

Panel Discussion Questions

GenAI for Instruction: Guideline and Syllabus Samples, Assessments, Detectors, Faculty Use

Q&A and Further Discussion

Upcoming AI Sessions and Events

CRTLE and Partner GenAI Resources

Panel Question 1

What is the difference between plagiarism and using AI?

Panel Question 2

Is it acceptable or even allowable to use external AI detectors such as GPTZero to check students' work?

Panel Question 3

Do we have an AI detector at UTA and if so, are we able to use it to check students' work?

Panel Question 4

What can instructors do if they suspect students have turned in an AI generated assignment?

Panel Question 5

Can instructors purchase their own GenAI apps for teaching such as ChatGPT using university or personal funds,

and what is meant by the information generated being "private"?

Panel Question 6

How can instructors use GenAI to effectively assess learning?

Or alternatively, how can we prevent student's use of GenAI on assignments and assessments?

Panel Question 7

What are some ways GenAI can help me as an instructor improve, streamline, and/or facilitate my teaching?

GenAI for Instruction:
Guideline and Syllabus Samples:

Four Guidelines Faculty May Adopt *(Modified from AI policies by [Duke University)](#)*

Do not use GenAI

Students are expected to complete assignments without assistance in any way from GenAI tools.

Use GenAI only as instructed or permitted

Students are allowed to complete activities, assignments, and/or assessments using the GenAI tool(s) specified by the instructor, only on the activities, assignments, and/or assessments explicitly permitted by the instructor and are to be used only as directed by the instructor. GenAI tools are not to be used on any other activities, assignments, or assessments in the course.

Use GenAI ensuring to cite as the source

Students are allowed to use GenAI tools in the course to complete activities, assignments, and assessments, if the use is always and properly referenced and credited as with any other resource. For example: (ChatGPT-3.5, 20XX, July 6)

Use GenAI freely without citation

Students may use GenAI tools to complete any/all activities, assignments and assessments at will. No citations or documentation is required.

Instructors may choose to use a **combination** of the above list of options for using GenAI in teaching.

Syllabus Samples:

Link to sample syllabus statements (Lance Eaton): **Crowdsourced GenAI syllabus statements**

GenAI for Instruction:
Guidelines from Selected Universities

- **University of Texas at Austin,** *Recommended Practices for Requiring the Use of Generative AI in the Classroom*: https://utexas.box.com/v/requiringgenai

- **University of Texas San Antonio,** *Generative AI Teaching & Learning:* https://provost.utsa.edu/academicinnovation/artificial-intelligence/

- **University of Texas El Paso,** *Guidance for Teaching with AI Technologies:* https://www.utep.edu/provost/_files/docs/instruction/utep-guidance-for-teaching-with-ai-technologies.pdf

- **University of Michigan:** https://genai.umich.edu/

- **Duke University:** https://learninginnovation.duke.edu/ai-and-teaching-at-duke-2/artificial-intelligence-policies-in-syllabi-guidelines-and-considerations/

- **DePaul University:** https://resources.depaul.edu/teaching-commons/teaching-guides/technology/Pages/artificial-intelligence.aspx

- **Johns Hopkins University:** https://teaching.jhu.edu/university-teaching-policies/generative-ai/

- **UCLA:** https://teaching.ucla.edu/resources/ai_guidance/

- **University of Texas at Arlington:** *Guidelines document in progress*

GenAI for Instruction:
Assessments

GenAI has the potential to **enhance teaching and elevate student learning if used appropriately and with purpose by instructors**. There exists many creative teaching strategies for effective use of GenAI that can enhance and measure student learning through course assignments and assessments.

The spirit of course assignments and assessments is for instructors to **measure the extent of mastery of student learning outcomes for the course**. Faculty may use assessment techniques, with or without GenAI, that they determine best measure their students' mastery of these learning outcomes.

GenAI for Instruction:

Assignments and Assessments to *Purposefully Avoid* GenAI Use

1. **Send students to locations**, write about places, people observed.

2. **Assign research**, such as surveys, experiments, interviews.

3. **Ask for pen/pencil** reflections during class.

4. **Use the campus testing center, lockdown browser for online tests.**

5. **Assign content that requires journal articles**, films, library resources

6. **Require students to show their work**, explain responses verbally or in writing (e.g., two-tiered tests), cite references

7. **Assign students to include archival work** or physical objects, audio or video files

8. **Measure achievements in the psychomotor domain** (lab practical, technical skill), and/or **affective domain** (teamwork, initiative, responsibility, professionalism)

9. **Use questions and examples only used in class**, unique to your class

10. **If your subject lends itself to recent information, embed questions from very recent occurrences**, not yet available in AI (ChatGPT 4 now claims is it updated to April 2023; however, most sources report the date is January 2022).

11. **Other suggestions?**

Ask Students to:

1. **Critique outputs ChatGPT generates** on topics using logic and reasoning and/or comparing to what is learned in class.

2. **Practice prompt engineering** (writing prompts) and critique/analyze/compare the different outputs.

3. **Design activities that will engage classmates** in deliberately using AI in creative ways in class; crazy art, crazy stories, then decide what to do with them, e.g. if an art class, theatre class.

4. **Compare/cross-check data or information AI provides** on selected topics to that collected through sources such as journal articles, films, and library resources.

5. **Explain why or how they know** an AI generated response is correct or incorrect.

6. **Enter original problems or questions in AI** and trade their problems and responses with others in class in their groups to discuss, check accuracy, and correct, then report out to the class.

7. **Other suggestions?**

8. *CRTLE April Session and Resource Guide To Be Announced*

GenAI for Instruction:

Assignments and Assessments *Purposefully Using* **GenAI**

GenAI for Instruction: *Detector Articles*

Checklist by Turnitin:

Turnitin Created an **AI Misuse Checklist**: https://marketing-tii-statamic-assets-us-west-2.s3-us-west-2.amazonaws.com/marketing/tli_ai_misusechecklist_us_0223.pdf

Articles on Detectors - Turnitin

She Was Falsely Accused of Cheating With AI – And She Won't Be the Last: Klee, M., (2023, June). UC Davis student Louise Stivers became the victim of her college's attempts to root out essays and exams completed by chat bots https://www.rollingstone.com/culture/culture-features/student-accused-ai-cheating-turnitin-1234747351/

Guidance on AI Detection and Why We're Disabling Turnitin's AI Detector: Coley, M. (2023, August). https://www.vanderbilt.edu/brightspace/2023/08/16/guidance-on-ai-detection-and-why-were-disabling-turnitins-ai-detector/

The only winning move is not to play. UM-Dearborn's decision to opt out of a controversial AI-writing detector earlier this year was not the first time the university was a leader in protecting students' digital rights. (2023, June). https://umdearborn.edu/news/only-winning-move-not-play

Are Innocent Students Paying the Price for Turnitin's AI Detection Flaws? (2023, September). TurnItIn, a popular internet-based plagiarism detection service, has released an "AI Detector" for teachers and educators across the globe. But how accurate is it? And what happens when it falsely flags students? Let's talk about it. https://goldpenguin.org/blog/turnitin-ai-detection-concerns/

GenAI For Instruction:

Faculty Use in Teaching

- **Generative AI in Teaching and Research**
https://www.youtube.com/watch?v=lzL-plfLsRQ

- **Assessing Student Writing in the Age of AI Bots**
https://youtu.be/jT-i5fNXXF8?si=ie7rkR5O3NXZ8qJu

- **Back to School with Generative AI in Higher Education**
https://youtu.be/0sbWf6kU_Ak?si=DZ9H5VMa5vDq44kA

- **Generative AI Lesson Plans That Are Working (So Far) | Adobe**
https://youtu.be/dGHSQtElb6M?si=iziRH6wDhd80X605

- Watkins, R. (2022, December). **Update Your Course Syllabus for ChatGPT**:
https://medium.com/@rwatkins_7167/updating-your-course-syllabus-for-chatgpt-965f4b57b003

Q&A and Further Discussion

Upcoming AI Sessions and Events

- **CRTLE AI in Teaching and Learning Resource Guide,** to be published as an Open Access Resources by our UTA faculty, crediting authorship, as a Press Book.

To contribute click below or use QR code:

https://utaedu.questionpro.com/t/AQoqaZ0ODS

- **CRTLE Faculty Led Interactive Session**, *Creative Uses of GenAI in Teaching, Assignments, and Assessments*, **April date soon TBA**.

- University Analytics as our CRTLE partner, **Pondering AI Discussion Series: Disruption's Obligations,** Dr. Christina Colclough, *Thursday, March 21, 12:00 pm – 1:00 pm, 104 Trinity Hall or via Teams.* For speaker information: https://ai.uta.edu/pondering-5/.

To register click below or use QR code:
https://common.forms.uta.edu/view.php?id=2233724
Lunch provided for in person attendees.

CRTLE and Partner GenAI Resources

CRTLE Website on AI in Education:

https://www.uta.edu/administration/crtle/initiatives/ai-in-education

CRTLE Main Website: https://www.uta.edu/crtle

CRTLE email: CRTLE@uta.edu

OIT Artificial Intelligence at UTA: https://ai.uta.edu/
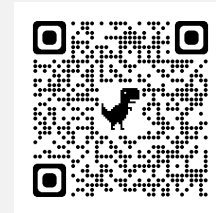
UTA Tech Ambassadors Team, Dr. Peggy Semingson:

UTA Tech Ambassadors | General | Microsoft Teams