



WELCOME!

WE WILL BEGIN SHORTLY.



Hover over the bottom of your screen or Zoom window to see these options.

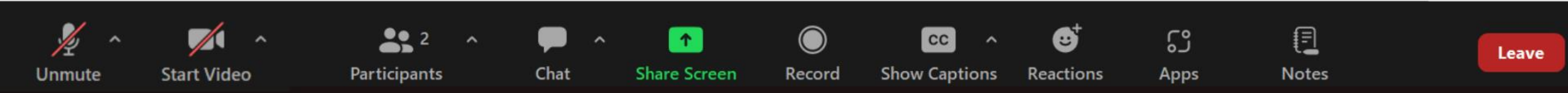
What's better than a webinar? A webinar with an active chat!
Please click here to say hi and introduce yourself.

We'd love to see your face, but no pressure.

You are muted.
(There will be opportunities to unmute.)

Click here to rename yourself and/or add pronouns.

Reactions are a fun way to participate, feel free to try one now.



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Empowering Educators: Leveraging Gen AI for Effective Teaching in Higher Education

Your hosts:



Megan Hauser
Instructional Designer
Center for Teaching and Learning



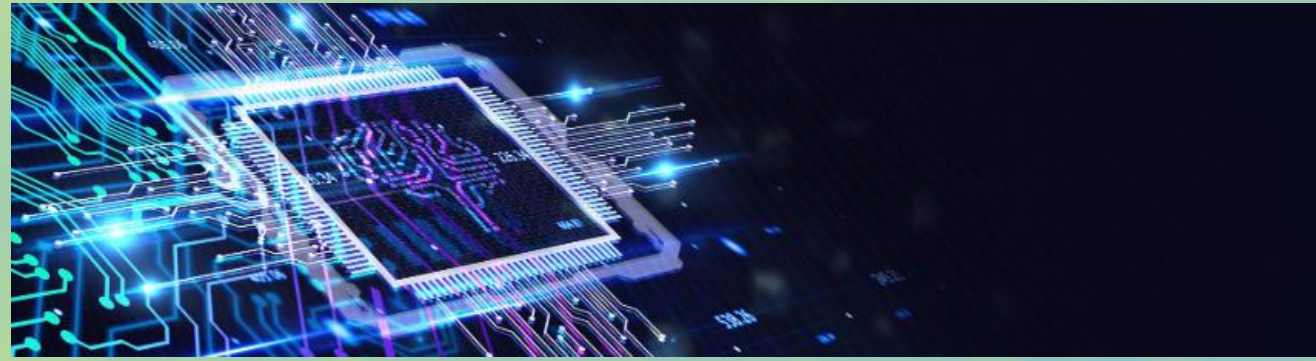
Jet Saengngoen
Instructional Designer
Center for Teaching and Learning

Let's Get to Know Each Other

Feel free to introduce yourself by posting in Chat

- Your name
- Your department(s), &
- Have you use Generative AI before?

Agenda



1. General Information about Generative AI

- The Good: Collaborator
- The Bad: Pitfalls of AI

2. UNM Policies and AI

- Syllabus
- TurnItIn Similarity
- Authentic assessment

3. Class Assignment Examples

Generative AI: Friend or Foe?

What is Generative AI?

"Generative Artificial Intelligence is artificial intelligence (AI) capable of generating text, images, or other media in response to prompts. Generative AI models learn the patterns and structure of their input training data by applying neural network machine learning techniques, and then generate new data that has similar characteristics" ([Wikipedia, 2023, para. 1](#))

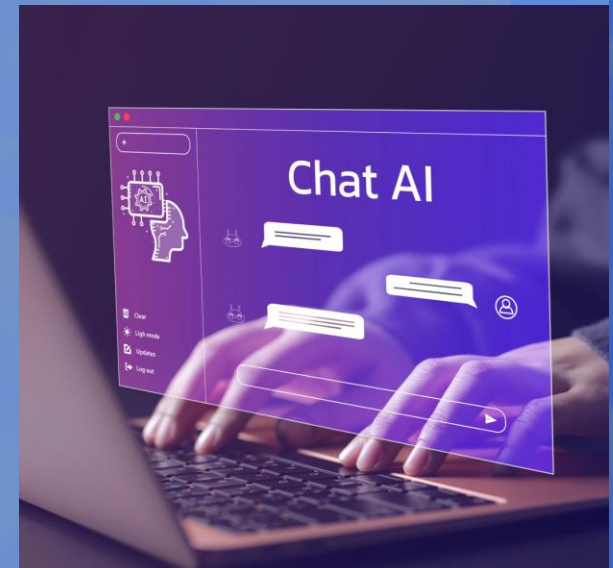
ChatGPT (OpenAI):

- GPT – Generative Pre-Trained Transformer
- Generative – creates content by combining existing information, utilizing probability
- Trained on Large Language Models – enormous amounts of data
- Transforms one input to a different output – prompt to text
- Dall-E: text to image
- Sora: image to video



The Good: Collaborator

- ChatGPT is free and excels at human language and dialogue, making it excellent for brainstorming, drafting and some tutoring. Though it has limits, it does know a lot.
- 'Be My Eyes' uses GPT-4 to aid users with visual accessibility.
- "ResearchRabbit" creates “collections” of papers and receive recommendations and visualize networks of papers and authorship
- Other AI models, like Bing, can improve your internet search results
- GoblinTool's 'Magic To-Do' can help people break down a task into smaller more accomplishable goals.



The Bad: Pitfalls of AI

- ChatGPT3.5 is trained on data through January 2022 only. ([Pandey, September 19, 2023](#))
- The output of AI is only as reliable as the input
 - Content moderation, data labelling, copyright issues, privacy issues
 - Future Trends Forum conversation: AI, Academia, and Equity ([Alexander, July 18, 2023](#))
 - Stereotypes - gender, race, ability
 - Omission of data from underrepresented groups
 - Misinformation
- "Hallucinations" - AI makes things up
 - Citations and some facts are completely fabricated
 - It's not clear how AI constructs the information it offers
 - When requesting information from AI, such as ChatGPT or Bing, verify results

The Bad: Pitfalls of Using AI

GenAI output includes the same biases of the input

- Dialect prejudice predicts AI decisions about people's character, employability, and criminality (Hoffman et al., 2024)
- GenAI images included stereotypes re: race, gender, wealth, culture

Privacy Concerns:

What does AI do with the text you feed it?

- What about FERPA?

Unequal Access to AI for Students:

- Paid Models
- Technology Barriers
- Intimidation Factor

Environmental Concerns

- AI Servers use a great deal of water and electricity

12:28 Sat 24 83%

ChatGPT 4

YOU



Can you please recreate this only with the face of an 8 year old and the colors predominantly purple. The rest of the colors teal and black with gold accents

CHATGPT



Here is the recreated image with the requested changes.



Message



UNM Policies & AI

UNM has not implemented any specific, official policy to address use of AI by students or faculty.

UNM AI Resources: [Instructional Resources](#)

UNM Libraries: [Artificial Intelligence in Education - LibGuide](#)

Syllabus statement / considerations:

- Academic Integrity – define academic misconduct, UNM policies
- Definition of plagiarism
- Canvas uses Turnitin plagiarism detection tool, including AI detection
- Clarification citation expectations – specify which method – APA, MLA, etc.
- Definition of "original work"
- Instructor expectations: use of AI, avoidance of AI
- Verification of AI information - inaccurate or fabricated results

TurnItIn Similarity

How do you know a student has used AI to write their paper?

- There are some great resources, including a fantastic one from CNN:
 - [Bot or not? How to tell when you're reading something written by AI - CNN.com](#)
- TurnItIn Similarity – AI detection tool integrated within Canvas
- False positives are possible, especially if a student uses another tool like Grammarly

Origin Story: Essay about You ↕ Published Edit ⋮

For this assignment you will write an Origin Story. Where are you from? What brought you here? By what influences were you formed and informed?

This essay will be put through our TurnItIn Similarity application, to ensure that your work is original. Please review the rubric and additional instructions for more details.

Points 15
Submitting a file upload

Due	For	Available from	Until
-	Everyone	-	-

Submission Type

Online Entry Options

- Text Entry
- Website URL
- Media Recordings
- Student Annotation
- File Uploads
 - Restrict Upload File Types

Submission Attempts
Allowed Attempts

Plagiarism Review

turnitin

Exclude from Similarity Reports

- Bibliography
- Quotes

Submission Indexing

- Index all submissions

Generate Similarity Reports

- Immediately and on due date -
- Recommended**
- Immediately

[Learn more about Turnitin settings](#)

Show report to students

Teaching Tips

- Ask questions that AI cannot answer
 - Local contexts
 - Personal reflections
 - Visual/multimedia analysis
- Use low-stake assignments/quizzes
 - Breaking down large assignments
 - Multiple checkpoints
- Incorporate authentic assessment



Authentic Assessment and AI

- Authentic Assessment requires real world application, either through hypothetical or real, hands-on activities.
- Activities focus on higher order of thinking
 - Analyzing
 - Creating
 - Evaluating
- Examples include case studies, storytelling (creative and autobiographical), mock scenarios, creative projects



Assignment Examples

Example #1 (Generate AI policy with students)

- Model what you feel is appropriate use like brainstorming, asking for feedback, etc.
- Also, you can ask them to reflect on what appropriate use of AI looks like and include them in the AI policy in your course.

Example# 2 (engage with AI-generated materials)

- Allow students to write a practice paper using AI.
- Then supply them with your rubric and ask them to grade it themselves.
- If citations were part of the assignment, ask them to find out if the papers the AI cited are real.
- They will see that AI has its problems and AI papers might not pass your class.

[More examples](#)

Examples of Instructor AI Use

Rubric created with AI

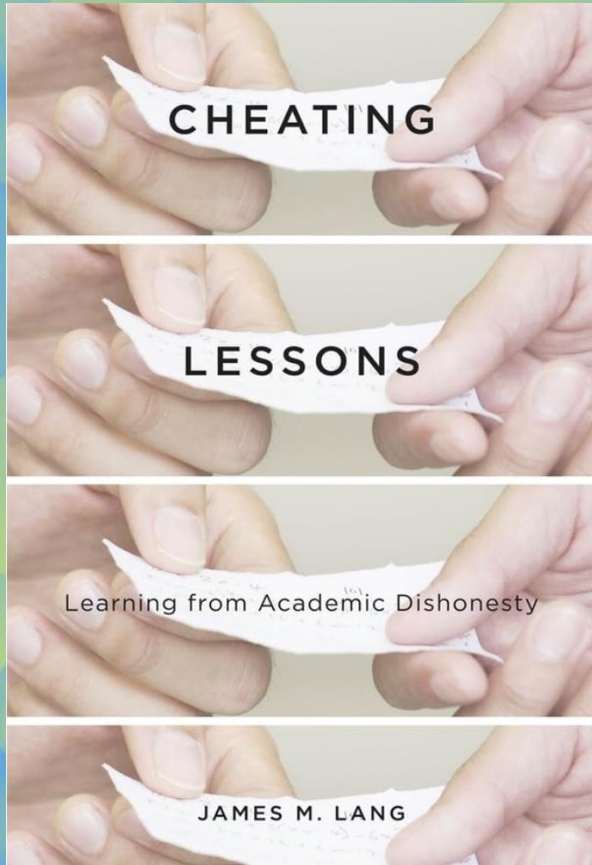
Group work agreement made with AI

Reference Quality and Relevance	Inadequate or irrelevant references, references are not provided or poorly formatted. References do not contribute to the telling of the story or the concepts relating to it.	References are appropriate and contribute to the presentation. Sources are provided and properly formatted. References contribute to the telling of the story or the concepts relating to it.	Exceptional choice of references that significantly enhance the depth and credibility of the presentation. May even include primary sources.
Research Cont.	Limited evidence of thorough research. Reliance on a minimal number of sources (0-2 citations).	Presents a reasonable breadth of research (2-4 citations). References support key points but may lack depth in exploration.	Demonstrates extensive and in-depth research (5+ citations). References are used to provide comprehensive insights, perspectives, and technical explanations.
Visibility of Group Collaboration in Presentation	Limited evidence of group collaboration; individual contributions are unclear, and the presentation appears disjointed.	Group collaboration is evident to some extent; individual contributions are discernible, and the presentation has a reasonable level of cohesion.	Group collaboration is highly visible; individual contributions seamlessly contribute to a cohesive and integrated presentation, showcasing a strong collaborative effort.
Identifying Audience	The group does not clearly identify a target audience for their project. The presentation lacks evidence of tailoring to a specific audience, resulting in ineffective communication that	The group identifies a target audience for their project, but the connection between the audience and the presentation could be more clearly articulated. The presentation shows some effort in	The group clearly identifies a target audience for their project, providing a well-defined rationale for their choice. The presentation is highly tailored to effectively communicate with the identified audience, demonstrating a

Untold Stories Project

Group Name:

1. **How will we demonstrate mutual respect within the group?**
 - o This includes considering diverse perspectives, acknowledging each other's expertise, and fostering an inclusive and collaborative environment.
2. **What strategies will we employ to ensure active and effective listening during group discussions?**
 - o Address how the group will actively engage in listening, paraphrasing, and seeking clarification to enhance understanding.
3. **How will we establish and adhere to timelines to ensure the timely completion of project milestones?**
 - o Discuss specific strategies for time management, task allocation, and monitoring progress to meet deadlines effectively.
4. **In what ways will we foster a supportive environment for seeking help or clarification when needed?**
 - o How will you both encourage open communication about challenges, and establish a collaborative approach to problem-solving w
5. **How will we handle disagreements or differing opinions within the group?**
 - o Outline a constructive approach to conflict resolution, such as discussing differences openly, seeking common ground, and reachi
6. **What methods will we employ to track and document individual contributions to the project?**
 - o Define how the group will transparently document and recognize each member's contributions to the project to ensure a fair distrib
7. **What group decision-making methods are you considering using to come to agreement on key project decisions?**
 - o Select 2 or more from the list below or add your own.
 - o *Some options for group decision-making include: SWOT analysis (group version), brainwriting, reverse brainstorming, mind mapp*
8. **What storytelling techniques will your team consider?**
 - o Select two or more from the list below or add your own.
 - o *Some storytelling options to consider include: hook or grabber, character development, conflict and resolution, narrative arcs, sho*
9. **How will we adapt our communication and work strategies if unforeseen challenges arise during the project?**
 - o Address flexibility and adaptability in response to unexpected issues, and discuss a collaborative approach to problem-solving.
10. **How will we adapt our communication and work strategies if unforeseen challenges arise during the project?**
 - o Address flexibility and adaptability in response to unexpected issues, and discuss a collaborative approach to problem-solving.
11. **What tools or platforms will we use for communication and collaborative work?**
 - o Establish a clear communication plan, which may include preferred communication channels, project management tools, and doc
12. **How will we ensure that each member feels heard and valued within the group?**
 - o Discuss strategies to promote an inclusive environment where all members feel comfortable expressing their ideas and opinions.
13. **What steps will we take to ensure the quality and cohesion of our final presentation?**



- Who Cheats – and How Much?
- Fostering Intrinsic Motivation
- Lowering Stakes
- Responding to Cheating
- The Future of Cheating

[Click here to access the eBook](#)

Questions for Reflection

- How do you think you might use AI in your course?
- Have you written your own AI policy? If you have not, what are your thoughts or doubts?
- Any other questions?

Center for Teaching and Learning

Some of our services include:

- [Open Labs](#) (one-on-one consultation with an instructional designer).
- [Teaching and Learning Workshops](#)
- [Schedule a teaching consultation](#)
- [Teaching Excellence Award](#)
- [Teaching Allocation Grants](#)
- Check out [our website](#) for more services.