

Reflection 2

It is reasonable for me to assume that many people are worried about the length of their answers. To this I say, *As long as it needs to be to address the topic adequately.* While I do not expect a full page, a few sentences should suffice to answer each question. As mentioned above, the purpose of the reflection is to learn about you. An important part of mathematics is your ability to explain your process. This reflection is being graded on a scale that reflects this idea. I have provided a rough outline below:

- 2 points – A thorough, clear, well-explained reflection
- 1 point – A less-detailed, less well-explained reflection
- 0 points – A blank or illegible reflection.

Prompt 1

Academic misconduct is a very relevant concern in all courses. For us, this is concern revolves around the weekly assignments and midterm. It can sometimes, however, be unclear what exactly constitutes a misconduct. Understanding what constitutes academic misconduct is crucial for maintaining fairness and honesty within academic environments. It ensures that students are evaluated based on their own efforts, promoting a level playing field for all. I would like to gauge your thoughts on misconduct in this class.

Please respond to following questions below:

For each of the follow situations below, do you think the situation constitutes an academic misconduct? Why or why not?

- i. Bob and Alice work together on an assignment.
- ii. Alice can see Bob's paper during the midterm, and copies the answers she doesn't know.
- iii. Alice gets advice from the professor regarding the assignment and shares this advice with Bob.
- iv. Bob and Alice agree that they will take turns completing the assignment, and let the other copy their solutions.
- v. Bob asks his friend Carl, who has already taken this course, to do the assignment for him.
- vi. Alice can see Bob's paper during the midterm, and let's him know that he has an error.
- vii. Before submitting the assignment, Alice notices that Bob has an error and explains how to fix it.

Prompt 2

We have (or will have) seen already in Assignment 3 that generative AI, like ChatGPT, is not entirely reliable for producing proofs in mathematics. That does not mean however, that the use of such a tool has no place in the class (or more broadly our lives). I use it for trivial tasks, like when deciding what to cook or to ask random questions, for personal tasks, such as generating a detailed description for a location in a game of Dungeons and Dragons, and for works tasks, such as having it parse and summarize the introduction of an uploaded research paper to determine if it is worth reading through proper.

Please respond to following questions below:

How do you make use of generative AI tools in your life? If you do not use them right now, have you seen a novel use of it by someone else? In what ways do you think they could be beneficial?

Prompt 3

This prompt is not worth any marks and your answer will not count towards the grade for this reflection. It is an opportunity for you to say hello, to tell me something interesting that you learned so far in the course, to give me some feedback, etc.

Is there anything else you would like to share about your experiences with the course so far, good, bad, or neutral?