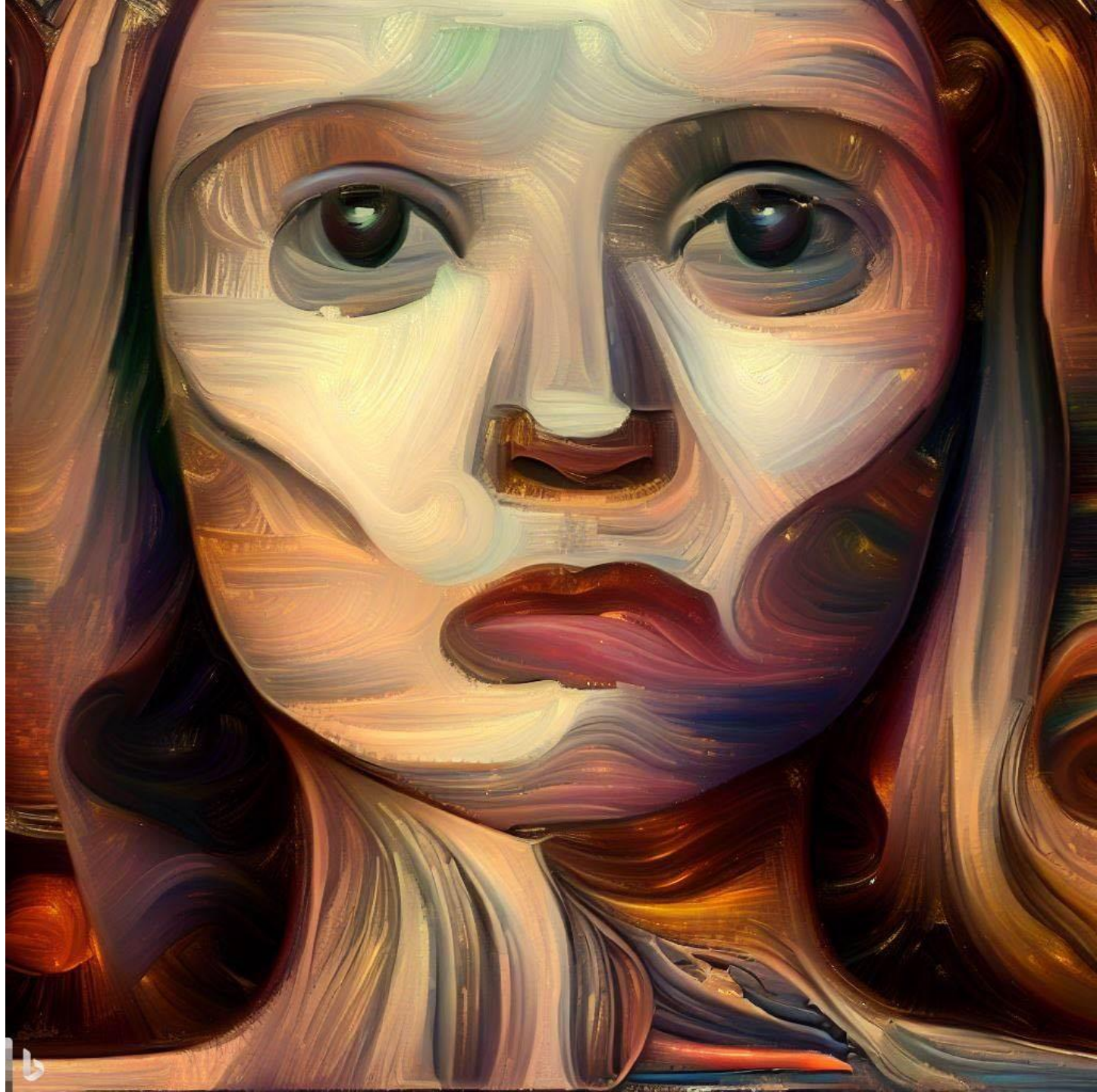
Navigating AI in Academia: Directing Student Interaction with Artificial Intelligence

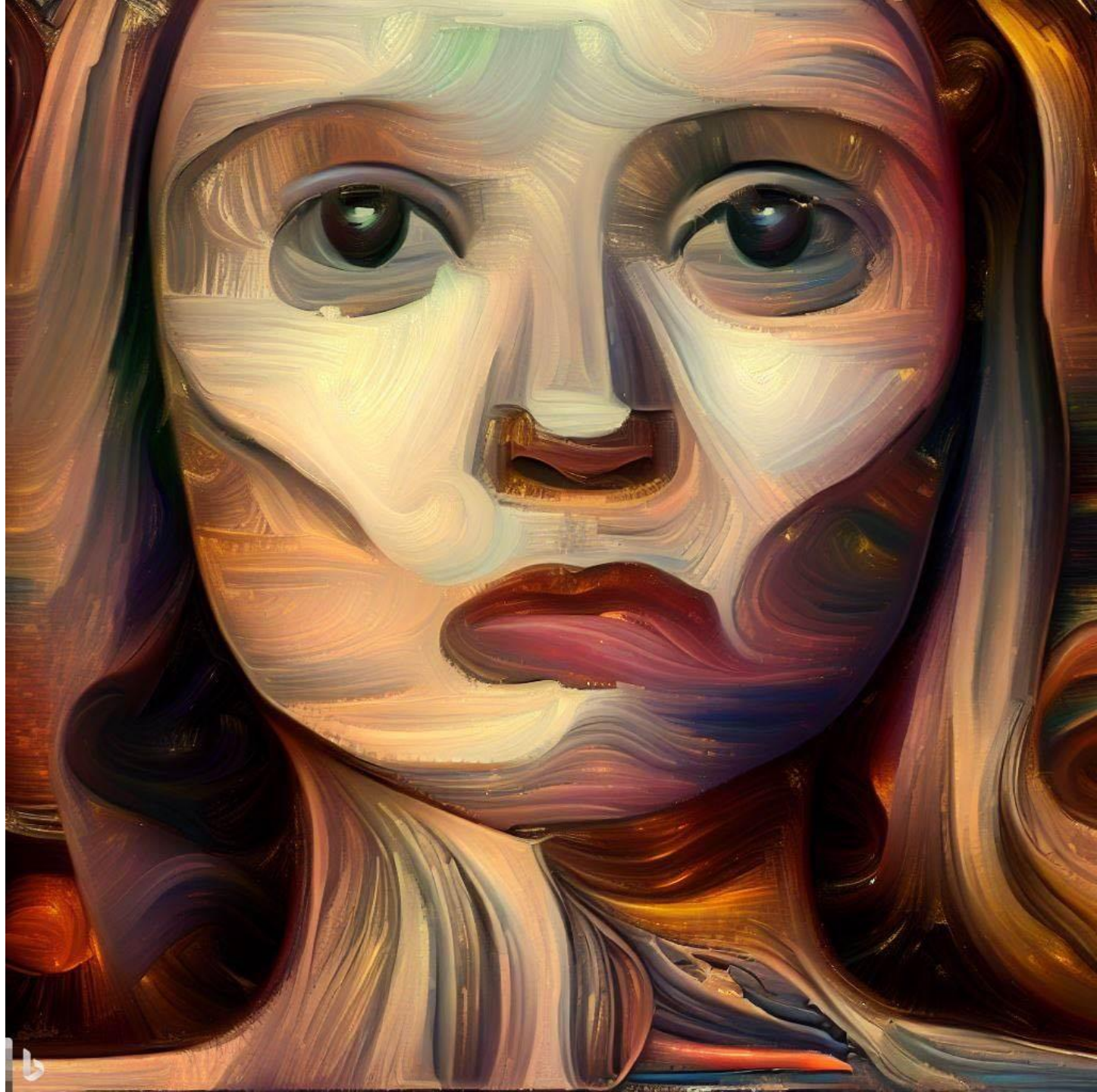
Today:

- What are the AIs available?
- What implications do they have for teaching and examination?



What are the AIs available?

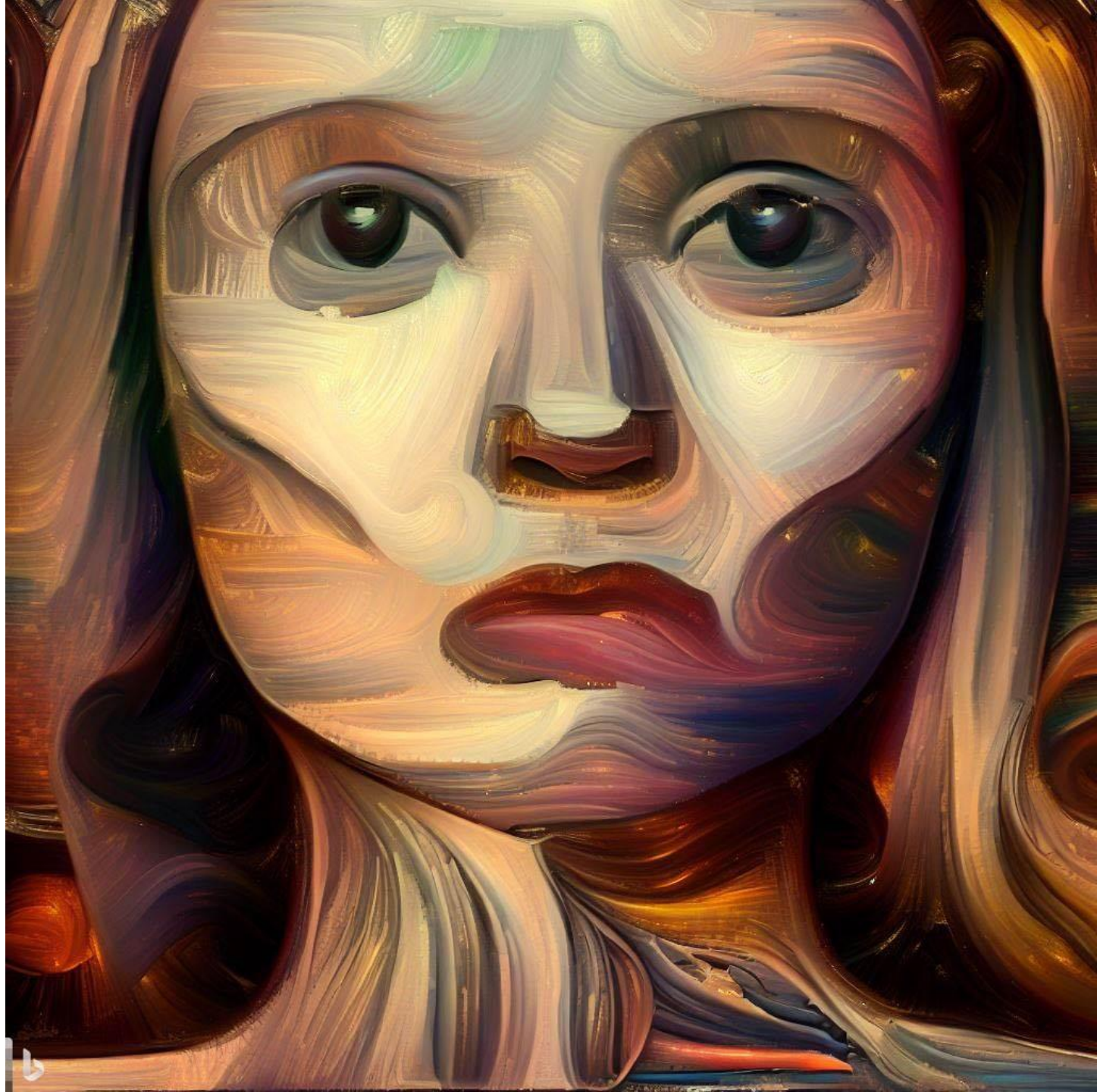
- Machine learning
- Real-time/Turn-based
- Generalists/Specialists
- Directly/Indirectly



What are the AIs available?

- Test out yourselves!

- Skill/Area/Type



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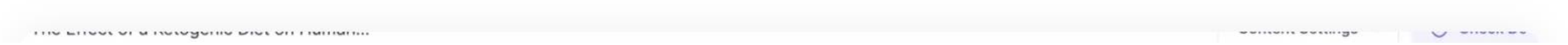

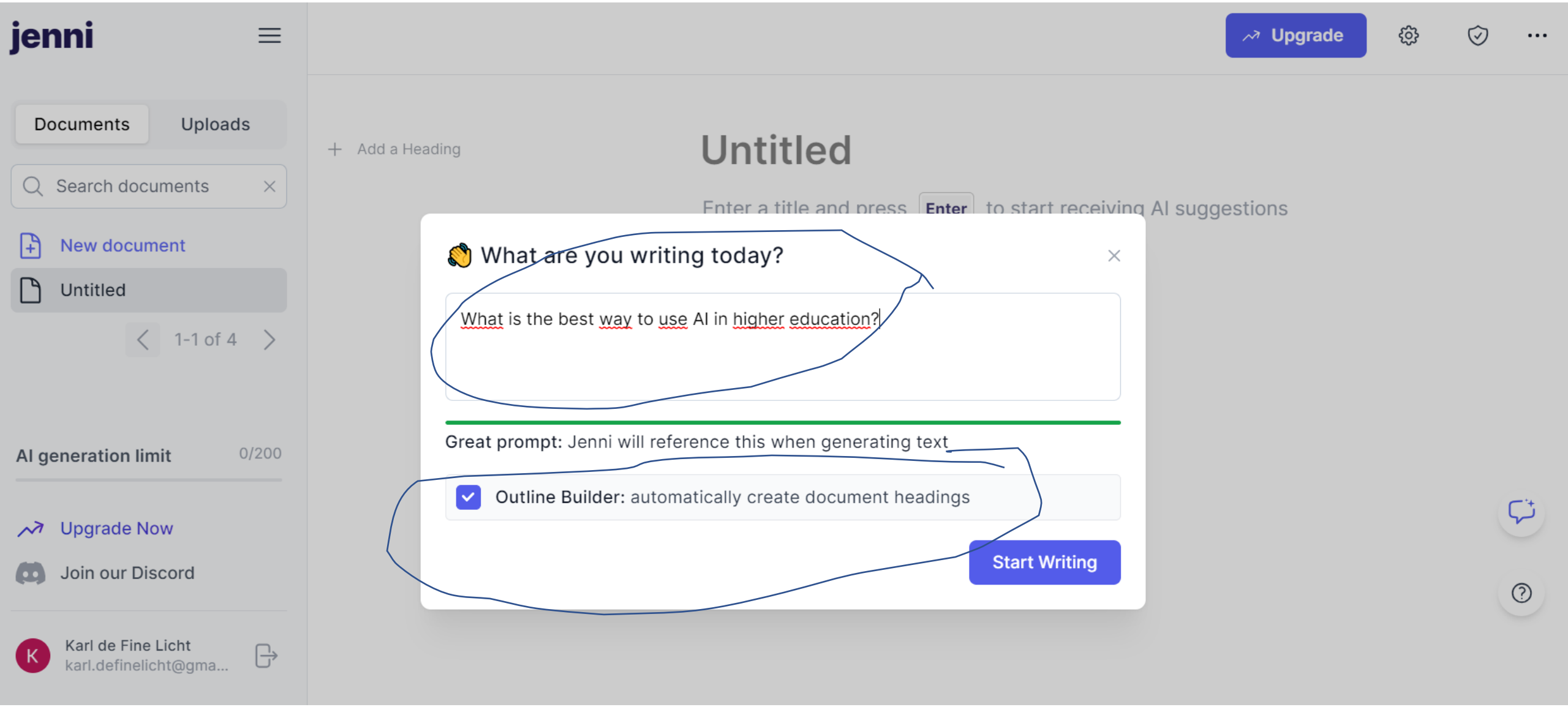
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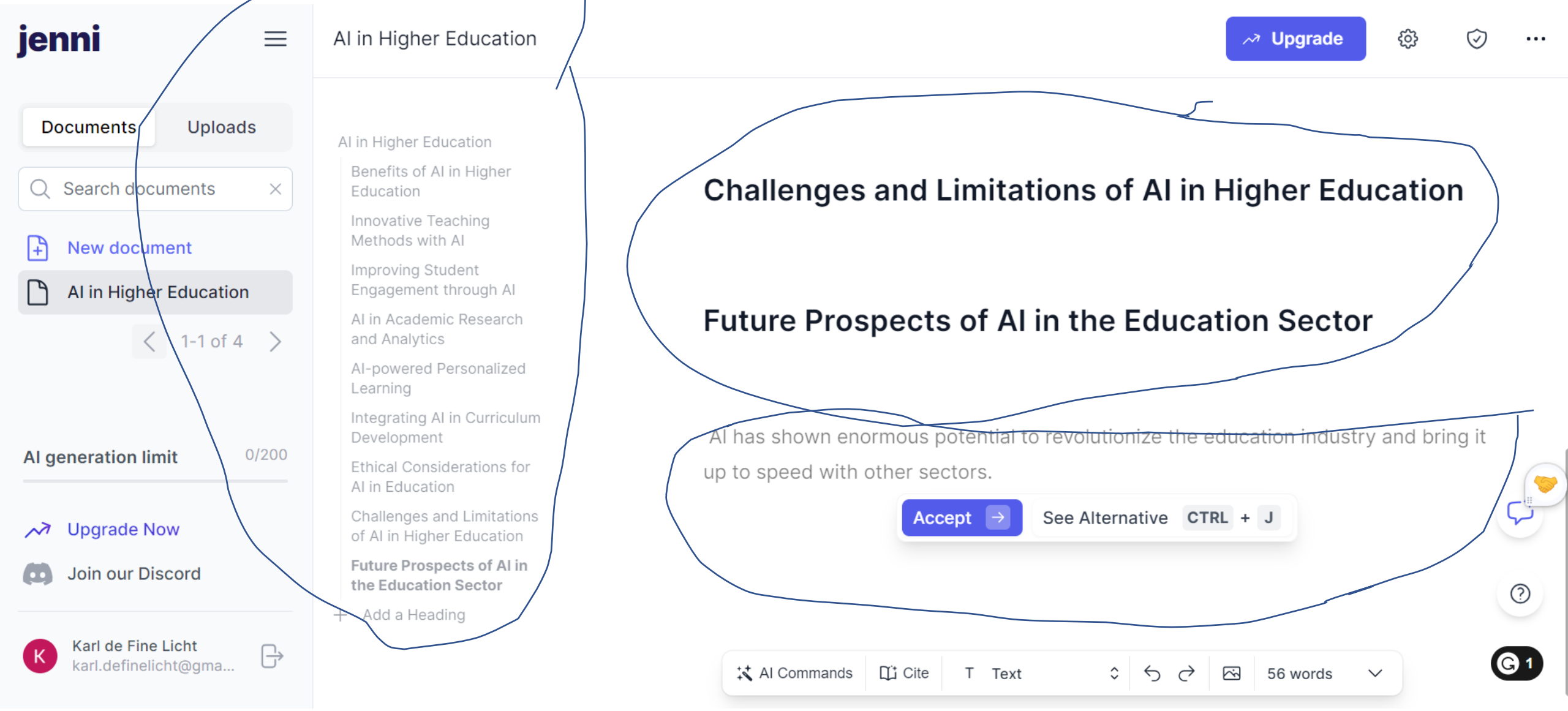
What is the best way to use AI in higher education?
Great prompt: Jenni will reference this when generating text
Outline Builder: automatically create document headings
Start Writing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Innovative Teaching Methods with AI
Improving Student Engagement through AI
AI in Academic Research and Analytics
AI-powered Personalized Learning
Integrating AI in Curriculum Development
Ethical Considerations for AI in Education
Challenges and Limitations of AI in Higher Education
Future Prospects of AI in the Education Sector
Add a Heading
Challenges and Limitations of AI in Higher Education
Future Prospects of AI in the Education Sector
AI has shown enormous potential to revolutionize the education industry and bring it up to speed with other sectors.
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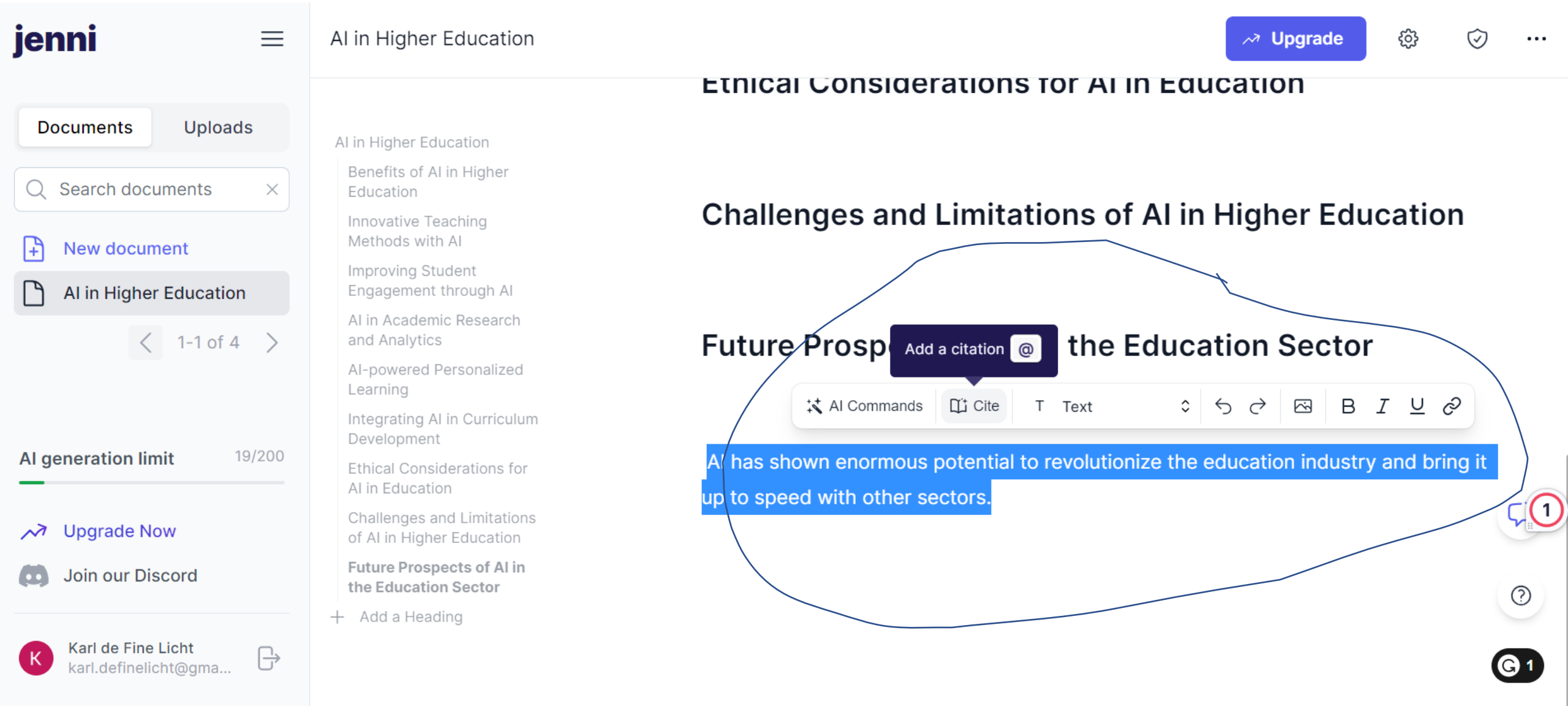
56 words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AI has shown enormous potential to revolutionize the education industry and bring it up to speed with other sectors.
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Ethical Considerations

Challenges and Limi

Future Prospects of

AI has shown enormous potent

up to speed with other sectors. to speed with other sectors

5G Joint Artificial Intelligence Technolog... Journal

Published **2021**

In addition, some scholars have discussed the application of AI in teaching, the challenges AI faces or will face in its application and educational activities, and the future direction of...

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Many studies have been conducted on the application of these technologies in universities or educational institutions. For example, Fahimirad [15] studied the application of AI in teachin...

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- Specialist
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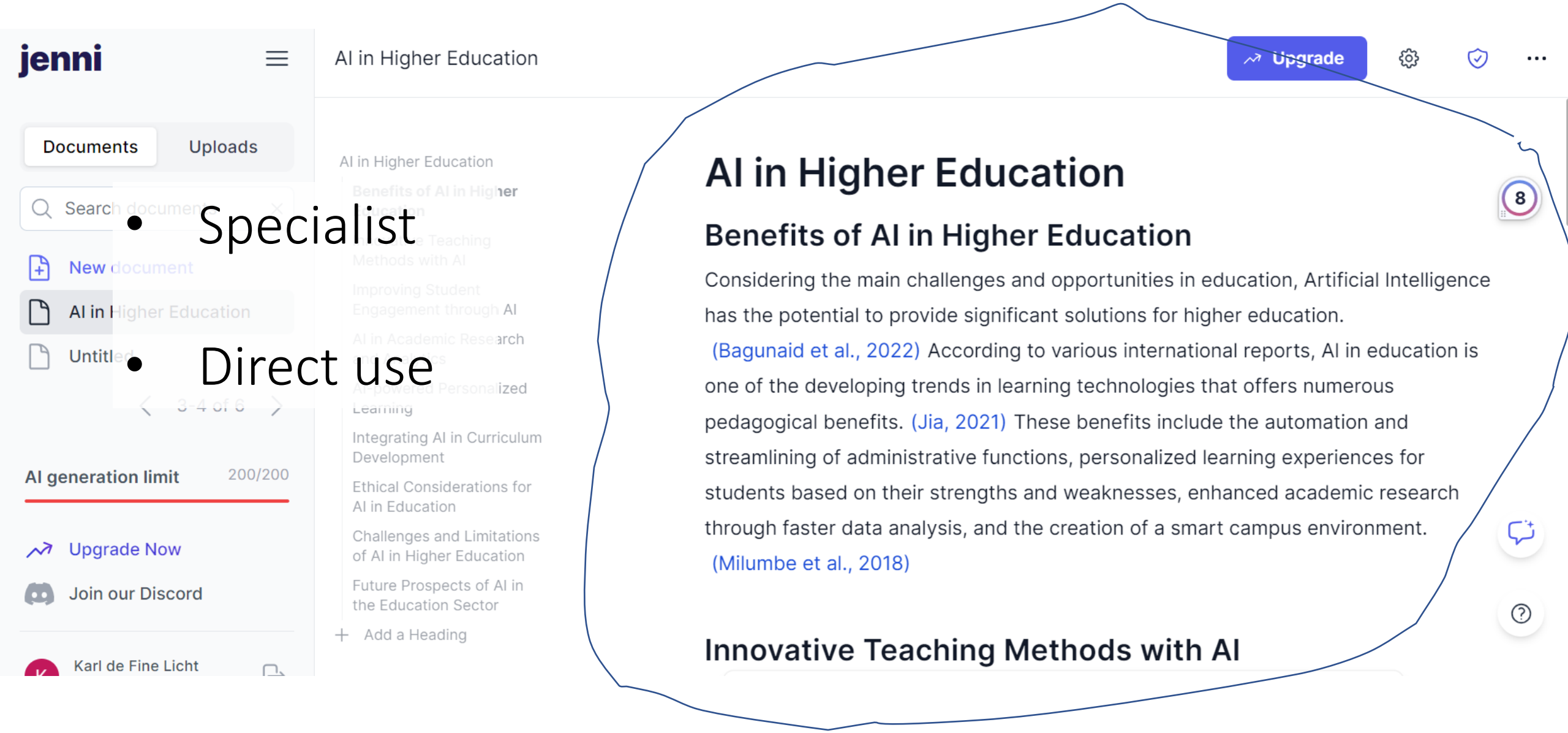

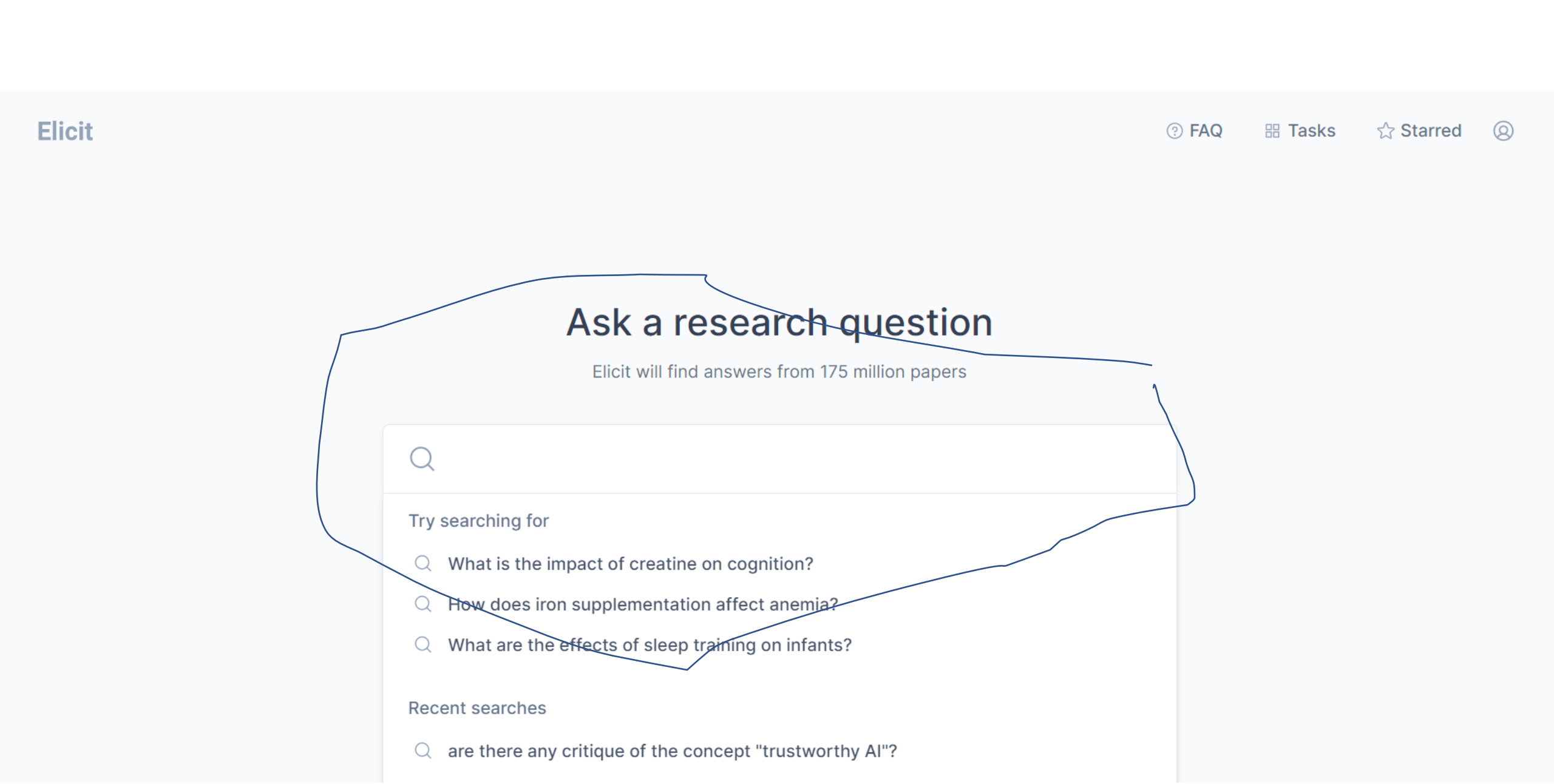
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What is the best way to use AI in higher education?

FAQ Tasks Starred

What is the best way to use AI in higher education?

SUMMARY OF TOP 4 PAPERS BETA

The papers suggest that AI has the potential to impact higher education in various ways, but there are challenges to its adoption. Zawacki-Richter (2019) found that most AIEd research comes from computer

Add information about all papers

- Abstract summary ✓
- Intervention
- Outcomes measured

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Paper title	Abstract summary
Systematic review of research on artificial intelligence applications in higher education – where are the educators? Olaf Zawacki-Richter, Victoria I. Marín, Melissa Bon... *International Journal of Educational Technology in ...* 2019 Systematic Review 206 Citations DOI PDF	AI applications in academic support services and institutional and administrative services are presented.
Adoption of artificial intelligence in higher education: a quantitative analysis using structural equation modelling Sheshadri Chatterjee, Kalyan Kumar Bhattacharjee *Education and Information Technologies* 2020 38 Citations DOI	The model can help the authorities to facilitate AI in higher education.

Abstract summary

AI-based learning companions can accompany and support individual learners throughout their studies in school and beyond school.

What outcomes did they measure?

- Learning Outcomes
- Achievement Gaps
- Teacher Retention

Can I trust this paper?

- No mention found of study type
- No mention found of funding source
- No mention found of participant count
- No mention found of multiple comparisons
- No mention found of intent to treat
- No mention found of preregistration

Possible critiques

Newton et al. critique this paper, **Luckin et al.**, by saying:

> While Luckin et al. (2016) are ardent advocates of the use of AI in education, they remain vague about its role in supporting creative thinking.

Other citations

Shar said:

> Another factor is that AI tutors may not be able to show or provide the progression of problems or steps taken to get to the results as they cannot provide guidelines or rules (Luckin et al., 2016, p. 25).

Gentile et al. said:

> Indeed, personalization can only be thought of with a careful analysis of the student, as stated by Luckin et al. (2016), who identifies the definition of the student model as one of the main issues.

Elicit

What is the best way to use AI in higher education?

What are the benefits of AI in higher education?

What are the risks of AI in higher education?

How can AI be used to personalize learning?

What are the ethical implications of using AI in higher education?

How can AI be used to improve the efficiency of higher education?

What is th
use AI in h
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SUMMARY OF
PAPERS

The papers
the potential to impact higher education in various ways, but there are challenges to its adoption. Zawacki-Richter (2019) found that most AIEd research comes from computer

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are the educators?

Olaf Zawacki-Richter, Victoria I. Marín, Melissa Bon...

International Journal of Educational Technology in ...

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Adoption of artificial intelligence in higher education: a quantitative analysis using structural equation modelling

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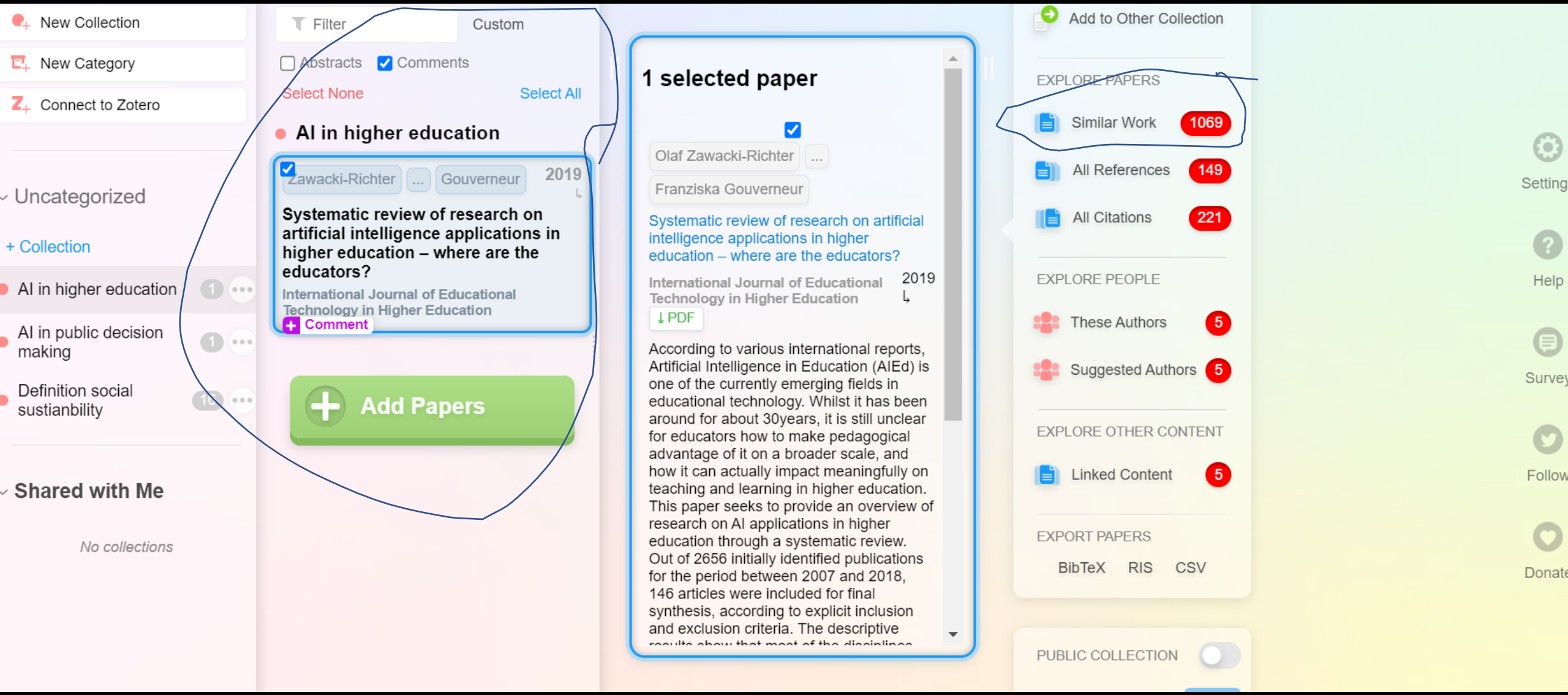
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PDF
According to various international reports, Artificial Intelligence in Education (AIEd) is one of the currently emerging fields in educational technology. Whilst it has been around for about 30years, it is still unclear for educators how to make pedagogical advantage of it on a broader scale, and how it can actually impact meaningfully on teaching and learning in higher education. This paper seeks to provide an overview of research on AI applications in higher education through a systematic review. Out of 2656 initially identified publications for the period between 2007 and 2018, 146 articles were included for final synthesis, according to explicit inclusion and exclusion criteria. The descriptive
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Exploring the impact of artificial intelligence on teaching and learning in higher education.

Research and Practice in Technology Enhanced Learning

Luckin ... Holmes 2016 ↳ 103

Intelligence Unleashed: An argument for AI in Education

Baker Yacef 2009 ↳ 912

The State of Educational Data Mining in 2009: A Review and Future Visions.

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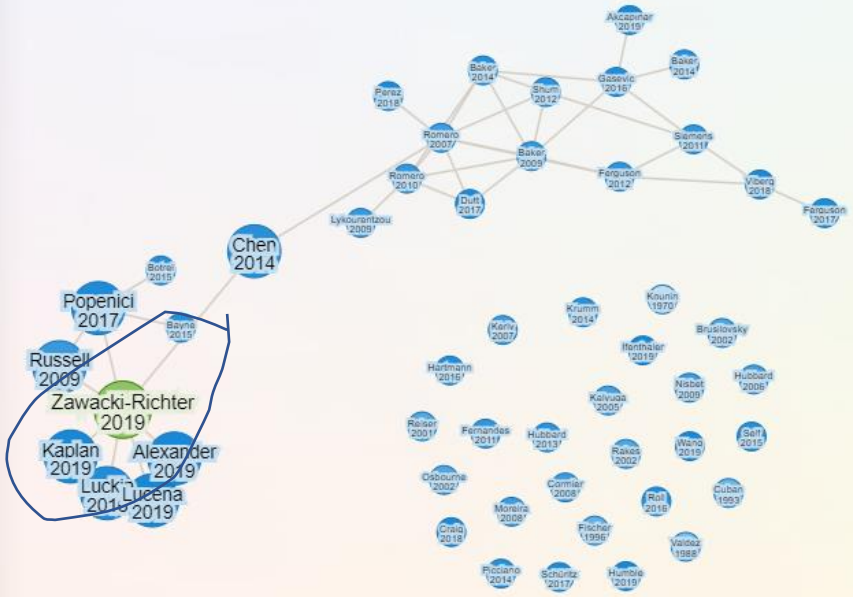

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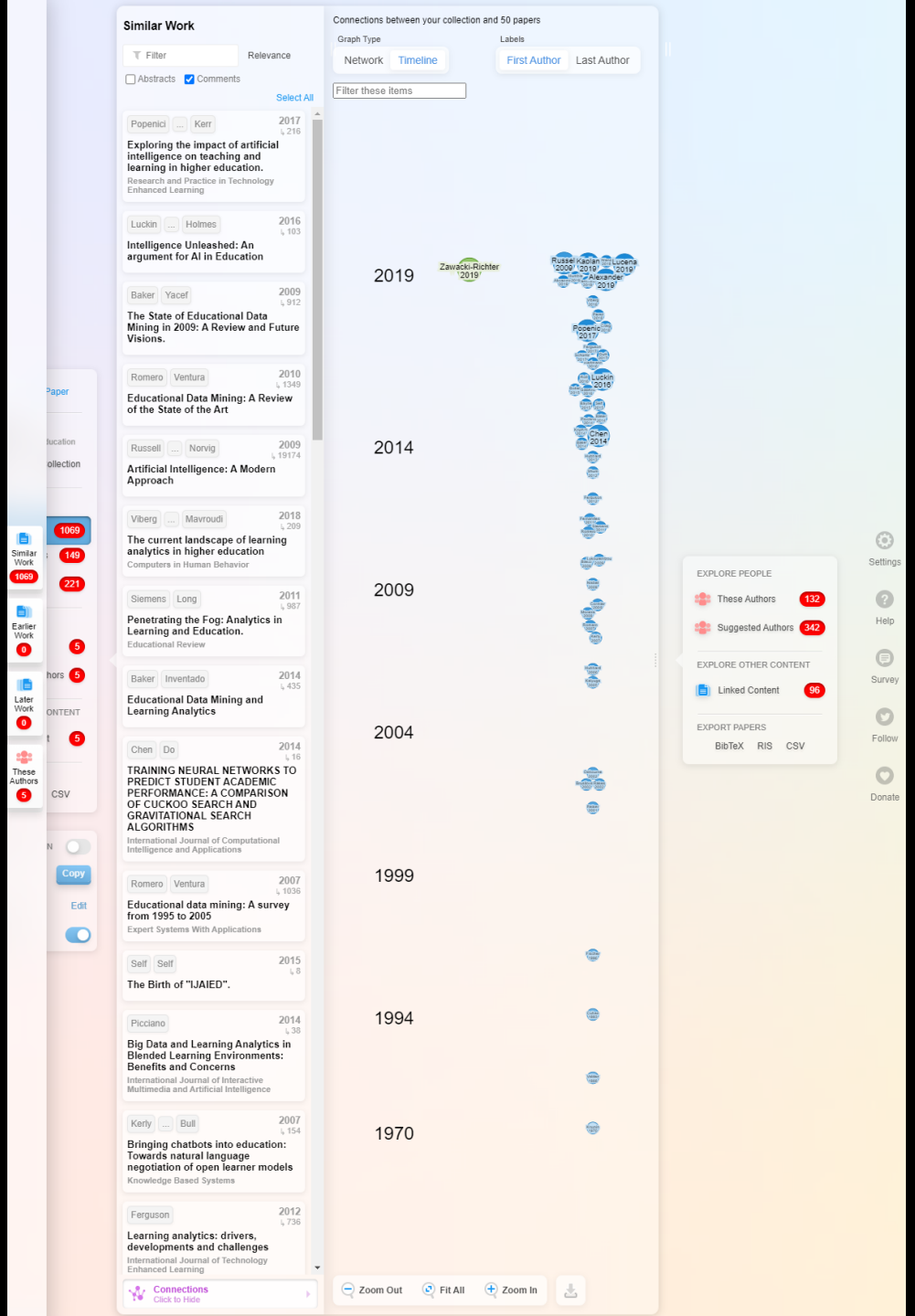

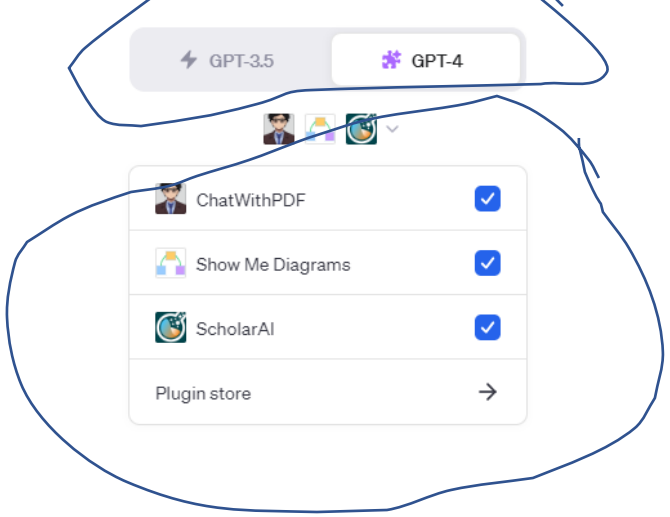

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Chatt

Skriv

Insikter

Välj ett konversationsformat

Förhandsgranskning

Mer Kreativ

Mer Balanserad

Mer Exakt

Välkommen tillbaka! Vad vill du chatta om?

Fråga mig vad som helst...

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1 av 26

Using AI to Implement Effective Teaching Strategies in Classrooms: Five Strategies, Including Prompts

Dr. Ethan Mollick Dr. Lilach Mollick

Wharton School of the University of Pennsylvania & Wharton Interactive

March 16, 2023

Abstract: This paper provides guidance for using AI to quickly and easily implement evidence-based teaching strategies that instructors can integrate into their teaching. We discuss five teaching strategies that have proven value but are hard to implement in practice due to time and effort constraints. We show how AI can help instructors create material that supports these strategies and improve student learning. The strategies include providing multiple examples and

Chatt Skriv Insikter

Välj ett konversationsformat Förhandsgranskning

Mer Kreativ | Mer Balanserad | Mer Exakt

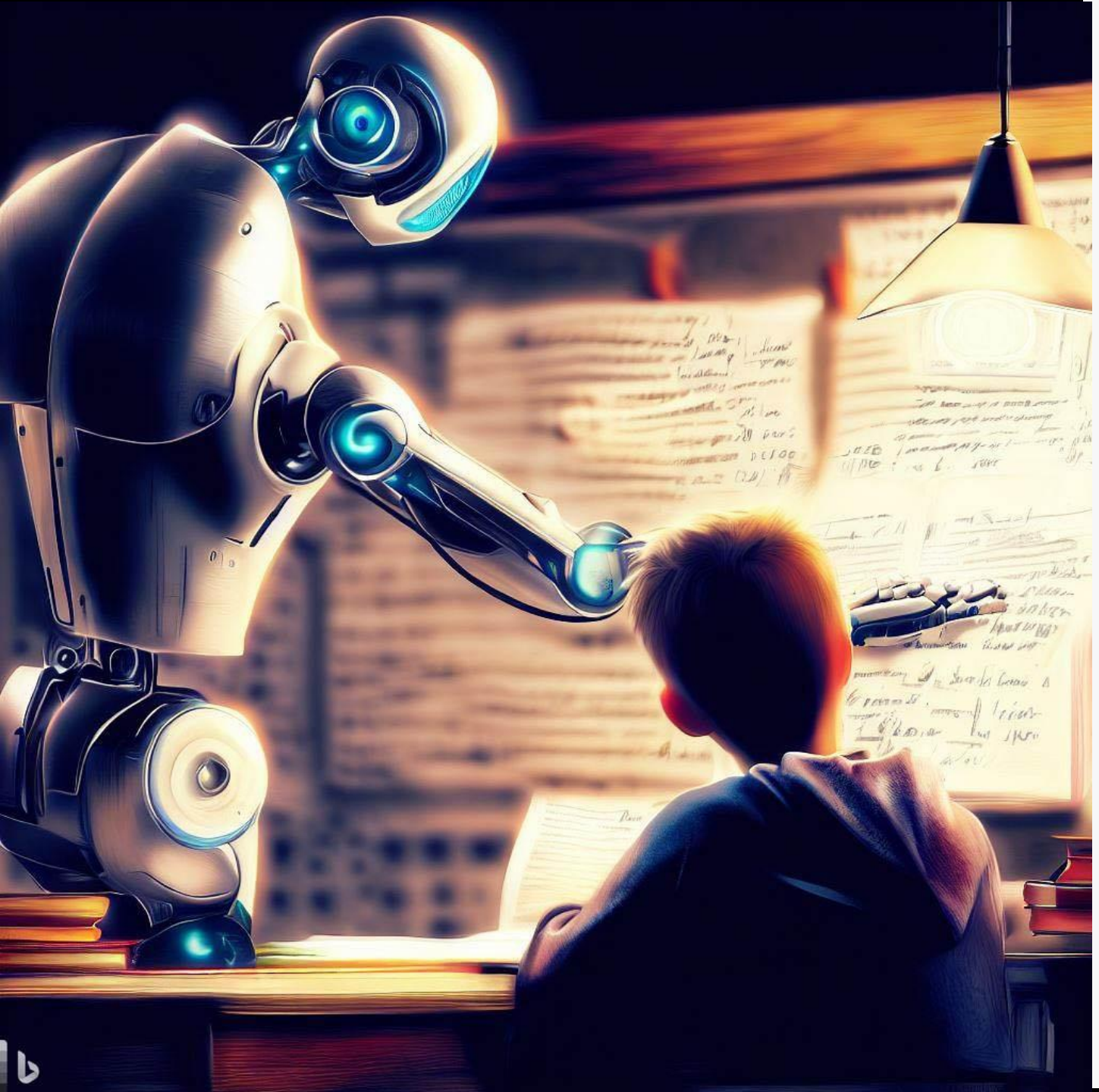
Välkommen tillbaka! Vad vill du chatta om?

Teach me a new word! Tell me a joke

Make me think

Fråga mig vad som helst...

Stäng



Absolutely. Here are some general steps for writing an effective abstract for a scientific conference:

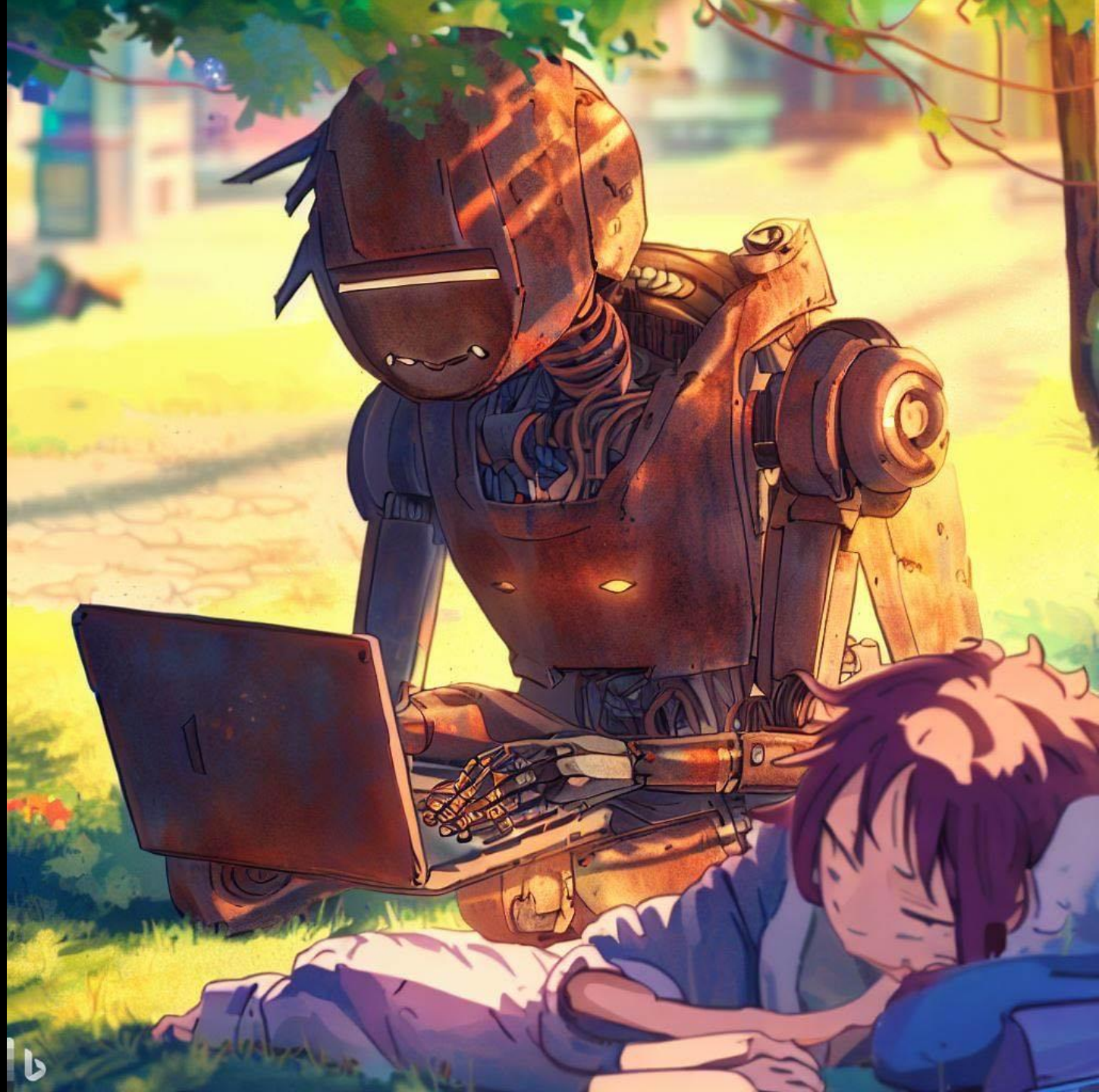
1. **Understand the Requirements**
   First and foremost, ensure you fully understand the guidelines provided by the conference. They may specify a word limit, format, or key elements that need to be included.
2. **Identify Your Main Points**
   Your abstract should quickly get to the main points of your study. Consider your objectives, methods, results, and conclusion. Make sure you know the key message or result you want your audience to understand.
3. **Start Writing**
   With the main points in mind, you can start writing. Here's a suggested structure:
   - **Introduction**: In one to two sentences, introduce the topic of your research, its context, and why it matters.
   - **Objective/Purpose**: Clearly state the objective or the hypothesis of the work. What was the main question you were trying to answer?
   - **Methods**: Briefly describe your methodology. This should include your study design, research process, the tools, and techniques you've used, and any variables you've controlled for.
   - **Results**: Summarize the most critical findings of your research. What new knowledge did you uncover?
   - **Conclusion**: Wrap up your abstract by stating the implications of your findings. If your results aren't final, talk about the potential implications.
4. **Edit for Clarity and Length**
   Read through your abstract with a critical eye. Is your main argument clear? Have you highlighted the importance of your research? Ensure that your abstract is within the word limit provided by the conference.
5. **Peer Review**
   Have a colleague or mentor read through your abstract. They can provide valuable feedback and help you see if anything is unclear or missing.
6. **Final Review**
   Review your abstract one last time. Check for any errors, unclear phrasing, or jargon. Ensure that everything aligns with the conference guidelines.

Remember, the goal of an abstract is to clearly and succinctly convey the key findings of your research. It should be understandable to a wide audience, not just experts in your field, and should be compelling enough to make people want to learn more.

Threats and opportunities:

- We want the students to learn core skills

- AI can replace student learning



Threats and opportunities:

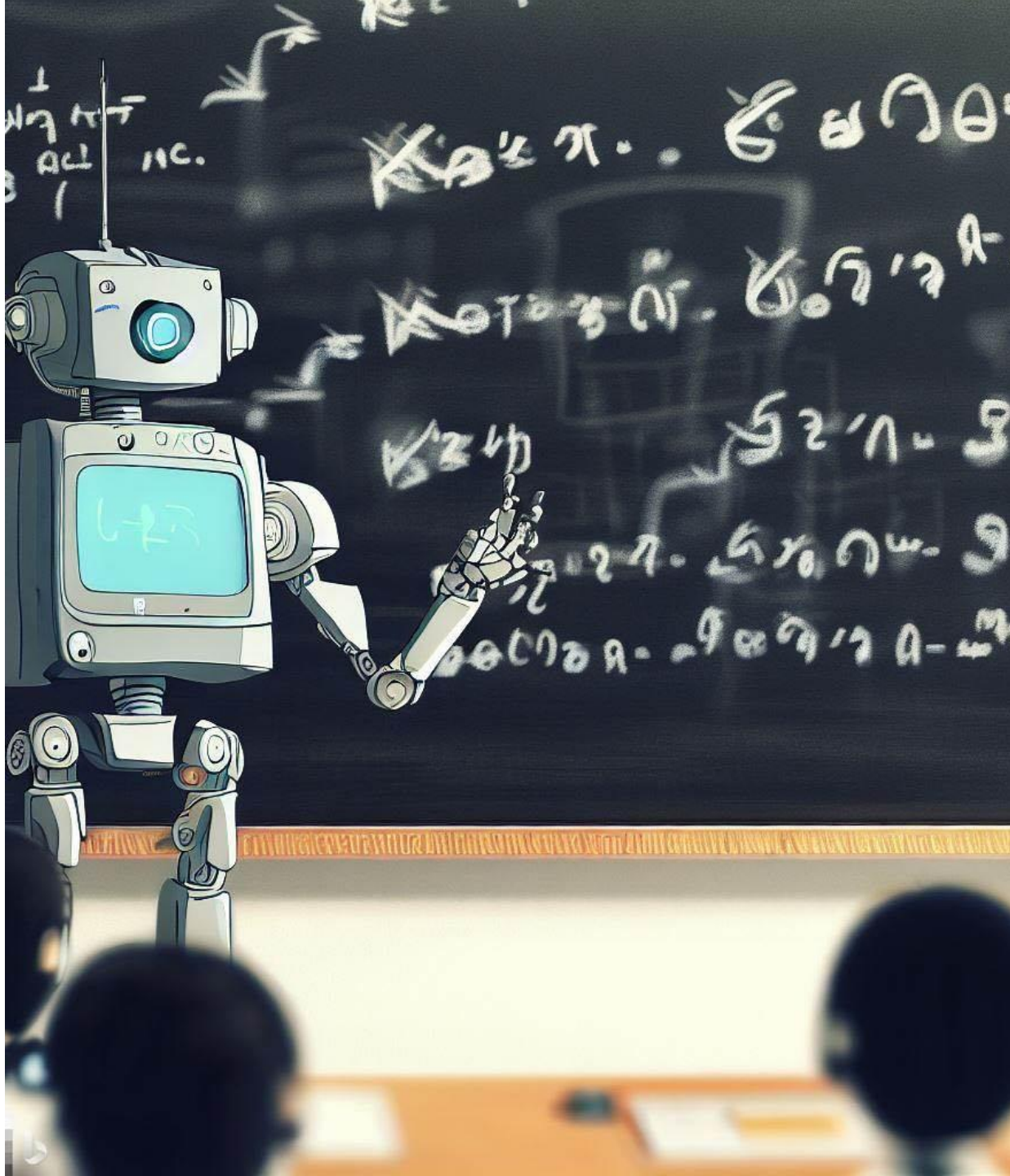
- We want the students to learn core skills

- AI can reinforce student learning

How should we guide?

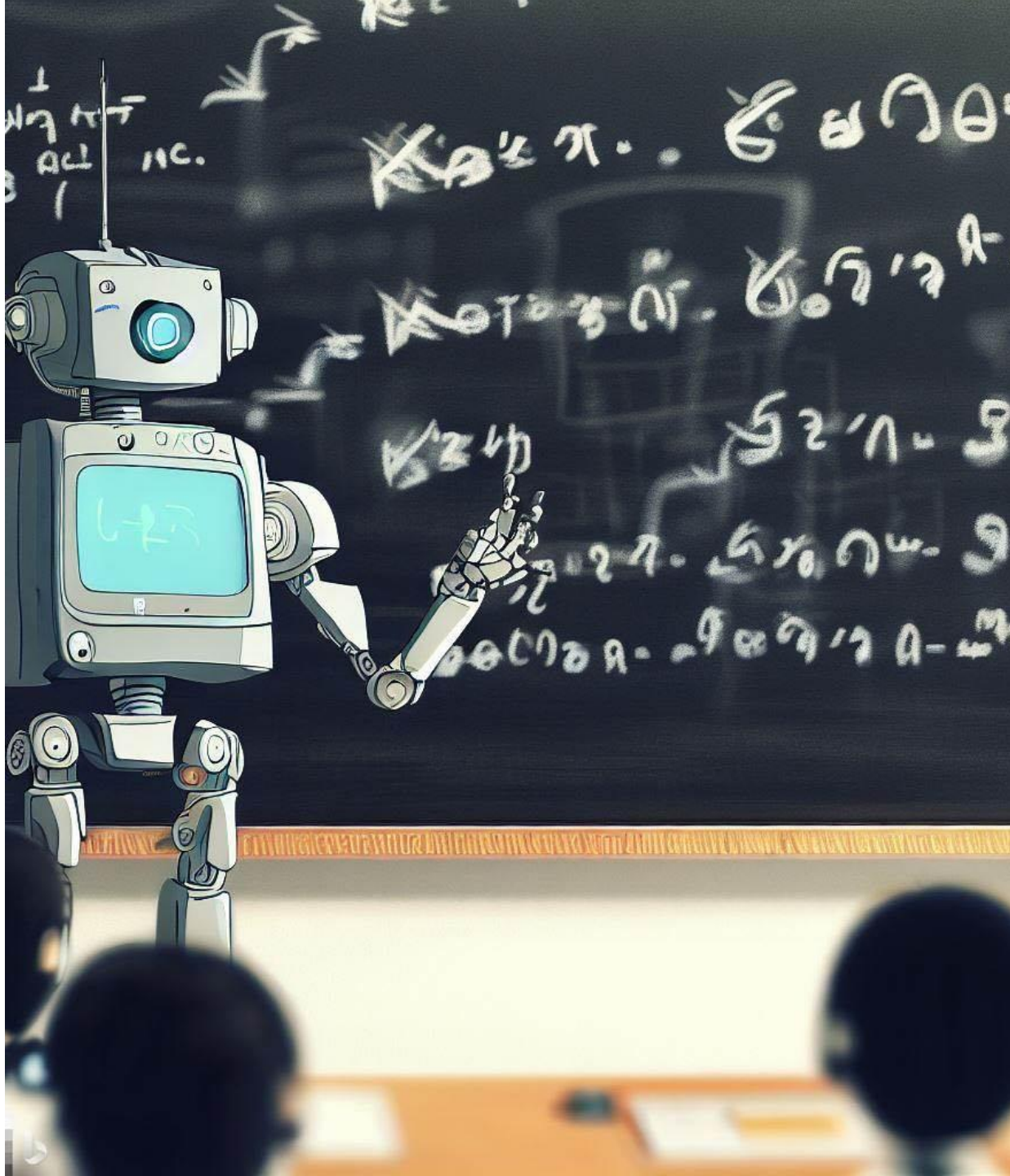
- Learning objectives!

- How to cite usage?
  a. APA rec
  b. Citation marks “-”
  c. Prompts and Chat History
  d. Description of workflow
  e. Reflection on the process



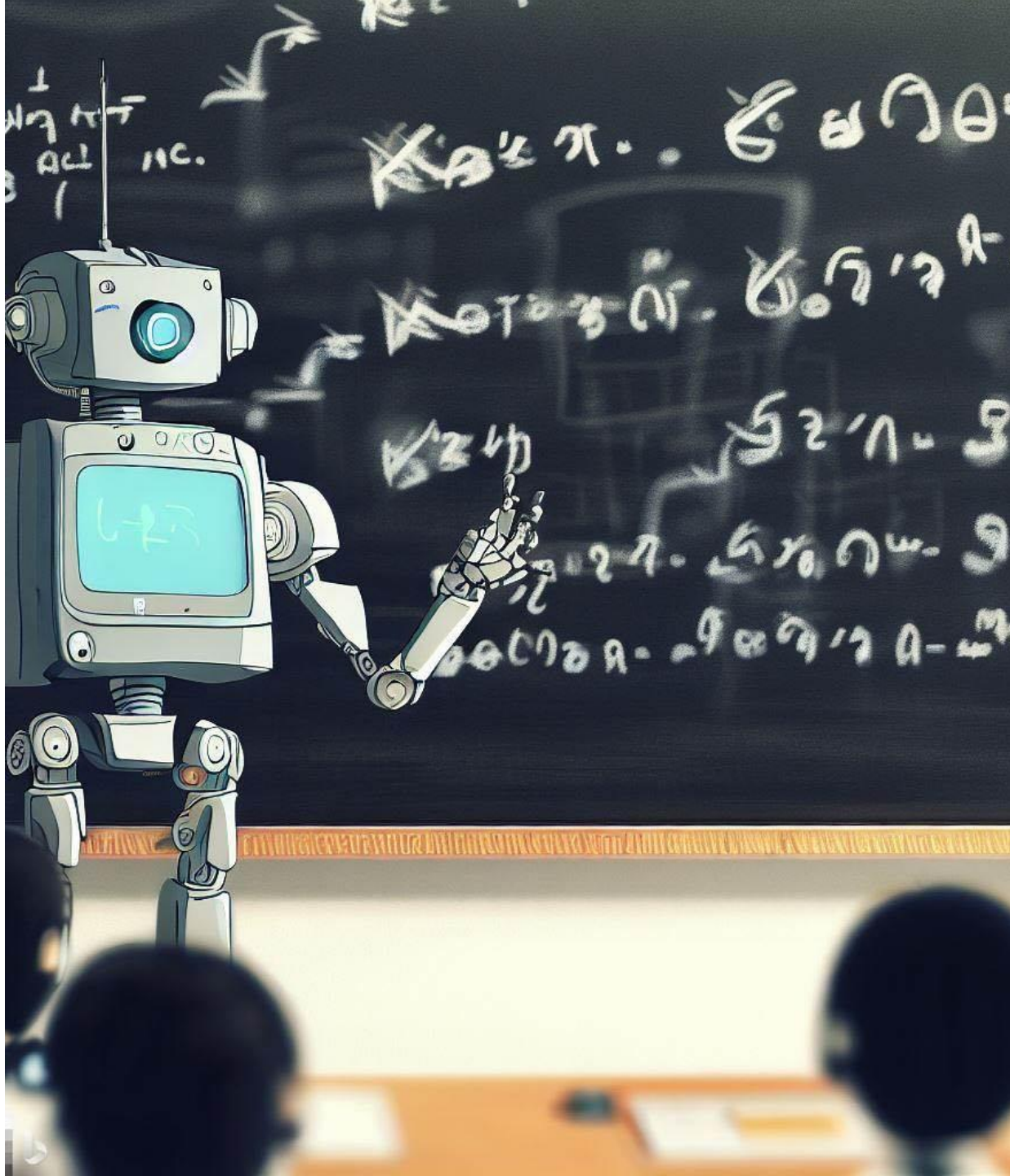
How should we guide?

- Learning objectives!
- Should we use proctored exams?



Learning objectives:

a. Research questions
b. Proper use
c. Prompts (‘Prompt Engineering’)
d. Evaluate Output
e. Work Process
f. Adaptation



Be clear about what they can and cannot do:

a. Direct use is disallowed, indirect use is allowed

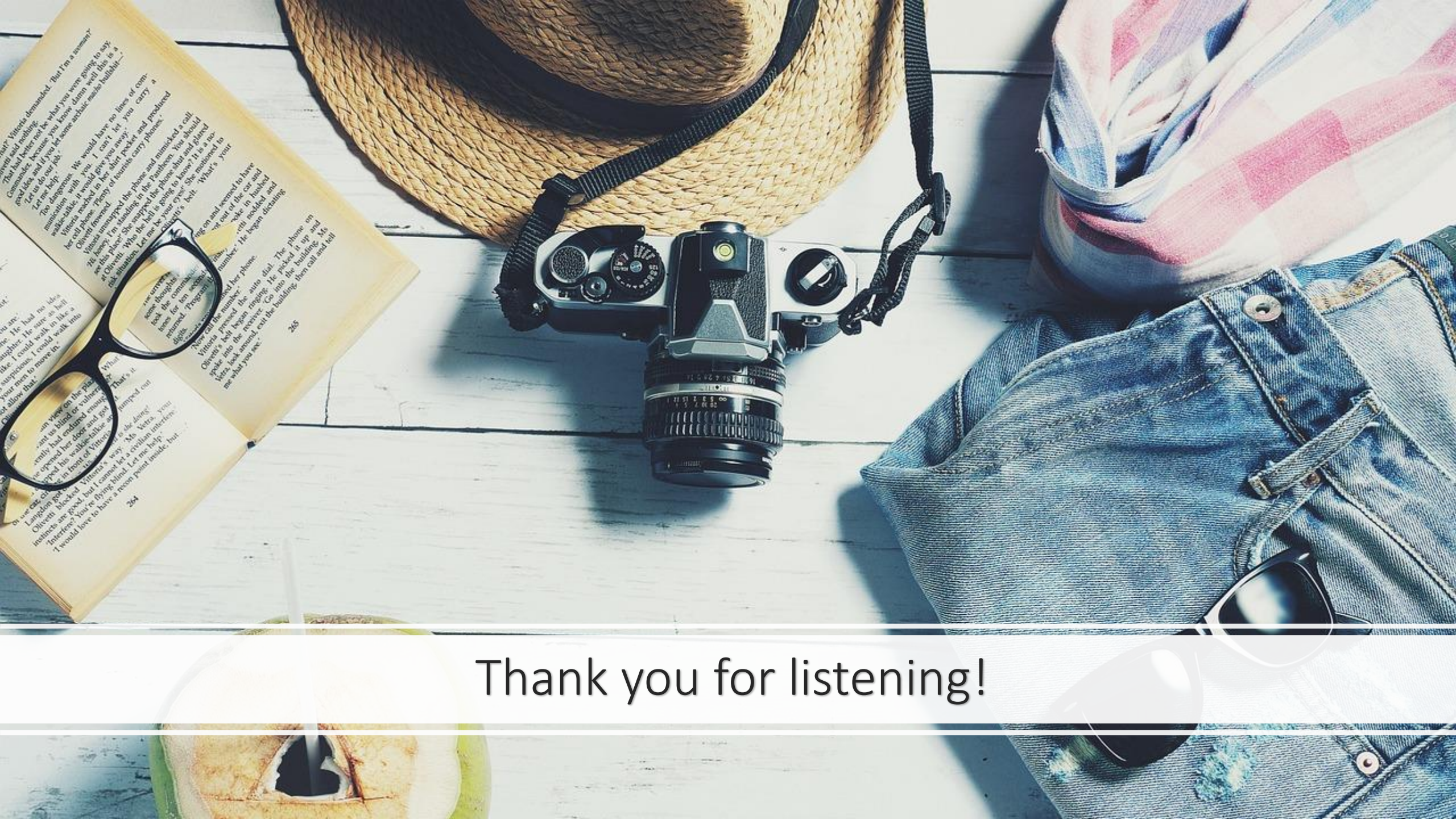
b. Direct use editing existing text is allowed while direct use synthesizing text is disallowed

c. Direct use generating titles is allowed, indirect use writing code is not allowed

Category	Task
Ideation	Brainstorming
	Evaluating ideas
	Providing counterarguments
Background research	Summarizing Text
	Literature Research
	Formatting References
	Translating Text
	Explaining Concepts
Coding	Writing code
	Explaining code
	Translating code
	Debugging code
Writing	Synthesizing text
	Editing text
	Evaluating text
	Generating catchy titles & headlines

Concluding remarks

- There is a wide range of AI
- These have a wide range of use cases
- They can also be used in a variety of ways
- Be mindful of the learning objectives



Thank you for listening!