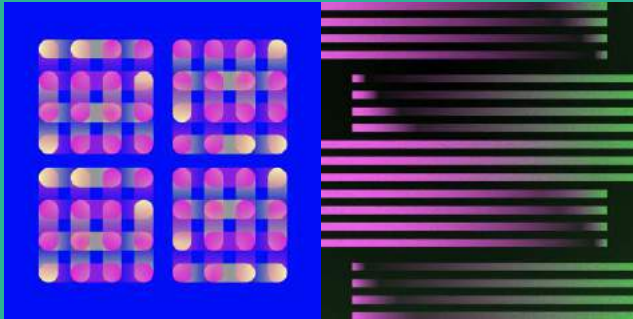


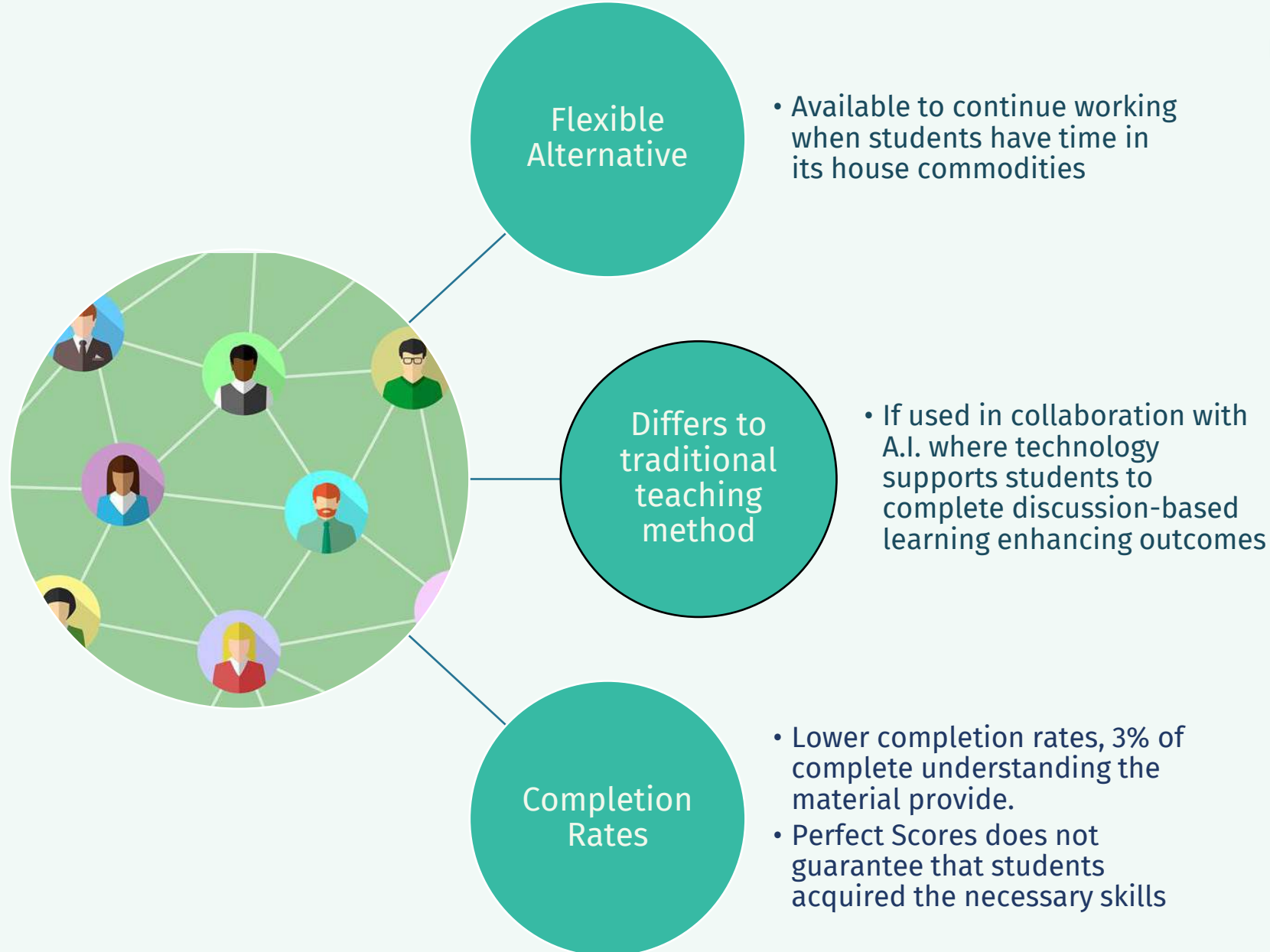
The Impact of Using Artificial Intelligence Tool “ChatGPT” at Valencia College 2023 / Best Practices and Guidelines

VALENCIA
COLLEGE



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Background: Modification of the Learning process (MOOC's)



LinkedIn LEARNING

coursera

edX

Fraudulent Behavior



canvas



Classes were forced to
change from
Face-to-face to online
environment

COVID 19 Era

Professors: organized
courses, set up
learning activities

- Students: find
learning material and
communications

Learning Management System (LMS)

Multi option
questionnaires where
automatically graded

- Professors: has no
control, prone to cheat
- Solutions: real-time
exams

Online Era

Pressure (final exam,
main source of anxiety)
The possibility of not
getting caught
The ability to
rationalize
collaboration

Three circumstances to cheat

Negative Impacts of AI Research

ChatGPT: Inaccurate data, duplicate content, plagiarism, dependency on AI, students can experience loneliness and feel unmotivated since not receive human support needed.



Unemployment (57.6%)

- IBM Japan Ltd.'s replaced human to AI that "can think like a human." (Mainichi 2016)
- Jobs at risk: Involved with highly repetitive or structured actions (Boddington 2017)



Discrimination and bias (6.2%)

- Gather data and process might result in biased AI decisions over human characteristics (race and gender); technical solutions is not enough; legal and social approach is needed.



Privacy (3.9%)

- The use of AI for surveillance of global citizens through data collection creates serious ethical concerns but commonly justified by the need for security (Bartneck et al. 2021)



AI mistakes (3.4%)

- Autonomous cars to patients undergoing surgery, still require key intervention of the supervising human.
- O'Sullivan et al. (2019) classify responsibility into accountability, liability, and culpability.

Research Question / Hypothesis and Methods

RQ: How to support adapting faculty staff to ChatGPT introduction?

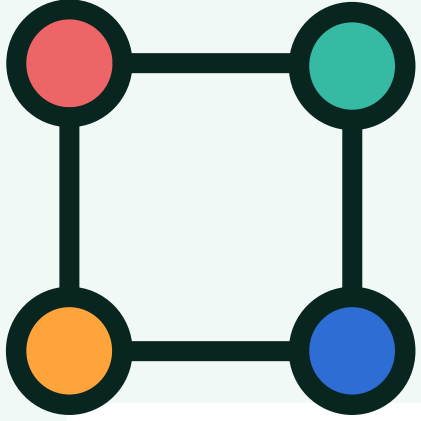
Justification: There has been a lack of clear communication and guidelines regarding its usage for students, leading to confusion and uncertainty.



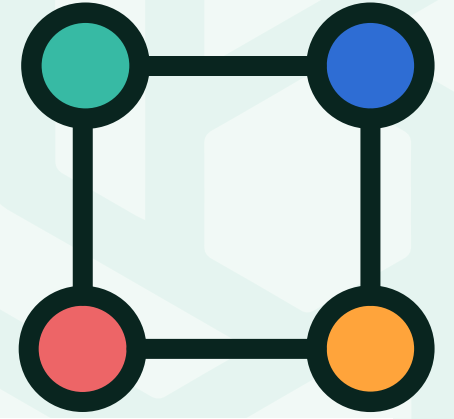
Research statement: Developing a guideline will help faculty member identify how to reduce the negative impact of ChatGPT usage in classrooms

Method: Deep dive into the literature review, attending workshops and using other best practices as a reference to build framework

Results: Best Practices



Research statement:
“To develop a guideline to reduce the negative impact of ChatGPT usage in Higher Education classrooms”



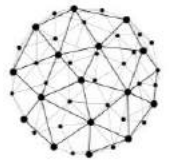
Guideline 1 Faculty need to be trained on ChatGPT usage



Guideline 2 Faculty should introduce ChatGPT in their classrooms prior to giving assignments

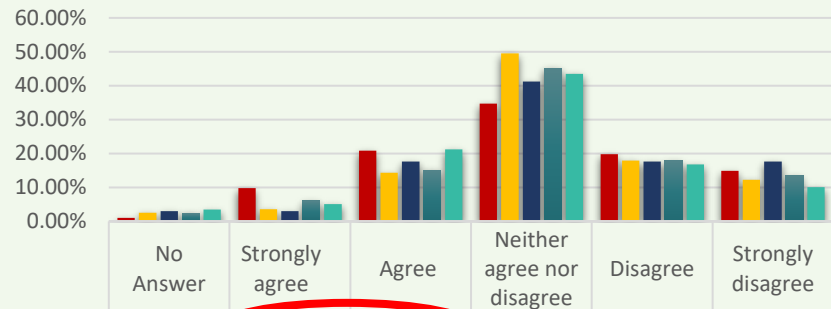


Guideline 3 Faculty need to consider and communicate appropriate usage of ChatGPT in their field



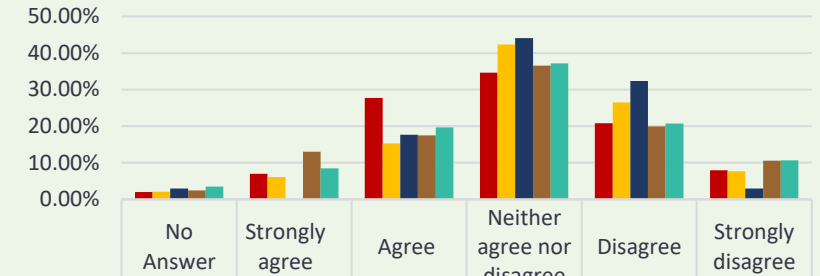
G1: Faculty need to be trained on ChatGPT usage

We should be encouraging students to use ChatGPT and integrating it into our educational strategy



Community college	0.99%	9.81%	20.79%	34.65%	19.80%	14.85%
BA-Granting Institution	2.55%	3.57%	14.29%	49.49%	17.86%	12.24%
Specialized College (i.e. performing arts, seminary, etc.)	2.94%	2.94%	17.65%	41.18%	17.65%	17.65%
MA-PHD Granting College	2.44%	6.10%	15.04%	45.12%	17.89%	13.41%
Level 1 or Level 2 Research University	3.45%	5.05%	21.22%	43.50%	16.71%	10.08%

Papers and other written assignments should now be written in class or in some other supervised area where students do not have access to ChatGPT or similar applications



Community college	1.98%	6.93%	27.72%	34.65%	20.79%	7.92%
BA-Granting Institution	2.04%	6.12%	15.31%	42.35%	26.53%	7.65%
Specialized College (i.e. performing arts, seminary, etc.)	2.94%	0.00%	17.65%	44.12%	32.35%	2.94%
MA-PHD Granting College	2.44%	13.01%	17.48%	36.59%	19.92%	10.57%
Level 1 or Level 2 Research University	3.45%	8.49%	19.63%	37.14%	20.69%	10.61%

In your classes and assignments, do you perceive the ChatGPT uses by your students

Age of respondent	No Answer	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
30 or under	9.09%	9.09%	9.09%	9.09%	18.18%	45.45%
31-39	4.76%	0.00%	0.00%	11.11%	20.63%	63.49%
40-49	5.19%	2.60%	3.90%	10.39%	20.78%	57.14%
50-59	2.87%	0.82%	5.33%	11.89%	18.03%	61.07%
60 or over	6.86%	2.29%	4.37%	11.23%	12.47%	62.79%
Unknown	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%

Primary Research Group survey case: *Primary R. G. S. (2023)*

G2: Faculty should introduce ChatGPT in their classrooms prior to giving assignments

Figure 1. Students point of view case ChatGPT research (CS degree)

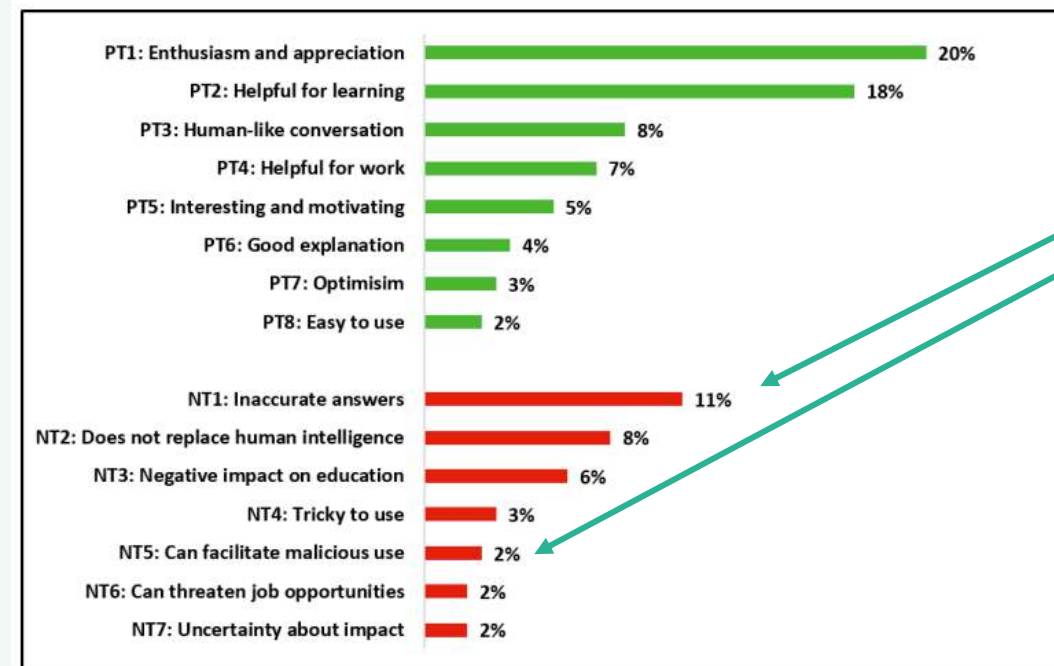
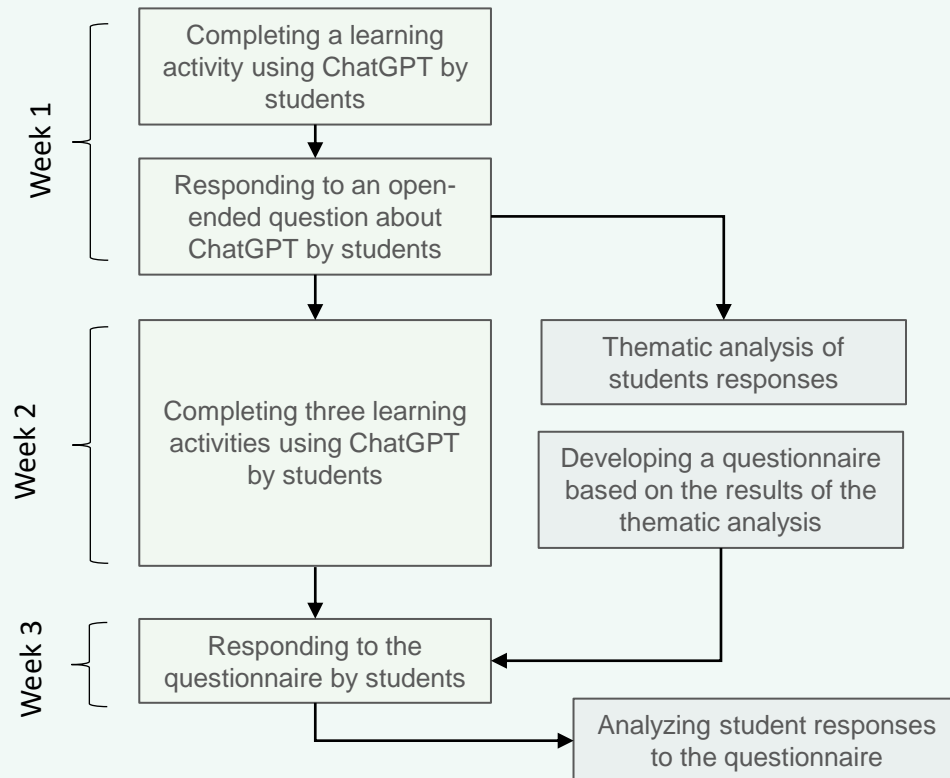


FIGURE 3. Relative frequency of students' comments per theme.

G3: Faculty need to consider and communicate appropriate usage of ChatGPT in their field

“Depending on the subject, the uses could be different, the ideas is to organize and be clear about the scope of usage.”

Appropriate:

- to define the tone of writing as a reference
- Generate ideas of structure, brainstorming



Inappropriate:

- Not evaluating the sources , not verifying if sentences makes sense
- Over dependency (copy paste)

Automation = Cheating

Augmentation = Human intervention + AI



Conclusion & future research

- ChatGPT seems to be attractive for students.
- Exploring their capabilities and deficits in their fields and teach how to use it

Explore and teach

- Faculty should get ready for the time when ChatGPT will become more capable and less dependent on prompt quality.
- It is not too early to start thinking about creative assessment techniques

Performance improvement

- ChatGPT will shape a new era of IT.
- This revolution in IT should be best accompanied by thoughts about our current method of teaching and assessment

Future

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Thank you for your attention

Questions section