

**We will begin shortly. | There is no audio for this slide.
Please take a moment to read this information.**

- **This event is being recorded and will be distributed to registrants approximately one week following the live event.**
- **Time at the end has been allotted for Q&A. You may submit questions through the Q&A function.**
- **For technical support questions related to Zoom, visit support.zoom.us.**
- **Closed Captioning and ASL Interpreters are available through your Zoom menu bar.**



HARNESSING THE POWER OF AI IN HIGHER EDUCATION

May 14, 2024

Presenters



**Dr. Diana
Barbu
Senior Director
MSCHE**



**Dr. Tricia
Bertram Gallant
Director
UCSD**

Harnessing the Power of AI in Higher Education



Tricia Bertram Gallant, PhD, Director, Academic Integrity & Triton Testing
MSCHE Webinar, May 14

Our Journey Today

- Establish the educational promise that GenAI has disrupted
- Explore how we can harness the power of GenAI to positively disrupt teaching, learning, assessment (and accreditation)
- Consider the barriers to harnessing that power (& the solutions for breaking through those barriers)

Where I am on the journey...

ACADEMIC INTEGRITY

UC San Diego

- About
- Excel With Integrity
- Take Action
- Process
- Events
- FAQ
- Contact
- Forms



HOME

TRITONS

choose integrity...

Promoting
learning at

Cheating
Academic
Integrity

LESSONS FROM
30 YEARS OF RESEARCH

EDITED BY
DAVID A. RETTINGER TRICIA BERTRAM GALLANT

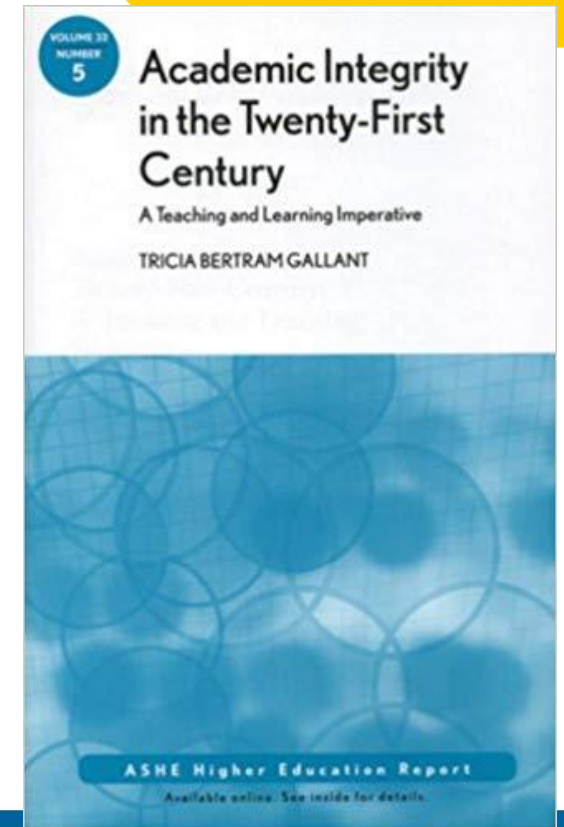
JOSSEY-BASS
A Wiley Brand

... integrity in order to reinforce quality teaching and

TRITON TESTING

- About Us
- For Students
- For Instructors
- Frequently Asked Questions
- Proctor Pool
- Log In

Welcome to the Triton Testing Center!



November 2022



What do we do?!?!?!?!?!?!?!!



Integrity Matters Blog

A Panel Discussion: How Can Educators Maintain Academic Integrity in the Age of GenAI?

Written by Tricia Bertram Gallant
July 30, 2023

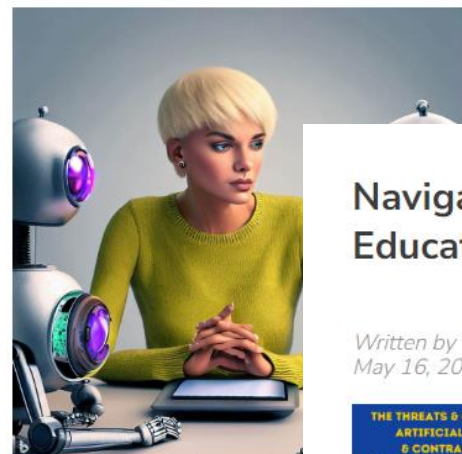


Image Generated by Bing using the prompt: "an image of a human female with a pixie cut, having a conversation with a robot head." The image shows a woman with short blonde hair sitting at a desk with a robot head, appearing to be in conversation.

(Editor's Note: This blogpost was created using Bard, ChatGPT-4, and Bing. The only content created by the human was my own responses as a panelist. I gave Bard the following prompt and then acted as the

Navigating the Era of Outsourcing: Rethinking Higher Education in the Age of GenAI and Contract Cheating

Written by Tricia Bertram Gallant
May 16, 2023



This blog post is a written version of my opening remarks for UC San Diego's Virtual Symposium on "The Threat & Opportunities of Artificial Intelligence and Contract Cheating: Charting a Teaching & Learning Path Forward". Since this is a post, in part, about GenAI, I decided to try an experiment. I pasted my PPT notes into ChatGPT4 and asked it to generate this blog post for me. The content is mine, but ChatGPT4 gave it a

title, put it into sections with headers and connected some of the dots normal in a blog post but not necessarily in PPT notes. I edited it and updated it with some new thoughts and adjusted some things for clarity. Did it save me any time using ChatGPT4? I don't think so. But, I do think it took on the drudgery work of formatting, which freed up my time to think. And this is a good thing, I believe.

Klara, the Sun, and our GenAI Future

Written by Tricia Bertram Gallant
June 5, 2023



When you live in San Diego California, especially when you were raised with cold Ontario winters, you hate to complain about the weather (or, at least, you hate to complain too loudly). After all, San Diego has a reputation of always being Sunny and always with the perfect 20-24°C or 70-75°F air temp. But, it's a lie. San Diego isn't perfect, isn't always Sunny, and isn't always the perfect temp, and especially wasn't this year. We have been colder, wetter, and greyer than I've experienced in my 23 years of living here. And it's been this way for months. So, when we hit our normal and expected "May Grey" and "June Gloom" weather, it wasn't a refreshing or even palatable change from the winter Sunshine and warmer temperatures; it was just more of the same. Dull, drizzly, and uninspiring.

What I have discovered about myself this past 5 months is my

Answering the Call to Rescue Academic Integrity from the Grips of GenAI

Written by Tricia Bertram Gallant
June 23, 2023



If you are an academic integrity professional, or academic integrity expert on your campus, you have likely experienced what I've experienced the last 9 months: repeated calls for help in responding to the release of GenAI tools like ChatGPT, Bing, Bard, Midjourney, and CoPilot. Maybe those calls came from your institutional leadership or maybe they came from the faculty, but they all likely sounded a lot like this – "how do we assure academic integrity when students can outsource their academic work to GenAI?"

The Opposite of Cheating

Teaching for Integrity in the Age of GenAI

Tricia Bertram Gallant, PhD

David Rettinger, PhD

University of Oklahoma Press

Teaching, Engaging & Thriving in Higher Education Series

coming to a book store near you in 2025

Where you are on the journey...

1. Choose 1-3 words from the emotion wheel to describe your feeling about the impact of GenAI on higher education: [Answer 1](#) [Answer 2](#) [Answer 3](#) (Fill in the blank)



Answer 1

Answer 2

Answer 3

2. Where are you on your journey with GenAI? (Single choice)

- Novice (I haven't even played with the tools!)
- Advanced Beginner (I have played with the tools & know enough to be dangerous)
- Competent (I use the tools regularly to help me with my own work)
- Expert (I use the tools regularly for my own work & have educated myself on artificial intelligence)

What is the Educational Promise?

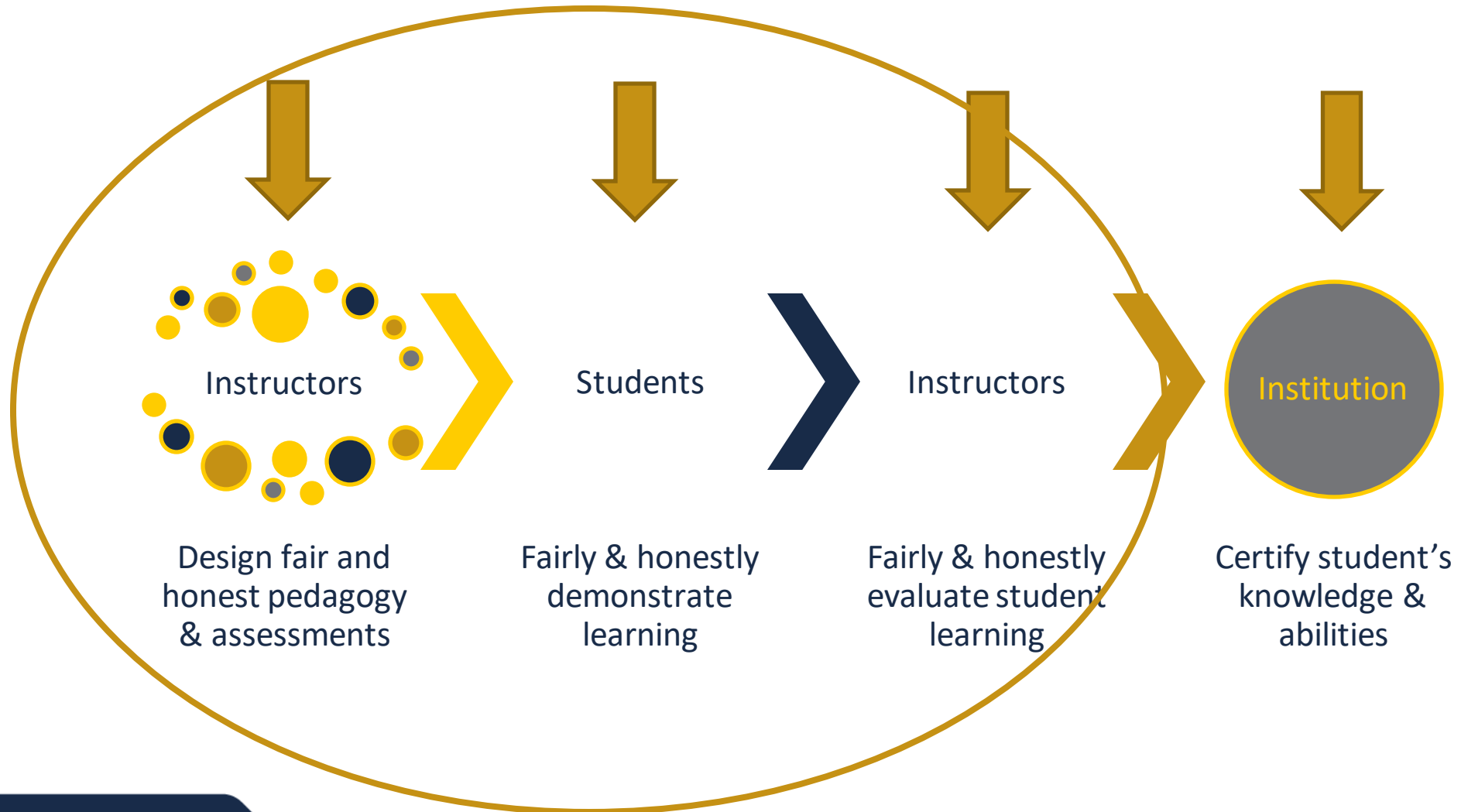


The HE Institution-Society Social Contract



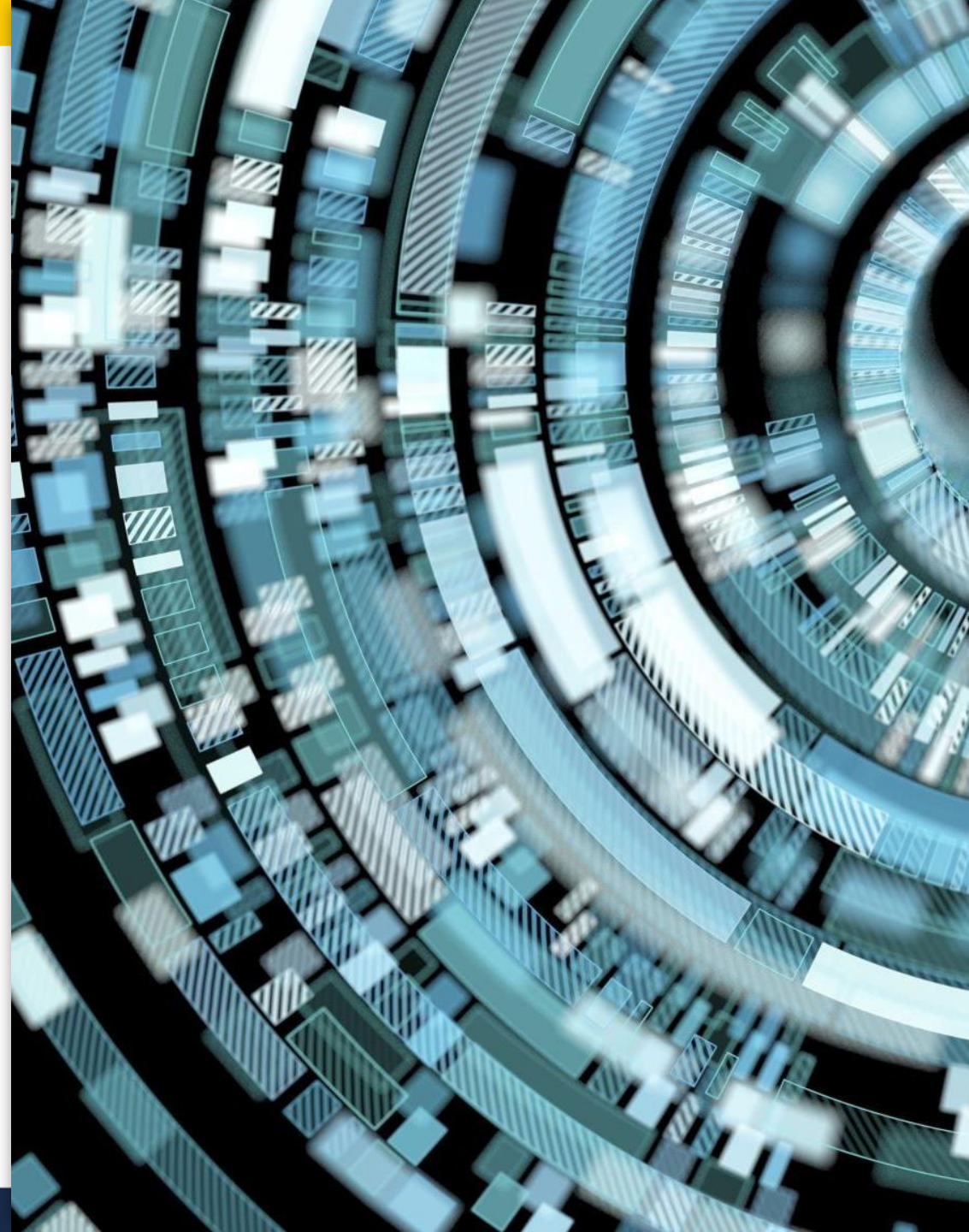
Developing the next generation of (ethical) citizens & professionals

Breakdowns in The Social Contract: Degree Integrity



What is Generative AI?

- Machines that generate output based on input
- ChatGPT-3.5 (or 4) is most well known
 - Chat = “chatbot” = human interface
 - GPT = Generative Pre-Trained Transformer
 - Large Language Model (LLM)
- Other LLMs include: [Bing Chat](#), [Google Bard](#), and [Github’s Co-Pilot](#)
- Other GenAI tools include:
 - image generators like [Midjourney](#) and [Dall-E](#)
 - music generators like [Google's MusicLM](#)



Large Language Models (LLMs)

Trained to learn on an (unknown) corpus of data – hundreds of terabytes,
(internet scrub: think even reddit posts and Wikipedia)

Are statistical generators – based on the input received, what is the next best
word in the sentence

Were not trained to discern fact from fiction (think the “hallucination” problem)

Are as biased as the human works on which they were trained

Don't understand, reason, comprehend, feel, etc.

<https://www.aacsb.edu/insights/articles/2023/02/chatgpt-the-next-firestorm-in-education>

Disruption: Students can offload their learning & assessments to machines

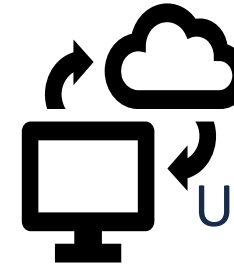
The screenshot shows the ChatGPT web interface. At the top, there's a navigation bar with various links like 'List of Tools/ Applic...', 'Faculty Newsletter', 'Digital Wallet', 'Daily Check-Ins', 'Student Staff', 'Triton Testing Center', and 'WVU Book'. The main content area is divided into three columns: 'Examples', 'Capabilities', and 'Limitations'. Each column contains three items in a light gray box. Below the table is a large text input field with a right-pointing arrow. At the bottom, there's a footer text: 'ChatGPT Dec 15 Version. Free Research Preview. Our goal is to make AI systems more natural and safe to interact with. Your feedback will help us improve.'

Examples	Capabilities	Limitations
"Explain quantum computing in simple terms" →	Remembers what user said earlier in the conversation	May occasionally generate incorrect information
"Got any creative ideas for a 10 year old's birthday?" →	Allows user to provide follow-up corrections	May occasionally produce harmful instructions or biased content
"How do I make an HTTP request in Javascript?" →	Trained to decline inappropriate requests	Limited knowledge of world and events after 2021

ChatGPT Dec 15 Version. Free Research Preview. Our goal is to make AI systems more natural and safe to interact with. Your feedback will help us improve.



Getting exam questions/answers from friends



Using spell & grammar checks

“Cognitive offloading”* isn't new

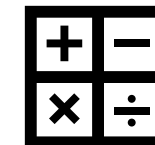
[*Dawson, P. \(2020\). Cognitive Offloading and Assessment](#)



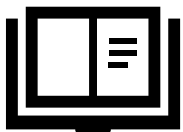
Getting other humans to do the work
(aka “contract cheating”)



Using google translate

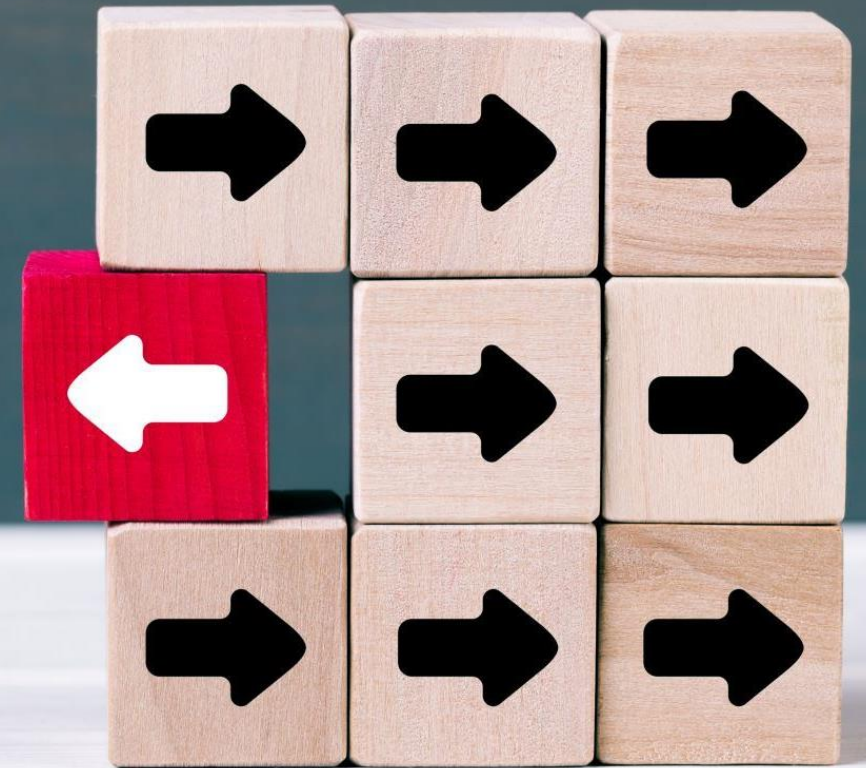


Using a calculator



Using Cliff/Sparks Notes

Cognitive Offloading doesn't have to mean cheating



Cognitive Offloading Becomes Cheating when the action:

- undermines learning objectives
- gives a dishonest impression of knowledge & abilities
- violates the rules for that class/assignment



So we need to change

How can we best facilitate & assess learning?

*(in the new realities of the 21st century
where companies and GenAI tools exist
to do assessments for students)*



[This Photo](#) by Unknown author is licensed under [CCBY-SA](#).

Generative A.I.
presents us
with the possibility
to realign with our
values to positively
impact student
success

Excellence



Degree integrity



We are assured that



Our graduates have the knowledge and skills (at some level) that our certifications convey



Student Success



The Opportunities of GenAI

to empower teaching, learning and assessment with integrity


Opportunities for Learners

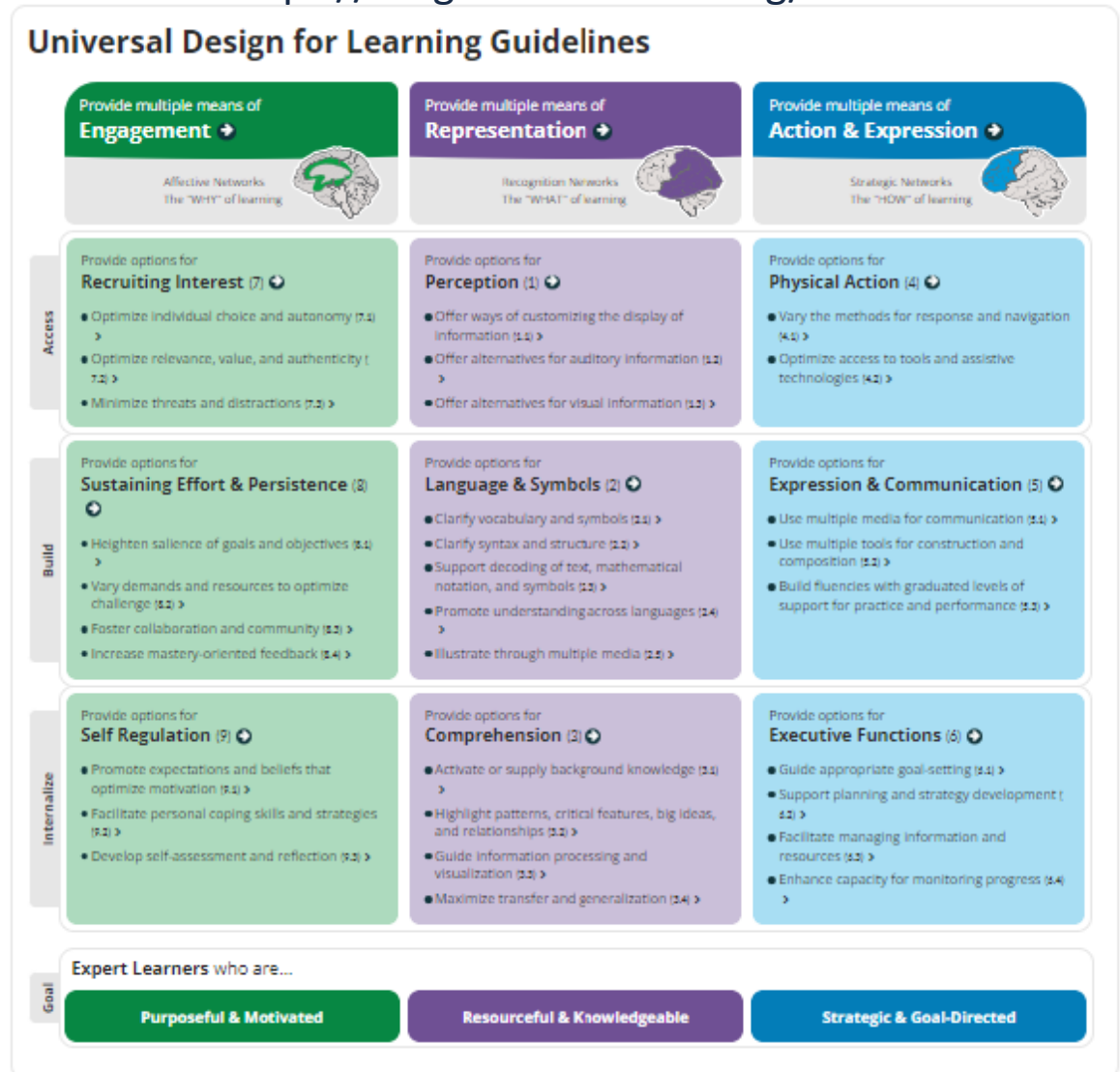
- Offloading skills not being assessed
- Instant feedback
- Mastery-based assessment
- Individualized assessments
- Study buddy
- Practice material
- 24/7 tutors



Opportunities for Teachers

<https://udlguidelines.cast.org/>

- Course (re)design
- Rubric creation
- Question generation
- Learning outcomes revision
- Assessment revision
- Class activities generator
- Entry level feedback provider
- High touch student-teacher relationships
- UDL 



Open Poe faster with our new desktop app! [Download desktop app](#) →

Create bot +

07:31 >

Help Needed

I am LUDIA, your AI-powered UDL ...

chats

r bots

scribe

ators

Help Needed
 ludia

https://po.e.com/Ludiachatbot

Share

Context cleared

ludia Poe

Hi, I am LUDIA, your AI-powered UDL partner! How can I support you today? Please share your subject, grade level, learning goals, and design challenges. Relevant information about the language profiles, strengths, interests, and cultural identity of your learners can also be useful to share.

Tell me more. →

Talk to ludia



Opportunities for Institutions

- Consider program or competency-based level assessments
- Offer 24/7 support
- Integrate “interactive textbooks”
- Track student learning progress
- Faculty as teachers (not administrators)
- CBTF + Mastery based assessment = reduction in equity gaps and increase in integrity*

*

<https://acelab.berkeley.edu/projects/cbt/>

https://zilles.cs.illinois.edu/papers/zilles_cbt_fie_2018.pdf

<https://peer.asee.org/second-chance-testing-as-a-means-of-reducing-students-test-anxiety-and-improving-outcomes>

https://zilles.cs.illinois.edu/papers/zilles_csedu_cbt_2019.pdf

https://zilles.cs.illinois.edu/papers/frequent_testing_sigcse23.pdf



The Barriers of Leveraging GenAI

to empower teaching, learning and assessment with integrity

Barriers to change include...

Within GenAI

- Hallucinations (it's a B*llsh!tt3r)
- Undermines honest assessment (if our curriculum and assessments don't change)
- Unethical: Environmental costs, copyright issues, labor issues

Within HE Institutions

- Lack of training, support, and time for faculty to rethink pedagogy and assessments
- Lack of focus on degree integrity
- Segmented/absent critical thinking (info, digital, AI literacy; ethical reasoning) curriculum
- Focus on Carnegie credit hour vs CBE creates unhelpful friction

Within Accreditation System

- Rethink measures of “student success” (e.g., graduation rates, time to degree, post-grad income)
- (Historically) lack of attention paid to degree/academic integrity

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STANDARDS FOR ACCREDITATION AND REQUIREMENTS OF AFFILIATION | FOURTEENTH EDITION

Standard II

Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Standard III

Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.



(First Step) Solutions for Leveraging GenAI

to empower teaching, learning and
assessment with integrity

First Step Solutions for Learners

THE LIBRARY

UC San Diego

Research & Collections ▾ Borrow & Request ▾ Computing & Technology ▾ Visit ▾ Get Help About ▾ Hours ▾

UC San Diego Library / LibGuides / Generative Artificial Intelligence / What is Generative Artificial Intelligence?

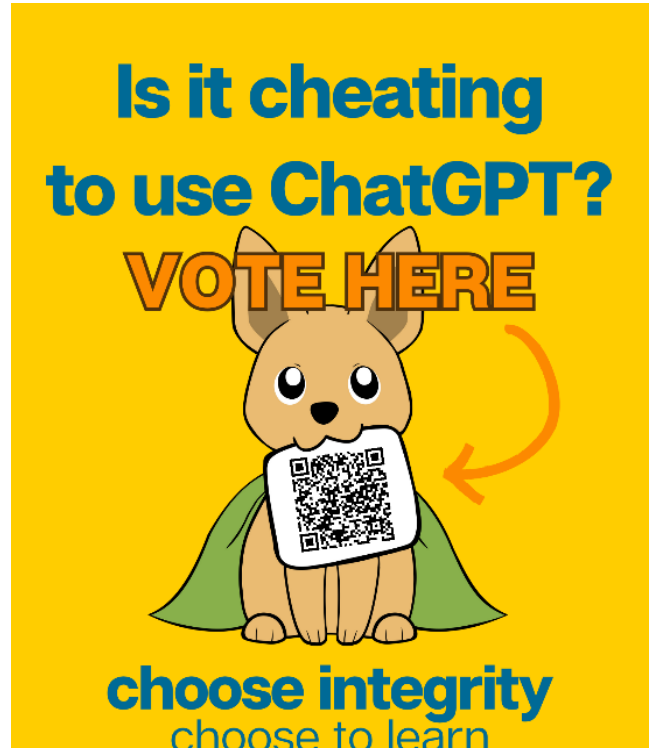
Search this Guide Search

Generative Artificial Intelligence: What is Generative Artificial Intelligence?

- What is Generative Artificial Intelligence?
- Challenges and Possibilities of Generative AI
- AI and Academic Integrity

What is Generative Artificial Intelligence?

Generative artificial intelligence (AI) is a category of web-based tools that use algorithms, data, and statistical models to draw reasonable inferences to create content of its own (e.g., text, images, etc.). They are not search engines but rather trained chatbots. Using a prompt, a chatbot strives to fill in the next missing content piece, "what one might expect" (Wolfram).



A: Sometimes.

Let's think about it.

What is ChatGPT?

ChatGPT is just one of the many Generative Artificial Intelligence (GenAI) tools to arrive since November 2022. Others include DALL-E, PhotoMath, Co-Pilot, Cactus, Google Bard, Bing Chat, Github's Co-Pilot, Grammarly Premium, and SnapChat AI. GenAI generates content in response to a prompt provided by a human. GenAI tools were not trained to tell the truth or be factual. They weren't trained to "read", so they have no idea where the output is coming from. In other words, they're only somewhat useful.

First Step Solutions for Instructors

- Play with the tools
 - Revise learning outcomes
 - Reconsider assessments
 - Assessments of vs for learning
- Communicate with your students about it
 - Ask them what they think!
- Craft a clear AI-use policy
- If going to ban, then secure the assessment
 - If allowing it, teach them how to use it ethically
- Other?



Crafting Your GenAI & AI Policy: A Guide for Instructors

First Step Solutions for Institutions

- Create a guiding coalition – administrators, faculty & students
- Develop guidelines for the community
 - Or principles for practice
- Develop your own (narrowly trained) GPT (so don't worry about data privacy)
- Hire/appoint faculty & staff to be AI-focused
- Provide time, training and support to faculty for course/assessment

The screenshot shows the UC San Diego Blink portal. At the top left, the UC San Diego logo and the 'blink' logo are displayed. To the right, there is a system status indicator: 'System Status: All Services are operating normally.' Below this, there are search options: 'Search Blink' (selected), 'Search Faculty/Staff', and a search input field with a magnifying glass icon. A navigation bar contains several categories: BUDGET & FINANCE, FACILITIES & SERVICES, FACULTY & INSTRUCTION, HUMAN RESOURCES, IT SERVICES, RESEARCH, SAFETY, and BLINK RESOURCES. Below the navigation bar, there is a 'TOOLS:' section with dropdown menus for 'Personal', 'Business', 'Instruction', 'Research', and 'Resources for:'. The main content area features a dark blue background with a large graphic of a stylized tree or neural network structure. The text 'TritonGPT: AI powered support' is prominently displayed in white.

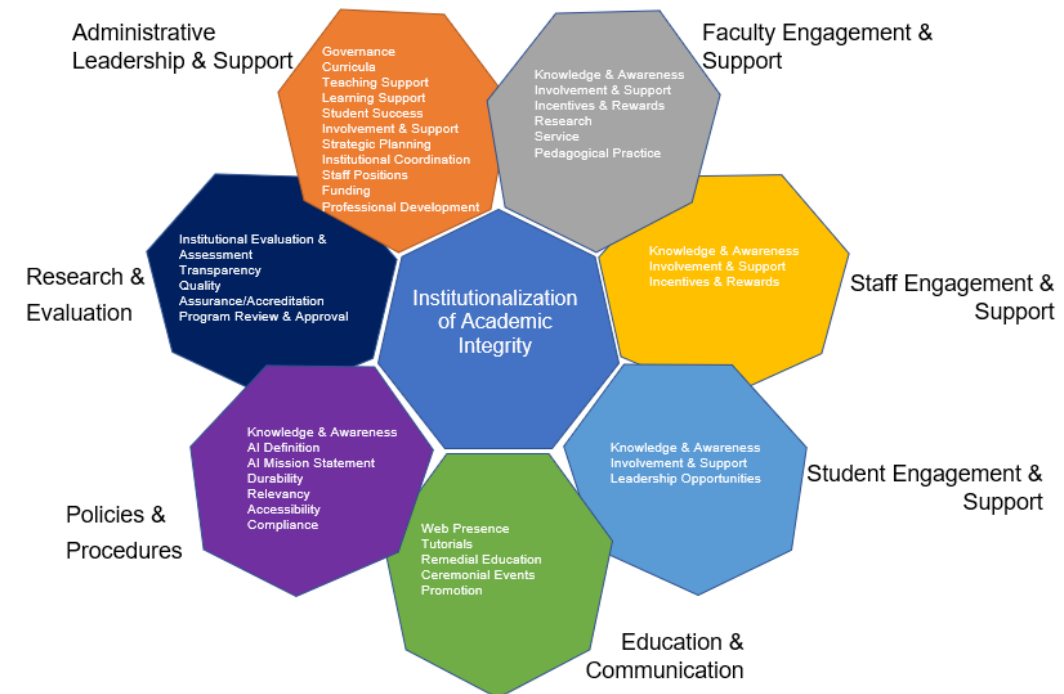
First Step Solutions for Accreditors

- Use AIRS to help institutions show their attention to academic integrity (AIRS)



- Rethink how we might measure “student success” in the GenAI era

International Center for Academic Integrity
Academic Integrity Rating System (AIRS)



**$\frac{3}{4}$ of graduates feel
“ill prepared to launch
their careers”.**

<https://www.insidehighered.com/opinion/blogs/online-trending-now/2023/10/26/aligning-curriculum-reality-ai-accelerated-times>

If a student graduates, but still lack knowledge & skills, are they successful?

Durable Skills = Human Competencies

- Civic engagement/social responsibility
- Critical thinking/problem solving
- Digital literacy
- Innovation
- Leadership
- Communication
- Integrity/Ethical Reasoning
- Self-reflection
- Teamwork
- Emotional intelligence

How do we
measure and
validate their
achievement?



Foster human-to-human learning environments



Mentoring/coaching/guiding



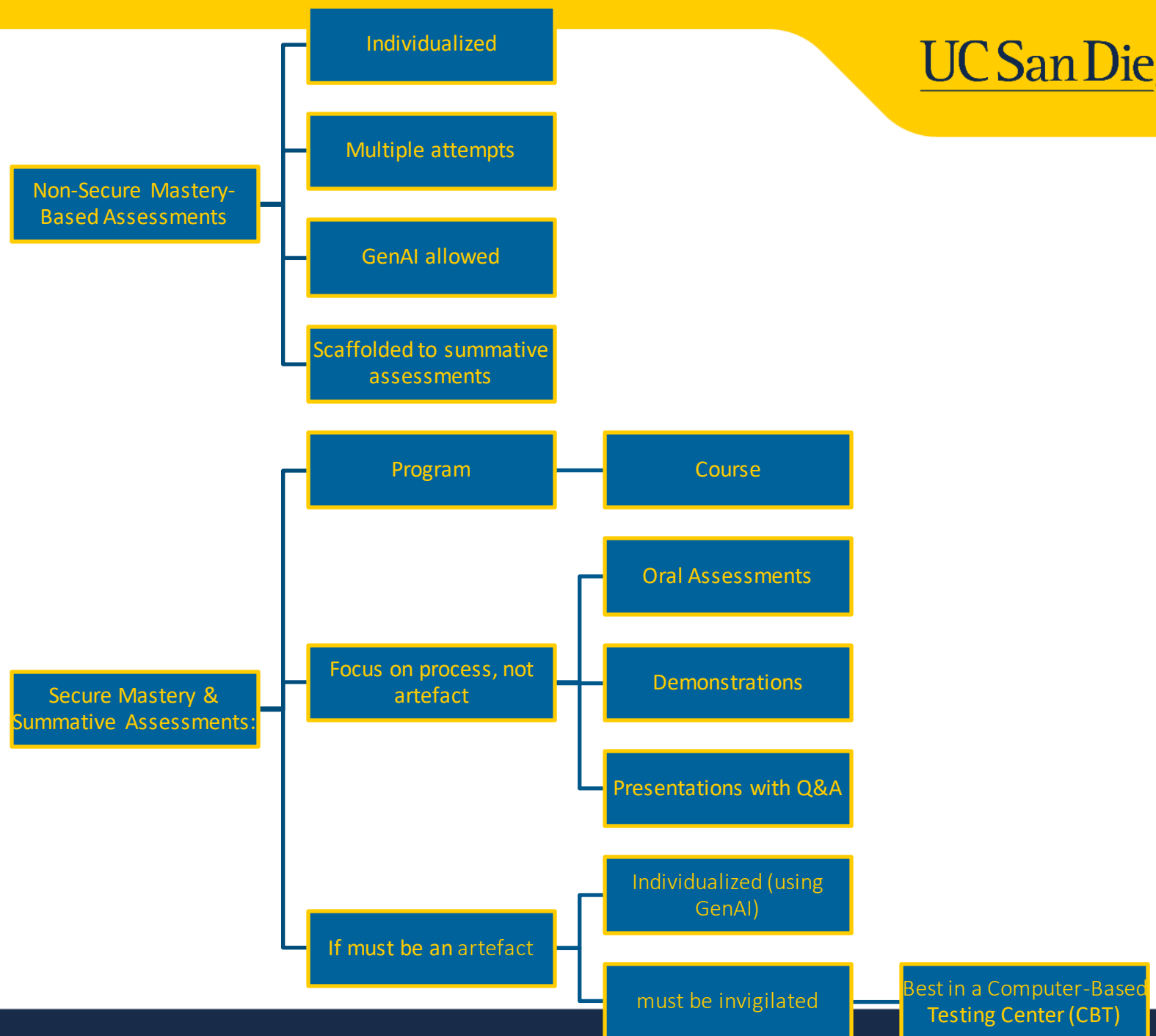
This Photo by Unknown Author is licensed under [CC BY-NC](#)

Active, Engaged Learning

We need to rethink what we do & why

- Do we still teach writing, languages, computer coding, etc?
- What does “original work” look like?
- How do we assess process over product?
- How do we scaffold “cognitive offloading” to GenAI throughout the curriculum?
- What do students need to learn to hold their value over machines?

The Future of Assessments



In summary...

**We must evolve
how we define &
measure
excellence &
student success**

**We must adapt
how we teach and
assess & accredit**

**The integrity of our degrees
(& our relevancy)
depends on it**

Thank you!

Tricia Bertram Gallant

tbg@ucsd.edu

<https://academicintegrity.ucsd.edu>

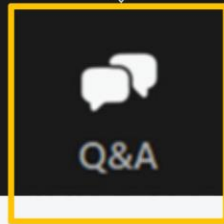
<https://tritontesting.ucsd.edu>



@tbertramgallant



Submitting Questions



PROTECTING THE FUTURE: *Champions for Higher Education*



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