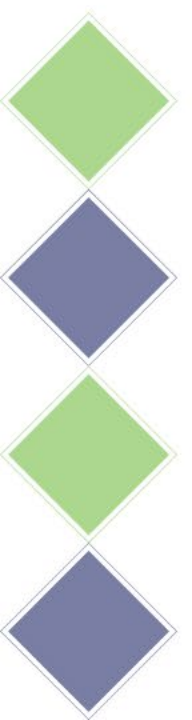


AI Tools and Their Influence on Teaching, Learning, and Assessment

May 11, 2023



Presenters



Nancy Borkowski, DBA, CPA, FACHE, University of Alabama at Birmingham

Ganisher Davlyatov, MS, PhD, University of Oklahoma

Pam Paustian, PhD, RHIA, University of Alabama at Birmingham

Carla Jackie Sampson, PhD, MBA, FACHE, New York University

Patrick Shay, PhD, MS, Trinity University



Agenda



- Overview of AI Tools
- AI at the Institutional Level
- AI at the Faculty Level
- AI in the Classroom
- AUPHA's Role in Conversations About AI
- Q&A



Overview



- An AI tool is a software application that uses artificial intelligence algorithms to perform specific tasks and solve problems.
- Examples of everyday uses: Maps and Navigation, Facial Detection and Recognition, Text Editors, Search and Recommendation Algorithms, Chatbots, Digital Assistants, Social Media, Banking, etc.

TRANSFORMATIONAL TECHNOLOGY

Artificial Intelligence is expected to completely change the way things are done today



AI in Higher Education



- November 2022, OpenAI released ChatGPT
- ChatGPT is an evolution of a chatbot
- GPT-3, the third-generation Generative Pre-trained Transformer
- GPT-4, which is better at generating text than previous versions
- GPTZero, quickly detect A.I.-generated text



AI in Higher Education



Rather than give into the panic about AI, higher education institutions should view these new models as an opportunity to rejuvenate the classroom learning experience.



AI in Higher Education

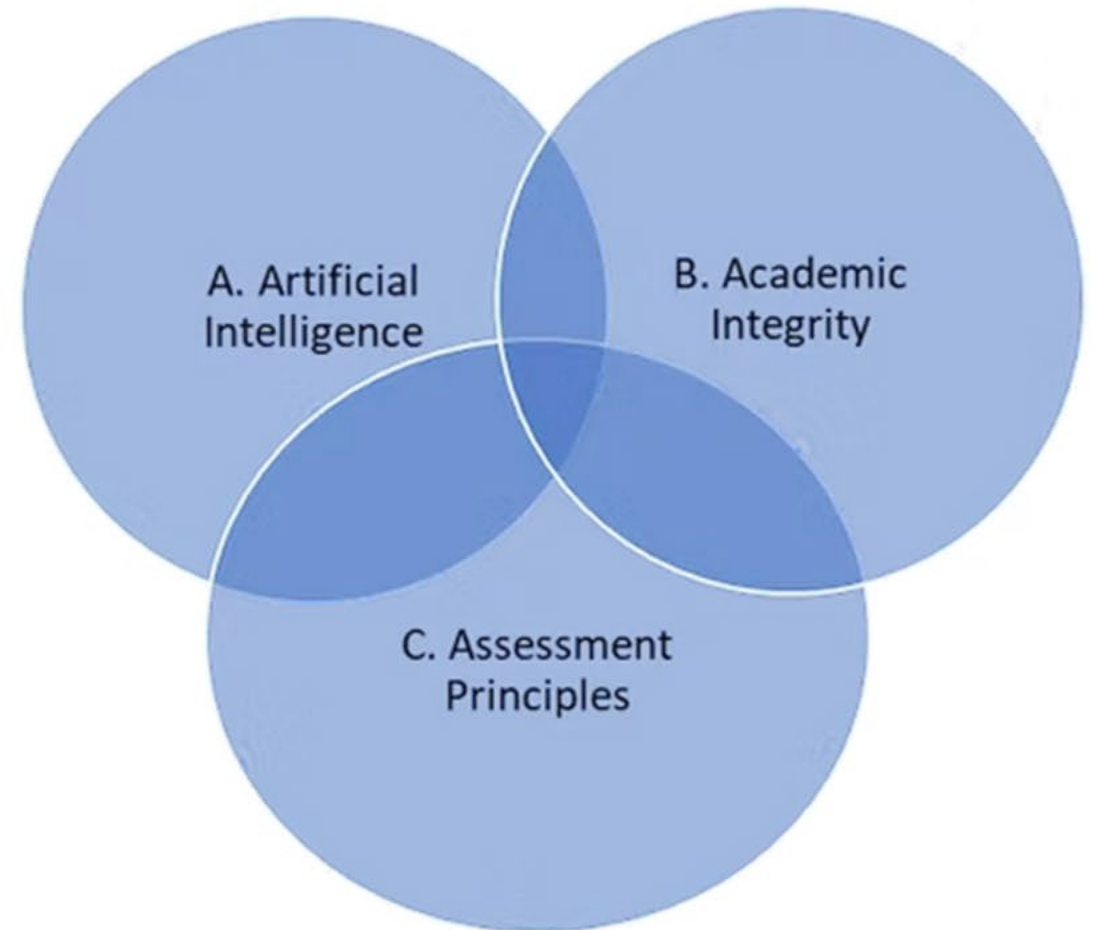


Plus+

Legal Concerns

Copyright

Click Thru Agreement



AI in Higher Education



- Provost Working Groups
 - Academics and Research
 - Financials/Operations
 - Business Intelligence
 - Clinical/Medical Education
- Scope
- Library Workshops, Faculty Senate, Center for Teaching and Learning



AI at the Institutional Level



NYU

ROBERT F. WAGNER GRADUATE
SCHOOL OF PUBLIC SERVICE

State of the LLM
Response at NYU
The Way Forward



AI at the Institutional Level

Why TEE Committee?



Represents

faculty interests & concerns in choices and policies that affect how faculty teach using digital tools

interests of different schools in specification and adoption of platforms for digital learning and analytics



Promotes

experimentation with new tools/approaches in schools

Research on pedagogical benefits of those tools /approaches



Proposes & Recommends

means of informing faculty on availability and use of new tools/approaches

incentive structures and contractual reqs. for faculty engaged in new uses of these tools/approaches



AI at the Institutional Level

Shift of Strategic Priorities for TEE

2022

- Student & faculty variable familiarity with tech
- High-stakes testing and proctoring
- Acknowledgement and support for faculty development of online materials

2023

+ LLM

Ethics and equity

Syllabus language

Acknowledgement and citations

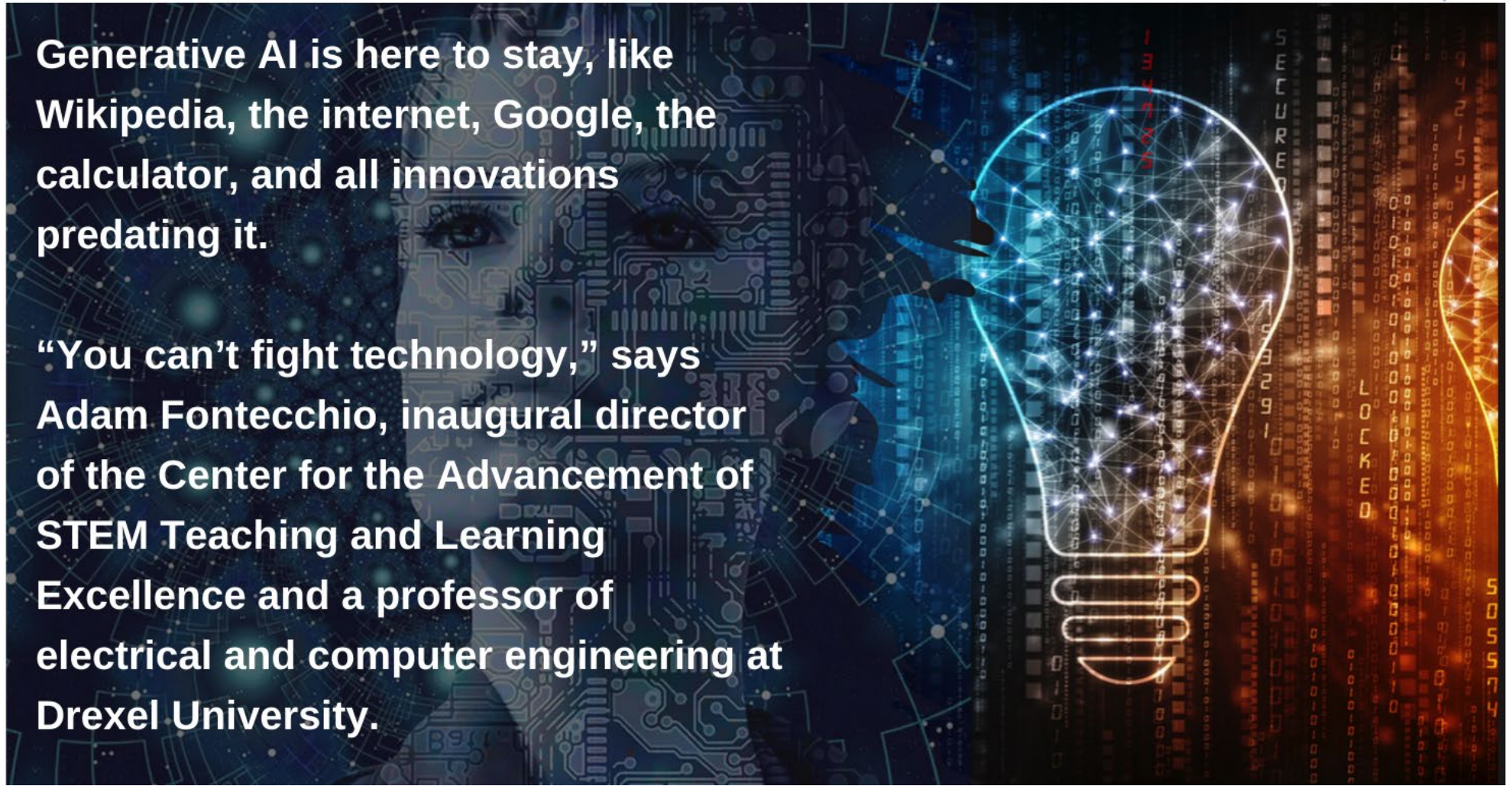
Assessment and assignment design



AI at the Institutional Level

Generative AI is here to stay, like Wikipedia, the internet, Google, the calculator, and all innovations predating it.

“You can’t fight technology,” says Adam Fontecchio, inaugural director of the Center for the Advancement of STEM Teaching and Learning Excellence and a professor of electrical and computer engineering at Drexel University.



AI at the Faculty Level

Teaching with Generative Tools (TGT)

Working Group

- What has changed and might change in higher ed with generative tools?
- How can faculty
 - Avoid potential negative effects?
 - Take advantage of potential positive effects?



AI at the Faculty Level

January 2023: The Approaches Considered



Detection



Avoidance



Integration



AI at the Faculty Level

Guidance February 2023



Detection

Do not count on third-party detection tools in classes this Spring

If used, faculty should

- understand current weaknesses
- make it clear to students that to learn from class, they need their own writing

Sample statement for syllabus or class:

- Because writing is a form of thinking, you should not use ChatGPT or similar tools for drafting or editing written work. Doing so in this class is a violation of the Academic Integrity policy.

AI at the Faculty Level

Avoidance

Design assignments to be harder to complete using LLM

Oral presentations	2x2 matrices	Apply personal experience	Briefs
Cases	Debates	JITTs	Infographics
Interviews	Journals	Mindmaps	Podcasts
	Reflections	Single Google doc	



AI at the Faculty Level

Integration

Give explicit permission to use tool in course, but in approved ways.



Students could prompt ChatGPT

to write an essay, then write response based on resulting text

for two essays on issue, one pro and one con, then discuss differences


critique response, uncover bias, tweak prompt to get improvement



AI at the Faculty Level

Sample Statements for Syllabus or Class

Avoidance



*It is important that the written work required by the course is yours. **You should not use ChatGPT or other AI tools for any purpose other than idea generation.** When you use any of these tools, you must include a note describing how you used them with the assignment.*

Integration

Use of ChatGPT and related tools is allowed in this class, but only in ways noted in the assignments. When you use any of these tools, you must include a note describing how you used them with the assignment.

AI at the Faculty Level

Integrating Generative Tools

<u>Role</u>	<u>Description</u>	<u>Student Example</u>
Possibility engine	Generates alternative ways of expressing an idea	Write queries and use the Regenerate response function to examine alternative responses.
Socratic opponent	Acts as an opponent to develop an argument	Enter prompts following the structure of a conversation or debate. Ask students to use ChatGPT to prepare for discussions.
Collaboration coach	Helps groups research and solve problems together	Find out information to complete tasks and assignments.
Personal tutor	Tutors each student and gives immediate feedback on progress	Provides personalized feedback to students based on information provided by students or teachers (e.g., test scores).
Study buddy	Helps the student reflect on learning material	Explain their current level of understanding and ask for ways to help them study the material. Help students prepare for other tasks (e.g., Interviews).
Dynamic assessor	Provides educators with a profile of each student's current knowledge	Tutorial-type dialogue and then ask for a summary of their current state of knowledge to share with their teacher/for assessment.

AI at the Faculty Level

Designing Assignments and Assessments for LLM

Blooms	Examples of appropriate assessments
Apply	<p>Problem sets, performances, labs, prototyping, or simulations that require students to:</p> <ul style="list-style-type: none"> •use procedures to solve or complete familiar or unfamiliar tasks •determine which procedure(s) are most appropriate for a given task
Analyze	<p>Case studies, critiques, labs, papers, projects, debates, or concept maps require students to:</p> <ul style="list-style-type: none"> •discriminate or select relevant and irrelevant parts •determine how elements function together •determine bias, values, or underlying intent in the presented material
Assess	<p>Journals, diaries, critiques, problem sets, product reviews, or studies that require students to:</p> <ul style="list-style-type: none"> •test, monitor, judge, or critique readings, performances, or products against established criteria or standards

AI at the Faculty Level



All Faculty Now EdTech Designers

Ethan Mollick – OneUsefulThing.org

“access to a tool that can potentially act as the ultimate education technology...take advantage of the latest in pedagogical science, while doing so in a way that matches both the students and the local context”.

-GPT-4 free via [Bing's Creative Mode](#)

AI at the Faculty Level

What does this mean for faculty?

Can we keep it from affecting us?



AI at the Faculty Level



What's changing?

What remains the same?

What opportunities can we capture?



WIKIPEDIA
The Free Encyclopedia

Mar 7, 2023 - Technology

Teachers and students warm up to ChatGPT



Jennifer A. Kingson

ChatGPT Used by Teachers More Than Students, New Survey from Walton Family Foundation Finds

K-12 Education | Press Release on March 1, 2023

Professors are using ChatGPT detector tools to accuse students of cheating. But what if the software is wrong?

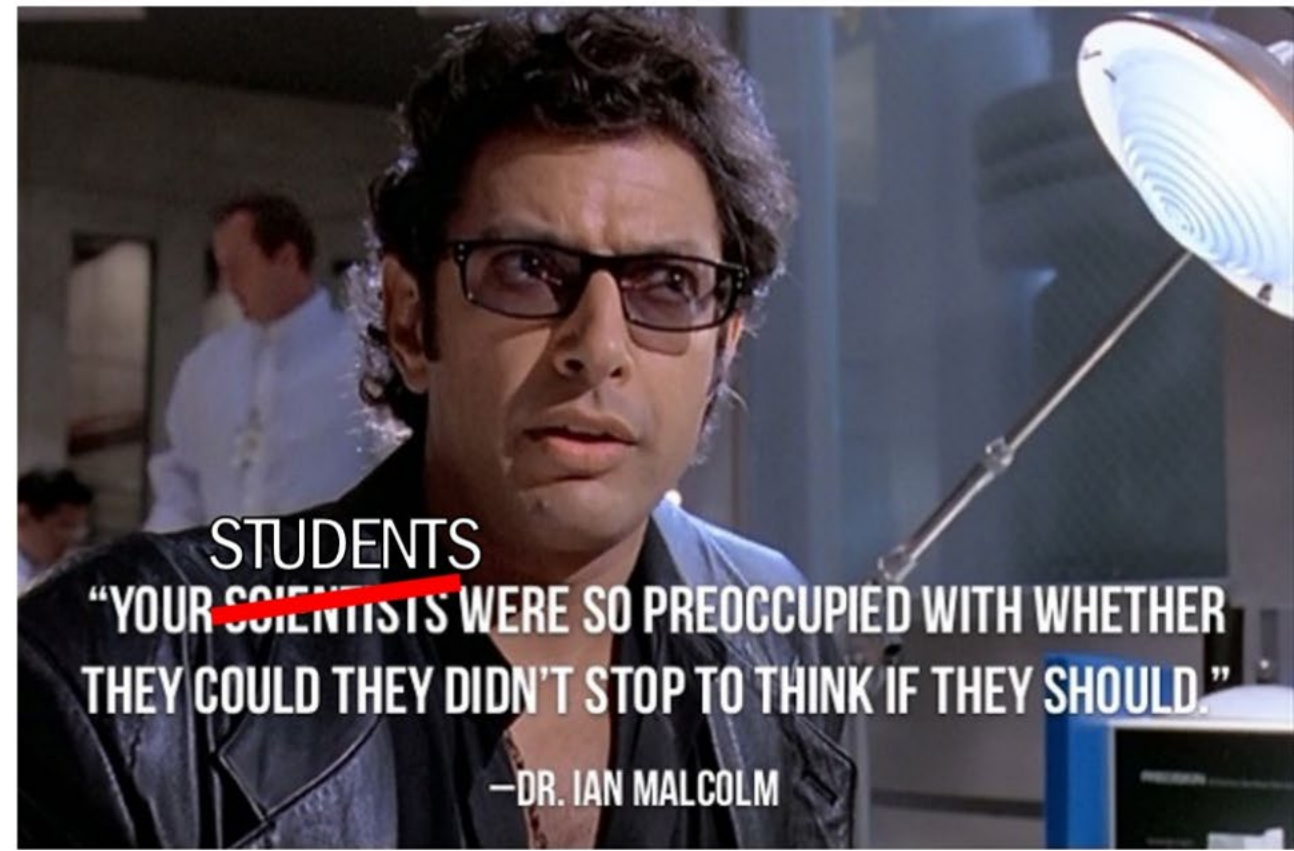


Kayla Jimenez
USA TODAY

Published 5:31 a.m. ET April 12, 2023 | Updated 1:09 p.m. ET April 13, 2023

AI in the Classroom

- How to be better students
 - Preparation, Organization
- How to be better thinkers
 - Critical Evaluation, Questions
- How to be better managers
 - Faster work, Better products
- How to be better leaders
 - Better communication, Better grasp of landscape



AI in the Classroom



Preparing leaders for the future of healthcare

HEALTH TECH

From 'transformative' to 'tremendous fear': Takes on ChatGPT in healthcare at ViVE 2023

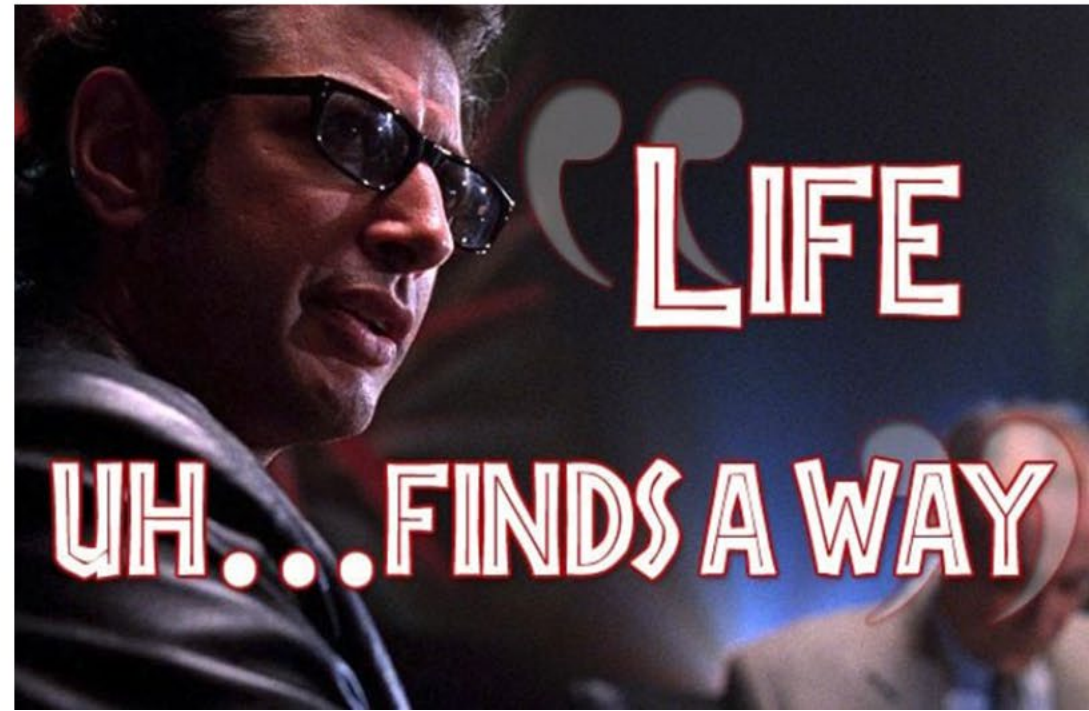
By Heather Landi, Paige Minemyer, Dave Muolo • Apr 4, 2023 07:30am

Feb 7, 2018 - Technology

Experts say AI isn't quite fire or the wheel — yet

Google CEO: AI is 'more profound than electricity or fire' by [Alanna Petroff](#) @AlannaPetroff

🕒 January 24, 2018: 2:50 PM ET



Examples

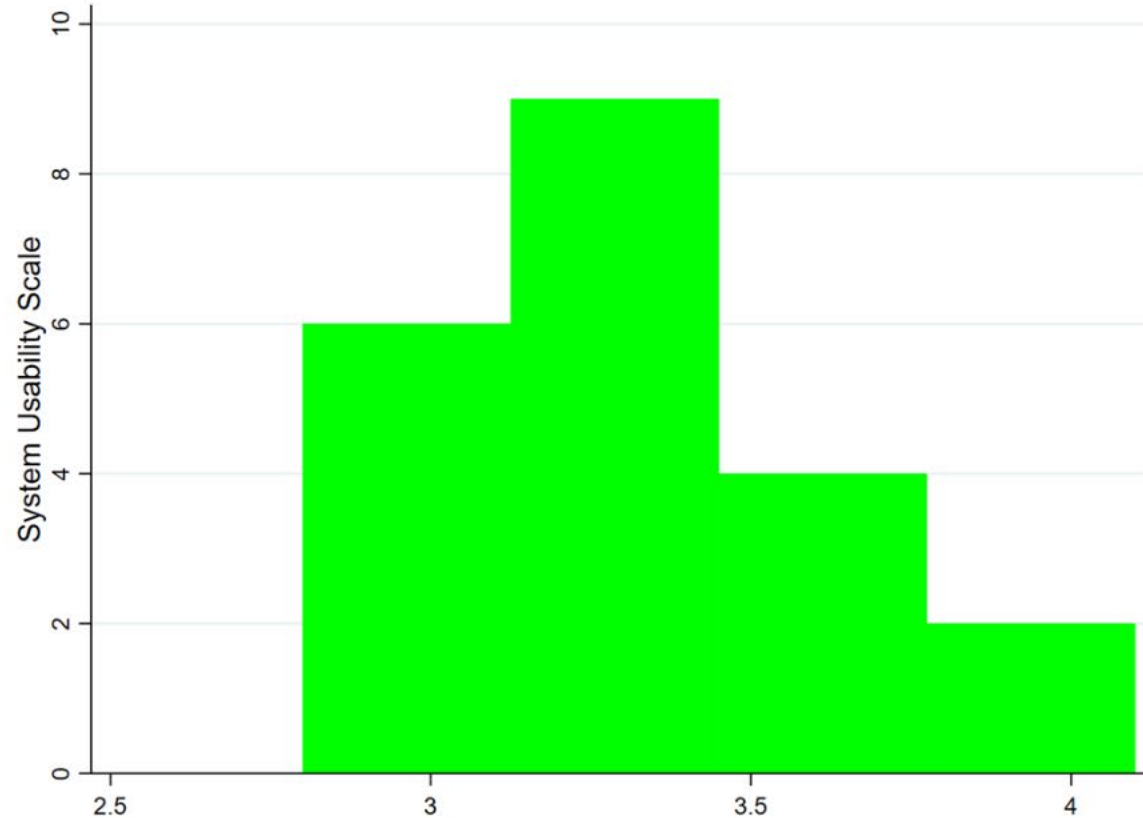
- *Preparing for Q&A:*
 - What kinds of questions can I anticipate and prepare for?
- *Clarity of Writing:*
 - Do my main points effectively come across in my writing?
- *Creative Prompts:*
 - What initial ideas or suggestions can I use to spark creativity?
- *Summarizing Articles:*
 - What were the key themes, and can I apply and synthesize them?



Student Perspectives



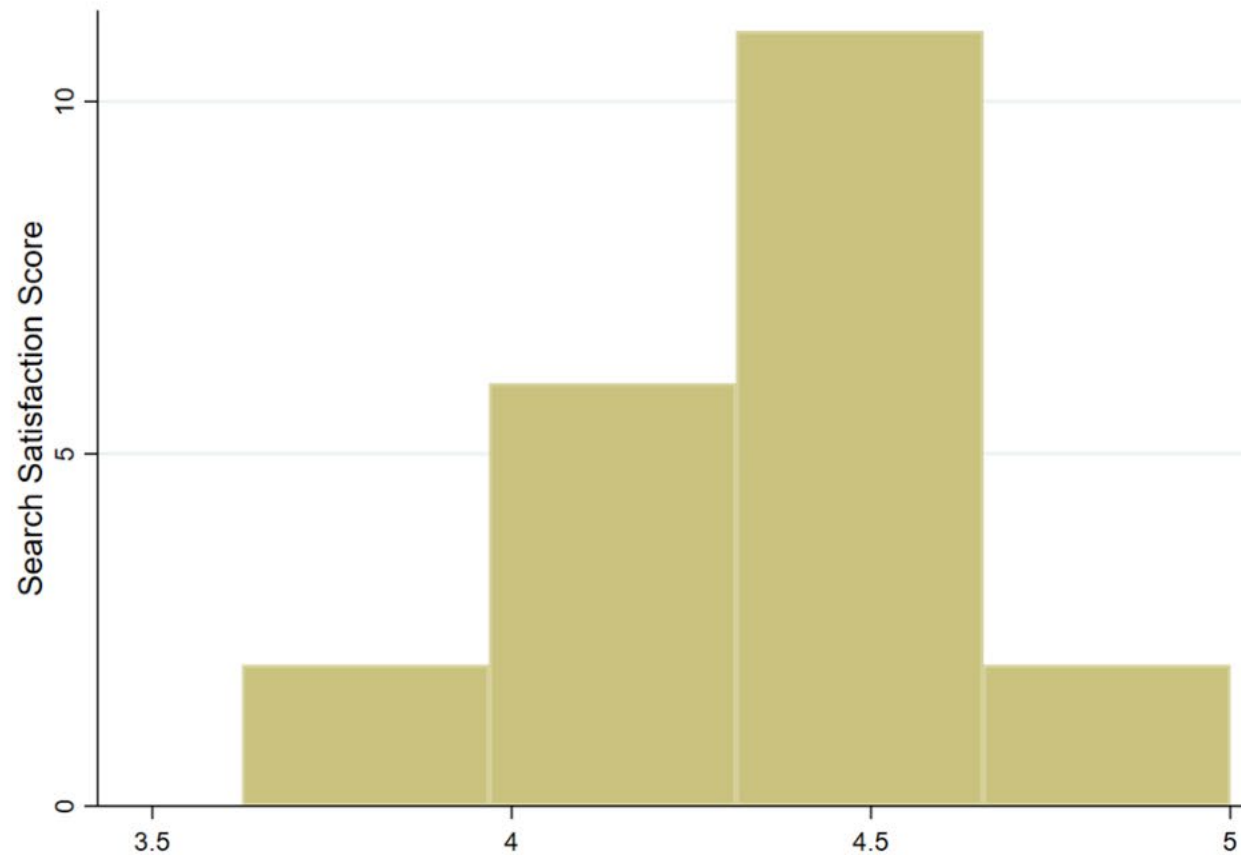
System Usability Scale



Student Perspectives

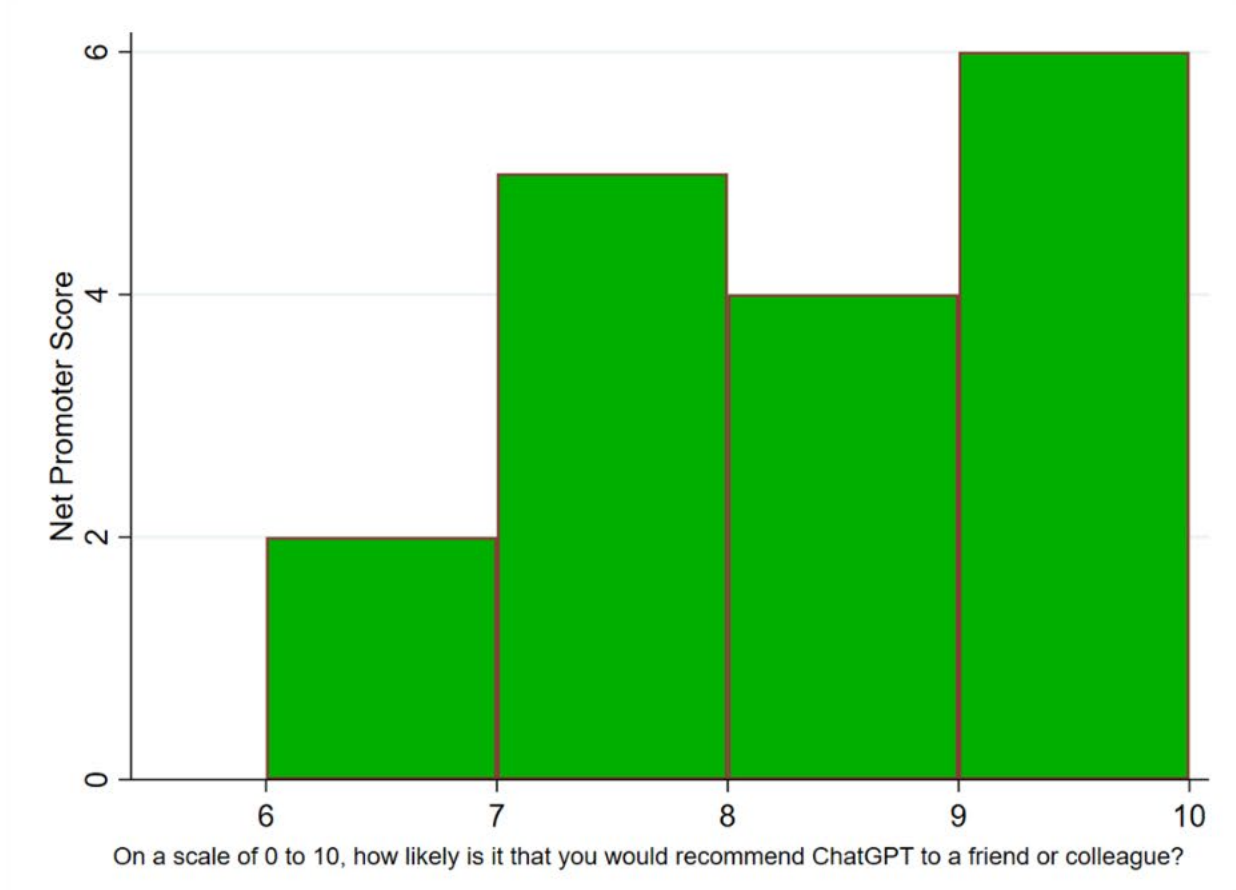


Search Satisfaction Score



Student Perspectives

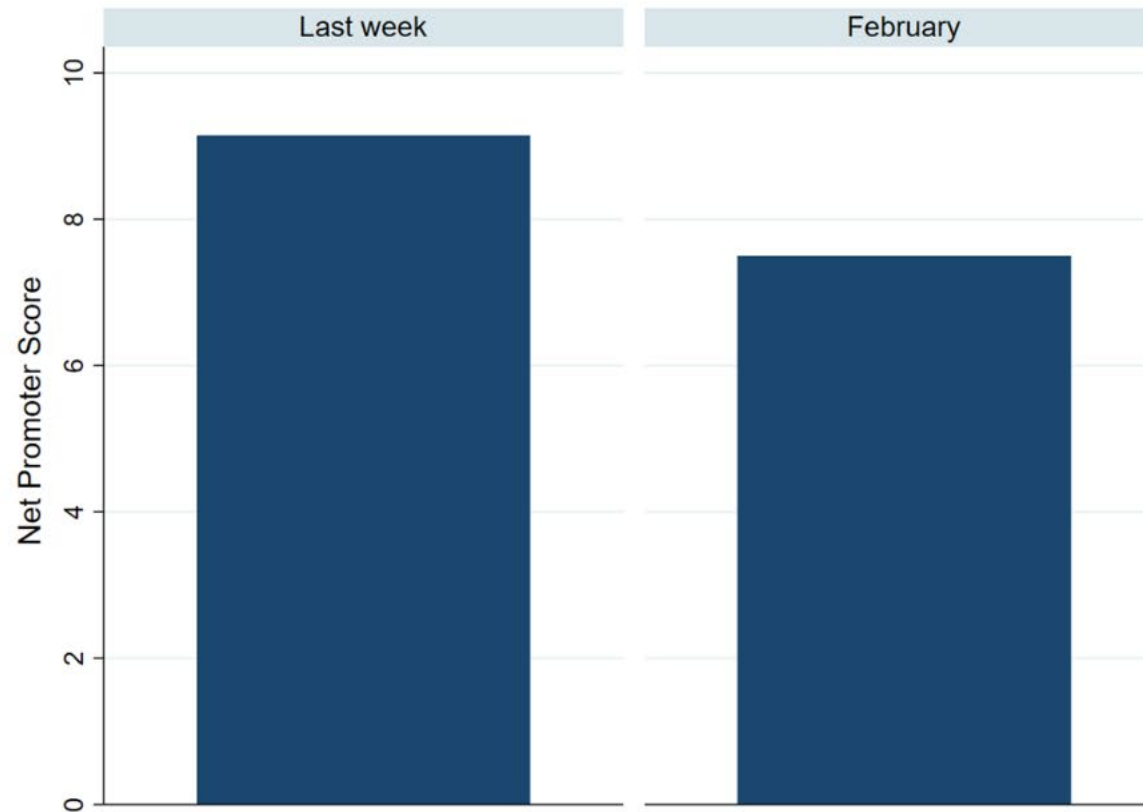
Net Promoter Score



Student Perspectives



NPS Over Time





**Thank
You!**

Q&A



AUPHA's Role



- Facilitate conversation and sharing of best practices among member programs
 - Faculty Forum discussions regarding innovative uses of AI in the classroom
 - JHAE
-

EXPLORING HEALTHCARE LEADERSHIP COMPETENCIES FOR THE FOURTH INDUSTRIAL REVOLUTION: A SCOPING REVIEW OF THE LITERATURE

RICHARD G. GREENHILL, DHA, JOHN S. PEARSON, DHA, RYAN N.
SCHMIDT, PhD, DANIEL STUART, PhD, & STEPHEN ROSSETTIE, MBA





Annual Meeting Session

ChatGPT in Healthcare Administration Education: Users' Experiences and Satisfaction

Presenters:

- Nancy Borkowski, The University of Alabama at Birmingham; Ganisher Davlyatov, University of Oklahoma Health Sciences Center; and Daniel Kim, Georgetown University

Session Description:

- The COVID-19 pandemic has accelerated the transition to remote learning in higher education institutions. However, without direct supervision in online classes, concerns about academic integrity have been raised, particularly in online exams. The recent release of ChatGPT, a free general-purpose conversation chatbot designed to generate human-like texts, has amplified these concerns. While ChatGPT can help students answer exam-style questions, follow-up questions, and even draft academic essays, it can also assist educators in generating curriculum, lecture notes, test questions, and grading student work. In this session, we will provide anecdotal data on the experiences of educators and students who have used ChatGPT and discuss some cases of its implementation in academia. Additionally, we will review its potential positive and negative impact on student learning.



Resources for Further Learning

Webinars and Video Recordings:

- [Unlocking the Power of AI: How Tools Like Chat GPT Can Make Teaching Easier and More Effective](#)
- 60 Minutes | [The AI Revolution: Google's Developers on the Future of Artificial Intelligence](#)
- TED | [The Inside Story of ChatGPT's Astonishing Potential](#)
- TED | [The Amazing AI Super Tutor for Students and Teachers](#) | Sal Khan

Newsletters:

- [One Useful Thing](#)

