

## **Grasping the Nettle: Embracing Artificial Intelligence in Higher Education**

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# Grasping the Nettle: embracing AI in HE

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- AI in HE – What is it?
- AI in HE – barriers and dilemmas
- Is it safe to use ChatGPT for your task? (Tiulkanov, 2023)
- Examples of practice

# AI in HE – What is it?

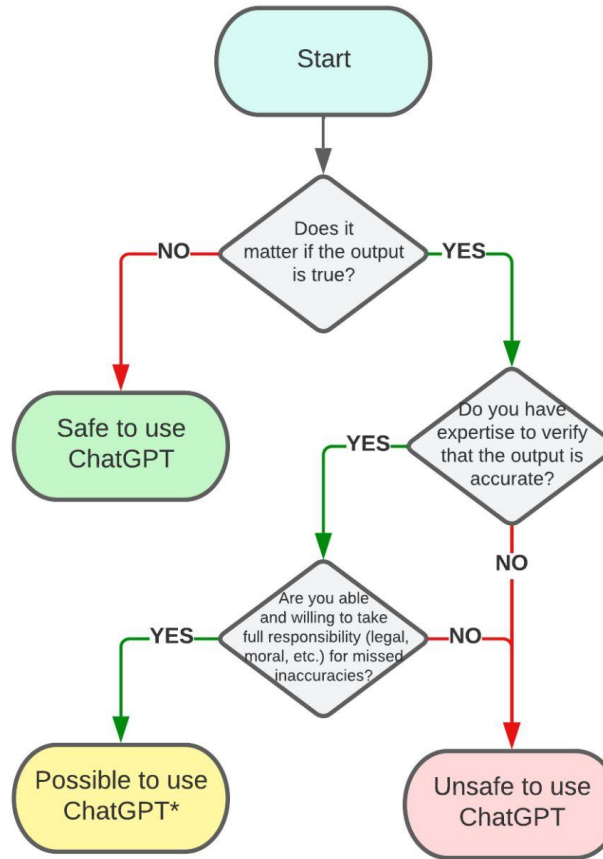
- AI has more potential change than any other technological advance in HE (Bates et al, 2020)
- AI is not new and has been around in many guises for decades.
- Some current examples are:
  - ChatGPT/Llama2
  - CoPilot
  - Dall-e
- Constantly changing so we need to keep informed on developments.

# AI in HE – barriers and dilemmas

- Data Protection (UNESCO, 2022)
- Reliance on and misuse of available tools e.g ChatGPT, Llama2
- Ethics (Cotton et al., 2023)(Sabzalieva & Valentini, 2023)
- Academic Anxiety (Crawford et al., 2023)

# Is it safe to use ChatGPT for your task?

Aleksandr Tiulkanov | January 19, 2023



\* but be sure to verify each output word and sentence for accuracy and common sense



(Tiulkanov, 2023)

# Examples of practice

## **Example 1 SIOE**

- Personalised assessment – tailoring assessment to be based on individual / personal experience e.g. from work based learning / reflections / individual projects that cannot be easily generated by some one else

## **Example 2 SIOE**

- Using generative tools e.g. ChatGPT for assessment – generate a response to assessment task, check relevant sources / against module readings and theories – analyse and use to produce own assessment – so use as a starting point and tailor appropriately – submit both assignments highlighting changes (Lebihan, 2023)

# Examples of practice

## **Example 3 – Computing - Students**

- Students analyse faulty code and propose relevant resolutions.
- They then use AI tools (CoPilot) to do the same task.
- Students are then asked to critically evaluate their findings.

## **Example 4 – Computing - Academics**

- Academics use AI to automate marking.
- This can be used to increase consistency and remove bias.



# And finally...

- We can't escape the development and presence of AI
  - How can we tailor AI in our learning, teaching and assessment to be discipline specific, relevant and supportive?
- 
- Thank you
  - Questions?
  - [m.marriott@shu.ac.uk](mailto:m.marriott@shu.ac.uk) [a.kellock@shu.ac.uk](mailto:a.kellock@shu.ac.uk)



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